ACCOUNTABILITY REPORT
2020

educo

Member of **ChildFund** Alliance

2020 Accountability Report

June 2021

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OUR COMMITMENT TO ACCOUNTABILITY

We are very pleased to present Educo's 2020 Accountability Report. Once again, we do so with the firm belief in what it means for an organisation such as ours to maintain transparency and accountability as one of our hallmarks: we are what we are thanks to the people who make up the organisation and to the trust they have placed in us as an expression of their desire for change and their commitment to the rights and well-being of children.

2020 has been a year marked by the COVID-19 pandemic and by the global health, social and economic crisis that this has entailed and in which we are still immersed. Like other sectors of society, it has been a challenge to maintain our priorities and continue our work, but we have adapted the way we operate to the demands of this new context and the different realities we have encountered. Flexibility and adaptation to change, which are also part of our identity, have been put to the test more than ever, and I believe we have succeeded.

All those we work for and with: our participants, our teams, our donors... have been impacted in one way or another by the pandemic. We probably won't find many other examples of a crisis situation with such a collective impact. Today, we remain alert to the effects of these past months and to what they may mean in terms of a setback to the progress made in ensuring and protecting the rights of children and adolescents, as reflected in the 2030 agenda. Education, one of Educo's key areas of work, has been particularly affected, as the closure of schools has put a brake on children's development processes. Beyond the formal education curriculum, children have lost the protective space that school seeks to ensure and their vulnerability to any kind of violence has increased. Inequality has become more latent: not everyone has been affected equally by the crisis and vulnerable children, once again, have suffered a greater impact.

In this situation we have had to identify and respond to emerging needs in order to continue to support individuals and communities. Listening to people's needs has been key to our programme orientation. Helping to prevent the spread of the pandemic, ensuring basic nutrition and facilitating distance education, for example, have all been part of our response to this listening process. Distance has marked our lives, with social distancing and lockdowns keeping us physically apart, so focusing on listening to people in order to maintain trusting relationships has been a strong learning process. Today we feel that our knowledge in the humanitarian field and our capacity to respond in crisis contexts have increased.

For Educo, this past year has coincided with the start of a new strategic cycle, with a new Global Impact Framework 2020-2030 and its implementation through our Global Programmatic Framework 2021-2025 and Global Organisational Development Plan 2021-2023. The promotion of a culture of accountability is a key element in this strategic vision. An accountability approach is present in these frameworks and ensuring its integration into our work is an essential part of achieving the social impacts we have identified.

In the following pages, you will find details of the three priority areas we highlighted a year ago in our Interim Accountability Report: child protection mechanisms and practices, mainstreaming of whistleblowing mechanisms, and impact measurement systems and practices. I believe there are notable examples to support our progress in these areas. At the same time, we have identified other priority areas that we are already promoting: strengthening active listening and participation of children and adolescents in order to respond to their real needs and priorities and be fully accountable to them, and reinforcing our work towards fulfilling our commitment to environmental protection and sustainability

so that it is integrated into decision-making. These are challenges that inspire us and that put our commitment to accountability into practice.

I cannot end without mentioning that 2020 was also the year in which I took over as Educo's Executive Director, and I do so with the satisfaction of knowing its trajectory and at the same time with the energy to continue accompanying a process of continuous transformation.

Best regards,

Pilar Orenes
Educo Executive Director

WHAT WE HAVE ACHIEVED

A.   The impact we achieve

1.   What is Educo's mission and theory of change? Provide a brief description.
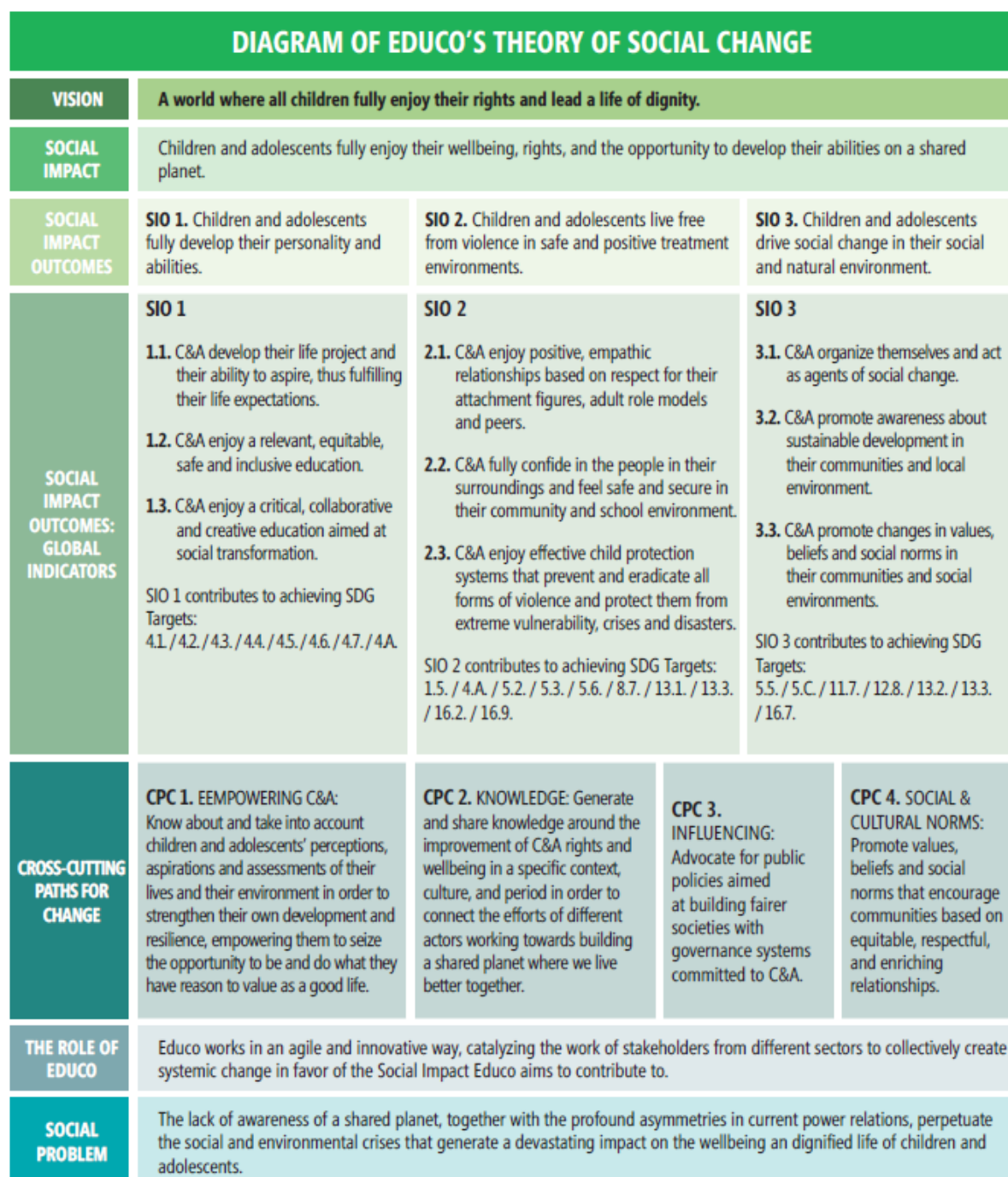
In 2020 the **Educo 2020-2030 Global Impact Framework** (GIF) came into force, the result of the theory of change process we started several years ago (referred to in the previous report) and the new institutional planning cycle, which has represented a profound change in how we plan and carry out our work.

To do this, we carried out a collective evaluation exercise, the **2015-2019 Educo Strategic Plan Evaluation**, the results of which were fundamental for elaborating the 2020-2030 Global Impact Framework and the 2021-2025 Global Programme Framework. Based on these results we built our **Social Change Theory**, which articulates and describes the path we must take together to achieve our mission and our vision over the next decade, placing the impact we want to achieve at the heart of our actions.

We also support the efforts to achieve the *Sustainable Development Goals* that make up the ***2030 Sustainable Development Agenda***. In this context, the *2030 Agenda* is reaffirmed as the best option for the essential economic, social and environmental response that must be made at the international level and without leaving anyone behind, and, as an organisation, we join this multilateral response, forming part of a global movement committed to children and catalysing the work of actors of different kinds to collectively achieve systemic change in favour of children's wellbeing.

Going back to the Mission and Vision of our previous Strategic Plan, the GIF reinforces concepts such as a dignified life, children's wellbeing, the commitment to achieve fairer and more egalitarian societies, and our role as catalyst, and embodies them in three **Social Impact Outcomes**.
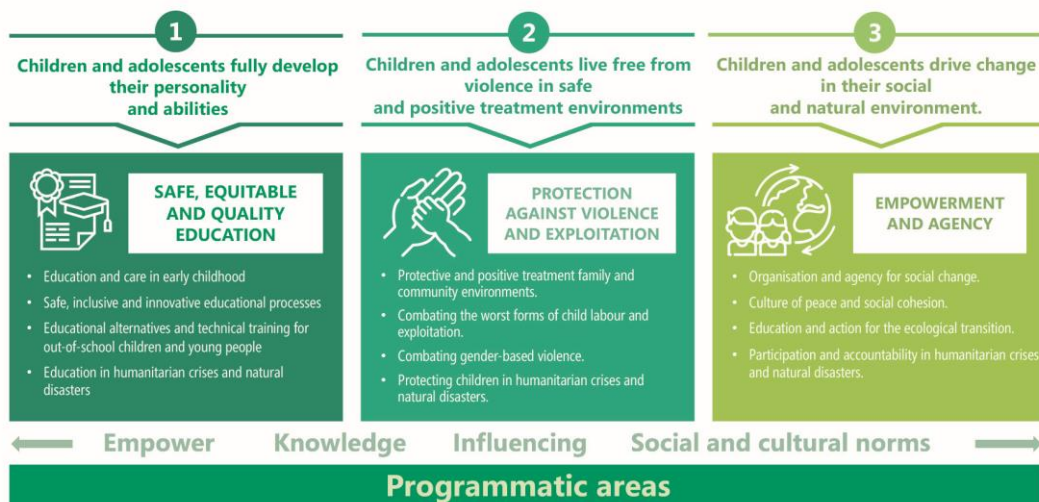
In the following diagram the Educo Social Change Theory can be seen in detail:

DIAGRAM OF EDUCO'S THEORY OF SOCIAL CHANGE

VISION	**A world where all children fully enjoy their rights and lead a life of dignity.**
SOCIAL IMPACT	Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet.

SOCIAL IMPACT OUTCOMES	**SIO 1.** Children and adolescents fully develop their personality and abilities.	**SIO 2.** Children and adolescents live free from violence in safe and positive treatment environments.	**SIO 3.** Children and adolescents drive social change in their social and natural environment.

SOCIAL IMPACT OUTCOMES: GLOBAL INDICATORS	**SIO 1** **1.1.** C&A develop their life project and their ability to aspire, thus fulfilling their life expectations. **1.2.** C&A enjoy a relevant, equitable, safe and inclusive education. **1.3.** C&A enjoy a critical, collaborative and creative education aimed at social transformation. SIO 1 contributes to achieving SDG Targets: 4.1. / 4.2. / 4.3. / 4.4. / 4.5. / 4.6. / 4.7. / 4.A.	**SIO 2** **2.1.** C&A enjoy positive, empathic relationships based on respect for their attachment figures, adult role models and peers. **2.2.** C&A fully confide in the people in their surroundings and feel safe and secure in their community and school environment. **2.3.** C&A enjoy effective child protection systems that prevent and eradicate all forms of violence and protect them from extreme vulnerability, crises and disasters. SIO 2 contributes to achieving SDG Targets: 1.5. / 4.A. / 5.2. / 5.3. / 5.6. / 8.7. / 13.1. / 13.3. / 16.2. / 16.9.	**SIO 3** **3.1.** C&A organize themselves and act as agents of social change. **3.2.** C&A promote awareness about sustainable development in their communities and local environment. **3.3.** C&A promote changes in values, beliefs and social norms in their communities and social environments. SIO 3 contributes to achieving SDG Targets: 5.5. / 5.C. / 11.7. / 12.8. / 13.2. / 13.3. / 16.7.

CROSS-CUTTING PATHS FOR CHANGE	**CPC 1.** EEMPOWERING C&A: Know about and take into account children and adolescents' perceptions, aspirations and assessments of their lives and their environment in order to strengthen their own development and resilience, empowering them to seize the opportunity to be and do what they have reason to value as a good life.	**CPC 2.** KNOWLEDGE: Generate and share knowledge around the improvement of C&A rights and wellbeing in a specific context, culture, and period in order to connect the efforts of different actors working towards building a shared planet where we live better together.	**CPC 3.** INFLUENCING: Advocate for public policies aimed at building fairer societies with governance systems committed to C&A.	**CPC 4.** SOCIAL & CULTURAL NORMS: Promote values, beliefs and social norms that encourage communities based on equitable, respectful, and enriching relationships.

