



# **EDUCO**

## **Interim Accountability Report**

### **2022**



@educoong



@educo\_ONG



educo.org

# Content

<b>Statement from Educo’s Executive Director .....</b>	<b>3</b>
<b>Significant organisational changes during the reporting period .....</b>	<b>5</b>
<b>Update on identified areas for improvement .....</b>	<b>7</b>
<b>A2. What are your key strategic indicators for success and how do you involve your stakeholders in developing them? .....</b>	<b>7</b>
<b>C1. How does your organisation demonstrate excellence on your strategic priorities? .....</b>	<b>8</b>
<b>E1. What avenues do you provide your external stakeholders to provide feedback to you? What evidence demonstrates that key external stakeholder groups acknowledge your organisation is good at listening and acting upon what you heard? .....</b>	<b>9</b>
<b>E3. How do you ensure you reach out to those who are impacted or concerned by your work? What evidence confirms a high level of external stakeholder engagement in your activities and decisions from beginning to end? .....</b>	<b>10</b>

## **Positioning of Educo on the digital education of childhood and adolescence**

© Educo, July 2022

*The total or partial reproduction of this work by means or procedure is allowed provided that the source is mentioned and is done without commercial purposes. The photographs used in this document are illustrative, in no case can it be deduced that they reflect the content.*

*For more information on the topics covered in this document, please contact: [educos@educos.org](mailto:educos@educos.org)*

# Statement from Educo's Executive Director

It gives us great pleasure to present Educo's 2022 Interim Accountability Report. This year's report is an interim report during the period of transition to Accountable Now's new reporting framework, which we are preparing to report against next year. It presents a progress update on the areas of improvement that we consider most relevant, taking into account the Independent Review Panel's feedback on our 2020 report.

In 2022, we started to recover many of the face-to-face activities that characterise our work, after a long pause during the COVID-19 pandemic. As well as being able to carry out face-to-face activities with children and young people in our projects, we have been able to reconnect internally with in-person workshops, training sessions and meetings. It's worth noting, however, that the impact of the pandemic is still being felt in our projects and will affect how we work for the foreseeable future, for many reasons. In countries like Bangladesh, for example, the extremely long school closures have meant that the numbers of children involved in child labour or forced into child marriages has increased considerably. Clearly, we need to adapt our efforts and respond to these challenges. In some cases, however, initiatives that were originally designed to respond to the situation brought about by the pandemic have inspired new approaches that we look to capitalise on going forward. In Guatemala, for example, we have supported the creation of 20 innovative 'virtual spaces' in schools in the Quiché region, providing technological resources to children, and training to teachers, to improve access to a quality education. A study that was conducted to evaluate the impact of this initiative highlighted inspiring outcomes in terms of the results obtained by participating students and schools.

Accountability continues to be an integral part of Educo's strategy. We are currently in the last stage of putting together our new Global Organizational Development Plan (GODP) 2024-2026, which sets out the type of organization we need to be in 2026 in order to fulfill our vision and respond to the challenges that are described in our Global Impact Framework and Global Programmatic Framework. As part of this process, we are engaging staff across the organization in debates and discussions on localisation and partnerships, as these will be crucial, strategic issues in our new GODP, and we want to build consensus on how to address them. Our participation in the ChildFund Alliance working group on localisation is also key here. Furthermore, the first of the four results set out in the new GODP looks at how we need to transform our ways of working and organisational culture, and includes a specific milestone on strengthening transparency, internal control and compliance. This will involve reinforcing transparency practices and the dissemination of information among our different stakeholders, especially the people who participate in our projects, as a key element of our accountability.

In terms of accountability, over the coming year we will continue to focus our efforts on the three areas that we highlighted in last year's report. Whilst we have made considerable progress in these three areas of work, they will continue to be firm priorities for Educo as we work towards the goals defined in our Global Impact Framework.

- **Finalising and rolling out our Social Impact Measurement System**, which will allow us to identify and measure the changes in children's lives that our projects are bringing about, as well as identify where we need to make improvements. The system will be key for facilitating transparent reporting to our different stakeholders on our progress towards our commitments. We now want to implement the improvements we have identified whilst testing the system and scale up to more projects and stakeholder groups across the organisation.
- **Promoting children's agency for social change**, as set out in our 2021-2025 Global Programmatic Framework. We will strengthen our efforts to advocate for children's empowerment and participation in all aspects that affect them, within the framework of our new Child Participation Policy.
- **Strengthening our expertise and capacities in humanitarian action**, in response to the exponential increase in the number of children affected by humanitarian crises. We will focus our efforts on ensuring that these children have access to quality education, a fundamental right that must be guaranteed even in crisis situations.

We would like to thank the Panel in advance for their valuable feedback on our report, and Accountable Now for their ongoing support. Finally, we are very pleased that Babacar Ndong, our Country Director in Senegal, has joined Accountable Now's Board of Trustees as of May 2023.

