



STRATEGIC PLAN EVALUATION REPORT 2015-2019

Learning from the path we've travelled

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The Global Management Team and the Impact and Organisational Improvement team for its commitment to carrying out this evaluation despite the limited conditions, and for putting learning and evaluation culture at the heart of our organisation.

Title: Educo 2015-2019 Evaluation Report - Learning from the path we have walked.

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¹ Staff from our country offices who volunteered to be ambassadors during the process for elaborating out Global 2020-2030 Impact Framework and facilitate the consultation process both internally and externally.

ABBREVIATIONS

AECID: Spanish International Development Agency (Agencia Española de Cooperación Internacional para el Desarrollo)

CRSA: Children's rights situational analysis

DAC: Development Assistance Committee - OECD

CRC: Convention on the rights of the child

CIPE: Policies and Standards Committee (Comisiones de Políticas y Estándares)

CLADE: Latin American Campaign for the Right to Education (Campaña Latinoamericana por el Derecho a la Educación)

ECHO: European Civil Protection and Humanitarian Aid Operations

ECO: Educo Organisational Culture Survey

CRA: Child Rights Approach

EFD: Education for Development

IOI: Impact and Organisational Improvement

LGTBI: Lesbian, Gay, Transsexual or transgender, Bisexuality, Intersexual

MEAL: Monitoring, Evaluation, Accountability and Learning

GIF: Global Impact Framework

GPF: Global Programmatic Framework

CPF: Country Programmatic Framework

C&A: Children and adolescents

SDG: Sustainable Development Goals

CO: Educo Country Office

CSP: Child Safeguarding Policy

GODP: Global Organisational Development Plan

CODP: Country Organisational Development Plan

ISP: Institutional Strategic Plan

AOP: Annual Operational Plan

CP: Country Plan

DRR: Disaster Risk Reduction

SMART: Specific, Measurable, Achievable, Realistic and Time-Bound

SCC: Suggestions, Complaints and Commendations

TOR: Terms of Reference

TOC: Theory of Change

INTRODUCTION

At Educo we have come a long way since we created our 2015-2019 Institutional Strategic Plan and the 2016-2019 Country Plans, which have guided our actions for the past five years and have enabled us to put the Child Rights-based Approach at the heart of our organisation and build a new identity.

2019 has been a key year for Educo. We entered into a transition period, closing the previous strategic cycle and, at the same time, defining the next strategic cycle. For this reason, before initiating this new cycle and coinciding with the thirtieth anniversary of the Convention regarding the Rights of the Child (CRC), we wanted to stop and assess the work we have carried out over the last five years.

The collective evaluation exercise for our strategic documents was considered a key action for feeding into our new strategic, programmatic and organisational development planning. It was also an obligation undertaken in the 2015-2019 Strategic Plan to ourselves and to all the actors involved in Educo's work.

The evaluation process took place between March and December 2019.

During the second half of the year the Country Plan evaluations were made which would provide the foundations for each country office to develop their own 2020-2025 Country Programmatic Framework and their 2020-2023 Organisational Development Plan.

The information obtained during this process was analysed and has been compiled in this 2015-2019 Strategic Plan Final Evaluation Report. The report contains the results of the evaluation exercise carried out mostly during 2019. Its contents are structured into seven sections.

The first describes the institutional context in which the evaluation has been carried out.

The second refers to the methodological process of the evaluation.

The third assesses the extent to which the 2015-2019 Institutional Strategic Plan (ISP) has contributed to the planning of the actions of the institution during the strategic period.

The fourth section describes the achievements, areas for improvement and lessons learned in relation to the strategic and organisational development objectives planned.

The fifth section contains the main lessons learned from the implementation strategies, with an emphasis on the internal capacity, the application of institutional policies, relationships with partners, the rights-based approach, external funding and sponsorship.

The sixth section describes the lessons learned in relation to organisational effectiveness and efficiency.

The seventh and last section develops the main conclusions and recommendations which, in the light of the lessons identified, Educo should consider including in its new Global 2020-2030 Impact Framework, its 2020-2025 Global Programmatic Framework and its 2020-2023 Organisational Development Plan.

Background

We are a global development and humanitarian action NGO which has been working for more than 25 years in favour of children and in the defence of their rights, in particular the right to receive an equitable and quality education.

We work in Spain and in countries in Africa (Benin, Burkina Faso, Mali and Senegal)², America (Bolivia, El Salvador, Guatemala and Nicaragua) and Asia (Bangladesh, Cambodia³, India and the Philippines) through social projects in which around 410,000 children and 220,000 adults participate to promote just and equitable societies which guarantee their rights and wellbeing.

From 2016 to 2018 head office included a department which implemented projects in Spain; in 2018 that department became known as the Spain Country Office.

We want a world in which children fully enjoy their rights and lead dignified lives.

We are members of ChildFund Alliance, one of the main international NGO coalitions focused on child protection and which is present in all five continents.

Our 2015-2019 Institutional Strategic Plan (ISP) was focused on six strategic objectives. First, the three strategic objectives for Development focused on the Right to Education, the Right to Protection and Governance. In second place, we have established three Organisational strategic objectives, which we consider fundamental for achieving the first three, which focus on the integration of the child rights-based approach, funding and visibility and networking.

Below is a reminder of the strategic objectives and the goals detailed in our 2015-2019 ISP.

EDUCATION OBJECTIVE

Children and adolescents exercise and enjoy their right to an equitable, transforming and quality education throughout their lives.

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| Goal 1.1 | The right to education: Establishment of the necessary conditions for ensuring basic education for all children, without any kind of distinction, with the aim of learning to know, learning to do, learning to live together, and learning to be. |
| Goal 1.2 | Rights in education: Implementation of relevant, creative and inclusive teaching-learning processes that are student-centred and aimed at helping children to fully develop their personality, talents and capacities. |
| Goal 1.3 | Rights through education: Promotion of inclusive, critical and participatory education that fully respects human rights and continuously engages its community in the pursuit of more just societies. |

²At time of writing, we are also in the process of opening a Country Office in Niger. The CO in Senegal is a regional one which is why it has not participated in this strategic evaluation process.

³ The Cambodia CO is managed by ChildFund Cambodia, in representation of ChildFund Australia. They are both members of the ChildFund Alliance which is why they have not participated in this strategic evaluation process.

PROTECTION OBJECTIVE

Children enjoy their right to live in safe and protective environments.

- Goal 2.1** Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.
- Goal 2.2** Reduction of child labour and eradication of all forms of child exploitation.
- Goal 2.3** Protection of children from natural disasters by increasing community resistance and resilience.

GOVERNANCE OBJECTIVE

Children exercise their active citizenship within the framework of public systems which promote their rights.

- Goal 3.1** States' (principal duty bearers) fulfillment of their duty to establish effective laws, policies and structures that guarantee child rights.
- Goal 3.2** Playing of an active role by citizens and civil society (secondary duty bearers) in building and monitoring public strategies to defend and promote child rights.
- Goal 3.3** Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.

INTEGRATION OF CRBA OBJECTIVE

The Child Rights-based Approach is integrated at all levels of the organisation.

- Goal 4.1** Establishment of plans for the personal and professional development of the team, as well as of internal processes and plans that incorporate a Child Rights-Based Approach.
- Goal 4.2** Development of a work culture oriented towards ensuring accountability at all levels, through the evaluation of processes and results and evidence-based decision making.

FUNDING OBJECTIVE

Economic sustainability is achieved in support of the organisation's mission.

- Goal 5.1** Consolidation of private resources.
- Goal 5.2** Establishment of alliances and collaborations with private companies and foundations whose work is coherent with our institutional philosophy.
- Goal 5.3** Securing of public funding grants.

VISIBILITY AND NETWORKING OBJECTIVE

The organisation is a reference point for actors in the area of Children's Rights locally, nationally and internationally.

Goal 6.1 Enhanced visibility and credibility of our organization.

Goal 6.2 Joint efforts and exchange of knowledge and experience with other organizations to improve impact and learning.

Let's recall our Mission Statement: "We work with children and their communities to promote more just and equitable societies which guarantee their rights and wellbeing."

Our Vision reflects the world we want: "a world in which all children fully enjoy their rights and lead a dignified life".

Our Values are social commitment, equity and respect, and our Principles are the operational standards which guide our actions: participation, non-discrimination, transparency and a dynamic spirit.

A central axis on which the 2015-18 ISP was operated on was the internal transformation process (Theory of Change - ToC) which the organisation carried out between 2016 and 2018.

The ToC process was triggered by a decision to focus on impact measurement and the search for a coherent and effective "programmatic tool" for performing our mission.

Inspired by the U-Theory approach⁴ this process was proposed in order to make a collective reflection on what the organisation is and does, studying in depth the meaning of the social change related to our mission and finding responses to the question about what value our action provides. In summary, the organisation decided to carry out this process in order to study in depth the components of the 2015-18 ISP and become an element for integrating and connecting the multiple efforts and initiatives carried out up until now.

Aims of the evaluation

The main aim of this strategic evaluation was to carry out a participative assessment of the 2015-2019 Strategic Plan and the 2016-2019 Country Plans in order to obtain a range of useful evidence for elaborating our new strategic framework and take away lessons for the ongoing improvement to our "being" and "doing".

Specifically:

- Achievements and areas for improvement in our work.
- Main lessons learned, both programmatic and organisational, regarding the implementation of the 2015-2019 Strategic Plan and the 2016-2019 Country Plans.
- Valid information for influencing the decision-making regarding the construction of our new Strategic Framework, Global and Country Programmatic Framework as well as the Organisational Development Plans both globally and in each country.

⁴ [Theory U Definition](#) ; [Link presencing](#)

- The recognition of Educo in the International Development and Social Action sectors is valued as another outcome in the process of building the strategic documents for the new period.

Evaluation Criteria

In order to carry out this strategic evaluation the following five OECD DAC criteria were taken into account⁵: impact, efficiency, effectiveness, sustainability and relevance.

We present their analysis in a transversal way in the different sections of the report, and try to answer the following questions:

Impact

- What positive and negative effects have the interventions had on the context in the countries we work in?
- What changes has the implementation of the ISP promoted in the lives of the participants?

Relevance

- Were the ISP objectives coherent with the national, regional and local policies and strategies led by the primary duty bearers?
- Were the proposed goals in alignment with the programmatic documents in the different countries we work in?
- Do the ISP objectives correspond to the needs of the rights holders and therefore our institutional mission?

Effectiveness

- Have the specific objectives of the strategic plan been achieved? Have all of the planned goals been achieved?
- Has gender equity been worked on enough in relation to the objectives initially planned?
- Have there been unplanned effects (negative or positive)?
- Have the monitoring and evaluation processes for checking results been adequate? Did the planned indicators allow the achievements to be assessed?

Efficiency

- How were the availability and use of means and inputs managed?
- What obstacles (technical, administrative, financial) have been presented before, during and at the end of the strategic plan?
- Did an adequate provision of resources and means exist to be able to carry out the plan? To assess them, socio-economic aspects, technological factors, environmental factors and gender must be taken into account.
- How has it been coordinated with other similar interventions to promote synergies and avoid duplication?

⁵The version before the update approved in December 2019 was taken into account.

- To what extent has the strategic plan been adapted to changing external conditions (risks and assumptions)?

Sustainability

- Are there adequate sustainability strategies for the continuity of actions in the strategic plan?
- Is there a specific sustainability strategy in place with regard to gender results?
- Have activities been coordinated with other organisations and/or networks-platforms working in the same field as Educo?
- Who and how do they maintain the quality of services and the benefits of the intervention after external aid is withdrawn? What are the prospects for maintaining the effects generated over time?
- Do the areas of intervention form part of the political and donor agenda?

Conditions and limitations of the evaluation

During the development of the strategic evaluation, we had a series of limitations:

- **Absence of a “usable” base line** which allows us to objectively compare start indicators with end indicators (the institutional base line exercise we carried out with support from the external Consultancy Stone Soup could not be validated).
- **Indicators for the 2015-2019 Strategic Plan** on which their scopes were not defined, giving rise to different interpretations that prevent uniform measurement using the same criteria.
- **Absence of homogenisation** of the impact measurement frameworks in the different country offices and head office, both from the 2015-2019 Strategic Plan and the Country Plans, which made it difficult to gather information.
- **Work carried out internally** and with limited human resources.

In the light of these limitations, we did not have a well-defined evaluability plan in place so we moved towards an internal evaluation process based on qualitative rather than quantitative data.

METHODOLOGIES USED FOR THE EVALUATION OF THE STRATEGIC PLAN

We carried out an internal evaluation of our 2015-2019 ISP using a participative methodology with two types of information sources: primary sources and secondary sources for collecting more qualitative data than quantitative.

For this reason, we developed a methodology and specific tools that made these evaluation exercises operational.

The design and implementation of the ToRs were led by the area for Impact and Organisational Improvement (IOI) as the area responsible for the macro process of evaluation and monitoring of the strategy, in particular the team for Planning, Evaluation, Accountability and Learning (PEAL). The work of the PEAL team to implement these ToRs in coordination with the Task Force for elaborating the 2020-2030 Strategic Framework fulfilled the functions of the strategic evaluation committee provided for in the 2015-2019 Institutional Strategic Plan.

In the light of the limitations mentioned in the previous section, we decided to focus on an evaluation which would enable us to take away collective and institutional lessons rather than an impact evaluation.

Data collection from primary sources and analysis took place between March and July 2019 and analysis of data from secondary sources between October 2019 and March 2020.

Primary sources

The tools used for the primary sources have been as follows:

Online questionnaire

We designed the online questionnaire using the Survey Monkey tool and we shared it with all the Educo staff at head office and in Spain, with all the regional coordinators, and with the leadership teams in the country offices.

This survey was made up of direct quantitative questions and open-ended qualitative questions.

We have analysed the open responses by classifying them by response type in order to group them in "families" when the same idea was repeated twice and thus extract the trends.

236 people answered and 193 people completed it. After a clean-up of the information we analysed the responses of 175 people.