THE ROLE OF EDUCO	Educo works in an agile and innovative way, catalyzing the work of stakeholders from different sectors to collectively create systemic change in favor of the Social Impact Educo aims to contribute to.
SOCIAL PROBLEM	The lack of awareness of a shared planet, together with the profound asymmetries in current power relations, perpetuate the social and environmental crises that generate a devastating impact on the wellbeing an dignified life of children and adolescents.

The second element of the Planning Cycle is the **2021-2025 Global Programme Framework** (GPF), which has been in worked on during 2020 to operationalise our interventions, always aiming for the impact established in the GIF. In the GIF, three programmatic areas are established, with their corresponding objectives, outcomes and indicators.

Social Impact: Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet

Social Impact Outcomes

1 Children and adolescents fully develop their personality and abilities

2 Children and adolescents live free from violence in safe and positive treatment environments

3 Children and adolescents drive change in their social and natural environment.

SAFE, EQUITABLE AND QUALITY EDUCATION
- Education and care in early childhood
- Safe, inclusive and innovative educational processes
- Educational alternatives and technical training for out-of-school children and young people
- Education in humanitarian crises and natural disasters

PROTECTION AGAINST VIOLENCE AND EXPLOITATION
- Protective and positive treatment family and community environments.
- Combating the worst forms of child labour and exploitation.
- Combating gender-based violence.
- Protecting children in humanitarian crises and natural disasters.

EMPOWERMENT AND AGENCY
- Organisation and agency for social change.
- Culture of peace and social cohesion.
- Education and action for the ecological transition.
- Participation and accountability in humanitarian crises and natural disasters.

← Empower   Knowledge   Influencing   Social and cultural norms →

Programmatic areas

The participation of the Educo team in the process has been assured through a team of 42 ambassadors from all the countries and regions we work in. The writing of the Global Programmatic Framework has also included consultations with focus groups of children and adolescents, linked to the Programmatic Areas. This participation has been extended during the development of country programme frameworks to other actors, such as child-focused agencies, development agencies, and public and private donors.

2. What are Educo's key strategic indicators for success and how do we involve our stakeholders in developing them?

The 2020-2030 Global Impact Framework establishes and formalises the strategic priority to guide all of Educo's actions related to social impact, adopting the **Impact Measurement and Organisational Learning Approach** and the implementation of the Educo **Social Impact Measurement System.** This system is based on global measurement indicators and contribution to the Sustainable Development Goals, associated with the Social Impact Outcomes (SIO) in the GIF and the aims and outcomes of the three programmatic areas in the 2020-2030 Global Impact Framework. Through a multi-level measurement system, global indicators structure and focus our actions, enabling programs and projects to contribute to measuring and achieving impact results.

The **global indicator framework** is focused on children and based on the international standards related to the different programmatic areas. The following shows the details of the three social impact outcomes (SIO) and their corresponding indicators:

SIO 1. Children and adolescents fully develop their personality and abilities.
  1.1. Children and adolescents develop their life projects and their ability to aspire, thus fulfilling their life expectations.
  1.2. Children and adolescents enjoy a relevant, equitable, safe and inclusive education.
  1.3. Children and adolescents enjoy a critical, collaborative and creative education, aimed at social transformation.

SIO 2. Children and adolescents live free from violence in safe and positive treatment environments.

    2.1. Children and adolescents enjoy positive and empathetic relationships, based on respect with their attachment figures, adult references and peers.

    2.2. Children and adolescents fully trust the people around them and feel safe and protected in their community and school environment.

    2.3. Children and adolescents enjoy effective child protection systems that prevent and erradicate any kind of violence and protect them from extreme vulnerability, crises and natural disasters.

SIO 3. Children and adolescents promote social changes in their social context and environment

    3.1. Children and adolescents organise themselves and act as social change agents.

    3.2. Children and adolescents promote awareness of sustainable development in their communities and environment.

    3.3. Children and adolescents promote social changes in vlues, beliefs and social norms in their communities and environments.

In terms of the Programmatic Framework, we have a draft version of the global indicators or KPIs for each programmatic area, which at the time of writing this report is in the process of being reviewed and adjusted as part of the effort to build the Impact Measurement System. The elaboration of these global impact indicators has been done through a participatory process with all country offices to collect suggestions and improvements.

In addition, through evaluations and systematisation of learning, we obtain evidence of the impact of our actions, which feeds into our continuous learning. During 2025, the final year of the 2021-2025 Global Programme Framework, an evaluation will be carried out of the framework and its outcomes, which in turn will be considered as a mid-term evaluation of progress towards the 2020-2030 Global Impact Framework, and its findings and lessons will help us better project our efforts to continue to work to achieve all the Social Impact Outcomes planned for 2030. A final evaluation is also planned for 2030 to measure the overall social impact achieved, as well as the level of contribution from Educo to the achievement of the Sustainable Development Goals. Both evaluations will be carried out using the application of quantitative and qualitative methodologies used in research practices, social evaluation and impact evaluations, and they will be supported by the conclusions arising from the impact measurement system, and in the specific evaluations carried out for the different Educo projects and programs.

3. What progress has been achieved and what difficulties have been encountered against these indicators over the reporting period?

During 2019 and 2020 the **2015-2019 Educo Strategic Plan Evaluation** was carried out, the main results of which can be summarised in the following ten points:

1. Internal ownership of the child rights approach over the last five years is one of the most outstanding elements. Although there are differences between the level of ownership and implementation of the approach between the different country offices and head office, there is no doubt that today Educo is an INGO dedicated to children's rights.

2. Overall, the focus on the areas of education, protection and governance has been a success. It has allowed us to focus our programme strategy, generate know-how and gain industry recognition in

these areas. However, the organisation's ability to generate impact in all three areas has been uneven. Furthermore, the fact that each area was often treated separately has reduced Educo's ability to achieve more impact.

3. The education strategy has provided a clear action framework. However, our work in education has almost always focused on the formal education system. In the future we must focus more on work with children and adolescents who are outside the school system. As an organisation we have made a lot of progress in protection issues, especially if we consider that in 2015 we had no tangible internal expertise in this field. The elaboration of the Protection and Positive Treatment Policy and its implementation have been key in this area.

4. Despite our efforts to carry out relevant projects on child-friendly accountability, together with Children's Councils, governance is the strategic area in which we have made the least progress. The absence of a clear strategy and a lack of experts in this field make it difficult to progress further in our work in governance. In the future we will need to emphasise the participation of children and adolescents by promoting their own agency. To do this, we will need to increase our expertise regarding what children and adolescents value in life and share and use this information better and more extensively.

5. We need a more long-term and results-oriented approach to our work. To achieve this, we must develop a greater capacity to evaluate the impact generated and our progress in achieving the desired results. Therefore, there is a need for more focused common and comprehensive indicators, to work with a results-oriented perspective and to promote internal and external accountability.

6. Our commitment, in 2015, to develop more solid collaboration and participate in alliances and networks has been successful, because it has enabled us to collaborate and co-create with other civil society organisations and public authorities, promoting mutual learning. Even so, we need to put even more emphasis on the multi-actor collaborative approach.

7. In relation to our advocacy work, Educo has made significant progress in the last five years. Although it has been difficult to develop a coherent and global strategy and generate specific position papers, we have begun to develop internal expertise and carry out important advocacy tasks, such as the global campaign Joining Forces. More importantly, over the past five years we have become increasingly aware of the critical and strategic need to further strengthen our advocacy and public participation capacities. In the future we want to be even more ambitious with our advocacy work, at community, national, regional and global levels.

8. The gender approach to development is not sufficiently integrated at the programmatic and organisational levels. We must focus on capacity building on gender in development for teams and partners, and promote the mainstreaming and promotion of our work on girls' and women's empowerment.

9. In the last five years we have increased our ability to obtain and successfully manage public and institutional funds from prestigious funders like AECID and ECHO. However, to increase the sustainability of the organisation we need to further diversify our funding.

All of these findings and challenges have been thoroughly analysed and shared with the teams and have informed organisational learning and planning for the Global Impact Framework, the Global Programme Framework and the Global Organisational Development Plan. In particular, the following priorities for action have been established (among others):

- Both the Global Impact Framework and the Global Programmatic Framework have consolidated the rights-based and wellbeing approaches and have strengthened the relationship between them.

- The Global Programmatic Framework includes the three main areas of work (education, protection, governance) but from a holistic and systemic approach, with multiple connections of action between them. It has also been ensured that the projects approved in the new call for proposals include this complementary view of the different areas as much as possible.

- The area of education has strongly included the non-formal education system and professional vocation, and the links or gateways to the formal system. A specific objective has been established for early years, and special significance is given to guaranteeing continuity during the transitions, as well as ensuring that the education is inclusive, safe and of good quality.

- Work has continued in the area of protection over the last two years, implementing strategic projects in the different regions, especially in the Sahel. The COVID-19 scenario has accelerated this process, to respond to the major protection needs of children and adolescents during the crisis. We have also made progress in the area of humanitarian action, with important protection and education in emergencies projects in Sahel, Central America and Bangladesh.

- We have lengthened the lifecycle of development projects to 2.5 years in most cases, to increase their focus on impact.

- We have a 2020-2030 Global Impact Framework and a system for measuring social impact, with global indicators, which provide structure for our action and monitoring for continuous improvement.

- Commitment to strengthening the accountability system and practices, especially focused on children and adolescents, favouring adapted methodologies and increasing the degree of participation in all phases of the project cycle.

- Continue to strengthen our work in Research and Global Advocacy, with a special focus on increasing our expertise regarding what children and adolescents value in life, and to sharing and using this information better and more widely.

- In our 2021-2023 Global Organisational Development Plan many of the issues identified, such as the diversification of funds, technical training for teams, and the strengthening of consortia and partnerships, are identified as priorities.

4. Have there been any significant events or changes in the organisation during the reporting period of relevance to governance and accountability?

Below are the details of the most significant changes that have taken place in the organisation during the reporting period:

o The **COVID-19 pandemic** provoked significant changes to the activities planned for 2020. Following a needs assessment, many of our projects were reoriented towards emergency health response activities, including the distribution of food, hygiene kits and play kits for children, emergency education activities and support for online education, psychosocial support in the educational

context and cash transfer initiatives, among others. This reorientation has led to a significant increase in the number of humanitarian action projects carried out by Educo and, as a result, over the last year the organisation has gained significant experience and expertise in this field, which has enabled it to position itself as a humanitarian actor in the sector.

o In 2020 we published our 2020-2030 Global Impact Framework (GIF), the corner piece of our new Institutional Planning Cycle, which replaces the methodology used for the last five years to generate the previous Strategic Plan (2015-2018) and Country Plans (2016-2019). For more information, see section A1.

o During 2020 there were **changes to the executive management of Educo.** In May 2020, José Faura left his post as Executive Director of the organisation. In November 2020, we welcomed Pilar Orenes as the new Executive Director of Educo, and Guiomar Todó as the new Deputy Executive Director.

o In relation to our geographic approach, in 2020 we began to implement projects in **Niger**, in the department of Ouallam. Our work there focuses on providing equitable and inclusive education for refugee and internally displaced children who have been affected by the security crisis in the region. The project management is carried out by our country office in Burkina Faso, with a team assigned to the programs in Niger.

B.   Positive results are sustained

1. What has Educo done to ensure the sustainability of its work beyond the project cycle, according to commitment 4? Is there evidence of success?

During the programming cycle of our projects, we emphasise that planning and design should include a focus on feasibility and sustainability. Specific strategies are included to ensure this sustainability, like exit plans or perpetuation plans for the actions, including duty bearers from the outset through collaboration agreements, responsibility and rights holders with participation mechanisms and training and capacity building actions. In our humanitarian actions, we also work with the humanitarian-development nexus approach for the sustainability of certain actions.

To illustrate the results of the application of these approaches and working methodologies, below are some examples of the actions and results we have achieved during 2019/2020, aimed at the sustainability of our work:

Adoption of plans and laws in the medium and long term

o Institutionalisation of the Municipal Centres for Child Development (CMDI) and Day Care Centres (CDD) in Bolivia in the Autonomous Municipal Government of La Paz (GAMLP), as a result of the project for Strengthening Municipal Centres to provide quality and comprehensive care for children and adolescents in the municipality of La Paz.
o Adoption of the Jardín de Letras Bilingüe Programme within the official curriculum in Guatemala: the Ministry of Education (MINEDUC) has included the Jardín de Letras Bilingüe Programme within

its pedagogical offer for Grade 1, with budget allocation. It was initially reproduced for the K'iche' linguistic community and has requested the creation of versions in other national languages.

o Creation of Child-Focused Disaster Risk Reduction and Management Plans and structures in the Philippines: at the barangay level, the contribution and participation of children in barangay activities has been recognised. School Improvement Plans, Barangay Resolutions for Development Plan, Disaster Risk Reduction and Management (DRRM) Plan, and a Contingency Plan have been created, as well as the acknowledgement of children in the Local Government Unit (LGU) and School Structures. The existence of these plans and policies will ensure that Child-Centred Disaster Risk Reduction and Management (CCDRRM) initiatives are systematically included in all plans and have a specific budget allocation.

o In Mali, within the framework of humanitarian action for displaced children and adolescents, to ensure the humanitarian-development nexus, links have been created with the Local Social Development and Solidarity Economy Services (LSDSES) for their continued care.