A handwritten signature in blue ink that reads "Pilar Orenes". The signature is written in a cursive style and is underlined with a single horizontal line.

Pilar Orenes  
CEO, Educo

# Significant organisational changes during the reporting period

The following is a summary of the most significant organisational changes during 2022:

- With the outbreak of the war in Ukraine in February 2022, Educo, together with ChildFund Alliance, and as a member of the [Spanish Emergency Committee](#), began to respond to the urgent needs of children, adolescents and families in Ukraine and Moldova. This marked an important step for Educo in terms of expanding our humanitarian action work and developing specific expertise, knowledge and recognition in the field of Education in Emergencies. Since the start of the crisis, we have been developing education projects through local partners that focus on aspects such as catch-up classes, language classes, support and training to teachers, school materials, and recreational activities for students. We have also begun a wide-ranging campaign to raise awareness about the importance of education in crisis situations such as in Ukraine. One example of this is the production of three reports on different aspects of Education in Emergencies, which were published in the first quarter of 2023: [Education in Emergencies: an urgent right](#); [Education in emergencies that protects: The case of children and adolescents in Ukraine](#); [Education in Emergencies: an urgent right. An analysis of funding](#). In 2023, Educo has also responded to the earthquakes in Indonesia and Turkey/Syria, together with the Spanish Emergency Committee.
- Our [Environmental Policy](#) went through a revision process during the first half of the year, with the new version of the policy being shared by Educo's Global Environment Commission in June 2022. Presentation sessions were held in order to inform all staff about the new version, which represents the renewal and reinforcement of our institutional commitment to environmental protection through four main objectives: 1. Reduction of greenhouse gas emissions; 2. Reduction of other environmental impacts resulting from office activities; 3. Incorporation of environmental protection as a cross-cutting issue in internal management. 4. Mainstreaming of an environmental approach in all our projects.
- Educo's country office in the Philippines underwent significant changes in structure and strategy during 2022, The aim of this transformation is to ensure that the programming, policies, procedures and human resources of Educo Philippines are fully aligned with Educo's global strategy and adapted to the current country context, whilst at the same time increasing the impact and sustainability of our work in the Philippines. As part of these changes, Educo Philippines is transitioning to a mixed project implementation model (previously, 95% of projects were implemented directly) and will also work to increase external funding. The geographical reach of projects will be reduced in order to have greater impact, and there will now be a stronger emphasis on social research, advocacy, and social mobilisation projects.
- During 2022, Educo's head office in Barcelona became part of the [Impact Hub network](#), a movement which connects organisations, innovators, partners, investors and the public sector, with the aim of multiplying their potential social impact. In January 2023, we inaugurated the new space at our head

office and welcomed members of like-minded education-focused organisations who will be working from the Hub. The aim is to facilitate networking, learning and opportunities for collaboration between organisations in the sector.

# Update on identified areas for improvement

## A2. What are your key strategic indicators for success and how do you involve your stakeholders in developing them?

During the past year we have continued to prioritise the development of our Social Impact Measurement System (SIMS), which consists of 25 indicators focused on the social impact of our projects on children and adolescents. After creating the indicators in 2021, in 2022 we started to develop measurement tools, with the intention of combining sufficient qualitative and quantitative information from the different stakeholder groups. Each of the 25 indicators have been deployed in guiding questions that develop the key measurement concepts, and which have been the basis for the development of questionnaires and interview guides for the collection of quantitative and qualitative data from children aged 6 to 12 years and adolescents and young adults aged 12 to 24 years. For the adaptation for children under 6 years of age, we have worked with one of our local partners in Guatemala, specialists in play-based methodologies, to develop playful tools to conduct focus groups adapted to this stage of childhood. We are currently starting to work on tools for collecting information from parents, teachers and institutional actors, so that we can validate and triangulate the information collected.

It is interesting to note that, within the questionnaires, a specific section has been introduced to collect feedback from participants on their satisfaction and preferences, as well as a section for them to present possible suggestions, complaints and commendations.

In 2022 we piloted SIMS, selecting 12 projects from 8 countries to test the tools, so that we could make the necessary adjustments before scaling up the system in 2023. In order to cover a wide range of contexts and project types, we tested the tools in all three program areas, in eight projects in Bangladesh, one in Guatemala, one in Bolivia, one in El Salvador, one in Nicaragua, and two in Burkina Faso. So far in 2023, other projects have joined the application or are starting to prepare it, reaching a total of 30 projects. For the consolidation of data at the global level, we have been working on a digital platform to compile and analyse the data we collect, on which we continue to work in 2023, and we have created spaces to share experiences and training on SIMS between country offices, regions, and headquarters.