Focus groups

We carried out focus groups for discussions at head office and in the countries using a shared methodology to ensure greater coherence in the comparative analysis. These focus groups were facilitated in the country offices by our ambassadors (staff who volunteered to be ambassadors during the process for elaborating

our Global 2020-2025 Impact Framework and thus facilitate the consultation process both internally and externally).

In total 36 people from 3 countries participated (El Salvador, Guatemala and Mali) and 30 people at head office and from Spain.

Interviews

Interviews were carried out by email, online or in person with 22 external actors in the 3 regions (Africa, America and Asia). Interviews were also carried out for in-depth analysis with internal focal points at head office (4 people from the People and Culture area, System Management, Purchases and Financial Control Management) to complement assessments of organisational efficiency and effectiveness in relation to supplies, human resources, information and communication technology and general and financial management.

Organisational Culture Survey

The Organisational Culture Survey (OCS) was carried out between the end of May and the beginning of June 2019. Its aim was to *obtain useful evidence for the elaboration of our new strategic framework and the construction of the global and country Organisational Development Plans, as well as lessons learned regarding the ongoing improvement of what we "are" and "do", by assessing the status of our organisational culture within the framework of the organisational strategic objective from the 2015-2019 ISP "Integration of the Child Rights-based Approach at all levels of the organisation"*.

The OCS was built on the basis of the values and principles established in the 2015-2019 ISP, the attributes of a healthy and efficient culture, applicable to any type of organisation, and the consideration "the purpose is always present in our actions" as a fundamental aspect which gives Educo a special strength in the work it does. Bearing in mind these three aspects, the attributes/values which are considered priority in the Educo organisational culture were as follows: Respect, Equity, Trust, Responsibility, Result-based, Commitment, Learning, Non-discrimination, Transparency, Dynamic spirit, Recognition and Coherence.

Dimensions and/or management practices were defined through which the original 114 questions that formed part of the survey were structured, here are some examples:

- Mission, vision, values and principles: Share and act according to our mission, vision, values and principles.
- Goals and objectives: Working in an objective and goal-oriented manner, both at individual, departmental and organisational levels.
- Communication: Work with adequate information and efficient and transparent communication practices.
- Conflict management: Deal appropriately with problems, disagreements or conflicts.
- Purpose is always present in our actions: Awareness of the ultimate purpose of the organisation and its connection with our work on a daily basis.
- Decision-making: Make responsible decisions on the basis of a careful consideration of the alternatives.
- Empowerment: Strengthen the capacities and confidence of people in order to transform and improve the context.
- Participation: The participation of the team is encouraged to identify, analyse and solve problems. Involving people improves productivity, recognition and motivation.

- Organisational learning: Promotion of processes for ongoing improvements to the organisation.
- Efficiency: Achieve maximum results with minimum resources.

Some improvements have been made to the format of the OCS which had been shared at the beginning of the ISP in 2015 and which had already been sent to all the staff in the Educo community.

In total, 11 new questions identified in the A to K survey were added to the original 114 questions, distributed among the thirteen Dimensions defined in the desired culture. All the questions were asked in order to measure frequency and, consequently, the options to be able to answer them were Rarely / Never, Occasionally, Often and Almost always / Always.

Despite the introduction of new questions in the structure of the survey, the process for gathering the information (confidential and voluntary survey shared with all the Educo staff members) and the analysis guaranteed, on the one hand, a faithful comparison with the results of the 114 questions that make up the 2015 survey, and on the other, a photograph of our organisational culture in 2019 extended by the Gender Approach.

677 people answered the survey of which we took 556 into account (completed surveys). The total rate of participation was 59%.

The primary information obtained was complemented and contrasted with the secondary sources available such as the Country Plan evaluation reports, the institutional accountability reports and the evaluation reports for projects carried out during the period.

Country Plan Evaluation Reports

As well as the 2015-2019 Institutional Strategic Plan document, all the Educo country offices also developed their country strategy following the same nomenclature; they had to adapt the 6 global strategic objectives to their context (3 development ones and 3 organisational ones). Therefore, each CO then elaborated its 2016-2019 Country Plan. These Country Plans have been evaluated⁶ internally and/or externally (depending on the CO) but using the same guide and tools elaborated by IOI.

The evaluation reports for the Country Plans are also primary sources for the evaluation of the ISP and relevant inputs for illustrating, giving examples and providing specific cases linked to the operational implementation of the strategy.

Checking secondary sources

Institutional Accountability Reports

The IOI department leads the institutional accountability actions and in particular the preparation of activity reports for our collaborators and the networks we belong to (Accountable Now, Keeping Children Safe etc.) in order to provide evidence of our work and apply our transparency principle.

⁶ All the countries elaborated a report about their 2016-2019 country plan except Spain, Benin and India who carried out other assessment exercises (Benin carried out a viability study in 2018 which enabled it to lay the foundations for its new program planning, India carried out consultations with its LPOs and consolidated the results from there and Spain carried out an internal assessment exercise).

These reports allow us to be accountable, both at a programmatic level and an organisational one, of the organisation's achievements, lessons learned and areas for improvement and are relevant secondary sources for continuing to analyse our evolution.

Project evaluation reports made during this period

During the period the Strategic Plan was in force, the COs carried out various evaluations of their projects; internal, external, mixed, intermediate and final evaluations. These evaluation reports have been inputs for the evaluation of their Country Plans as well as for the evaluation of the Institutional Strategic Plan.

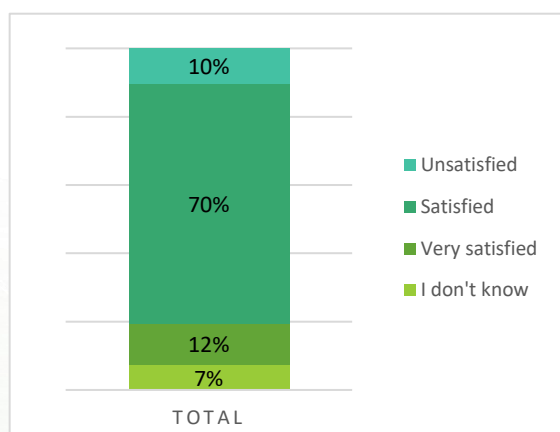
Lastly, triangulation techniques were used based on comparing evidence from a variety of sources and data collection methods.

INFLUENCE OF THE STRATEGIC PLAN ON EDUCO'S ACTIONS AND RESULTS

In the light of the results of the online questionnaire and the focus groups carried out and the other secondary sources cited, the Institutional Strategic Plan (ISP) has provided clarity in order to plan our actions (1), has strengthened our identity (2) and has enabled us to carry out relevant work (3). These exercises also highlighted areas for improvement and proposals which will enable us to continue to learn in order to improve our strategy and its implementation.

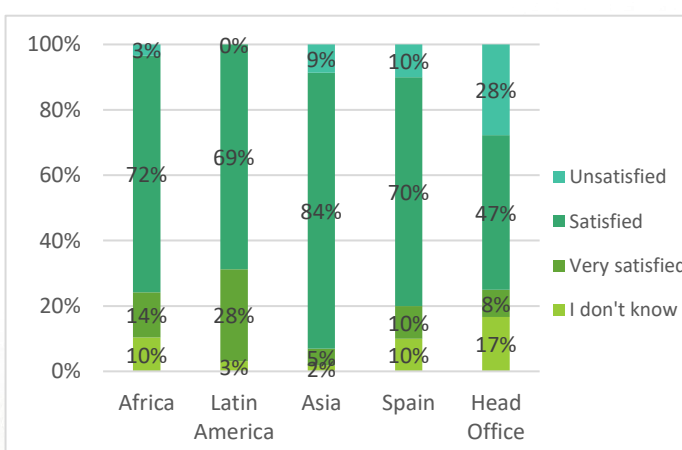
1- Use of the Institutional Strategic Plan for planning our actions

To what extent do you think the 2015-2019 ISP has been useful as a guide for planning our activity and our planning over the last 5 years?



Graph 1. Online questionnaire results

To what extent do you think the 2015-2019 ISP has been useful as a guide for planning our activity and our planning over the last 5 years? - By region



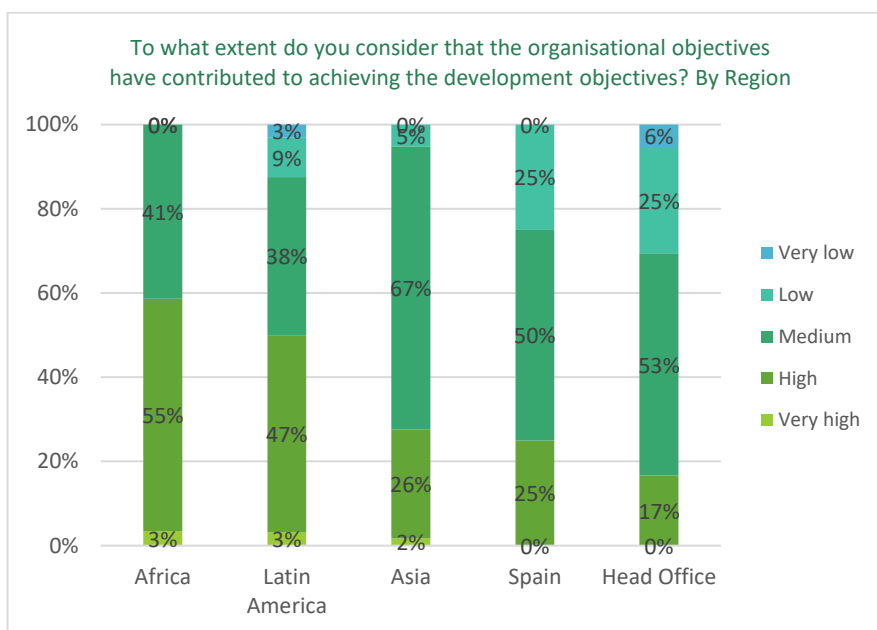
Graph 2. Online questionnaire results

At a global level, the majority of the people consulted think that the 15-18 ISP has been useful for planning and guiding our activity (70% "satisfied" and 12% "very satisfied"). The region with the highest level of satisfaction is America (69% "satisfied", 28% "very satisfied" and 0% "dissatisfied"). We can also highlight that out of the 5 areas we work in, Africa and Spain⁷ respectively have 10% for "I don't know" probably due to the balance between new staff and more senior staff (during the last months of 2019 there were several new recruitments). Head office is where there is a higher % of "dissatisfied" (28%) and "I don't know" (17%). The results from head office could be the result of a lack of implication in the development of the ISP on behalf of the head office departments/management teams and therefore a lack of appropriation of the strategy on behalf of the staff who do not work directly with the countries.

⁷From 2016 to 2018 head office included a department which implemented projects in Spain; in 2018 that department became known as the Spain Country Office.



Graph 3. Online questionnaire results



Graph 4. Online questionnaire results

Defining strictly organisational objectives has meant that they really are at the service of achieving the development objectives. Indeed, at a global level, the majority (88% if we combine "very high", "high" and "medium") consider that the organisational objectives have helped to achieve the development objectives.

We can observe differences between regions. Africa and America are the two regions with the most opinions that agreed that the organisational objectives have helped to achieve the development ones. These assessments can be explained in part by the fact that there has been greater accompaniment in these two regions with regards to the implementation of the CRBA through the regional CRBA coordination. However, the Asia region has not had the same type of accompaniment and has been more irregular with support from some training consultancies, but certainly without the same intensity and continuity.

The specification of the 15-18 ISP translated to country offices level (CO) by the 16-19 Country Plans (CP) has enabled the use of the same planning methodology over a four-year period and has enabled the definition of strategic lines for action for each of the rights holders, primary duty bearers and secondary duty bearers with year-on-year operationalisation. It has also encouraged the appropriation of approaches and internal awareness of the work of the organisation.

However, there were differences between COs. Indeed, the CP has not always been used as a tool for monitoring the strategies with the same intensity and rigor.

Examples of the differences between COs extracted from their Country Plan evaluation reports:

For Nicaragua, at a strategic level, the definition of meta-objectives- the definition of goals - objectives - targets made it possible to clearly establish what is expected to be achieved with each rights holder or duty bearer in relation to the rights to Education, Protection and Governance, and favour transparency and negotiations with guarantors in the medium term. It also contributed to Educo being able to carry out reasonable adjustments for the achievement of the expected targets for each year, according to the changing social and institutional context of the country, without affecting the achievement of strategic goals and objectives.

However, in the Philippines, the CP was useful for elaborating projects which were supposed to be implemented in 2016-2019, but the parallel changes which occurred have affected the achievement of the targets indicated in the CP. Although it was reviewed in 2017 in preparation for the 2018 AOP, the subsequent changes have not paid much attention to the CP.

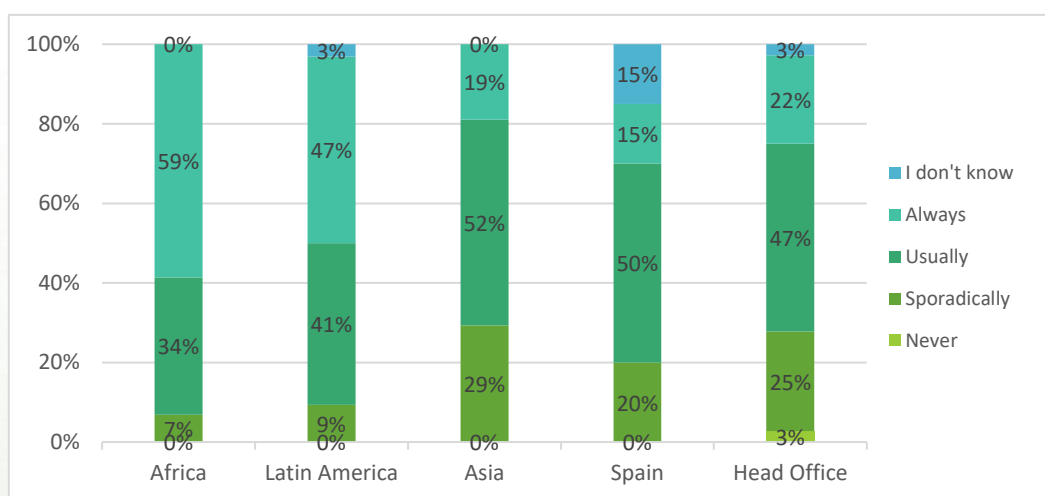
Lastly, in El Salvador, (...) the CP is more like a guide of proposals or aspirations with 6 objectives, so much so that some of the members of the staff team in the country said in the interviews: *"we dream of what we should be, and that dream is what leads us to constant improvement"*.