Ownership and continuity of actions

o In Benin, in the framework of a project for the protection and access to education of children and adolescents on the move, the members of the village committee for the management of canoes have made a commitment to guarantee two times the number of canoes and to hire canoe workers for the transport of schoolchildren.

o In Guatemala, within the framework of a project to improve women's productive, political and organisational capacities, the exit plan allowed for an orderly and systematic operational closure at the community level. Commitments were made by the Community Based Women's Organisations (CBOs) regarding the continuity of initiatives in favour of exercising their rights.

Capacity building

o In Bangladesh, the knowledge and practices introduced by the SASTO-Sanitation and Water project in relation to sanitation and hygiene by families and school students will be sustained over time. Additionally, the members of the committees have agreed to continue to raise awareness.

o In Nicaragua, project evaluations have shown that the empowerment of children's rights, changes in the beliefs and attitudes of parents regarding their children's education and disciplinary practices, as well as the strengthened teaching skills of teachers, will continue to have positive effects on children's lives, regardless of the continuity of the projects.

In addition, to ensure the sustainability of our work, we integrate the Child Rights, Child Wellbeing, Gender and Capabilities approaches into our work, which guide the programming of projects alongside the participation of the different rights holders. These approaches are complemented by the impact orientation of all our interventions, seeking meaningful and sustainable changes in the lives of people and communities.

2. What lessons have been learned in this period? How have the lessons learned been shared transparently among internal and external stakeholders? How will these lessons be used to improve work in the future?

Educo is making efforts to develop strategies and activate spaces for **the management and capitalisation of learning within the organisation.** This goal involves advancing in the construction of systems and the promotion of a culture aimed at rescuing, making visible and sharing relevant and timely learning from our work for decision-making towards the strategic orientation and systematic improvement of our programmes, projects and processes.

At the start of 2019, a **monitoring and institutional reporting system** was set up with the aim of communicating the results and progress of our main strategies, identifying lessons learned and relevant challenges, facilitating reorientation and continuous improvement for our activity and contributing to transparency and internal accountability. The system is based on the elaboration of regular reports (4 in 2019, 1 in 2020) and a report at the end of the exercise, which compile data and information from head office and the country offices in relation to a series of key indicators and assessment questions. These indicators are aligned with our institutional planning, enabling a continuous analysis of the extent to which we are implementing what we planned, and the results we are obtaining. These reports are shared internally with all Educo staff and are made available to external accreditation bodies and agencies.

This system has been updated and refined every year according to the strategic priorities defined in the planning, as well as the lessons learned in the reporting and information processing process itself. In mid-2020, a series of indicators were included aimed at collecting **reflections from the country offices about their experiences during COVID-19**, and among others, **what we have learned** and **how we have adapted** to the new situation.

At the programmatic level, we have completed and shared the **Monitoring, Evaluation, Accountability and Learning Manual**, which guides Educo staff and its partners in the use of the **MEAL tools**, and explains how to integrate these concepts in the programming cycle. The institutionalisation of specific tools has served to identify good practices and elements that need strengtehning in the strategies and projects. Learning is reported, analysed and systematised for socialisation and capitalisation. In 2021, a report with a systematisation of all the evidence and learning from the last two years, by thematic area, will be shared.

During this period, we have also created and strengthened **spaces for sharing learning with external stakeholders in the field.** These include the *Joint Commission Meetings (JCM)* of the projects, which bring together the different local actors (partner organisations, community members and authorities) to monitor progress, identify challenges and agree on improvements in strategies and activities.

From 2020, Educo is also fulfilling its commitment to **publish all the evaluation reports from our development projects on the website**, an important step towards complying with the principle of transparency included in our institutional ideology.

Another highlight of 2020 was the **evaluation of the ten prototypes (learning and improvement through experimentation projects)** implemented in country offices between 2017 and 2020. The results, lessons learned, products/tools and prospects for capitalisation and replication in terms of the global strategy and for each prototype have been documented and shared internally in the first quarter of 2021 through a report and socialisation sheets. This work has revealed areas for improvement in the practice of internal working principles and dynamics that can be extrapolated throughout the organisation, such as rigid organisational structures, lack of coordination and prioritisation of objectives, and insufficient communication and accountability between teams.

Similarly, in section A3 we present a summary of the different lessons learned that have been generated by the evaluations of our 2015-2018 Strategic Plan and the corresponding Country Plans.

C. We lead by example

1. How does Educo demonstrate excellence on its strategic priorities?

The COVID-19 context has not prevented us from making progress and strengthening the participation and the leadership role of Educo in the area of rights promotion and child and adolescent wellbeing. Throughout 2020 the country offices have continued to become members of **national networks** (e.g. in Bangladesh the *Citizens Platform for SDGs*, in the Philippines the *Philippine Forum for Quality Basic Education),* remain at the core of the sector (e.g. Bolivia in the *Comité Directivo de la CONGI*, the network of major international NGOs in the country), and take on new leadership roles (e.g. Benin with the role of chair of the *Education NGO Coordination Framework in the department of Alibori*, Spain with the leadership of the *Spanish Coalition of the Global Campaign for Education*) or participating in strategic processes (e.g. Niger in the elaboration of the *Programmatic Framework of Spanish Development - Education working group*, Guatemala in the *AECID Country Partnership Framework*). This advocacy work has led to the enactment of policies and laws in countries such as the Philippines (*Republic Act 11510 Institutionalizing the Alternative Learning System in Basic Education for out-of-school children in special cases and adults*) and Mali (*Décision Ministérielle pour doter le Mali d'un Référentiel sur l'Education Bienveillante*).

Moreover, the pandemic has mobilised the organisation's networking to respond to the emerging needs of the most vulnerable population. Country offices such as Mali, Bolivia and El Salvador have joined national humanitarian platforms, under the UN umbrella, to address problems and coordinated actions in **clusters** for Education, Protection, Wash, Nutrition, etc.

Globally, since 2018 we participate in the **Joining Forces Alliance**, an initiative by six global child rights NGOs, which aims to create synergies and join forces to promote political commitments aimed at fulfilling the Convention on the Rights of the Child and the 2030 Sustainable Development Goals. In 2019 and 2020, Educo's political advocacy and social mobilisation work has acquired greater relevance and impact through the actions promoted through this Alliance in the different countries, as seen in the campaigns [Child Rights Now!](#) and *[Ending Violence Against Children](#)*.

Also at a global level, during 2020 we wrote and shared the report "*[Schools are shut, but learning is on!](#)*". The study provided an insight into how children, adolescents and young people are experiencing the current pandemic situation and raised their voice in the context of COVID-19. The results were presented in a webinar organised by ChildFund Alliance with the participation of a panel of young adolescents from four countries, experts from international agencies and the direct attendance of 170 people. The CEO of UNICEF sent an email to CFA to thank them for the report and congratulate them on the quality.

During 2020 the country offices have carried out calls and actions, mostly through **virtual meetings and webinars**, to encourage governments, the private sector, the international community and civil society organisations to pay attention to a variety of problems (remote learning, trafficking and commercial sexual violence, child marriage, adolescent health, child labour, etc.) and in particular the heightened vulnerability of children in the context of the COVID-19 crisis. Some of these actions have had significant media coverage.

These leadership roles give us the opportunity to acquire and contribute expertise to influence the political agenda towards the promotion of the rights and wellbeing of children and adolescents, and to contribute to the projection of our image as an agent of social transformation.

2. What proof is there that Educo's expertise is recognised and welcomed by peers, partners and other stakeholders?

Educo acknowledges the recognition of its work by stakeholders through different means. On the one hand, monitoring, evaluation and accountability processes capture the perceptions and assessments of partners and participating population groups regarding the performance and observed results of our programme action. On the other hand, the established dynamics of communication and exchange with the members of the networks and platforms provide us with an understanding of our added value and corporate image. This notoriety is corroborated by the numerous occasions on which we are invited as expert panelists at events and webinars organised by other organisations in the countries. Lastly, the impact and reactions in the media and on social media are a useful indicator for evaluating the campaigns and the messages delivered by Educo to improve the rights and wellbeing of children and adolescents.

Below we present some of the results that demonstrate the formal recognition of Educo by governments and other bodies in 2020:

- El Salvador: Recognition to Educo for its contribution to the construction of the Municipal Policy for Children, Adolescents and Youth of the Municipality of San Salvador.
- The Philippines: Our model of remedial classes has been adopted by the Regional Office of the Ministry of Education (DepEd), which has recommended it nationally.
- Burkina Faso: As well as being acknowledged as an expert NGO in education, Educo is increasingly assertive in terms of social cohesion and child protection, and as a result, has been named as Adviser to the juvenile division of the Ouahigouya High Court.
- Benin: The letters of commendation sent to Educo by the actors (Ministry of Development, community development associations from the commune of Karimama) recognise the Foundation's contribution to successfully mobilising communities in the management of the commune's schools.

3. How does Educo practise a) being inclusive and protecting human rights and b) promoting women's rights and gender equality, in accordance with commitments 1-2?

a) How does Educo practise being inclusive and protecting human rights?

Our Global Impact Framework features our values, principles and approaches, including:

- Values: Social commitment, Equity, Respect
- Principles: Non discrimination, Participation
- Approaches: Child rights-based approach, Wellbeing approach, Capability approach, Gender approach to development

Key to the application of these principles and approaches is their consideration both in organisational planning and throughout the project programming cycle. In this sense, they are incorporated from the planning of projects and the selection of participants, where both material and strategic needs are diagnosed for the different groups and genders we work with, and during the implementation and evaluation of the projects.

We also have a Global Child Safeguarding Policy that is applied in all the countries we work in, with specific protocols and mechanisms for the protection of children and the communities we work in.

Implementing partner organisations are also strengthened in their knowledge and application of the Educo Child Safeguarding Policy and the Educo Gender Equity Policy.

As specific examples, we can highlight work carried out in Bolivia with children and adolescents with disabilities and educational inclusion. In the project "Promoting the Exercise of Early Childhood Education and Protection Rights Phase II" (BO2014), implemented during 2020, the interventions were carried out taking into account gender equality and educational inclusion. In terms of the intercultural approach, the implementation of the Program takes into account the diversity of the population it works with, adjusting its strategies to the contexts and using resources such as staff to transmit basic messages in the participants' mother tongue (Quechua). In the Philippines, we can highlight the work with children and adolescents with disabilities for the RICcE project (Relevant, Inclusive and Child-centered Education), and the work with children and adolescents with reading comprehension difficulties for the LEARN project (Learner's Easy Access to Reading and Numeracy).

b) How does the organisation practise promoting women's rights and gender equality, in accordance with commitments 1-2?

In the area of women's rights and gender equity, we have a Gender Equity Policy which is applied globally, and an inter-departmental Gender Equity Commission which promotes the implementation of the Action Plan for that policy.

During the last two years we have continued to make progress in mainstreaming the gender approach in development, with the following milestones:

- Naming of an expert for gender within the Program Development team.
- Sharing of the Gender Equity Policy in the country offices and the local partner organisations.
- Equality Plan in Spain: in 2020 we elaborated a *Plan for equal treatment and opportunities between women and men in the workplace* (2021-2025). The Plan enforces the right to equal treatment and opportunities for men and women, non-discrimination and respect for diversity, promoting a safe and healthy environment. Although the scope of application of this Plan is limited to individuals who have a contractual relationship governed by Spanish law, as is has been developed at the global head office, where procedures and guidelines are established, it is considered as a starting point to inspire country offices in their organisational development plans.

In relation to the country offices, we can highlight some examples of application:

- Mali: The project *Girl domestic workers* is aimed directly at girls, especially vulnerable ones. The project has carried out activities that have contributed to the empowerment of girls with the aim of contributing to the elimination of gender inequalities in the workplace and to the fight against gender-based violence in all its forms.
- Bolivia: The Program "Protejeres" has developed a Gender Strategy which stipulates the positioning of the Programme and provides guidelines for the promotion of equitable gender relations, addressing strategies such as the analysis of relationships, the empowerment of girls and adolescent women and the promotion of positive masculinities in boys and adolescent men as well as in the adult population, men and women.

4. How do you minimise Educo's negative impacts on stakeholders, especially partners and the people you work for? How does Educo protect those most susceptible to harassment, abuse, exploitation or any other type of unacceptable conduct?

At Educo we have a **Child Safeguarding Policy.** Also, during 2020 both the **Code of Conduct** and the **Policy on Sexual Exploitation, Abuse and Harassment (PSEAH)**[1] were approved. The implementation of the PSEAH Policy will be led by the new Global Safeguarding Officer who, since the beinning of 2021, is in charge of articulating and managing all the institutional regulations related to this issue, as well as organising and carrying out the implementation process throughout the organisation (for more information, see section H3).

We also apply the **Do No Harm** principle at programme level, and measure impacts, both positive and negative, to establish corrective actions.