We are aware that for data collection, analysis and use to be efficient and to ensure the incorporation of programmatic and strategic improvements, we must strengthen the management of SIMS, including both strategic and operational planning, availability of resources and systems, and coordination of roles in the processing and use of data.

In order to outline Educo's global approach to social impact measurement, provide conceptual explanations and share the final version of the indicators, we have developed a draft guide to the SIMS,

which we have presented to the teams in our different country offices. This document will be completed in 2023, with additional tools and improvements made following the piloting of the system.

In terms of our project monitoring, we follow the procedures set out in our MEAL Manual, which has been updated and socialised in early 2023 to integrate the new monitoring reporting process (started in 2021), after having collected feedback from field teams and some partner organisations to assess what adjustments needed to be made. We have also made some improvements to tools, based on feedback from MEAL teams in our country offices. We believe that adjustments to project monitoring tools greatly improve our access to timely and accurate data that allows us to track our projects. These tools are already beginning to be linked to impact measurement, with the contribution to impact at the level of the overall objective of each project being included in the indicator monitoring matrix.

## C1. How does your organisation demonstrate excellence on your strategic priorities?

Over the course of 2022, we have made great strides in our ambition for Educo to act as a catalyst, within a global movement, to promote children's rights and wellbeing. We have joined forces with a diverse range of organisations, through multiple initiatives, to promote access to a safe, quality education, to advocate for child protection, and to push for children to have a voice in decisions that affect them, as recognised agents for change. Below are some examples of the work we have done as leaders on these issues, whilst developing our expertise and learning from peers:

**Campaign Web Safe & Wise – Creating a better digital world with children:** Educo has had significant involvement in ChildFund Alliance's global campaign on online safety for children and their families and communities. Educo and ChildFund Alliance [launched the campaign](#) in Barcelona in May 2022, in an international event which included the participation of young people who had collaborated with Educo. One of the core activities of the Web Safe & Wise campaign is to create and involve a global Children's Advisory Council, to meaningfully engage children throughout the campaign. Council members will play a key role in determining how we plan, develop, and implement campaign activities.

**PROTEGEmos:** In collaboration with the Caixa ProInfancia initiative, run by the La Caixa Foundation, we have started training 350 organisations in Spain with our [PROTEGEmos methodology](#), which provides guidance on implementing child safeguarding policies. During 2022 we carried out more than 30 workshops and set up an online platform for monitoring the process of developing and implementing their different policies. This phase will run for three years.

**Learning events with Joining Forces for Africa (JOFA):** As a member of the JOFA consortium through ChildFund Alliance, Educo has piloted the Child-friendly Accountability methodology in Mali and participated in learning events at different levels to share our experiences and explore opportunities for further scale up and evidence generation. JOFA is a three-year multi-country response to the child protection needs and concerns exacerbated by the COVID-19 pandemic. Educo is the country lead in Mali, responsible for coordinating the implementation of the initiative.



**CLADE network:** Educo is a member of the [Latin American Campaign for the Right to Education](#) (CLADE, in Spanish) and, in 2022, took on the role of Representative of International NGOs in the CLADE Steering Committee. The CLADE is a network of civil society organisations from 18 countries across Latin America and the Caribbean which promotes social mobilisation and political advocacy to defend the right to education.

**Global Campaign for Education and Global Action Week for Education:** Educo, together with Plan International, Ayuda en Acción and Entreculturas, leads the coalition for the [Global Campaign for Education in Spain](#). The campaign brings together NGO, schools and social movements, to demand that international commitments on the right to education are met. As part of this, the campaign organises the annual [Global Action Week for Education](#), in which the organisations involved take action in more than 100 countries to raise awareness and advocate for the right to education. One example of the activities led by Educo is a special session in the Galician parliament in which more than 100 children presented their needs, suggestions and demands to government leaders.

**Together for Children film festival:** In August 2022, Educo India, in partnership with Anna University in Chennai, organised India's biggest film festival on child rights. The event received over 80 entries from film makers across 18 Indian states, aiming to depict the challenges faced by children and inspire audiences to take action for the cause. This collaboration opens up opportunities for future engagement with universities and colleges across the country.

## E1. What avenues do you provide your external stakeholders to provide feedback to you? What evidence demonstrates that key external stakeholder groups acknowledge your organisation is good at listening and acting upon what you heard?

In 2022 we made important progress in the implementation of our [Suggestions, Complaints and Commendations \(SCC\) Policy](#). Our Global SCC Commission developed a set of guidelines to accompany the process of consulting with stakeholders on how they would like to give us feedback. The consultations are the first step in the process of setting up feedback mechanisms for the people who are involved in our projects. They promote ownership of the mechanisms and ensure that they are adapted to the needs and preferences of the people who are going to use them, thereby promoting the use of the SCC mechanisms and their usefulness as a tool for continuous improvement. The consultations are also used to raise awareness about the right to present feedback, identify any community-based feedback systems that could be used, and define together how the mechanisms will be managed. In 2022 we carried out training sessions on the new guidelines and, over the course of the year, several country offices held SCC consultations with children, families and communities. We are now looking to capitalise on the different experiences that are country office teams have had with this process, to share experiences and learnings across the organisation.