The lack of monitoring of the Country Plans in some cases has been more related to the lack of coherence and contradictions in the guidance from head office than to the will of the CO. It is important to maintain a single line and guidance from head office towards the country offices and similarly for all the regions.

2- Consolidating our identity

The ISP has enabled us to strengthen our identity around the integration of the Child rights-based approach (CRBA).

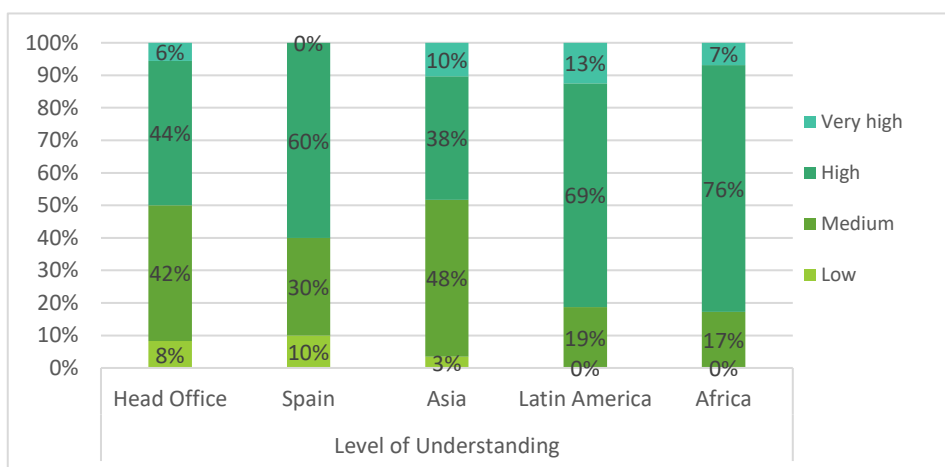
To what extent do you think that the Child Rights-based Approach has been integrated at all levels of the organisation (Objective 4 Integration of the CRBA)? - By region



Graph 5. Online questionnaire results

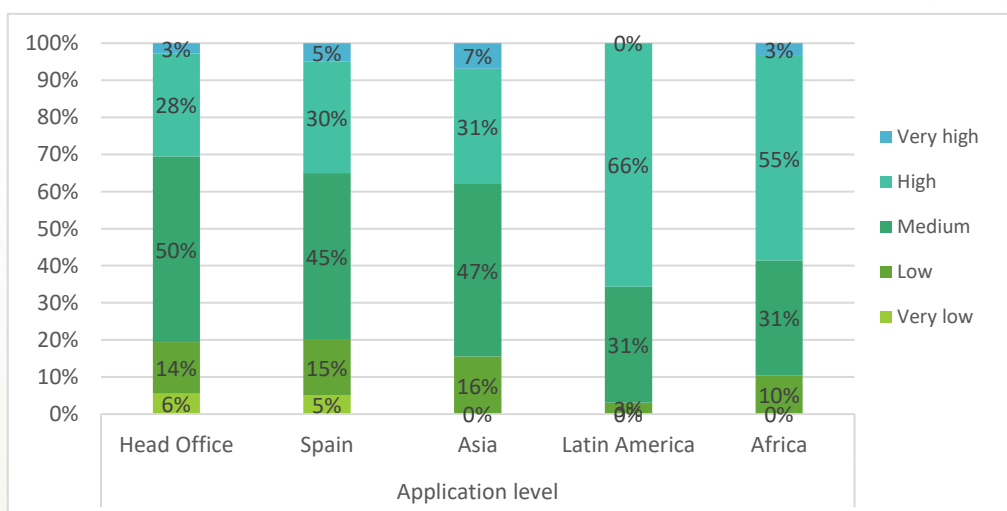
At a global level, there is a clear majority of people consulted who think that a good integration of the CRBA has taken place at all levels of the organisation (46% "usually" and 31% "always"). The region which most considers that there has been a good integration of the approach is Africa (59% "always" and 34% "usually"), followed by America (47% "always" and 41% "usually"). Asia is the region which answered "sporadically" the most followed closely by head office (27%).

Where do you situate your level of understanding of your Child Rights-based Approach work? - By region



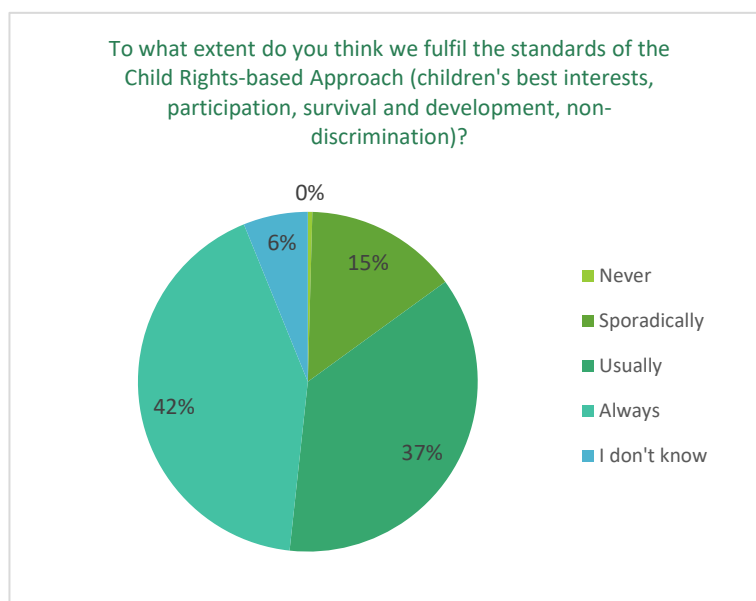
Graph 6. Online questionnaire results

Where do you situate your level of application of your work in the Child Rights-based Approach? - By region



Graph 7. Online questionnaire results

At a global level, there is a good understanding of the approach (54% "high" and 34% "medium"). However, the level of application is a little lower (41% "high" and 42% "medium"). The Africa and America regions are the ones with the highest values (Africa 55% "high" and 3% "very high") and America (66% "high") in relation to the level of application. Spain and head office are the ones who think there is the lowest level of application ("low" and "very low" amount to 20% between them).



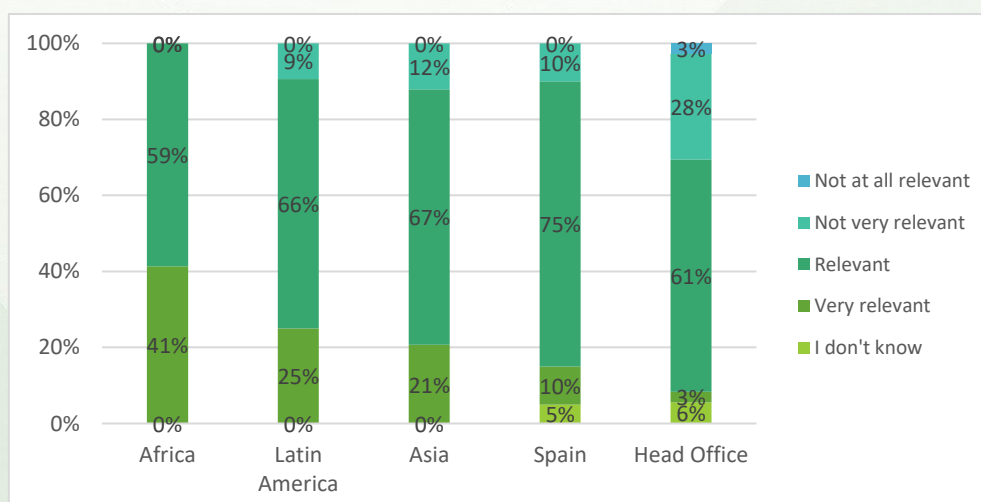
Graph 8. Online questionnaire results

At a global level, it is considered that the CRBA standards (best interest, participation, survival and development, non-discrimination) are 42% "always" fulfilled and 37% "usually" fulfilled. It is a promising result; however, we have room for improvement in its fulfilment for the next strategic period.

It will also be important to distinguish the analysis between its application at an organisational level and at a programmatic one.

3- Relevance of our actions

How would you qualify the current relevance of the work of Educo in the International Development and/or Social action sector? And in civil society in general? Relevance understood as: excellent, outstanding, important, significant. - By region



Graph 9. Online questionnaire results

At a global level, the work Educo does is considered relevant (65% "relevant" and 20% "very relevant"). The region which thinks Educo's work is most relevant is Africa with 59% "relevant" and 41% "very relevant".

Head office, despite having a correct average result (61% “relevant” and 3% “very relevant”) has quite a critical view: 28% “not very relevant” and 3% “not at all relevant”, it is the only one with a percentage for “not at all relevant”.

4- Internal and external negative factors which have influenced our ability to implement the 15-18 ISP

The analysis of the results of the focus groups carried out has enabled the identification of the negative factors both internally and externally which made implementing the ISP correctly difficult:

Internal factors:

- Repetition of internal changes at the level of internal structure (changes to organisational charts, movements of people in different units with new roles, suppression of roles, etc.).
- The objective related to the search for external public and private funding has increased the amount of work and sometimes at the cost of quality and without always corresponding with the strategies defined due to a lack of criteria for the “GO or no GO”:
- Absence of indicators of our own in the Country Plans and a valid base line.
- Pressure, in some cases, to implement overriding quality and programmatic logic.

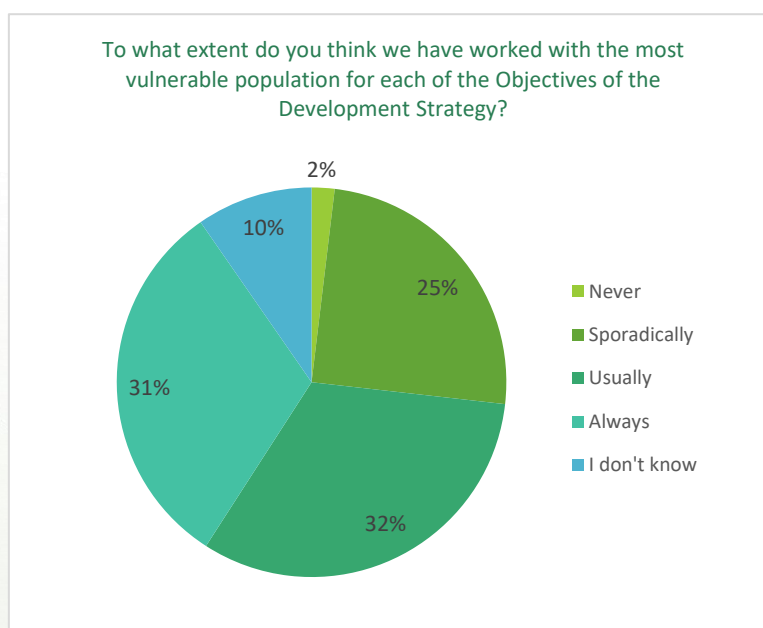
External factors:

- Government policies in some of the CO countries and their control of NGOs.
- Security issues in several COs (especially in the West Africa region).
- The evolution of complexity in the contexts we work in.
- The economic crisis and teacher strikes.

MAIN LESSONS LEARNED ACCORDING TO THE DEVELOPMENT AND ORGANISATIONAL STRATEGIC OBJECTIVES

Before going deeper into the main lessons we have learned from the strategic objectives, we first of all wanted to ask ourselves some general questions:

- ✓ Have we spent the last 5 years working with the most vulnerable population for each of our development goals?
- ✓ To what extent do the development strategic objectives correspond to the highest priority needs of rights holders?
- ✓ To what extent have we managed to respond to the specific strategic needs and interests of women, girls, boys and men of all ages?



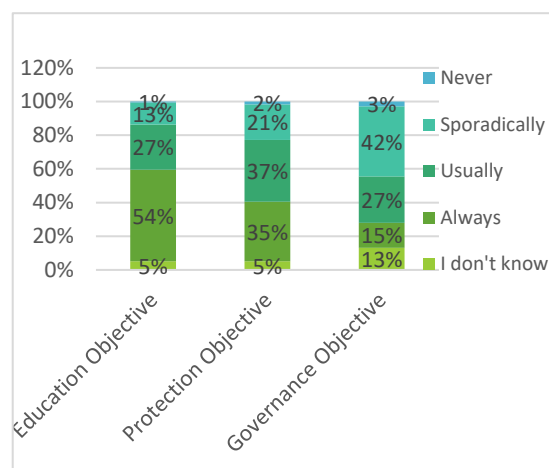
Graph 10. Online questionnaire results

At a global level, for the three development objectives (education, protection, governance) the responses are balanced between "always" (31%), "usually" (32%) and "sporadically" (25%). So we can see that there is a majority of positive answers if we put the "always" and "usually" percentages together. However, the fact that it is not a very high percentage, shows that we need to strengthen our focus on the most vulnerable population and communicate better about what we understand as vulnerable population at Educo.



Graph 11. Online questionnaire results

To what extent do you think we have worked with the most vulnerable population for each of the Objectives of the Development Strategy?



Graph 12. Online questionnaire results

The Africa and America regions are the ones which think that they normally work with the most vulnerable populations (Africa: 43% "always" + 28% "usually". America: 41% "always" + 32% "usually").

Head office and Spain have the highest percentages of "I don't know" (Head office: 22% and Spain 17%).

The fact that head office has a high percentage that doesn't know indicates that the exchange of information between countries, regions and head office at all levels of the organisation needs strengthening and internal accountability needs improving.