Through our Child Safeguarding Policy, Educo commits to creating and maintaining a caring and protective environment that prevents and responds to all forms of physical, psychological or sexual violence, neglect and negligent treatment and commercial or other exploitation which causes or is likely to cause damage to the health, development or dignity of children and adolescents. During 2019 and 2020, we have made significant progress in the implementation of the Policy, including:

- A complete review of the Child Safeguarding Policy, and approval and sharing throughout the organisation.
- Accompaniment and strengthening of Local Partner Organisations in the field of child protection. In this area we can highlight the initiative in Spain for providing training to social organisations supported by the La Caixa Foundation.
- The holding of meetings of the Global Commission for the Implementation of the Child Safeguarding Policy at all levels of the organisation.
- The setting up of official mechanisms for notification and response related to this policy in all the country offices.
- The holding of coordination and exchange meetings of regional learning networks on child protection.
- The organisation of training workshops with Keeping Children Safe in Africa and Asia at the start of 2019 (in America these took place in 2018).
- Implementation of the six-monthly self-assessment processes in all the country offices based on the Keeping Children Safe standards in order to obtain the Level 1 Certificate.
- Elaboration and sharing of the child-friendly version of the same policy (aquí y aquí).
- Conducting protection system mappings in all countries in the Americas and initiating these processes in Asia and Africa by the end of 2020, which continue to be developed during 2021.

As part of this policy, we carry out various processes within the project cycle to minimise potential negative impacts on the people involved in our projects. Above all, and based on a rights-based approach, we believe that the active participation of the participants in all phases of the project is essential to reducing risk, as it is they who can best anticipate possible problems, obstacles or dangers. Based on this pronciple and aligned with what is stipulated in the Child Safeguarding Policy, in the project cyle we carry out specific ctivities such as, for example:

- Conducting an assessment of community protection mechanisms during project design.

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[1] The Code of Conduct and the Policy on Sexual Exploitation, Abuse and Harassment will be available on our website as of July 2021.

- Conducting child protection risk assessments and risk management in the framework of programs, projects and activities involving children and adolescents. Our project form includes a matrix to facilitate the identification of risks, assessing their probability and impact, obtaining a risk level (low - medium - high), and identifying the measures to be implemented for each of them.
- The establishment of specific prevention measures such as informed consent, and the adaptation of timetables, places and spaces for carrying out the activities.

5. How does Educo demonstrate responsible stewardship for the environment?

<u>Policies and standards:</u>

Our new 2020-2030 Global Impact Framework reflects our conviction that we cannot think about human wellbeing, and specifically that of children and adolescents, without also thinking about the relationship with the natural environment and the threat of the climate crisis. Therefore, over the next ten years we will work to achieve the following social impact: "Children and adolescents fully enjoy their wellbeing, their rights and opportunities to develop their abilities on a shared planet".

All the actions that we will develop during this period must contribute to achieving this social impact, in which the wellbeing and enjoyment of children's rights are intrinsically linked to the protection of the environment. Furthermore, our new 2021-2023 Organisational Development Plan includes, as a specific goal for the next three years, the reduction of the environmental footprint of our action to contribute to the ecological transition.

Our Environmental Policy is a key part of this pledge, because it is here that we establish our commitment to environmental protection and define the objectives and lines of action for contributing to reducing the environmental footprint both in relation to implementing programs and projects and in the daily activity of the organisation.

During 2020, Educo has played an important role in the elaboration of key ChildFund Alliance documents, such as the "Environmental Sustainability Standards" shared by all its member organisations and which guide the work for the protection of the environment and the reduction of the impact generated by our actions, or the policy position paper "Adaptation to Climate Change and Environmental Sustainability", which will be officially approved in June 2021.

<u>Carbon footprint calculation:</u>

With regards to the measurement and monitoring of our environmental impact, we calculate the organisation's carbon footprint, in which we estimate the emissions of greenhouse gases (GHG) associated with Educo's activities. To calculate the emissions for 2019 and 2020, we have used the 2020 and 2021 versions of the *Guide to calculating greenhouse gas emissions* published by the Catalan Climate Change Office and which uses the ISO 14064-1:2018 methodology. The calculation is made globally, including the direct and indirect emissions from our activities at head office, delegations in Spain and our country offices in Africa, America and Asia.

2015 has been taken as the base year for the carbon footprint analysis, as it was the first year in which the calculation of emissions from all country offices was included for all scopes.

GG emissions (in tCO2eq)	2020	2019	2018	2017	2015
Scope 1: fuel consumption in stationary sources and travel in own vehicles, fugitive emissions from air conditioning.	2404.91	3863.27	338.91	324.85	344.96
Scope 2: Electricity consumption	238.96	310.45	383.79	390.85	266.56
Scope 3: Work travel, in itinere travel and paper	117.82	1150.59	1160.76	1102.05	956.48
TOTAL	2761.69	5324.32	1883.46	1,817.75	1,568.00
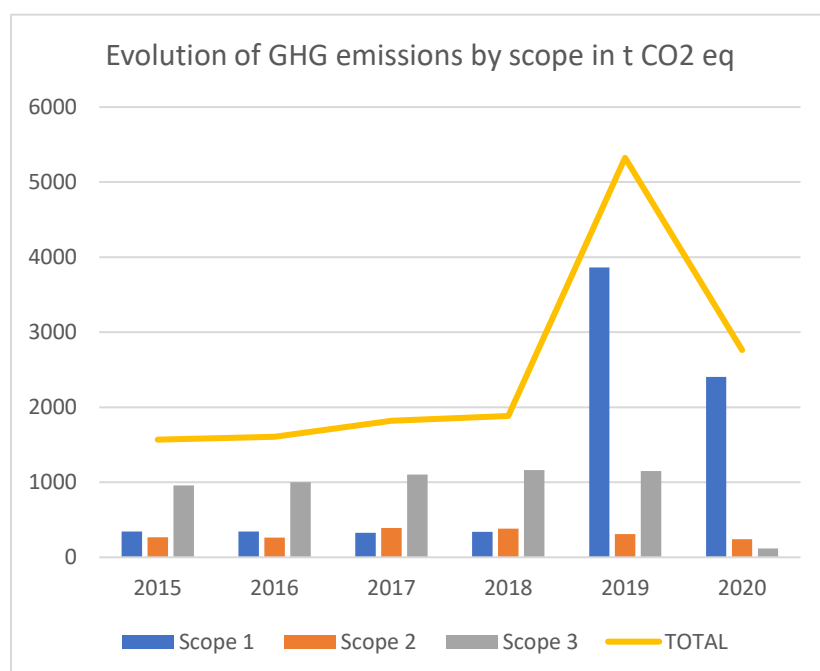
Note: For the years 2019 and 2020, the methodology for calculating direct emissions from gas leakage for air-conditioning and refrigeration equipment has been adjusted. Until 2018, leakage was estimated according to the equipment used in each office. From 2019, following the *Guide to calculating greenhouse gas emissions* from the Catalan Climate Change Office, the calculation is made on the basis of the gas recharges made during the year being calculated and, therefore, on the basis of the leaks that occurred previously.

The data shows that the total emissions increased significantly in 2019 and went down again in 2020. The increase in direct emissions (scope 1) from 2019 onwards is notable for two reasons: firstly, the change in the methodology for fugitive emissions has highlighted the status and use of air conditionning equipment in Mali's offices, which report a significant amount of kg of F-gas recharge. The replacement of older appliances has led to a reduction in emissions in 2020, but this reduction must be continued. Secondly, in 2019 an increase in the number of trips in private vehicles was registered in the El Salvador office due to the implementation of new projects in new municipalities, some of which are further away from the Educo offices. Once these projects were over, this travel using private vehicles went down again.

For Scope 2, measures to reduce electricity consumption have had positive results and emissions have progressively decreased. Finally, the Covid-19 pandemic situation led to a drastic reduction in mobility during 2020. From March 2020 onwards there were lockdowns in all the countries and most of the Educo

staff in almost all the country offices is preferably working remotely, therefore in itinere travel has been insignificant. The pandemic has also led to a very significant reduction in work-related travel.

For more details regarding the Educo carbon footprint, and to see the information for each country office, you can consult the report published on our [website](#) since 2019. This report enables us to share the information about how we calculate the carbon footprint with our stakeholders in an informative, accessible way.

<u>Environmental research:</u>

At a programmatic level, two research projects have been presented that explore the relationship between the environment and wellbeing. In 2021, the Bangladesh country office will initiate the project "Enhancing climate resilience in the most climate affected communities by adapting locally suitable technologies through actions research (Climate Resilience through Action Research)". The objective of this action-research project is to explore locally appropriate adaptive technologies and alternative livelihood options for vulnerable and disaster-affected communities in the coastal area Bangladesh, paying particular attention to the adverse effects of climate change in children, adolescents and women.

The country office in Bolivia has presented the project "Protecting our planet and building wellbeing: the relationship between environmental work and the fulfilment of children's and young people's rights". The aim of this research proposal is to define the specific sub-themes, within the environment theme, in which Educo Bolivia will need to propose projects that contribute to the care and protection of the environment and link this to the fulfilment of children and young people's rights and wellbeing.

OUR APPROACH TO CHANGE

D.   Key stakeholders are identified with great care

1.   Please list Educo's main stakeholders. What process is used to identify them?

For Educo, children and adolescents are at the centre of its vision and strategic work. The process of identifying stakeholders is defined from a Child Rights Approach, classified by rights holders (children and adolescents), primary duty bearers (family, community, civil society, private sector) and secondary duty bearers (States and International Organisations). The people, groups or institutions that make up each category vary in name depending on the region or country Educo is present in and/or works in alliance with local organisations.

Globally, Educo's stakeholders are as follows:

- People, groups and organisations we work with directly in the projects: **children, adolescents and their families (in situations of high vulnerability, at risk and with limited resources), educational communities, people or groups from communities and neighbourhoods the projects are developed in.**

- People who work for Educo: **people commited to defending childen's rights who work in the country offices and at head office, interns/volunteers/trainees, members of the board.**

- Organisations we collaborate with to carry out our work: **local partner organisations present in the communities, grassroots groups and movements, public authorities, international multilateral bodies.**

- People, groups, organisations that fund, support and believe in our work: **supporters and donors, child sponsers, sponsors, public authorities, private local companies, mutinational corporations, international multilateral bodies (SNU), public authorities.**

- People and organisations that provide services and respond to our quality-price standards: **auditing firms, consulting firms, suppliers that are governed by our purchasing policy and procurement of goods and services.**

- Civil society: **public opinion, people who receive and contribute to our advocacy and fundraising campaigns.**

- Alliances, networks, consortiums and national, international and global platforms in which Educo is an active member and contributes from its area of expertise: Childfund Alliance, CIVICUS, REEDES, CHS Alliance, Plataforma de infancia, Accountable Now, Voice, Keeping Children Safe, among others.

- Media: **press, radio, televisions, digital media, social media.**

- Academic and research insitutions: **universities, research centres and think-tanks.**

- Other NGOs: **national, international organisations that work in development or humanitarian action.**

The identification of stakeholders in each country is based on Educo's institutional strategic planning. A fundamental tool is the Child Rights Situation Analysis (CRSA) that we carry out, in which the different actors involved in the project, including children, participate. This way, the identification and selection of stakeholders in the different defined geographical areas integrate the needs prioritised by and for the population we work with. As a general rule, projects are identified together with the local population, which helps to delimit the role to be assumed and to identify groups in a situation of greater vulnerability and at risk of exclusion, abandonment, lack of protection or victims of some form of violence, but also groups with some form of disability. In particular, it allows for the prioritisation of low-income families, pregnant adolescents, adolescent survivors of trafficking, smuggling and commercial sexual violence.

Similarly, in the stakeholder analysis that we carry out during the diagnosis phase of the projects, we use mechanisms adapted to the local context that allow us to better identify the people and communities where the projects will be developed. Often, local consultations, meetings with local leaders and members of the partner organisation, assessments, mapping and baselines, among other mechanisms, are carried out. We regularly carry out monitoring actions (programmatic and financial) on the progress, implementation and results of the projects, allowing for any adjustments to be made in time and ensuring that no person is being excluded directly or by omission.

2.   How do you ensure you reach out to those who are impacted or concerned by your work?

Information about how we include our stakeholders in our work, especially children and adolescents, is presented in sections E1 and E2.

It is also worth highlighting how we adapted our activities to the context of COVID-19, to continue to reach the people we work with despite the health restrictions. Our programs have been adapted to the pandemic situations, and internal funds have been redirected quickly.

In Burkina Faso for example, we modified our education projects to adapt them to remote learning by providing radios (8000 radios for children who participate in our primary education projects) so that they could continue the lessons provided by the Ministry of Education. From the opinion survey we carried out among the children and communities, it is clear that this initiative has allowed them to stay disconnected with school and to continue learning, which facilitates their integration when they return to school and limits the number of school dropouts. Remote learning measures have a strong potential to reach out to children and adolescents living in contexts of other types of insecurity (schools closed due to terrorist threats, children and adolescents displaced due to conflicts in their home areas, etc.).

3.   How does Educo maximise coordination with others who operate in the same sectorial or geographic area, with special reference to national and local actors?

Educo has a Partnership Policy and Guide which establishes the general framework, the principles and the key aspects for the process of working with **partner organisations**. According to the policy, the partnership relationship is based on our values of social commitment, fairness and respect and prioritises working locally and in close collaboration with communities and stakeholders.