Over the past year we have worked to consolidate our Open Days initiative, in which country offices invite all those involved in our projects to participate in events which foster the transparency and accountability of the organisation. During the sessions, Educo shares information about all aspects of our work, through a variety of accessible formats, with children, families, local organisations, community leaders, institutional stakeholders, donors and others. The Open Days also offer a space for proactively gathering SCC from the people involved in our projects, as well as promoting our SCC mechanisms and explaining how they are managed. Several country offices have held their first Open Days over the past year, and the feedback on this initiative we have received from participants has been overwhelmingly positive.

In 2022, we consolidated the use of the Post Distribution Monitoring (PDM) methodology, which is used in humanitarian action projects to collect information from the people who receive products or services during crisis situations. The PDM records peoples' levels of satisfaction with the products or services, the impact they have had, as well as collecting any other feedback they would like to provide. To promote the use of the PDM methodology, we carried out regional workshops to share experiences across our country offices and gather inputs for creating organisational guidelines for PDM. Based on the feedback and ideas collected during these sessions, and drawing on relevant international standards, we put together and shared a new Post-Distribution Monitoring Guide. The guide aims to provide organisational standards and recommendations to follow when planning and developing a PDM exercise. It also shows how PDM should be linked to our SCC system, to ensure that information is referred and recorded correctly.

In addition to this, we developed and tested a new tool that will allow the local partner organisations that we work with to evaluate us in a standardised, systematic way. The tool means that we can measure and analyse how satisfied local partner organisations are with our work, with the ultimate aim of assessing the extent of Educo's catalytic role and fostering a balanced partnership for reciprocal and critical learning. Using the tool, local partner organisations can evaluate us on all areas of the collaboration and relationship with Educo: strategic, technical-programmatic, administrative, financial, communication, etc. During the first months of 2023, we have been testing the tool in Bolivia, Senegal and India.

### **E3. How do you ensure you reach out to those who are impacted or concerned by your work? What evidence confirms a high level of external stakeholder engagement in your activities and decisions from beginning to end?**

Promoting children's agency and participation is a key component of our Global Impact Framework, so over the past year we have engaged with children and adolescents in new ways, working hard to put them at the centre of our actions whilst developing new tools and learning to take forward. A working group drafted a fully revised version of Educo's Child Participation Policy, gathering feedback from across the organisation and drawing on data from surveys carried out with children in the countries we work in. The new policy incorporates our learning from children themselves on the importance of participation for

their wellbeing, setting out in detail the 12 conditions that we believe necessary for meaningful child participation to take place. The policy will be published and presented to all staff during 2023, and a global commission will then oversee its implementation, creating the necessary technical tools for it to be put in practice at all stages of the project cycle.

At the same time, Educo has begun exploring more direct ways for children to be involved in the governance structures of the organisation. In Bolivia, 22 primary school-age children were elected to a Children’s Advisory Council for Educo Bolivia, after a participatory process to decide on the representatives. The members of the council then took part in working groups during a consultation process on environmental issues. They gave their opinions and suggested possible solutions to issues around waste management, water and sanitation, renewable energies and protected green spaces, which will go towards the creation of La Paz’s Environmental Management and Renewable Energy Policy. We will now be looking to analyse, learn from, and capitalise on, the experiences of Bolivia’s Children’s Advisory Council, with a view to replicating the proposal in other country offices.

Our ‘Activa la escucha’ (Active listening) programme in Spain is another example of how we use diverse methods to engage children and adolescents and how we ensure that their voices shape what we do. 2022 was an important year for the programme, which aims to promote active listening to children and teenagers, in order to encourage respect, conflict resolution, democracy and child empowerment. The programme, which was launched in 2020, was designed in response to the results of an Educo study into child participation and protection, in which children indicated that the main cause of violence against them is that they are not listened to by adults. The programme works with primary and secondary schools to support children to participate in issues that affect them, and to encourage adults to listen to children and take their opinions into account. One example of the activities carried out in 2022 is the ‘Listening Test’, which aims to analyse and raise awareness about how children are currently being listened to in schools, so that we can then reflect together on the results and design action plans to improve the situation. 628 pupils, teachers and families participated in the ‘Listening Test’, and the results of this process were set out in a [report which explains the initiative and makes recommendations](#) so that other schools and organisations can learn from our experiences. Based on the opinions and experiences of the young people who participate in the programme, Educo also created and published [a guide for children and teenagers](#) on how to make their voices heard so that they can transform the world around them.