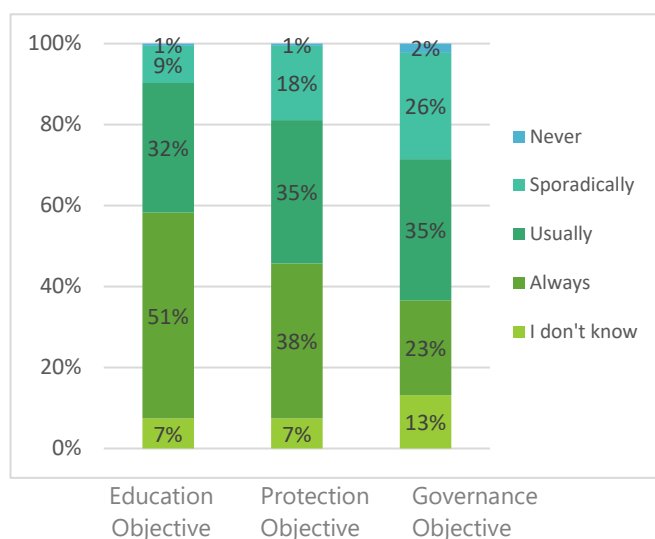
These results highlight that there is not a clear posture regarding what we understand as vulnerable population or that there is not a clear target to work with a specific part of the population.

At a global level, Education is the objective thought to have more of a focus on the most vulnerable population (54% always, 27% usually), followed by Protection (35% always, 37% usually) and finally Governance (15% always, 27% usually).

That Education is considered the objective that works the most with the most vulnerable population can also be explained by the fact that it is the thematic area that Educo works in the most, Protection and Governance being new thematic areas in this strategic period and because access to education has been a priority area since the organisation was created.

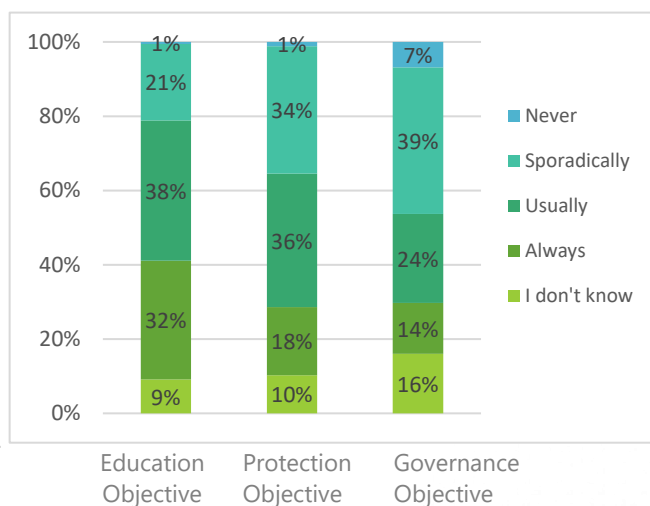
However, it would be interesting to question the fact that Education is the objective thought to have more of a focus on the most vulnerable populations because, with the sponsorship system, we work mostly in formal state schools and less in educational alternatives which take education to those C&A who are "outside the system".

To what extent do the development strategic objectives correspond to the highest priority needs of rights holders?



Graph 13. Online questionnaire results

To what extent have we managed to respond to the specific strategic needs and interests of women, girls, boys and men of all ages?



Graph 14. Online questionnaire results

We can see that, in the three thematic areas, Education continues to be the most represented and the most in line with the highest priority needs of the rights holders, children and adolescents. However, it is interesting to see that in this strategic cycle we have also managed to introduce actions for the protection of children in line with the highest priority needs (38% "always" and 35% "usually" respectively). The lowest percentage in governance can be explained by the fact that, at a global level, it is the thematic area which has been developed the least.

In relation to the strategic interests and needs of women, C&A and men of all ages, Education is also the one valued the most (32% "always" and 38% "usually" respectively), followed by Protection and finally Governance. There is therefore a perception that globally, we are mostly working with the target population and the appropriate age group, at least in education. These assessments can be interpreted in the same way as graph 9, Education being the main thematic area and the one we have worked in the most since the creation of the organisation. However, seeing that the percentage of "sporadically" for each of the objectives is over 20%, this tells us that we probably need to expand the range of the participating population.

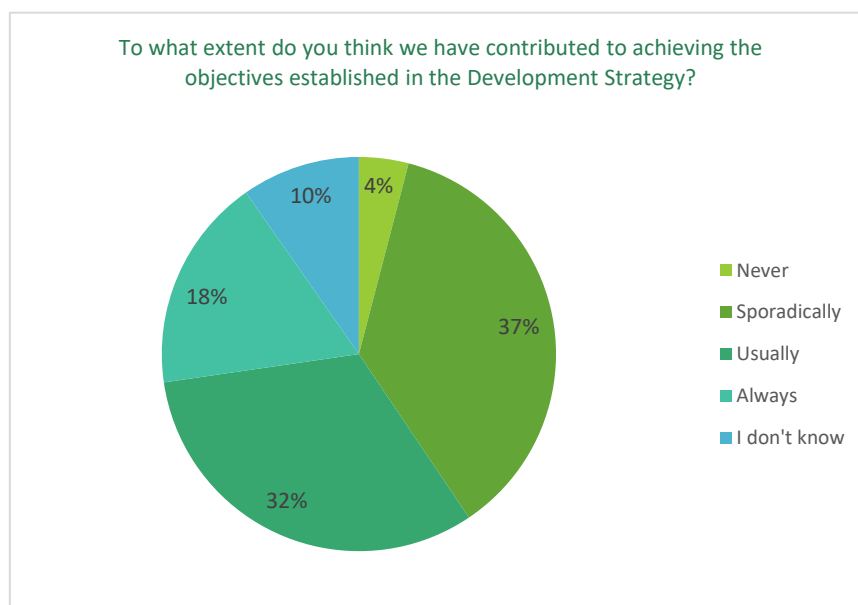
The focus group exercise also highlighted that the development objective proposed for the three strategic areas (Education, Protection and Governance) were too ambitious for the proposed four-year period. For the next strategic period, it is suggested that they be more realistic and measurable.

Strategic development objectives

It is worth remembering that the 2015-2019 Strategic Plan has three strategic development objectives. The first objective is Education, the second is Protection and the third is Governance.

These objectives have enabled us to guide our actions globally and provide a reference framework for all our development actions. Each of these objectives has three goals.

Therefore, one of the first general questions for starting the assessment of the 15-18 ISP in the general questionnaire was focused on the level of contribution to the development objectives:



Graph 15. Online questionnaire results

At a global level, half (combining the % of “always” and “usually”) of the people who answered the questionnaire think that we have contributed to achieving the objectives established in the development strategy.

37% think it has been done “sporadically” which can be understood by the fact that the objectives were very ambitious and general in relation to the short time frame proposed.

Here are the main lessons learned for each of the strategic development objectives.

Education

“We understand the Right to Education in its three dimensions: the right to education, rights in education and rights through education. The education we defend is aimed at the whole development of the human personality, including talent, ability and a sense of dignity. Therefore, we promote an inclusive education that transcends all forms of discrimination and in which all girls and boys equally achieve fundamental education. Education is focused on the children, on their experiences, motivations, characteristics, realities and dreams so that learning contributes to and is part of enjoying life. The education we defend is transformative and strengthens people so that they build societies which offer more freedom and are more just” (2015-2019 ISP extract)

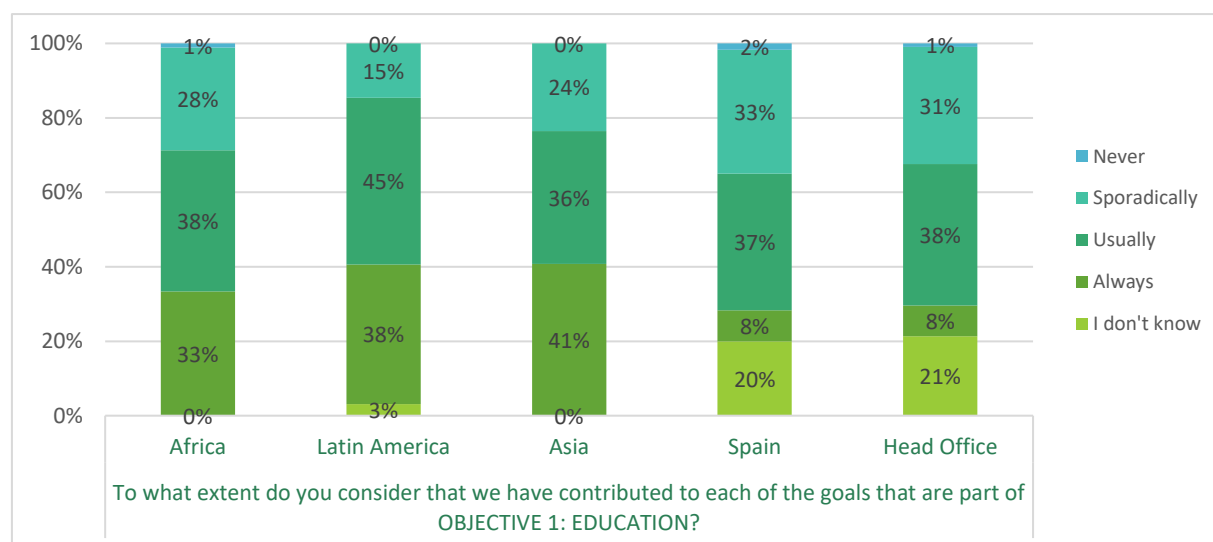
EDUCATION OBJECTIVE

Children and adolescents exercise and enjoy their right to an equitable, transforming and quality education throughout their lives.

Goal 1.1 The right to education: Establishment of the necessary conditions for ensuring basic education for all children, without any kind of distinction, with the aim of learning to know, learning to do, learning to live together, and learning to be.

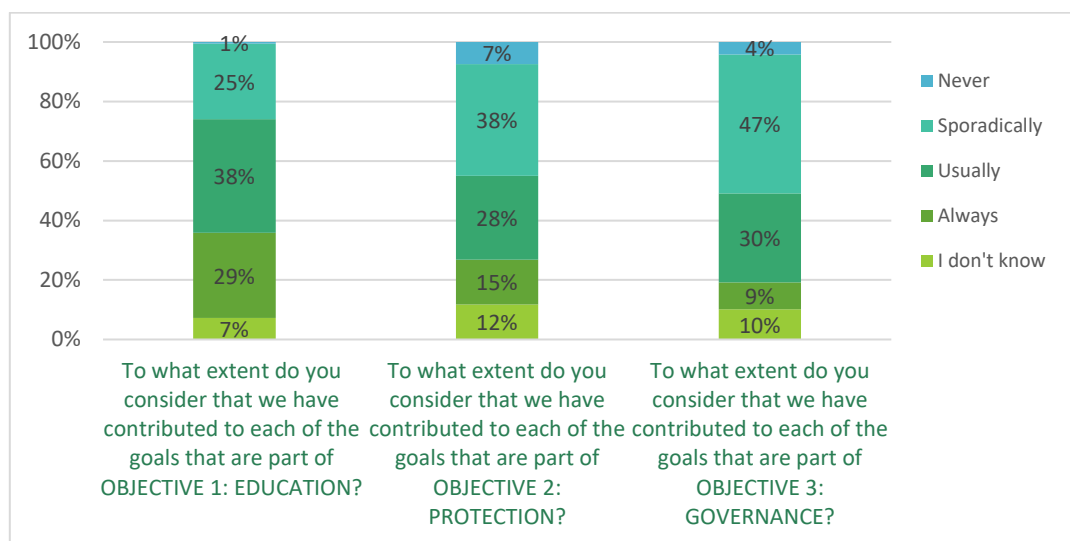
Goal 1.2 Rights in education: Implementation of relevant, creative and inclusive teaching-learning processes that are student-centred and aimed at helping children to fully develop their personality, talents and capacities.

Goal 1.3 Rights through education: Promotion of inclusive, critical and participatory education that fully respects human rights and continuously engages its community in the pursuit of more just societies.



Graph 16. Online questionnaire results

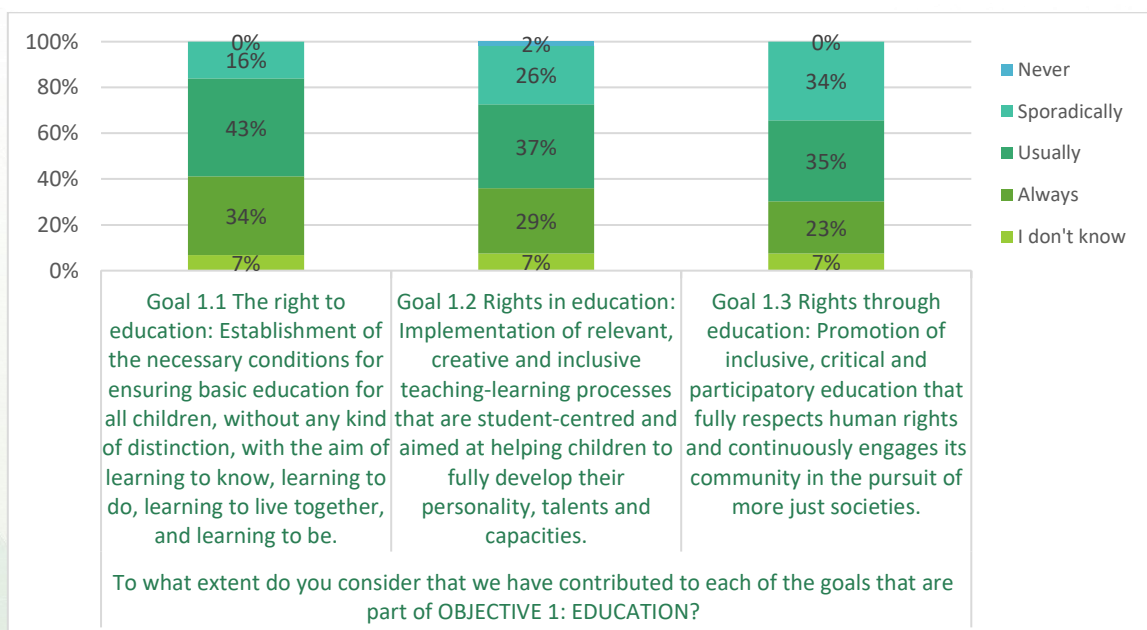
At a regional level, America is the region which has the highest result in relation to the Education objective (the sum of the "always" and "usually" answers makes 83%) followed by Asia (77%) and Africa (71%). We can see that the percentages are also higher in the country offices than at head office (the sum of "always" and "usually" answers make 46%). This can be explained, in part, by the lack of a management system and systemised communication of information between the field teams and the head office teams. Spain is the country with the lowest values for the three goals (55% combining "always" and "usually" for "Right to", 40% combining "always" and "usually" for "Rights in" and "Right through"). This result can be explained by the fact that during the 15-18 ISP, Spain did not exist as a country. Even so, Education activities were set up through the Social Action Program (SAP) with various civil society organisations and the Meal Grants Program.