All the local partner organisations and Educo country office teams work together throughout the collaboration process and, as a result, there is close monitoring of the fulfilment of the acquired commitements which include, of course, the aspects related to transparent management and compliance. When the relationship is formalised through the signing of the corresponding collaboration

agreement, it is established that the parties share principles of conduct, have political independence and agree to behave ethically and responsibly in the exercise of their activity, with full respect and compliance with Educo's policies, codes and procedures, in particular the Code of Ethics, the Gender Equity Policy and the Child Safeguarding Policy. Therefore, when an action is detected that does not comply with these standards, an investigation and assessment of the situation and its impact is carried out, which may even lead to the termination of the contractual relationship.

On the other hand, to maximise coordination with others, and in particular with local and national actors, information is shared on the activities carried out in order not to duplicate activities. Additionally, in the initial planning workshops, the projects and programs are co-formulated with our local partner organisation.

Educo is also committed to **networks or platforms** that are politically relevant, recognised as valid interlocutors in the desired areas of influence and who have an organisational foundation to sustain them, as a mechanism for ensuring effective coordination with the different actors in the territory. Participation in **clusters or thematic groups** also enables the identification of common actions. The experts in promotion and institutional relations in the country offices, for example, participate in the accountability processes in the framework of the 2030 Action Program; some work directly with governments to influence the weight given to children's rights in the VNR (Voluntary National Reviews) reporting process; in other cases, we interact with the process through national networks. This is linked to the coordination through Educo and through ChildFund Alliance to highlight children's rights in the 2030 agenda worldwide and in particular during the High-level Political Forum.

In Spain, Educo participates in networks and platforms like the POI (Platform for Children's Organisations), the CONGDE (State Coordinator for Spanish Development NGOs) and the PTS (Third Sector Platform), but it also promotes the creation of regional platforms like the Galician POIG and the POU in Andalucia.

In the COVID-19 context, we have promoted the organisation of webinars and other types of virtual communication in order to continue to collaborate with central and regional institutional actors and other NGOs (national and international) in the development and implementation of COVID-19 policies and response plans, sharing experiences and success stories, as well as mobilising resources for prevention during the pandemic.

E.   We listen to, involve and empower our stakeholders

1.   What avenues do you provide your stakeholders to provide you with feedback?
   What evidence demonstrates that key stakeholders acknowledge your organisation is good
   at listening and acting on what you hear?

Educo has a Suggestions, Complaints and Commendations Policy (SCC) that establishes guidelines for the management of **suggestions, complaints and commendations**, recognising the importance of the feedback of our stakeholders to learn about what we do, increase trust and the transparency and improve our work. In line with the policy, each country office develops a procedure defining how SCCs will be handled in its context, and what mechanisms are in place for submitting a suggestion, complaint or commendation. As part of this process, we work with children and adolescents who participate in our projects in order to implement feedback mechanisms adapted to their needs and preferences. For

detailed information about the implementation of this policy, see section J3.

One example of a feedback mechanism is the **Open Days** (OD). We are currently promoting the systematisation of Open Days as spaces for collecting feedback and sharing information during which Educo can present its work and that of its local partner organisations, and where all the stakeholders involved, and especially children and adolescents, can ask questions, and present suggestions, complaints and commendations. Each country office adapts this event to its context and local culture, in line with our Guide to Open Days. In the context of the COVID-19 pandemic, the Nicaragua country office has prepared a virtual version of their Open Day, led by a group of children, in which they have collaborated with a national television network for extensive distribution on social media. We are sharing the lessons learned from this experience and assessing the possibility of replicating it in other country offices.

During the COVID-19 pandemic we have set up '**post-distribution monitoring**' (PDM) as a mechanism for collecting feedback from the communities about the support provided during the emergency. Participants give their opinions and suggestions on the products delivered, the delivery process, the communication mechanisms and the selection of participants, among other things. In Bangladesh, for example, teams have used digital mechanisms (an online portal and mobile phones) to conduct interviews and collect data. As a result of this experience, the team has gained new knowledge and technical skills in conducting remote monitoring through digital tools. This way of working has proven to be very effective and, as a consequence, its implementation in other contexts and with development projects will be assessed.

In the Philippines, in 2020 **online and offline surveys** have been used with community partners, to ask for their opinions about different aspects of the projects, including their relevance, effectiveness and impact, about aspects related to the feedback collection process and about the sharing of information about Educo and its work. The results of these surveys have provided valuable information on the situation and needs of the communities and are included in the end-of-project report.

In relation to the **local partner organisations** (LPO) we work with, we use mechanisms such as mixed commissions, regular meetings (online and in person), workshops and consultations, to collect their feedback. Additionally, during 2020 the LPOs have provided their feedback about our new Global Impact Framework (see section E2).

Internally, we have various mechanisms in place to receive feedback from the people who are part of the team, and to ensure that their opinions contribute to the improvement of the organisation. One example is the **Organisational Culture Survey** (OCS), an anonymous survey containing 138 questions that enable us to identify the strengths and areas for improvement in our organisational culture. The survey provides us with specific data that enables us to guide and support decision-making and monitor our progress in the different areas. In the past, the OCS was carried out at the end of each strategic cycle, but from 2020 we will conduct it twice a year, in order to have more up-to-date data which enable us to respond more quickly.

In relation to the **people who collaborate** with Educo, as well as the permanent channels they have for sending us their feedback (Supporters' Helpline Centre telephone and email address, and social media), every year we send a satisfaction survey to collect their opinions and suggestions.

2. What evidence confirms a high level of stakeholder engagement in your activities and decisions from beginning to end?

We feel we are succeeding in involving our various stakeholders in our strategic thinking. Indeed, both for the evaluation of the previous 2015-2019 Strategic Plan and each of the 2016-2019 country plans, and for the elaboration of the new 2020-2030 Global Impact Framework and the 2020-2025 Global Programmatic Framework, we have encouraged the participation of our different stakeholders.

To do this, as is explained in section A1, we have created a group of ambassadors in charge of facilitating and ensuring the participation of our local partner organisations, the people who participate in our programs and projects and especially the children and adolescents, as well as the duty bearers we work with. For example, for the elaboration of our 2020-2030 Global Impact Framework, we have received contributions from 423 Educo employees, 452 external actors (project participants, local partner organisations, local authorities, members of the community) and 199 children and adolescents who participate in our projects.

As well as their participation at a strategic level, we encourage the participation of children and adolescents within our institutional reference framework (Child Participation Standards), which defines the way in which Educo and its partner organisations work locally, along with children and adolescents, so that they can actively participate in decision-making for all issues that affect them.

In terms of the different phases of the project cycle, we seek the maximum participation of stakeholders, especially children and adolescents, through various mechanisms adapted to the context and needs. In the project formulation phase, for example, joint planning workshops and consultations through mechanisms such as focus groups or surveys are held to define the concrete strategy, objectives, outputs, outcomes, activities, and main indicators of the project, and guidelines for budgeting. Final evaluations and processes of capitalisation of good practices and lessons learned also have a participatory approach.

In Spain, in February 2020 the Children's Advisory Council from the project *Once Upon a Voice 2*, went to the Spanish Congress to present the main conclusions of the Educo research report "*Once upon a voice... if you don't believe us, you can't see us*"[2] and asked the representatives of the different political parties to approve a law which will end violence against children. *Once Upon a Voice 2* started in 2017, when Educo asked children for their opinions about violence against children. To do this, a Children's Advisory Council was created, made up of 11 children from organisations working with vulnerable children in different parts of Spain, with the aim of involving them in the design of the research, as well as in the analysis of the results and the establishment of conclusions and proposals. As a result of this research, we launched the campaign "Activate your Listening", which aimed to create spaces for listening to children and promoting a culture of positive treatment towards children.

In April 2020, in the context of the COVID-19 pandemic, we carried out the study "Schools are closed but learning is on!" with almost 4500 children and adolescents in 10 countries, to understand their concerns, opinions and expectations during this situation in order to be able to respond in the most relevant way possible, as well as to promote their active participation, raise their voice and demonstrate

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[2] This study was carried out with the participation of almost 1,000 children between 10 and 14 years of age from all over Spain to find out their perception of violence against children. Subsequently, the Children's Advisory Council was involved in the interpretation of results, communication of the research report (as a spokesperson at press conferences and in different media), and in advocacy actions, such as its visit to the High Commissioner for the fight against child poverty, who reports to the Prime Minister's Office.

the importance of listening to children. For more information, see section C1.

3. What are the main likes and dislikes Educo has received from key stakeholders? How, specifically, have you reacted to their feedback?

All the information about the suggestions, complaints and commendations (SCC) received, progress in the implementation of the Suggestions, Complaints and Commendations Policy, and the lessons learned during 2020 are compiled in our latest SCC Annual Report, will be available here on our website as of July 2021. This information is also summarised in section J3.

F.   Our advocacy work addresses the root causes of problems

1. How do you identify and collect evidence about the fundamental causes of the problems addressed, and use this evidence to support your advocacy positions?

An essential part of our mission is to influence the policies and practices of decision-makers, opinion leaders and society at large to bring about positive change in the lives of children and adolescents. Studies, social research and situational diagnosis processes in the contexts we work in provide us with evidence and nourish the argumentative bases of our positions in order to bring about changes in the conditions of children and adolescents. The evidence generated through monitoring and evaluation of the projects we implement is also essential. These are participative processes in which the voices of the population groups, especially children and adolescents, play a key role.

During the 2019-2020 two-year period, the organisation has continued its commitment to research in order to detect and study in depth the violations of children's rights in the countries we work in. Multiple findings have been produced and documented that are useful for the definition of programmatic and communication strategies. Here are some examples of the relevance of new knowledge for intervention orientation:

- Guatemala: At the end of the year, a mapping of the national child and youth protection system was completed, with the detection of the main actors, deficiencies and strengths. It also made it possible to have a referral route for reporting the violation or lack of protection of children and adolescents.

- Burkina Faso: Child rights situation analyses have identified critical problems such as lack of birth certificates and civil registration, violence against LGTBI, dangerous migration, the worst forms of child labour, begging, unaccompanied children, and minors in conflict with the law.

- Mali: The study on the migration of girls from the Ségou region to urban centres in Mali showed that, both en route and in destination homes, girls are exposed to various forms of exploitation and violence, including sexual violence. It also allowed us to precisely identify the places of origin in Ségou, and therefore to define an action strategy based on the logic of the origin-trajectory-destination flow.

2. How does Educo ensure that the people we work for support our advocacy work and value the changes achieved by it?

We would like to share this testimony from the Educo team in Mali: *«concerted and participatory management with all stakeholders is the approach that has prevailed for all activities, especially those related to awareness raising, capacity building and advocacy»*. Therefore, as we continue with our development projects, our advocacy interventions are designed and implemented with the broad participation of the population groups involved. Specifically, government bodies, community organisations, NGOs, child and adolescent groups and individuals play a central role in developing and promoting positions to improve child and adolescent care policies. Moreover, as a catalyst organisation, we carry out a large part of our advocacy strategy through networks and alliances, at state and local level, where we take advantage of synergies, complement expertise and join forces to achieve the desired impacts.

Part of this approach involves training and awareness-raising among key actors, including legislators and children themselves. For example, in Guatemala, as part of the state level Boy Girl Network, Educo is part of an internal child participation commission, a space where we train children, adolescents and young people in national advocacy issues, child leadership and youth networks. Another milestone for the country was the training for members of Congress who make up the Commission on Minors and the Family, where they addressed issues related to the rights of children, adolescents and young people.

In relation to direct participation from children and adolescents, in 2020 Eduo Spain carried out an activity in Congress which involved children in the evaluation process for the policies promoted. Another outstanding case is presented by Bolivia within the project "*Strengthening municipal public policies that promote good parenting, skills development and advocacy for children and adolescents in the municipality of La Paz*". Focused on activating the operation of the Committee for Children and Adolescents of the municipality of La Paz, which is the instance of social participation of the children and adolescents themselves recognised by Law No. 548 - Code for Children and Adolescents, evidence of this effective participation in decision-making has been collected. For example, this Committee for Children and Adolescents is established on the basis of a programmatic offer made by each of the eight member organisations of the Inter-Institutional Network led by the Government of La Paz. In this process, each organisation reveals what it plans to carry out, and it is the children themselves who define by consensus which ones they prioritise for implementation.

G. We are transparent, invite dialogue and protect stakeholders' safety

1. Are your annual budgets, policies (especially on complaints, governance, staff/salaries and operations), evaluations, senior executive remuneration and vital statistics about the organisation (including number of offices and number of staff/volunteers/partners) easily available on your website in languages accessible to affected key stakeholders? Provide links, highlight the participation in initiatives such as the IATI and outline offline efforts to promote transparency.