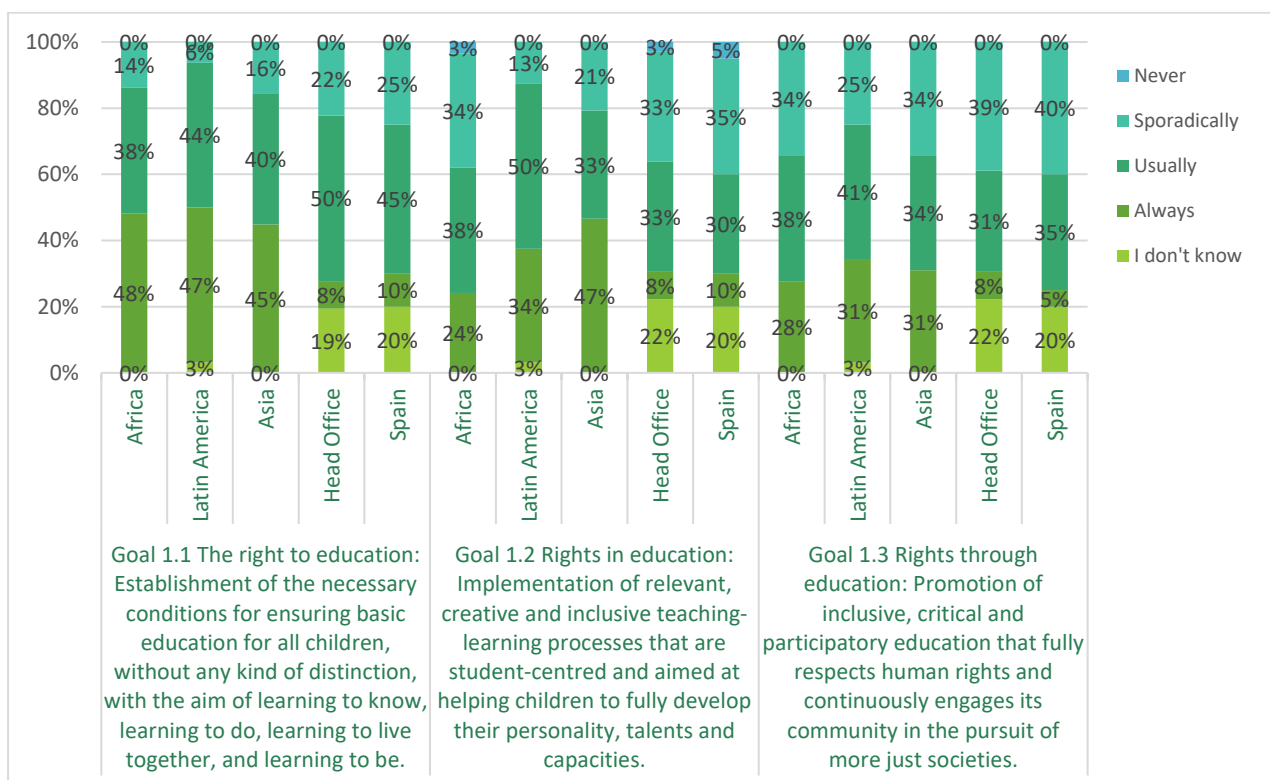
Graph 17. Online questionnaire results

The goals which make up the Education objective are the ones valued the highest (67% combining “always” and “usually”), with the highest result in America.

The three education goals have higher percentages.



Graph 18. Online questionnaire results



To what extent do you consider that we have contributed to the objectives set out in the Development Strategy?
By Development Objective

Graph 19. Online questionnaire results

At a regional level, Goal 1.1 has the highest value in America (91% combining “always” and “usually”), followed by Africa (86% combining “always” and “usually”) and Asia is close behind (85% combining “always” and “usually”). Goal 1.2 has a higher value in America (84% combining “always” and “usually”) and Asia is close behind (80% combining “always” and “usually”) and Africa has a significantly lower percentage (62% combining “always” and “usually”). Finally, the third goal has the highest result in America (72% combining “always” and “usually”), followed by Africa (66%) and Asia close behind (65%).

We see that America has the highest result for the three goals and Asia and Africa have given a similar result for the Education goals, except for goal 1.2 in which Africa has a lower result.

Main identified achievements

In general:

The Education objective has the highest result, in particular the goal “*right to education*” with the increase in the number of children who access and complete a complete education cycle and the increase in the coverage of children outside the system.

We have an Education strategy, and we are aligned with the SDGs and the Global Education Agenda. Carrying out the pilot project “Education for Human Dignity” will enable us to enhance this approach. CRSAs have been carried out with a focus on the right to education in all the countries we work in. Positive discipline activities have been set up as well as improvements to the quality of education. The participation of communities in Education has increased. We have actively participated in global networks and alliances (CLADE, etc.) and in the Global Campaign for Education which has improved our advocacy processes.

Extract from the Country Plan Evaluation Report for Bangladesh: "More than 84% of the students expressed a higher level of satisfaction regarding the teaching methods, security and the healthy learning context of Educo schools."

Extract from the Country Plan Evaluation Report for India: "C&A have developed their reading skills, so they are now able to read different things along the way and this has given them greater awareness of their context" (testimony from a boy who participates in the SMAK Program STCI for Maths and Sciences)

Extract from the Country Plan Evaluation Report for Nicaragua: "The connection between the school, family and community has been strengthened, which contributes to parents and children understanding that they have the right to participate as individuals and collectively in school management (...)"

Extract from the Country Plan Evaluation Report for Mali: "The community bodies (CGS, AME, APE) elaborate school projects, annual action plans, they apply them, they evaluate them and make observations to the communities and associated actors".

Goal 1.1 Right to education

For this first goal of the Education objective we highlight the following achievements:

- Increase in the number of C&A who access, enrol and complete a complete cycle of education (preschool, primary, secondary and non-formal programs).
- Increase in the access to education from preschool, the 3 to 5-year-old age group, up until primary.
- Increase in the coverage of interventions which promote education for out of school children.
- Work carried out with marginal C&A groups and the creation of learning opportunities which offer a supportive environment.
- Reduction in dropout rates.
- Motivation and awareness-raising for contributing to access to education.
- Political advocacy to increase access to education for all C&A.
- Improvement of access and quality of care and development in early childhood.
- Development of the inclusive education approach, free from discrimination and accessible to all.
- Interventions which are based on a Child Rights Situational Analysis (CRSA).
- Involvement of governmental bodies in the delivery of intervention projects and the search for strategic support.
- Establishment of work with rights holders and primary and secondary duty bearers, in terms of everyone assuming their role in the education of C&A.
- Improvement of reception capacities and the living conditions in schools / child-friendly learning environment.
- Establishment of permanent infrastructures through the Child-friendly Schools Program with support from the community.
- Access to quality educational materials.
- Identification of the educational needs along with C&A, parents and teachers.
- Meal grants have reduced absenteeism and have improved academic performance.

Goal 1.2 Rights in education

For this second goal of the Education objective we highlight the following achievements:

- Increase in the number of C&A who have achieved the learning targets in core skill sets, as set by their country's national standards.

- Development of teaching skills in the teaching-learning process focused on C&A.
- Carrying out of creative and inclusive teaching-learning processes, focused on C&A and based on the local context.
- Carrying out of child-friendly and positive/cheerful teaching-learning processes, positive discipline practice.
- Encouraging of a playful attitude as an essential element for learning.
- New education methodologies developed.
- Promotion and effective participation of C&A and the rest of the educational community in the planning process and the adaptation of education to the development needs.
- Supply and use of educational material and teaching materials.
- Addressing of reading and writing using the balanced approach.
- Development of Child-friendly schools.
- Participatory leadership in the teaching-learning process.
- Regular supervision and monitoring of classroom activities.
- Development of methodology adapted to the context for addressing protection issues.
- Experts in Education in all country offices and head office.

Goal 1.3 Rights through education

For this third goal of the Education objective we highlight the following achievements:

- Increase in the participation of the community and its commitment.
- Promotion of an autonomous school management which favours the participation of C&A, families and the whole education community.
- Strong and self-confident C&A take on leadership roles and make demands for the improvement of educational processes.
- Increase in the participation of C&A in their educational processes.
- Development and strengthening of the potential and capacity of C&A for exercising and enjoying their rights.
- Promotion of community and C&A organisations.
- The school management bodies are more functional enabling them to get more involved in managing the school.
- Alignment, connection and coordination with duty bearers towards ensuring the right to quality education.
- Awareness of the community, creation of capacities and improvement of the physical infrastructure to enable inclusive education.
- Creation of consultation frameworks for the interested parties.
- C&A know more about their rights and have been provided with spaces for participation.

Areas for improvement

In general:

The objectives and goals in Education are considered too ambitious for the short 15-18 ISP time frame. Indeed, they could be considered more as aspiration than measurable and quantifiable objectives in a set time and context. More work should be done for an inclusive Education, the Education strategy should be shared more extensively to improve appropriation by the actors, the participation of C&A in education processes should be improved, there should be more capacity-building in teaching-learning processes, accompaniment in transitions from primary to secondary should improve, the *Right through* should be developed more, *Education for Development* should be brought back in order to connect what we do in the

field with global citizenship and peace education and lastly, the experience of “Education for Human Dignity” should be expanded.

Extract from the Country Plan Evaluation Report for India: “Change the broken benches in the classroom. Children would like different types of games, and more time to play.”

Extract from the Country Plan Evaluation Report for Guatemala: “Strengthen the bilingual-intercultural education processes in order to place children in their context, thus avoiding absenteeism, repetition or dropping out.”

Extract from the Country Plan Evaluation Report for Nicaragua: “Limited involvement from parents. The challenge of extending the participation of fathers in the educational development of their children, overcoming the mandates and stereotypes associated with gender which see this dimension of caring for children as the exclusive responsibility of women.”

Extract from the Country Plan Evaluation Report for Mali: “One of the aspects to improve is monitoring - teaching support for the technical services.”

Goal 1.1 Right to education

For this third goal of the Education objective we highlight the following areas for improvement:

- Address the work with the most vulnerable and/or excluded C&A and/or families and with their families/environment, work on their inclusion (e.g. C&A with disabilities).
- Focus the strengthening of leadership capacities of C&A as a key lever for sustainability.
- Focus more on C&A who are at risk from dropping out of school or on those who have already dropped out, in order to encourage them to return.
- Increase the coordination/relationships with duty bearers.
- Maintain and improve a safe school environment - Child Protection.
- Integrate the child sponsorship activities in the programming more extensively.
- More advocacy and more ambition in the positioning about the right to education.
- Promote a higher quality education.
- Involve parents and guardians more.
- Strengthen more our actions in the community and decentralise from the school.
- We must demand more in terms of the quality of indicators and results to be achieved, a homogenous monitoring system is needed which enables us to assess the results achieved.
- Provide accompaniment also for male students in the transition to secondary (in the case of SHE *grants* projects aimed at reducing school dropouts among girls when they finish primary school).

Goal 1.2 Rights in education

For this second goal of the Education objective we highlight the following areas for improvement:

- Support innovative and creative activities and educational strategies more which enable the full development of personalities, talents and abilities of C&A.
- Address the educational processes associated with C&A with higher vulnerability.
- Strengthen inclusion processes.
- Facilitate materials which enable inclusion in the classroom of C&A with different abilities.
- Generate the necessary advocacy in the governing body to generate more structural changes in educational processes.

- Use of educational materials relevant to the teaching-learning process which are participative, active methodologies and improve the local existing knowledge in the area.
- Insufficient training about inclusive education for teachers.
- Not enough budget for education and teacher training (from educational authorities)
- Continue to strengthen the capacities of teachers.
- Involve duty bearers more in educational processes and other issues to be taught in the classroom.
- Establish our institutional strategy/rules which alert about the quality of the education and design the interventions accordingly.
- Transfer the processes which enable accompanying C&A to imagine, create and think critically.
- Facilitate the design of educational methodologies which promote an educational approach with a critical-reflexive perspective.
- Focus more on IT.

Goal 1.3 Rights through education

For this third goal of the Education objective we highlight the following areas for improvement:

- Develop a deeper understanding and have a more solid strategy for working in the promotion of an inclusive, critical and participative education.
- Support investigations and studies which allow Educo to exercise more evidence-based political advocacy.
- Work more in the promotion of commitment, participation and leadership in the community.
- Build a relationship with the primary duty bearer.
- Even though we have the child participation standards, we need to put them into practice on a daily basis.
- Implement more educational methodologies which promote an educational approach with a critical-reflexive perspective.
- Introduce more accountability mechanisms.
- Extract lessons learned more efficiently and value them.
- Strengthen even more the capacity of local and civil society.
- Facilitate the access and education for more vulnerable groups of C&A by strengthening the capacities of the teachers and C&A in relation to inclusion and adaptation of the surroundings.
- More support for a better empowerment of the community and state actors.
- Strengthen a more effective participation from the education community.

Lessons learned

- It should be possible to show the degree of compliance, communication or internal socialisation, capitalisation of experiences (knowledge management).
- Not develop short term strategic documents which are too broad, this does not facilitate compliance or measurement.
- Define indicators SMART to guide measurement, facilitate monitoring and use as traffic lights for the possible needs regarding reorientation or changes in strategy.
- Carry out advocacy actions in parallel to accompany the more operational actions.
- Develop Education for Development projects to connect the actions in Spain and projects in the other countries and carry out advocacy which promotes the culture of peace and the awareness of global citizenship.
- Importance of strengthening the work with families, legal guardians and communities so that they are more implicated in the education of their C&A.

- Importance of sharing in advance and homogenously the Education strategy for better appropriation of all the actors involved in the Education of C&A.
- Strengthen the integration of protection processes with education processes with the understanding that educational activities are C&A protection measures.
- Systematically involve duty bearers in the educational interventions so that they respect their responsibilities and facilitate sustainability processes and ongoing improvement.

Extract from the Country Plan Evaluation Report for Guatemala: "There is a need to work in closer contact with mothers, fathers and community leaders to give them a more important role in the educational work for their children".

Extract from the Country Plan Evaluation Report for Bangladesh: "Mostly mothers are responsible for responding about their children's education, for communicating with the school. The fathers are more involved in earning money for the family, but they are in charge of making decisions".

Extract from the Country Plan Evaluation Report for Nicaragua: "Working with the people closest to C&A to encourage their participation (...) to achieve meaningful participation of children in their schools and communities, it is not enough for them to know about their right to participation and strengthen their capacities for expressing their opinions, ideas and proposals, it is vital to work with the adults around them (teachers, parents, community leaders) so that they are willing to listen to them and take their opinions into account (...)

Extract from the Country Plan Evaluation Report for Burkina Faso: "The support of community leaders facilitates participation in the communities in the solution of some of the complex social problems which prevent progress towards an education for all"

Protection

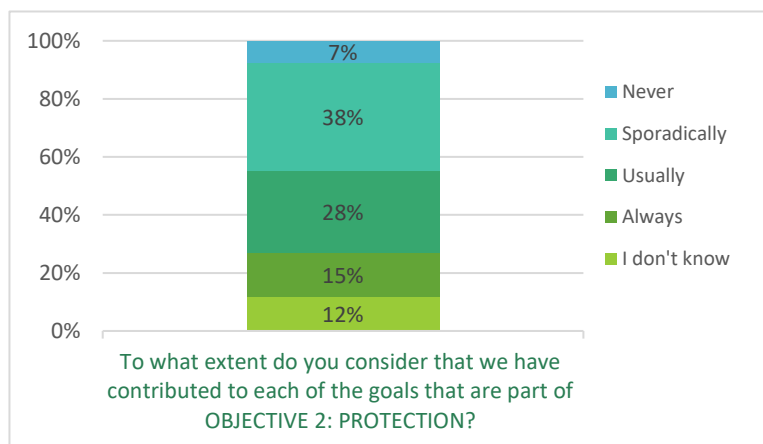
"As an organisation which works with children, it is our responsibility to protect children from any kind of violation of their rights. We understand their right to protection in its broadest and fullest sense, like the enjoyment of a healthy environment free from any type of violence, abuse, exploitation, negligence, discrimination and degrading punishment." (2015-2019 ISP extract)

PROTECTION OBJECTIVE **Children enjoy their right to live in safe and protective environments.**

Goal 2.1: Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.

Goal 2.2: Reduction of child labour and eradication of all forms of child exploitation.

Goal 2.3: Protection of children from natural disasters by increasing community resistance and resilience.



Graph 20. Online questionnaire results

Despite a strong commitment to protection actions during the strategic period, globally, the results of the questionnaire related to the strategic objective of Protection come in second place, after Education. There is a general perception that it has not been possible to contribute consistently to the three Protection goals, it has a percentage of 43% combining “always” and “usually”. However, in the open questions, there have been lots of comments indicating that goal 2 of Protection is where we have had the most progress in relation to the previous strategic period.

Below we can see the detail for each goal in order to analyse the most specific reasons and the differences according to the places in which the projects are developed:

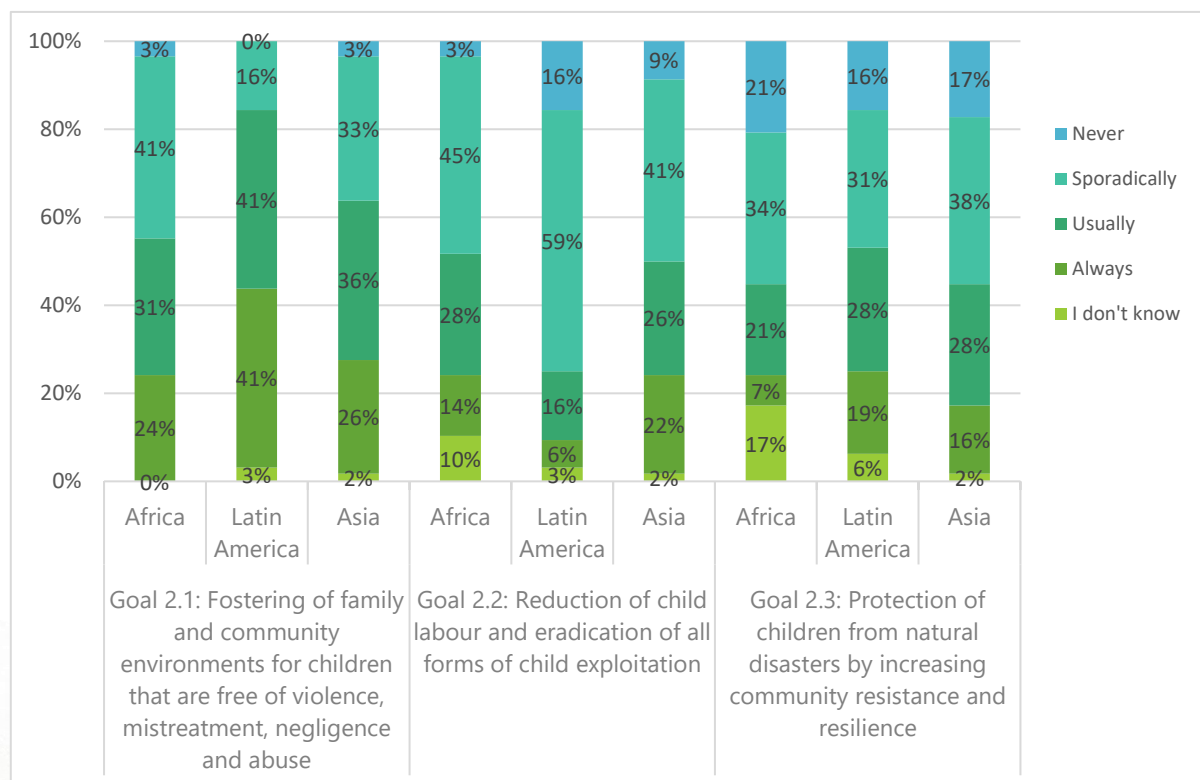


Graph 21. Online questionnaire results

Globally, of the 3 Protection goals, goal 2.1: *Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse* is the only one which has a majority result (59% combining “always” and “usually”). This can be explained in part because advocacy projects about child

labour C&A exploitation in all forms (goal 2.2) were not carried out in all the countries and the same goes for goal 2.3 regarding projects linked to natural disasters.

To what extent do you think we have contributed to each of the goals that are part of OBJECTIVE 2: PROTECTION? - By region



Graph 22. Online questionnaire results

Regionally, America is the region which has the highest result for goal 2.1: *Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse* (82% combining "always" and "usually"). Asia has the highest result for goal 2.2: *Reduction of child labour and eradication of all forms of child exploitation* (48% combining "always" and "usually"), followed by Africa (42% combining "always" and "usually"). America has the highest result for goal 2.3 *Protection of children from natural disasters by increasing community resistance and resilience* (47% combining "always" and "usually"). The fact that Asia has the highest result for goal 2.2: *Reduction of child labour and eradication of all forms of child exploitation*, can be explained by the simple fact that it is the region that has developed more projects linked to child labour and child exploitation due to the characteristics of its contexts, in particular India and Bangladesh. In Africa, protection activities were set up mainly in schools which explains why it does not have a high percentage for goal 2.1 which encompasses other spaces.

Main identified achievements

In general:

Most of the comments received in the consultations carried out indicate that Protection is one of the objectives in which we have made the most progress in relation to the previous strategic plan.

We have a Child Safeguarding Policy, Community and School Protection Committees were created and endogenous protection mechanisms were promoted in several countries, most of the LPO apply our Child Safeguarding Policy and we collaborate with more LPOs specialising in protection. CRSA were carried out with a focus on protection in almost all the countries as well as other investigations about violence against children (e.g. *Once upon a voice*, which identifies an interesting clear link between participation and child protection) and also a report about the costs of violence which links our words with our actions. In terms of resources, a new position was created and a person specialising in Protection was contracted, globally, based at head office. We organised our first International Congress as Educo about the theme of Child Protection and Wellbeing. A Protection Kit was elaborated aimed at families/guardians and schools, specific projects were carried out with marginalised C&A, working C&A, Rohingya HA. The projects for access to secondary education carried out also prevent child labour and the risk of child marriage (e.g. *SHE grants*). We work in risk prevention, DRR and food resilience in some countries too.

Extract from the Country Plan Evaluation Report for Guatemala: "Creation and operation of the strategy of focal points in the partner organisations, who are responsible for complying with the Safeguarding policy in their organisations"

Extract from the Country Plan Evaluation Report for Bolivia: "In order to position the positive treatment and positive discipline project in the regular training processes, contents have been generated with FUDEP so that teachers can mainstream them".

Extract from the Country Plan Evaluation Report for the Philippines: "The Pilar Local Government Unit has started and funded the PATAS (Pantay na Pagtatrat sa Lambang Saro) program. The establishment of a Child Protection Unit has also been initiated. The LGU in Castilla en Sorsogon also established "Esperanza para los Ángeles", a program which attends to the response to child abuse and preventative interventions".

Extract from the Country Plan Evaluation Report for India: "C&A participate in the formulation of their individual attention/protection plans".

Extract from the Country Plan Evaluation Report for Burkina Faso: "Improvement of the birth registration rate and the rate of possession of birth certificates in the province and region."

Goal 2.1: Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.

For this first goal of the Protection objective we highlight the following achievements:

- Creation of community or school protection committees.
- Progressive implementation of the Child Safeguarding Policy.
- New masculinities, power and gender relations have contributed to a decrease in child abuse and violence in the environments children grow up in.
- The development and application of child protection programs led by C&A have worked.
- The LPOs apply the Child Protection Policy at the heart of the organisation.
- Contribution to the consolidation and operation of local and national protection systems at all levels in order to guarantee children's rights.
- Hard work has been done to promote rights, to strengthen the protection system and to strengthen the family in order to use positive discipline and positive treatment of children.
- Systematisation of carrying out CRSA in Protection.
- Awareness-raising campaigns.

Goal 2.2: Reduction of child labour and eradication of all forms of child exploitation.

For this second goal of the Protection objective we highlight the following achievements:

- Specific projects for reducing child labour with a good perception of impact.
- Campaigns/awareness-raising about the importance of Education.
- Support in secondary education resulting in the prevention of child labour.
- Access to education or defence of their rights for child workers.
- Improvement to the work environment for C&A.
- Good convergence between education and protection.
- Participation in protection networks has been positive.
- Promotion of endogenous protection mechanisms.
- Reduction of corporal punishment in schools.

Goal 2.3: Protection of children from natural disasters by increasing community resistance and resilience.

For this third goal of the Protection objective we highlight the following achievements:

- Risk prevention for C&A and actors in schools.
- Awareness-raising/strengthening of capacities in the communities.
- Implication in the communities has increased.
- Development of action plans in the case of emergencies/DRR prevention.
- Prevention and management in case of fire.
- Support for government initiatives has been positive.
- Food resilience (school canteens, AGR) (BF/ML).

Areas for improvement

In general:

The objectives and goals in Protection are considered too ambitious for the short 15-18 ISP time frame. They should be more realistic and measurable. The development of a strategy and clear positioning on Protection is recommended. In relation to the Safeguarding policy and the code of conduct towards children, both documents do not have the same level of appropriation throughout the Educo community. Indeed, there has been a lack of budget assignment and political will to really apply the Child Safeguarding Policy. It is therefore requested that more training is also given on issues of protection and positive treatment of children. More specific protection projects would need to be developed and adapted to the rural/urban dichotomy.

Extract from the Country Plan Evaluation Report for Nicaragua: "Promote the articulation between school and community spaces for risk management. In order to strengthen risk management in the school environment, it is necessary to make progress in the articulation with municipal and local structures for risk management (...)"

Extract from the Country Plan Evaluation Report for Bolivia: "The effective incorporation of fathers was also not achieved in the processes aimed at positive treatment and positive discipline".

Extract from the Country Plan Evaluation Report for Mali: "Advocacy actions should accompany our actions for the application of rules and practices for protecting children".

Extract from the Country Plan Evaluation Report for Burkina Faso: “Very little participation of the community in the protection of C&A”.

Goal 2.1: Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.

For this first goal of the Protection objective we highlight the following areas for improvement:

- Work in a more coordinated way with all rights holders and duty bearers.
- Strengthen even more the capacities/awareness/campaigns in Child Protection issues.
- Strengthen the mechanisms for signalling cases.
- Develop mechanisms for accompanying LGBT C&A.
- Work on protection in a more integrated way, in particular at the heart of the Education activities.
- Have a clear strategy for protection issues.
- Work more in advocacy regarding this issue.
- Involve more C&A and young people.
- The approach of the school to the community is not always the most appropriate.
- Carry out more Protection projects.

Goal 2.2: Reduction of child labour and eradication of all forms of child exploitation.