Below are links to key information about the organisation, which is available on our global website:

INFORMATION TYPE	LINK
Governing bodies	**Our team | Educo NGO**
Mission, vision, values and principles	**Our work for Children and Education | Educo ONG**
What we do	**What we do | Educo NGO**
Whistleblowing Channel	**WhistleB, Whistleblowing Centre.**
Suggestions, Complaints and Commendations	**Suggestions, Complaints and Commendations | Educo NGO**
Financial information	**Accountability and Transparency | Educo NGO**
Institutional policies	**Accountability and Transparency | Educo NGO**
Strategic Plan and Statutes	**Our work for Children and Education | Educo NGO**
Impact, evaluation and learning	**Impact, evaluation and learning | Educo NGO**
Strategic alliances	**Strategic alliances | Educo NGO**

At the end of 2020 we launched our new global website, which aims to improve access to key information about what we do. As an example, we have expanded and improved the section on our impact, evaluation and learning, and enabled a new transparency section, which facilitates direct access to our most relevant documentation: our policies, financial information, codes and standards, etc., also incorporating a library so that users can expand their searches.

In 2020 we also created a new **Global Transparency Commission**, made up of people who represent the different areas and departments in the organisation. The overall objective of the Commission is to promote and accompany the implementation of our External Transparency Policy, through three specific aims:

- Ensure the coherence of Educo's Transparency Policy with applicable legislation and the standards of our main stakeholders.
- Guarantee, as far as possible, access to the necessary and relevant information on Educo's work to all our stakeholders.
- Promote training and awareness-raising activities about the External Transparency Policy for participants in our projects, partner organisations, suppliers and our staff.

This commission, in its first year, has worked on a series of issues that contribute to improving our transparency, including: the preparation of sources for the audit of the Transparency and Good Governance Tool of the CONGDE (Coordinating Committee of Spanish Development NGOs), which enabled us to renew our seal as an evaluated NGO; the elaboration of our first Social Balance Report; collaboration in the creation of a specific Transparency section on our website.

Educo is also committed to ensuring that the information we publish about the organisation is accessible to the children and adolescents we work with. To do this, we elaborate "child-friendly" versions of a range of institutional documents such as, for example, our Child Safeguarding Policy (here and here), or the conclusions from the participative research into 'The impact of service learning on violence prevention', a methodology that fosters human capacities and generative environments of non-violent relationships, promoted in Spain.

Educo is a member of the CHS Alliance (the Core Humanitarian Standard's partnership on quality and accountability), member of the global accountability platform Accountable Now, accredited by Fundación Lealtad and CONGDE, and a partner in the UN Global Compact platform and the Red Española del Pacto Mundial. We produce a biennial report on our compliance with the Global Compact's 10 principles on human rights, labour standards, environment and anti-corruption, which is published on its website, here.

2. What policies do you have in place to ensure a fair pay scale? Do you measure the gender pay gap in your organisation and, if so, what is it? What are the salaries of the five most senior positions in the organisation and what is the ratio between the highest and lowest salaries? If this information cannot be provided or is confidential, please explain why.

Educo aims to have a fair and equal salary structure to guarantee internal and external equity in the salary levels of any professional in our team.

All positions at Educo are classified within a coherent work architecture for the entire organisation, with a job evaluation system that applies a gender perspective to professional classification, in order to guarantee the absence of discrimination in the definition of professional classification criteria and systems throughout the process.

This methodology ensures that the evaluation of each job is carried out without gender bias, applying objective and neutral criteria when evaluating the job, regardless of the sex of the person occupying it. Our job evaluation system analyses the characteristics of each job, taking into account the characteristics of both the most female and the most male-dominated jobs, making the factors applicable to all jobs. We are currently preparing systems to be enable us to measure the gender pay gap globally.

Educo uses a formal job classification process to assess the relative size of each job and its level of pay, allowing the internal position of the job to be defined on the basis of fair and consistent evaluations. The external references (Birches, FMI, local salary studies, employment agreements and applicable labour and sectoral agreements) guarantee that the salary levels are competitive in each relevant market.

The salaries of key management staff are published in our annual audited financial statements, where we can see that the salaries of the five most senior positions in the organisation, including executive management, fall within the upper salary band, which is between €50,000 and €70,000 gross per annum. We are also working to reduce the gap between the highest and lowest salary, which has been reduced by 60% at headquarters: from 5.5 to the current 3.4.

More detailed information is available to our staff in each country in the applicable regulations. The Code of Ethics and Code of Conduct, the Child Safeguarding Policy, the Protection Policy against Sexual Exploitation, Abuse and Harassment Policy (PSEAH) and the Gender Equity Policy support our fair practices in the area of gender equality. We are working to incorporate global data management systems that will allow us to monitor in real time all the indicators associated with this heading.

3. How does Educo ensure privacy rights and protect personal data?

The legal framework governing our **handling of personal data** is the Spanish Organic Law on Personal Data Protection, the new version of which entered into force in December 2018. In line with this regulation, we have a Privacy Policy, which includes detailed information about how and why we collect personal data, how we use it, and the security measures we apply. The policy also indicates the rights of the user in terms of access, rectification, erasure, opposition, portability, forgetting and limitation of the processing of their data.

During the first part of 2020, the Executive Director approved the designation of a **Data Protection Officer (DPO).** As an external advisor specialising in the field, the DPO supports us with any issue related to the processing and protection of personal data and represents Educo before the Spanish Data Protection Agency (Agencia Española de Protección de Datos).

At the same time, the creation of a **Privacy Committee** was agreed, whose main task is to implement all the Educo protocols in relation to data protection. The Committee is made up of people from different departments who, due to their duties, process personal data. They meet every three months with the DPO.

The channel provided so that the DPO can receive communications related to data protection is **dataprotection@educo.org**, and is redirected to ethics@educo.org, as a measure for guaranteeing the integration and unification of the reports received. If the content of the communication has criminal implications, the DPO and the Privacy Committee will be issued to the external advisor that advises us on managing the whistleblowing channel, in order to create the prior legal report.

Lastly, we have implemented a **risk assessment** through a specialised company (ESCUDA) based on **ISO 27001** controls, to evaluate existing risks related to data protection and identify prevention measures.

4. Who are the five largest single donors and what is the monetary value of their contribution?

The five largest donors in 2020 and the monetary value of their contributions are listed below.

2020 donors	Monetary value (€)
EuropeAid (UE)	2,641,077.98
ChildFund Korea	1,328,216.16
UNICEF	1,315,808.61
Fomilenio (El Salvador)	1,053,296.09
AECID	926,612.17

WHAT WE DO INTERNALLY

H.   Staff and volunteers are enabled to do their best

1.   Provide evidence that recruitment and employment is fair and transparent.

In 2020, a review of all the processes that apply to the professional activity of any member of the Educo team was initiated, covering recruitment, selection, hiring, performance management, staff identification, training, career planning and exit management. As well as the digitisation of data through a system integrated into Educo's digital transformation process, which will allow for 100% traceable, transparent and real-time information through a BI tracking dashboard.

Our aim is to provide clear and accessible information for the entire team (both day-to-day and professional development expectations) and to work on a culture of team management and internal relations based on Educo's basic principles, our mission and values, with feedback and support from each manager to his or her team being key throughout the management cycle.

Our People and Culture teams in each country lead and act as guarantors of the implementation of the best practices defined globally so that they reach every person with the same guarantees. The selection and recruitment processes for new team members are key, and comprehensive processes have been defined with a strong protection focus (e.g. background, references), as well as a gender perspective.

In the performance evaluation process, we place maximum emphasis on the subsequent feedback interview, so that each director has a meaningful meeting with each member of his or her team, in which commitments are made to improve, taking into account the resources that Educo makes available to them in the areas of management support, relational improvement, and training and capacity building.

On the other hand, we are working on flexibility and work-life balance agreements that allow the whole team to work remotely, with flexible working hours, according to the possibilities of the position, with the idea of incorporating work-life balance leave in countries where labour legislation does not currently provide for it. The COVID-19 pandemic has accelerated this whole process and has given us valuable experience and learning in managing remote working. This review and update will be extended to 2021, to ensure that Educo incorporates the mission values in the professional activity and internal relationships of our teams.

We have the following institutional tools in place to ensure that recruitment and employment processes are aligned with our principles and values:

- Code of Ethics, which includes a section about human resource management, applicable to all Educo staff (contracted staff, volunteers, trainees)
- Code of conduct
- Policy on Protection against Sexual Exploitation, Abuse and Harassment (PSEAH)
- Gender Equity Policy, which establishes a commitment to gender equality in all organisational settings.
- International Human Resources Manual, which is a practical implementation tool for Educo's internal use.

The following table shows the distribution of Educo employees, volunteers and interns by country, type

of contract and level of responsibility in 2020:

2020	Data disaggregated by composition of the staff group											
				By type of contract				By level of responsibility			
								Heads		Officers	
Country	Total number of employees	Total number of volunteers	Total number of interns	Indefinite	Temporary	Full time	Part time	Women	Men	Women	Men
Bangladesh	249	0	0	221	28	249	0	9	17	123	101
Benin	54	0	2	8	46	53	1	3	4	12	36
Bolivia	22	0	0	20	2	22	0	5	8	5	4
Burkina Faso	104	0	3	51	53	104	0	5	22	36	41
El Salvador	137	0	0	109	28	135	2	15	17	59	47
Spain	112	0	0	108	5	107	5	23	21	48	20
The Philippines	56	0	0	38	18	56	0	7	7	15	27
Guatemala	18	0	0	18	0	16	2	0	3	6	9
India	10	0	0	4	6	10	0	1	2	4	4
Mali	58	0	2	38	20	58	0	1	11	10	36
Nicaragua	21	0	0	16	5	21	0	1	5	9	7
Senegal	14	0	0	12	2	12	3	1	4	5	4
Total 2020	854	0	7	641	213	841	12	70	119	331	334
Total 2019	924	0	7	769	155	917	7	66	108	428	321

A key element of Educo's management is the diversity criteria in the team. The following table shows the distribution of the staff employed by Educo by country, gender, age group and nationality during 2020.

2020	Data disaggregated by composition of the staff group								
	Total	By gender		By age			By nationality		
Country	Total number of employees	Women	Men	Under 30 years old	Between 30 and 50 years old	Over 50	Local staff	Expats (staff)	Other nationalities
Bangladesh	249	131	118	46	193	10	249	0	0
Benin	54	15	40	18	36	0	53	0	2
Bolivia	22	10	12	0	17	5	22	0	0
Burkina Faso	104	41	63	11	87	6	103	0	1
El Salvador	137	73	64	42	83	13	135	0	2

Spain	112	71	41	3	86	23	111	1	0
The Philippines	56	22	34	8	43	5	56	0	0
Guatemala	18	12	6	2	9	7	18	0	0
India	10	5	6	0	10	0	10	0	0
Mali	58	11	47	5	47	6	55	0	3
Nicaragua	21	10	11	2	13	6	19	0	2
Senegal	14	6	8	1	12	1	6	1	5
Total 2020	854	401	453	139	633	82	835	2	16
Total 2019	924	495	429	178	654	92	907	3	13

2. What is Educo doing to invest in staff development? What indicators show this progress? What are your plans to improve?

During this period, we have continued to work on Educo's Development Room, our global e-learning platform, which is now available in English, Spanish and French and accessible to all staff across the organisation. All staff globally have registered on the platform and are in the process of completing two new compulsory courses included in the induction plan: one on "Introduction to Humanitarian Action", and the other on "Good practices for the use of personal social media". Other courses are currently under development and will also be included in the induction plan offered by this platform, such as courses on Educo's Code of Conduct and Policy on Protection from Sexual Exploitation, Abuse and Harassment (PSEAH), the Child Safeguarding Policy, as well as basic training in child protection and Educo's Wellbeing Approach.

In 2020 we have started to open the Development Room to our local partner organisations, who have received training from internal experts. In fact, the use of internal experts as trainers for the rest of the staff, in combination with the online courses available on the virtual platform, is something we want to develop further. For example, in the Introduction to Humanitarian Action course, in addition to the content available on the platform, staff are offered a master class by the Humanitarian Action Expert at the end of the training to help reinforce the content, answer questions and share experiences. This live session helps to maintain and increase interest in the topic, as well as empowering the expert in their specific area of expertise and supporting trainer-learner relationships for future learning opportunities. The COVID-19 pandemic has clearly shown us the great benefits and potential of investing in the Development Room, and we will continue to strengthen and promote this online option for professional development.

We have also seen that increased participation and exchange through networks and partnerships, especially in the context of the COVID-19 pandemic, has contributed significantly to the capacity building of the team. In Bolivia for example, as a response to the pandemic and the related emergency, the Humanitarian Country Team (HCT) has been activated with new intensity, and we have been able to participate in the activities of the Education, Protection and Communication clusters through our thematic focal points. These spaces have represented a very enriching learning and socialisation opportunity for the organisation. At the same time, several country offices highlight capacity building at the technical level through their participation in the Joining Forces partnership, especially in the area of child protection.

In terms of our performance appraisal system, all staff now participate in formal performance appraisals using the new system, which includes an assessment of how the individual inspires, empowers and

includes colleagues and stakeholders in the work they do. A performance evaluation is carried out at least once a year for all Educo staff. The evaluation for the first half of 2020 was carried out in July 2020.

Team building and capacity building are specific goals to be promoted within the Global Organisational Development Plan 2021-2023, with a special focus on programme areas, humanitarian action and knowledge management.