For this second goal of the Protection objective we highlight the following areas for improvement:

- Carry out more specific projects about child labour and exploitation in all forms.
- Work in a more coordinated way with private companies, civil society, etc.
- Strengthen advocacy on this issue.
- Elaborate a specific strategy.
- Work in life skills, finance, not just education.
- Make communities more responsible.
- It will be necessary to elaborate base lines for the projects in order to be able to define more adapted protection strategies.
- It would have been interesting to do more research in this field in order to be able to propose new specific actions.

Goal 2.3: Protection of children from natural disasters by increasing community resistance and resilience.

For this third goal of the Protection objective we highlight the following areas for improvement:

- Strengthen collaborations with governments and alliances/networks.
- Increase awareness-raising campaigns.
- Strengthen and integrate DRR systematically in our actions.
- Strengthen and integrate systematically actions in favour of resilience.
- Need to develop the institutional strategy about these issues.
- Develop more interventions in the face of catastrophes that arise in the countries we operate in.

Lessons learned

- Shorten the descriptions of the strategic objective of Protection, as well its goals, so that they are easier to achieve.
- Importance of having truly SMART indicators for guiding measurement.

- Traditionally, due to its climatic conditions, the regions America and Asia have worked more on risk prevention and natural disasters, which is aligned with the general assessments attributed to goal 2.3.
- In general, for goal 2.2 there could have been more research about this “new” field, to strengthen our knowledge about it.
- Goal 2.3 is the one that has been worked on the least. One-off actions have been carried out depending on the contexts of the countries because there is not a defined institutional strategy which enables the implementation of minimums in each region.
- For better appropriation of the Child Safeguarding policy and its real implementation, more resources are needed (time, people, training, etc.).
- The protection issues need exhaustive accompaniment and the involvement of all the rights holders and duty bearers, and especially families, legal guardians and communities, for a higher level of implication in the protection of their C&A.
- The participation of C&A makes them more resilient and prepared to protect themselves.

Extract from the Country Plan Evaluation Report for Bangladesh: “The participation of the community and the awareness of parents is crucial for the C&A protection mechanism to work”.

“Volunteering by adolescents and young people is an asset for Educo in the mobilisation of the community. Around 2000 Educo graduates started to work with much more enthusiasm on several hot social issues, like child marriage, sexual abuse of women, the dowry, drug addiction and disaster risk reduction. These efforts seem to work well with a variety of evidence. Therefore, Educo can capitalise and use this voluntary spirit in the design and implementation of programs on a large scale”.

Extract from the Country Plan Evaluation Report for Nicaragua: “Integrity in violence prevention. The transformation of the mindsets that naturalise or justify violence towards children in the home, at school and in the community requires the development of articulated actions with the different rights holders and duty bearers: children must know and appropriate their rights; parents must reflect on their own experiences, their own discipline practices and manage their changes; community structures must organise themselves in order to contribute to the protection of C&A; and guarantors must guide the actions which various actors carry out to favour the protection of C&A in their homes, schools and communities”.

Extract from the Country Plan Evaluation Report for Burkina Faso: “Capacity building for health workers, social workers and ASBC about the management protocol for gender-based violence improves the quality of the attention”.

Governance

Strategic Objective for Governance: Children practice active citizenship within the framework of public systems which promote their rights.

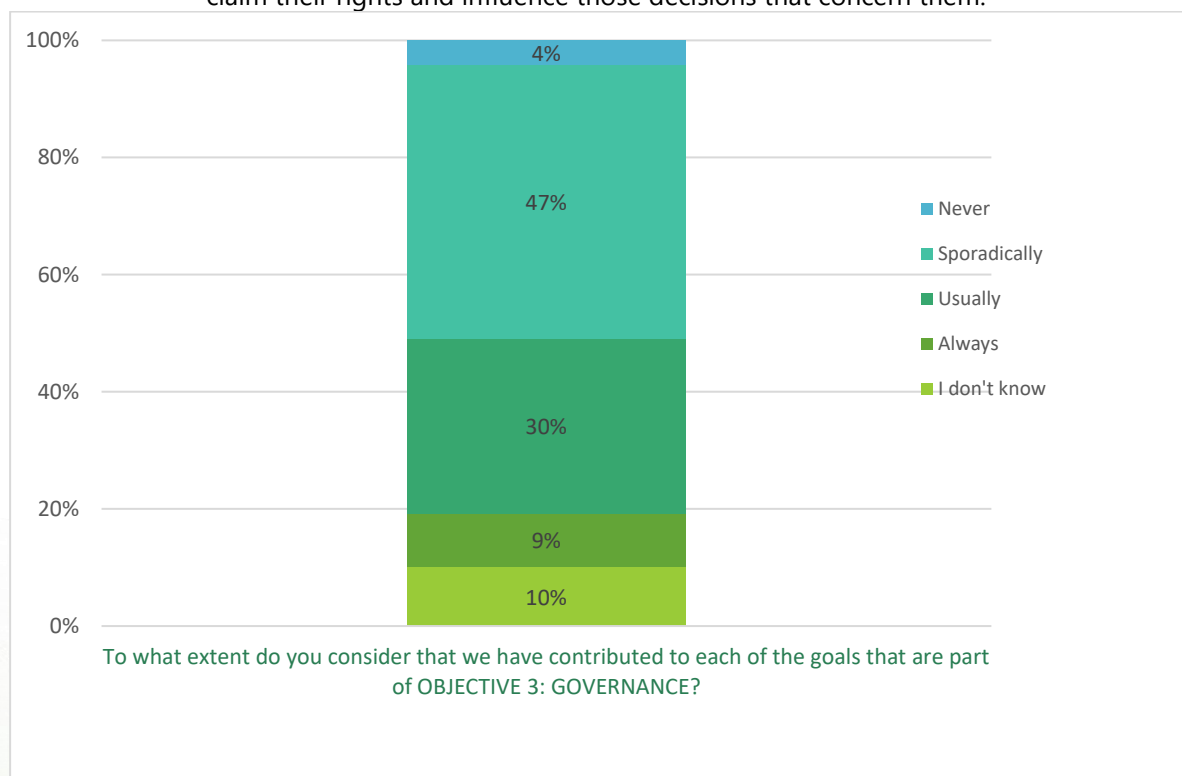
“Good governance involves active and effective participation of children and adolescents and requires a process which allows the people in situations of vulnerability and exclusion to directly influence the political decision-making process”. (2015-2019 ISP extract)

GOVERNANCE OBJECTIVE
Children practice active citizenship within the framework of public systems which promote their rights.

Goal 3.1 States' (principal duty bearers) fulfilment of their duty to establish effective laws, policies and structures that guarantee child rights.

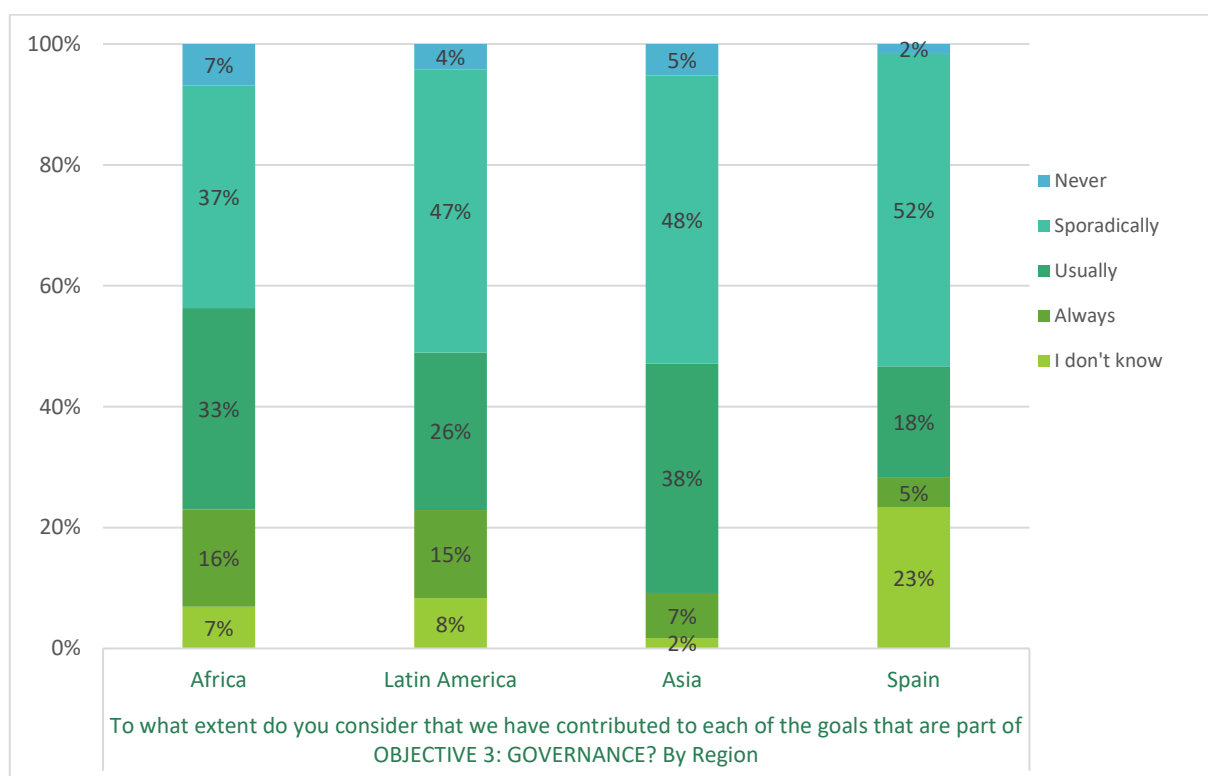
Goal 3.2 Playing of an active role by citizens and civil society (secondary duty bearers) in building and monitoring public strategies to defend and promote child rights.

Goal 3.3 Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.



Graph 23. Online questionnaire results

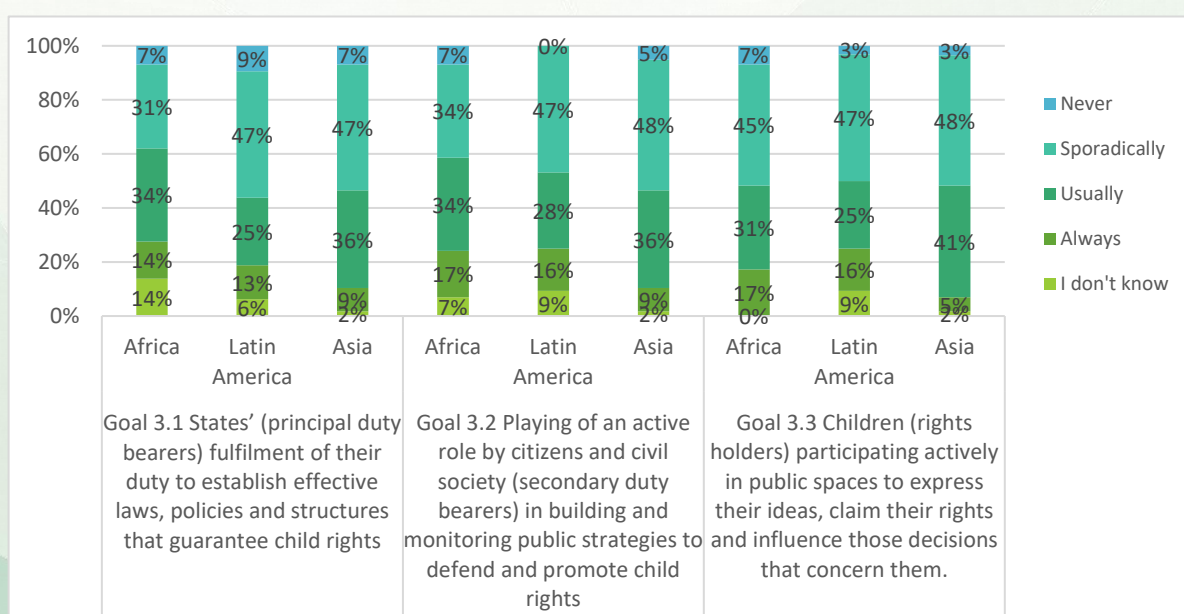
Globally, the Governance objective is the one with the lowest result (39% combining "always" and "usually" and 47% "sporadically"). In the same way as for the Protection objective, this can be understood by the simple fact that these are new areas introduced in the 15-18 ISP. Also, governance issues have not been accompanied with more specialised human resources to strengthen the capacities of the teams and the LPOs.



Graph 24. Online questionnaire results

At a regional level, Africa has the highest result (49% combining "always" and "usually"), followed by Asia (45% combining "always" and "usually") and America (41% combining "always" and "usually") and finally Spain (23% combining "always" and "usually"). And Asia has the highest percentage for "usually". America is a bit shyer in this objective.

To what extent do you think we have contributed to each of the goals that are part of OBJECTIVE 3: GOVERNANCE? - By region



Graph 25. Online questionnaire results

At a global level, the result for the 3 governance goals has been almost identical, which concurs with the general result for the Governance objective which has the lowest result out of the 3 Strategic Development objectives.

In the 3 Governance goals, Africa is the region with the highest result (goal 3.1: 48% combining “always” and “usually”, goal 3.2: 51% combining “always” and “usually” and goal 3.3: 48% combining “always” and “usually”). However, Asia has percentages which are very similar to Africa and it also has the highest percentages for “usually” for the 3 goals. It is interesting also to observe that in goal 3.3, Asia has a percentage of 41% for “usually” (10 points higher than Africa) which could be explained, in part, for example, by the carrying out of projects which directly promote active child participation in local governments and municipalities which began in the Philippines before the 15-18 ISP had even begun.

Main identified achievements

In general:

Despite the fact that Governance has been the least developed objective, there is a general sensation that it has been incorporated as a transversal element in many projects. As a result of the application of the Child Rights-based Approach, it has been increasingly worked on with duty bearers or otherwise to ensure that they accompany our projects and those of the LPO or have served to remind them that they need to prioritise children’s rights. Various governance actions were also developed at a local and community level and in education which were integrated into development projects. Also, we have carried out various reports about child wellbeing and C&A participation, and we participate in the Children’s Advisory Council in various local councils or authorities.