3. How does Educo ensure a safe working environment for everybody, including one free of sexual abuse or harassment, exploitation or any other unacceptable conduct?

At Educo we work to prevent and deal with any kind of abuse, harassment or unacceptable behaviour.

Firstly, all Educo staff, volunteers and interns must sign a letter of commitment with our Code of Ethics, which established a conduct framework to guarantee coherence between Educo's actions and its institutional ideology. Through the Code of Ethics, the organisation is committed to guaranteeing the safety, health and wellbeing at work of its employees, receiving all possible protection and complying with current legislation.

As explained in section C4, Educo has recently approved a Code of Conduct and Policy for Protection against Secual Abuse, Exploitation and Harassment (PSEAH) and, since January 2021, we have a Global Safeguarding Officer, who will coordinate the roll-out and implementation of the PSEAH Policy through Safeguarding Committees in each country office. This year, we will develop specific training about protection against abuse, harassment and sexual exploitation for the whole Educo team. We also have a Child Safeguarding Policy, whose implementation and operation is detailed in sections C4 and J5.

In addition, each country office has a *Workplace Wellbeing Guide*, which contains the key elements that support staff wellbeing, adapted to the context and legislation in force in the country. The guide includes topics such as working hours and working time, holidays, and different types of leave. Each office adapts the guide to the context and legislation in force in the country.

In relation to reporting, there is a specific channel for bringing to the attention of the organisation any indication or reasonable suspicion of irregularity, and/or action contrary to the law, breach of commitments or contractual obligations assumed and/or internal regulations, as well as any type of irregular, illicit or criminal conduct. The whistleblowing channel is managed by an external consultancy firm, in coordination with the Educo Compliance Committe, which guarantees the independence and objectivity of the mechanism. In 2021 we have started to work with an external partner called WhistleB Whistleblowing Centre who manages the whistleblower channel, in order to guarantee anonymity in the process. The channel can be accessed via our website, with the option of presenting information in French, English and Spanish.

In terms of workplace safety, we have a global body, the Crisis Management Team (CMT) and, following the COVID-19 pandemic, in 2020 we activated an Incident Management Team (IMT) in each country office. These bodies coordinate our crisis management. Indeed, due to the different incidence of COVID-19 and the disparate evolution of the pandemic in each country, from the first meeting of our CMT, it was necessary to analyse all the risks derived from COVID-19 for Educo (programmatic, reputational, financial, ethical, security, duty of care, Do No Harm, etc.) and possible scenarios, both globally and for each country office.

I.   Resources are handled effectively for the public good

1. How do you acquire resources in line with your values and globally-accepted standards without compromising your independence?

The framework that guides us in our fundraising with individuals is the [Code of Conduct for Fundraising Development](#) in Spain from the Spanish Fundraising Association, which we have been members of since 2013.

In terms of corporate funding, we have a [Policy for Collaborations with Companies](#) which establishes the minimum requirements that companies who collaborate with us must fulfil in order to ensure that the origins of all the donations we receive do not impede the organisation's freedom to act and do not hinder the achievement of our objectives.

Similarly, we have an [Investment Policy](#) which sets out the principles of action, selection criteria and management rules on which the analysis, decisions and management of movable and immovable investments with its own resources are based. This policy is known and shared by all financial institutions the organisation works with. In addition, the Board of Trustees annually certifies its compliance with the Code of Conduct for Non-Profit Organisations for temporary investments in the securities market.

The Investment Policy was reviewed and updated in 2020 in order to adapt it to the update of the Code of Conduct by the Spanish Securities and Exchange Commission in 2019.

During 2019 we began the second re-accreditation process with [Fundación Lealtad](#) (the first accreditation was received in 2015) with the aim of re-certifying the organisation's compliance with nine principles of transparency and good practice, including transparency in funding, plurality in funding and control in the use of funds. Although the year of study was 2018, the documents reviewed by Fundación Lealtad during the analysis phase included information updated at the date of closure of the report.

At the end of the first quarter of 2021, Fundación Lealtad [awarded us the re-accreditation](#). The accreditation is valid for two years and [the Educo report on transparency and good practice](#) is published on the Fundación Lealtad website.

The organisation also has the accreditation from the Spanish International Development Agency - AECID - since the last quarter of 2015 for "[qualified NGO](#)". The last review of the accreditation took place in 2019 and was satisfactory.

In addition, following an audit process, the organisation obtained the renewal of the [accreditation from the European Office for Humanitarian Action (ECHO)](#) at the end of 2020. The organisation has had this accreditation since January 2018, allowing it to access ECHO funds and funds from AECID's humanitarian aid calls for proposals.

Over the last two years, significant progress has been made in consolidating the diversification of funds. In 2019 one of the five "Transition Outcomes" established by the organisation to guide its work during the transition between the two strategic cyles was "Increase and diversify fundraising without increasing structural costs", and in 2020, Organisational Development Outcome 2 foresees "Educo maintains a coherent and balanced income and expenditure structure that allows for a sustained positive economic result". The 2021-2023 Development Plan also has a section focused on fund diversification.

During the reporting period, we have received from new donors, such as ECHO, AECID and Education Cannot Wait.

The final execution of institutional donor funds amounted to €10.5 million in 2020, a growth of 57% over the previous year and up to 30% of the organisation's total income (22% in 2019).

Additionally, in order to analyse funding opportunities, their relevance and alignment with the organisation's strategy, an analysis and decision-making tool has been developed in 2020 (GO / No GO). This tool helps to understand whether the grant call is aligned with the strategy, with the organisation's capacities and expertise, as well as potential risks and mitigation measures.

2. How is progress continuously monitored against strategic objectives and resources reallocated to optimise impact?

As mentioned in the answer to question B2, since 2019 the organisation has an institutional monitoring and reporting system that should be useful, among other things, to facilitate both the reorientation of the annual planning of strategies and the continuous improvement of our activity and contribute to internal transparency and accountability. Year after year, we work towards the effective integration of this system in the management and planning of the activities of the different areas of head office and the country offices, in order to provide objective inputs to reorient operations and resources towards the optimisation of impacts.

In relation to financial tools and processes that support the monitoring of the strategic objectives, Educo has developed different information systems and applications that are interconnected which enable an updated vision of the economic performance and the correspondence between the origin of the funds and their final destination. The annual budget, approved by the Board, is analytically exploited in a way that is sufficient to also ensure the comparison between actual and budgeted figures. We have automatic monthly reports exploited from the system with Power BI technology that are available to all Educo directors. All of them have access to a global and updated vision of Educo's financial situation to ensure access to relevant information in real time that can be used for decision-making. During 2020 work has been done to improve this financial monitoring system with new initiatives, such as:

a) The establishment of a monitoring process based on Forecast forecasts (twice a year) in order to have a clear view on the final use of budgeted resources and reallocate them in consideration of strategic needs. As an example, during the 2020 COVID-19 crisis, we were able to reallocate €1.5 million from regular projects to new projects that address the needs of pandemic-affected populations.
b) The development of specific dashboards to track the correspondence between sponsorship income per country and the amount spent on programs for people involved in sponsorship activity per country, with the aim of improving the traceability of funds and being able to reallocate excess/deficit between countries.
c) We are currently working on common and shared financial drivers to improve financial tracking and the path to greater efficiency in the use of resources, seeking to minimise the impact on programmes of our reduced spending.
d) We are also taking steps to improve reporting and management tools for the monitoring of income received through institutional donors and the monitoring of local partners.

And lastly, during 2020 we initiated medium-term financial planning to achieve our deficit reduction targets and a correct balance between reserves and operations to ensure Educo's sustainability. The aim is to have medium-term financial objectives, shared between head office and each country office, that will enable us to achieve our medium-term strategic objectives.

3. How do you minimise risk of corruption, bribery or misuse of funds? What financial controls are in place? What happens when the controls fail? Describe any relevant situations that have ocurred during the period of this report.

The organisation has a Anti-fraud and Corruption Policy, which clearly defines ythe types of fraud or corruption , as well as the importance of prevention for the organisation and the reporting channels that can be used, and the structures and people responsible for investigating. The policy sets out guidelines for preventing, detecting, reporting and investigating fraud or corruption. During 2019, and continuing the work that had been carried out previously, the introduction of improvements to the policy was completed in order to adapt it to the organisation's current needs, taking into account the new legal regulations that affect us and ensuring coherence with the other institutional tools that have been developed.
In order to ensure greater ownership by those responsible in the countries, specific training for Heads of Finance was launched in 2020 and will continue to be carried out and extended in 2021 and beyond. The aim of this training is threefold: a) to raise awareness of the importance of preventing and avoiding fraud b) to assist in prevention by detailing preventive measures and warning signs of corruption c) to explain and clarify the reporting and investigation system, as well as the reporting channels and formats.

A report of registered cases of corruption, whether proven or not, is submitted to the organisation's governing body on a twice-yearly basis. The report includes both an explanation of the case and the mitigation measures designed to reduce the risk of recurrence.

It is worth mentioning that we also have a *Manual for the prevention of money laundering, financing terrorism and control of cash payment methods* which forms part of the policy as an annex.

The organisation has different methods of financial control in place, among which we can highlight the following:

i. Country funds are sent to country offices and local partner organisations through an established procedure that includes a prior justified request, a budget comparison process and a review of the justification of previously sent funds.
ii. The most financially relevant procedures such as the purchase of goods or services, the generation of payslips and payments to staff or transfers to partners have regulated procedures that incorporate the segregation of duties. In particular, in the case of purchases, each country has a validation table where signatories are assigned according to the economic amount and the phases in the purchasing process.
iii. We have a Management Control department that carries out the analytical and budgetary follow-up and ensures the correct execution of the Budget approved by the Board. All expenditure incurred by the organisation is subject to budgetary control which, if modified, requires prior approval, at different levels depending on the amount.

On the other hand, the organisation has an Audit and Compliance area, which ensures compliance with regulations and the effectiveness of risk management, control and governance processes, reporting to the Board and the Management Committee every six months on the effectiveness of internal procedures in the country offices through the Annual Internal Audit Plan.

As a result of the internal audits carried out, the area prepares a Risk Map which is updated annually, identifying the activities subject to risk, quantifying the probability of these events and measuring the

potential impact associated with their occurrence, in order to finally be able to represent the state of internal control of each procedure, each unit and each management. The scope of the Risk Map is global and the aim is that, within 3 years, each department/area at head office, as well as each country office, will have its own map.

The legal risk prevention system, implemented since 2017 and a responsibility of the **Compliance Committee**, allows us to respond to the new criminal prevention needs established in legislative changes and to reinforce our commitment to the prevention of unlawful acts in all our areas of activity. This Committee reports twice a year to the Board and the Executive Management team regarding the fulfilment of the legal, contractual and institutional obligations, including the register of reports about the organisation recieved during that year at head office and in the country offices. For 2018, 2019 and 2020, Annual Compliance Reports have been prepared and the last year's report has been shared globally as a measure of institutional accountability.

Lastly, Educo has a specific **whistleblowing channel**, which includes cases about safeguarding (Child Protection - Child Safeguarding Policy, PSEAH - Protection against Sexual Exploitation, Abuse and Harassment), anti-fraud, etc. For more information, see section H3.

During 2020, 24 incidents of varying nature and location have been communicated, of which:
- 22 cases have been closed. 12 minor, 5 serious and 5 very serious.
  - In relation to the serious and very serious cases, these have resulted in 6 dismissals, 1 non-renewal of contract, 1 police report and 2 non-conformities. (Corrective actions for the creation/updating of internal protocols).
  - In cases involving victims, special attention was paid to them and to the context in which their work was carried out.

- 2 serious cases are still open and being investigated.

J.   Governance processes maximise accountability

1. What is your governance structure and what policies/practices guide the replacement and recruitment of new board members?

The highest governing body in Educo is the Board, which is governed as stipulated in the applicable regulations, our Statutes, our Code of Good Governance and our Code of Ethics. The **Code of Good Governance** was updated at the end of 2020, to modify the good practse pricniples, better define the tasks and responsibilities of the Board, and include the rest of the management bodies and mixed bodies Educo has. In addition, a new document was produced at the end of 2020, the Educo Organic Rules of Procedure, which defines the duties and responsibilities of the Board, the management bodies and mixed bodies, and includes an organisational chart for these bodies. This document was created as a result of the implementation of new management and mixed bodies, in order to manage the accountability of each body's duties.

In order to facilitate the functioning and decision-making process, there is an Executive Committee of the Board of Trustees, an executive body created to facilitate the day-to-day management of the Foundation's activities. The Executive Committee is in charge of the monitoring, evaluation and review of objectives, the preparation and proposal of matters to be submitted for the corresponding authorisation or approval of the Board, and for informing and reporting to the Board on any matters that may require it.

The appointment of the members of the Board and the duration of the positions - which are established for a 4-year renewable term - are stipulated in the Foundation's Statutes. In order to ensure the rigorousness and transparency of the appointment process of the members of the Board, there is a specific internal collegiate body, the Appointments Committee, whose mission is to establish the criteria, inform, advise, pre-select and participate in the selection processes of suitable candidates to occupy the posts of trustee, member of the Executive Committee and Executive Director of the Foundation.

According to our Code of Good Governance, the following recommendations should be taken into account in the selection of new members of the Board:
1) Ensure that candidates' proposals are suitable and respond to the organisation's previously identified needs.
2) Take into account the commitment to the organisation and monitor the CV and/or track record of the candidates or elected members.
3) Favour diversity of knowledge, experience and gender.
4) Avoid perpetuation in office.
5) Ensure parity and promote the presence of women on the Board.

Similarly, when selecting new members of the Board, the Appointments Committee has established that:
- Experience in the field of children and education and knowledge of the sector would be an asset;
- It will seek to open up the geographical scope to incorporate people from the different countries and regions we work in; and
- Age diversity will be encouraged in order to promote generational change within the Board.

The governance structure is completed with the **Executive Management**, which is currently made up of the executive director and the deputy executive director; the Management Committee, made up of the heads of the different areas at head office; and the Global Management Committee, which includes all the directors of our country offices as well as management staff from head office.

2. **How does the board supervise the adherence to policies, resource allocation, potential risks and processes for complaints and grievances?**

The Board is the body in charge of approving the institutional policies, and its relevant reviews, which are carried out with a periodicity established in each of them. It also has the institutional mandate to approve and regularly monitor the annual budgets, as well as to approve the annual accounts of the previous year.

At the same time, Educo has two mixed bodies for the **supervision and controlling of resources and risk management** made up of members of the executive management team and members of the Board. These two bodies ensure the active implication of the Board in the fulfilment of the internal regulations, fund allocation and risk review. On the one hand, we have an Audit Committee, which is responsible for overseeing the effectiveness of the internal control and risk management systems and supervising the internal audit function. Their duties include the annual review of the institutional risks map. On the other hand, there is the Compliance Committee, whose duties are explained in detail in section I3.

In the framework of the implementation of our Suggestions, Complaints and Commendations Policy, every year a global report is elaborated which gathers the suggestions, complaints and commendations received in all the Educo workplaces, as well as how each one has been managed, the modifications and

improvements carried out and the lessons learned. This report is shared in a timely manner and is accessible to all internal stakeholders, including, of course, the Board.

3. What processes and mechanisms does Educo have for managing external complaints, including complaints about unacceptable conduct? Provide a general view of the number and nature of the complaints during the reporting period, how many of those were valid, and of those that were valid, how many were appropriately handled and resolved.

The reference framework for managing the feedback and complaints mechanism is our Suggestions, Complaints and Commendations (SCC) Policy. The implementation of this policy is carried out using a SCC Global Commission, which supports and advises the National SCC Committees in each country office. The National SCC Committees design and habilitate different SCC mechanisms, depending on the needs and preferences of their stakeholders, aiming for maximum accessibility. Therefore, at the programmatic level, the first step in the implementation of SCC mechanisms is consultation with the people involved, including children. In addition to the other mechanisms that may be identified, all Committees have a specific email address for the submission of SCCs. There is also an online SCC form on our global website.

Tools developed (or being developed) to accompany the implementation of SQF mechanisms are detailed in our *Monitoring, Evaluation, Accountability and Learning Manual.* During the past year we have completed and shared the *Guide to designing and implementing SCC mechanisms*, which is the main reference document for the National SCC Committees. It includes information and practical advice on how to implement and manage SCC mechanisms for internal and external stakeholders, with a special focus on children. On the other hand, we have updated the SCC register template, reviewing the type of information registered in order to facilitate the subsequent data analysis.

During 2020 we have begun a complete review of the Suggestions, Complaints and Commendations Policy, in collaboration with all the National SCC Committees. We hope to be able to share the updated version of the document in 2021. Work has also been done to create protocols in order to ensure a coordinated management of the SCC mechanisms and the whistleblowing mechanisms. We have a specific whistleblowing channel, managed by an external supplier, accessible on our global website in English, Spanish and French. For more information, see section H3.

All the information about the SCC received, progress in the implementation process of the Policy, and the lessons learned during 2020 are compiled in our last SCC Annual Report, which will be available here on our website as of July 2021. Below we present a summary of the suggestions, complaints and commendations received during 2020:

	INTERNAL	EXTERNAL	MAIN TOPICS	TOTAL
SUGGESTIONS	**02 physical letterbox** **06 email** **01 in person** **01 monitoring**	**02 email** **16 social media** **05 telephone** **02 in person** **01 monitoring**	**Improvements to how funds are used (more funds aimed at projects and less at marketing products)**	**36**
COMPLAINTS	**02 physical letterbox** **04 email** **02 in person**	**43 email** **08 social media** **20 telephone**	**Telemarketing processes Fundraising campaigns on social media**	**79**
COMMENDATIONS	**02 in person**	**13 email** **27 social media** **02 telephone**	**Work in favour of vulnerable children**	**48**

		04 in person		
TOTAL	**20**	**143**		**163**

Based on the analysis of the 2020 data, we consider the number of SCCs registered in 2020 to be insignificant, except in the case of the Spanish office. The reason for the low number of SCCs is the situation of confinement and/or remote working, which made the operation of the committees difficult and limited the promotion of the mechanisms and their use, especially by people who did not have access to digital media. However, in 2020 we have seen an increase in the number of SCC received by email and on social media compared to 2019.

As in 2019, in 2020, the Spanish office received the most SCCs because there are specific external feedback mechanisms aimed at collaborators (sponsors, partners, members, occasional donors, etc.). According to the data provided by the National SCC Committees, in 2020 the main SCC entry continues to be email with a 10% increase compared to last year. Social media is the second entry channel with a significant increase compared to 2019, as a result of the coordination with the communication department, which from 2020 has applied the procedure developed for receiving SCC through this channel as another mechanism.

Over the next year, we will be prioritising work to strengthen children's access to and use of the mechanisms, ensuring, through consultation, that the mechanisms are adapted to their needs. On the other hand, we have identified the need to develop guidance to support National SCC Committees with the implementation of SCC mechanisms in the context of the projects we carry out with local partner organisations.

4. **How are internal complaints managed? Provide a general view of the number and nature of the complaints during the reporting period, how many of those were valid, and of those that were valid, how many were appropriately handled and resolved.**

In section J3 we explain how complaints are managed in detail, both internally and externally.

5. **How do you make decisions about the need to maintain confidentiality and protect the anonymity of the people involved?**

Confidentiality is one of the fundamental pillars that guide the management of any complaint or report that we receive. In addition, when it comes to safeguarding, the safety of the people involved, especially children and adolescents, is the most important consideration. All the institutional policies that handle the management of a report or a complaint (the Child Safeguarding Policy, the SCC Policy, the Policy on Protection against Sexual Exploitation, Abuse and Harassment, the Anti-fraud and Corruption Policy and the Whistleblowing Policy) establish the measures that need to be taken to ensure confidentiality and exchange information with the appropriate people when handling a report or a complaint.

In our Child Safeguarding Policy, for example, the reporting procedure defines to whom, how and when different possible cases should be reported, and includes a commitment to ensure the **safety and privacy** of all parties involved (children and young people, family members, community members, etc.) and of the accused staff member or partner. During 2019 and 2020 we have done significant work on the coordination of reporting and complaint management and whistleblowing mechanisms to ensure that full confidentiality is maintained throughout the process.

Each year we collect information from all country offices on cases received and their resolution, for inclusion in global reports, such as the Annual Report on Suggestions, Complaints and Commendations or the Annual Report on Regulatory Compliance and Conduct. We want to be as transparent as possible with our stakeholders about the incidents we have had, while maintaining confidentiality and protecting people's identities. Therefore, the reports never include data that could reveal the identity of the person lodging the complaint, for example, the country of origin or specific information about the problematic of the case.

For more information about personal data protection see section G3.

K.   Leadership is dedicated to fulfilling the 12 commitments

1. How is the governing body and management held accountable for delivering on their strategic promises, including accountability?

From 2021, the Board will evaluate its contribution to the Foundation, as a body and individually, at least once a year. This commitment is in our Code of Good Governance, which has been reviewed and updated 2020. In the past, the self-assessment process of the Board was carried out every two years.

The self-assessment of the Board is carried out according to a 37-question questionnaire based on an analysis of the tools developed by the Spanish Association of Foundations and the Commitment and Transparency Foundation, Spanish organisations that promote good practices in transparency and governance.

In the last self-assessment carried out, one of the results identified was the need to reinforce the search and selection process for new board members so that the new incorporations have the profile necessary for addressing the challenges posed by the future of the organisation. This is something we are currently working on: the Appointments Committee is preparing a plan for the enlargement of the Board, taking into account various diversity criteria. On the other hand, the need was identified to establish sub-committees of the Board for the coordination of specific duties, so the Internal Audit Committee was created in 2019 (for more information, see section J2).

Since 2020 we publish an annual Corporate Governance Report, in which we account for the operation of the Board during the year, the evaluation of its performance, the relationship with senior management, risk management and control systems, and potential conflicts of interest.

In turn, the Board evaluates the Executive Management on an annual basis. This process has the following aims:

1) Prevent the continuity of the Directorate General from being determined by subjective and arbitrary decisions.
2) Identify areas for improvement that help the Executive Management to perform its duties more effectively.
3) Improve communication between Executive Management and the Board in relation to the organisation's objectives.
4) Establish an objective way of acknowledging and rewarding achievement.

2. What steps have you taken to ensure that staff are included in the discussion of progress towards Educo's accountability commitments?

The process of preparing our Accountability Report is participatory and involves all our country offices. As part of this process, each year the country offices produce a report with data and information that allows us to prepare the Accountability Report, the Institutional Monitoring Report (see B2), the Annual Report and various other reports and processes that we carry out to be accountable to our stakeholders.

In terms of sharing the Accountability Report, we share the full report (in English, French and Spanish) with all staff in our country offices, as well as publishing it on our website and distributing it through our blog, social media and targeted mailings. Feedback from the Accountable Now Independent Review Panel is presented to the Management Committee so that areas for improvement can be taken into account in planning processes and, from this year onwards, will be included in our report distribution plan to ensure that recommendations are shared with all staff throughout the organisation.

With regard to the participation of Educo staff in decision-making processes, over the last two years we have continued to prioritise the implementation of the new results-based management model. In this system, the work of the organisation is managed by projects and processes, led by team members from different departments and levels of responsibility. These people play a key role in the planning, implementation and evaluation of processes and projects. This new internal management model is therefore leading to a redistribution of responsibilities and roles in decision-making, which contributes to team empowerment, transparency and internal accountability. During the next strategic period, we will continue to strengthen this way of working: the development of the results-oriented management model, through process and project work, will be one of the goals of our Organisational Development Plan 2021-23.

3. What is the scope of coverage of your accountability report (i.e. are you reporting for the whole organisation or just for the international secretariat? What authority or influence do you have over national organisations and how, specifically, are you using it to ensure compliance with accountability commitments and to drive the overall accountability agenda?

We elaborate a full accountability report every two years and submit it to the global accountability network Accountable Now.

The coverage of the report is global, i.e. it includes information on the activities of all the offices in the countries we operate in, as well as head office. As mentioned in section K2, in order to prepare the report, we asked all country offices to report on progress towards the indicators, with both quantitative and qualitative data. From the qualitative information sent to us, we choose representative examples to include in the report.
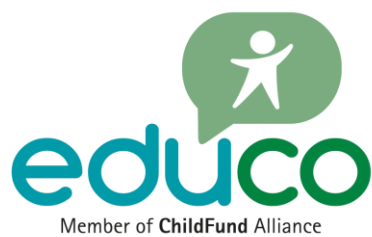
This process is part of our commitment to fostering a culture of accountability throughout the organisation, based on the commitments in the Global Standard for CSO Accountability.

Accountability is one of the underlying approaches of our new Global Impact Framework (GIF) and one of the Program Quality Criteria, and all the country offices must demonstrate the integration of these elemts in their work through regular reports. This process allows us to identify good practices in the field of accountability, and to assess the possibility of applying them globally. One example of this would be the project Child-Friendly Accountability, an initiative from ChildFund Alliance in which children and

adolescents hold governments and local authorities accountable for meeting their child protection commitments. Educo has been piloting the initiative in El Salvador during 2019 and 2020, and we are now in the process of sharing the lessons learned from this experience with the teams in the other country offices, so that they can evaluate the possible replication of this methodology in their contexts.

It is worth noting that in the last two years, the scope of work of the monitoring, evaluation and learning (MEL) officers in each country office has been expanded to include accountability as part of their functions. We now have MEAL officers in each country office, which helps to focus accountability work by having specific accountability officers. The officers in each country are continuously supported and reinforced by the MEAL Area at headquarters, with ongoing coordination and specific sessions to address accountability.

Lastly, as a member of the ChildFund Alliance, Educo reports annually to the Alliance's Secretariat, accounting for various aspects of our work, including the development of our programmes, projects and activities and the organisation's financial management, among other things. During the COVID-19 pandemic, all Alliance members have been reporting quarterly to the Secretariat on the pandemic situation and our immediate response actions to the crisis. The results have been shared and systematised within the Alliance's specific COVID-19 monitoring working group, and disseminated in ChildFund's CEO Forums and through external reports and communication campaigns.

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