Extract from the Country Plan Evaluation Report for the Philippines: “As an initial impact, 12 out 14 (86%) local authorities which Educo works in were awarded with the regional prize from the Child-friendly Local Government (CFLG) Audit in 2018 and 2 classified for the presidential prizes.”

Extract from the Country Plan Evaluation Report for Guatemala: “Training for 100 school governments”.

Extract from the Country Plan Evaluation Report for Mali: “From 2018, local councils have elaborated Social, Economic and Cultural Development Plans (PDSEC) which include a budget for C&A in relation to access, quality, education management and protection”.

Extract from the Country Plan Evaluation Report for Bangladesh: “The student advisory board is functional in Educo schools. The C&A are involved in stopping child marriage”.

Goal 3.1: States’ (principal duty bearers) fulfilment of their duty to establish effective laws, policies and structures that guarantee child rights.

For this first goal of the Governance objective we highlight the following achievements:

- We accompany local governments in the elaboration of their legal codes for C&A.
- Participation of Educo in national and international networks.
- The work in this area has included carrying out CRSA.
- Regular celebration of exchange meetings about child protection with the structures which intervene in this area and the operation of management committees for cases.

- Participation of Educo in key governmental spaces for generating advocacy, as well as participation in alliances with other NGOs which has permitted more strength for positioning and for setting up new regulations or reforms to existing ones.
- We are increasingly present in these forums for consultations on laws, policies and similar.
- Impact has been achieved in the creation of local policies and direct investments in favour of C&A.
- Working together on rights issues with municipal governments has contributed to generating more involvement in C&A rights issues.
- Institutional support for local authorities for education, protection, prefecture etc.
- Duty bearer capacities have been generated through municipal policies, changes in key articles in family law.
- As a member of Alliances and Networks in Children's Rights we carry out advocacy activities so that governments respect their commitments (e.g. child marriage, child labour, etc.).
- More advocacy has been done since the creation of the Child Safeguarding Policy.

Goal 3.2: Playing of an active role by citizens and civil society (secondary duty bearers) in building and monitoring public strategies to defend and promote child rights.

For this second goal of the Governance objective we highlight the following achievements:

- Partnerships with other civil society organisations and membership of global movements.
- Dynamics for reflection, analysis and positioning have been generated which have enabled acting directly with duty bearers and raising their awareness of their duties.
- Social mobilisation campaigns have been carried out to encourage support for our causes (e.g. in Spain: Education is not free, Law on Violence, We can't wait another 22 years)
- Greater involvement of duty bearers in Educo activities.
- We ensure the presence of secondary duty bearers in different programs in which they dialogue with C&A.
- Awareness-raising/Capacity-building for secondary duty bearers to encourage that C&A are at the centre of their structures.
- Social mobilisation campaigns have been carried out to encourage support for our causes (e.g. in Spain: Education is not free, Law on Violence, We can't wait another 22 years)
- Greater involvement of fathers, mothers and families in schools.
- Implication of committees for the defence of children's rights and the creation of new committees.
- Participation in the shadow report.
- Activation of Parliaments by C&A.
- The carrying out of CRSA has facilitated coordination with civil society.
- We have involved communities and local governments in improving their policies.

Goal 3.3: Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.

For this third goal of the Governance objective we highlight the following achievements:

- Capacity-building/training of C&A about their rights and in particular their right to participation.
- C&A have received capacity-building which gives them more confidence for expressing their opinions.
- C&A exercise leadership in associations, local governments and at school.
- Capacity-building for school management committees about the importance of C&A participation in school life.

- Increase of more systematic participation from C&A, at consultation level.
- Awareness-raising and information about C&A rights in communities.
- Children's club, advocacy at a local level, dialogue encouraged between C&A and local government.
- The leadership training processes for adolescents and young people have worked for defending the compliance of rights with primary and secondary duty bearers.
- C&A organisation at school (school governments, school cooperatives, theatre group, etc.).
- Accompaniment for Centers for Young People in communities, which are spaces where C&A can express their ideas and organise activities which concern them.

Areas for improvement

In general:

The objectives and goals in Governance are considered too ambitious for the short 15-18 ISP time frame. They should be more realistic and measurable. Governance is the least developed objective. Indeed, we are lacking a governance strategy, it has received less technical support and capacity building for teams and LPOs about what we understand as governance. We are lacking resources, and experts in Governance. Our advocacy has been unbalanced, although in some countries more progress has been made than in others, there is still confusion between advocacy actions and accompaniment for local and national governments. The fact that we have not developed key positioning has not helped. We can see that governance actions are still more focused at a local level and not so much on political advocacy nationally. There are no advocacy interventions in themselves, they are always linked to another project (no projects have been cited that are solely advocacy). We also observe a lack of consensus about how we should work on governance issues in complex contexts without putting the institution and C&A at risk. Lastly we need to develop the work in networks at a regional level.

Extract from the Country Plan Evaluation Report for Guatemala: "Promote more C&A participation".

Extract from the Country Plan Evaluation Report for Nicaragua: "The Educo actions in this current strategic period encourage participation of C&A at school, it being necessary to make progress in the promotion of the participation of children from community spaces and in decision-making spaces at the municipal and national levels".

Extract from the Country Plan Evaluation Report for Bolivia: "The country plan lacks a conceptual definition of what Educo understands as governance which directly affects the definition of clear objectives, as well as the scope of the strategic and operational programming".

Extract from the Country Plan Evaluation Report for Burkina Faso: "Sociocultural factors are not taken into account in the delivery of the governance activities (...) there is a lack of an accountability culture for C&A".

Goal 3.1: States' (principal duty bearers) fulfilment of their duty to establish effective laws, policies and structures that guarantee child rights.

For this first goal of the Governance objective we highlight the following areas for improvement:

- More links, connections and networks should be created both with governments and civil society.
- Strengthen the actions for ensuring the participation of C&A in the public system.
- Influence governments to strengthen C&A wellbeing.

- Do more advocacy at international, state and regional levels.
- Improve the advocacy we can do for decision-making.
- Develop advocacy strategies.
- Accompany States better to make their legal texts and applications more accessible to the public.
- Strengthen the capacities of governments at a technical level.
- Better coordination with other child NGOs to be more effective.
- They must be linked into longer-term plans and strategies.
- Sometimes, we don't focus on legislative, policy or structural changes and we focus more on participation in processes or spaces. We lost sight of the final change we want.
- Strengthening our accountability externally could encourage governments to improve their own accountability.
- We would improve if we finished the capacity-building process in the implementation and operation of laws, policies and structures.

Goal 3.2: Playing of an active role by citizens and civil society (secondary duty bearers) in building and monitoring public strategies to defend and promote child rights.

For this second goal of the Governance objective we highlight the following areas for improvement:

- Need for a specific strategy, adapted mechanisms and structures.
- Support more civil society initiatives and their involvement ("do with").
- More campaigns and programs for raising awareness in the community are needed as well as ensuring their commitment.
- More advocacy actions in common with civil society.
- Do more capacity-building/training aimed at duty bearers.
- Involve C&A, young people and the community more and those who are most disadvantaged.
- Opt for Education for Development (EfD).
- Promote a self-help approach to develop active carers who defend children's rights.
- Improve coordination with the communication and marketing departments in order to carry out social awareness-raising activities with an educational basis.

Goal 3.3: Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.

For this third goal of the Governance objective we highlight the following areas for improvement:

- More training for C&A leadership, their active participation.
- Integrate the participation of C&A more in all processes.
- The adult-centric vision is still very present; more awareness is needed so that adults take the opinions of C&A into account.
- A clear strategy is needed so that the C&A who participate in networks and forums for advocacy with governments.
- Strengthen the accountability mechanisms for children including feedback mechanisms.
- Carry out innovative exercises with C&A.

Lessons learned

- Need for knowledge of the limits of participation and accountability aimed at children.
- Take advantage of pilot experiences like, for example, the *Resilient Roots* project regarding co-creation of accountability projects with and for children, carried out with the Nicaragua Children's Club, as a differentiating factor and replicable in other COs.

- The area of Governance, in the same way as Protection, are recent areas which have been introduced in the 15-18 ISP. Also, for Governance issues there has been no accompaniment in human resources (for example we do not have a reference person for Governance) to strengthen the capacities of the teams and LPO in this field.
- Despite having opted strongly, institutionally, for C&A participation, it is interesting to see that goal 3.3 is not the most valued in the Governance goals. Political will should be matched with tangible resources.
- Working for child participation requires time, special capacities and financial resources.
- The participation of C&A in school and citizen governance is a guarantee of management based on accountability, transparency and the sustainable promotion and protection of children's rights.

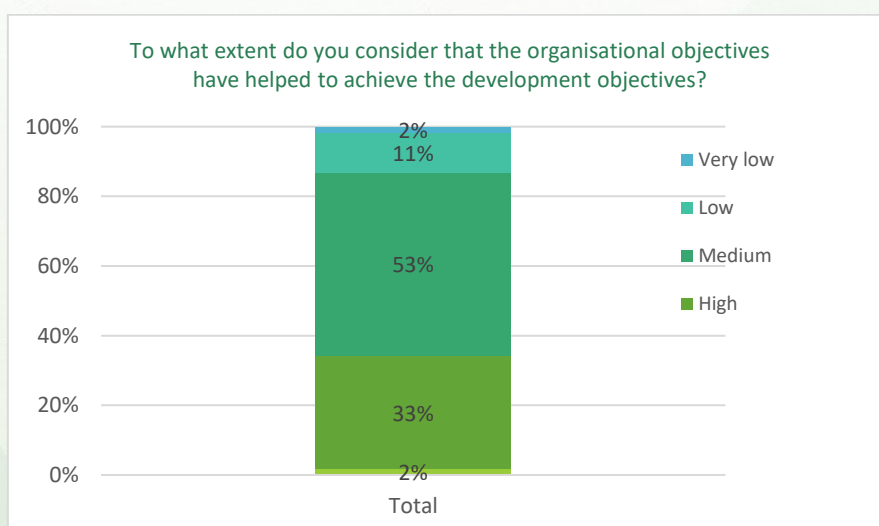
Extract from the Country Plan Evaluation Report for Nicaragua: "Work on the personal dimension of C&A so that they strengthen their self-esteem. The value that children have of themselves is an essential condition for the exercise of their right to participation, because it favours the recognition of their condition as rights holders and their potential for transforming their personal and social reality".

Extract from the Country Plan Evaluation Report for the Philippines: "Working with existing government structures and offering them capacity-building contributed to making them more functional and giving them better guidance about how to address the issues and concerns of C&A. The creation in parallel of the capacities of the State, civil society organisations and C&A improves initiatives and sustainability".

Extract from the Country Plan Evaluation Report for Mali: "Planning actions so that civil society organisations can take over after Educo's departure."

Organisational strategic objectives

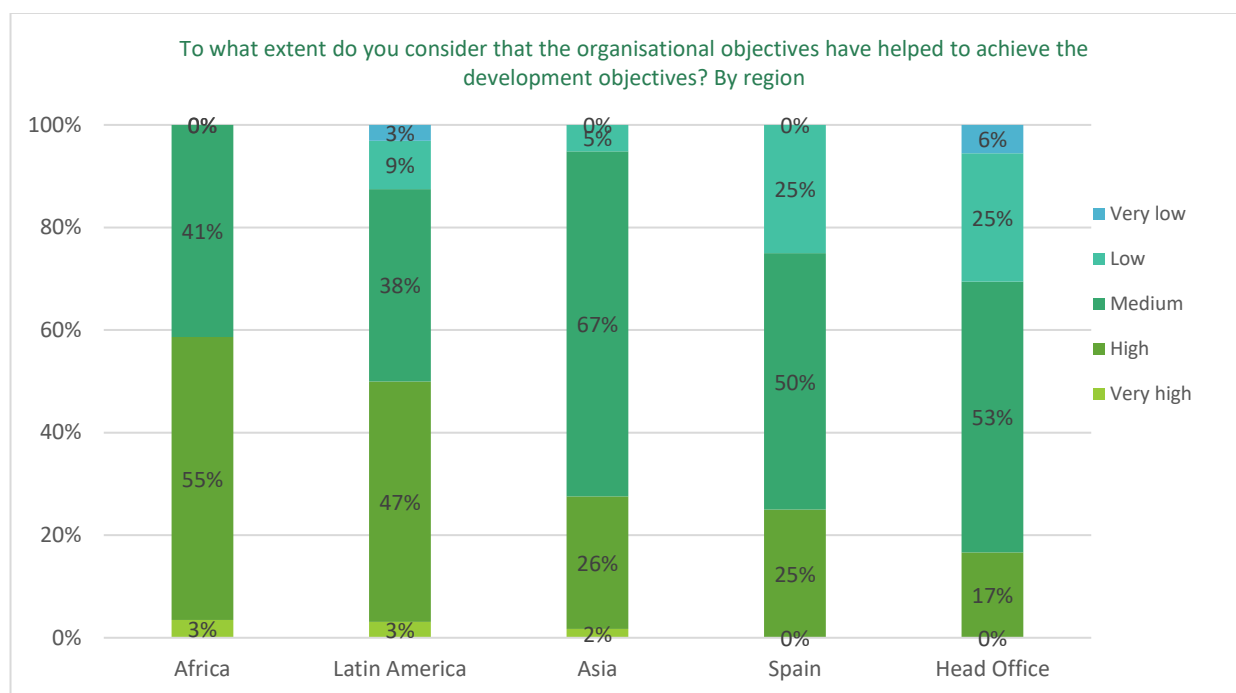
Before beginning to assess the three organisation strategic objectives one by one⁸, first we ask ourselves whether they have been useful for fulfilling the development strategic objectives. The following graph indicates perceptions globally:



Graph 26. Online questionnaire results

⁸ For the analysis of organisational objectives, due to their nature, we will analyse them in general. We will not describe the achievements and areas for improvement for each goal.

Globally, it is thought that the organisational objectives have helped to achieve the development objectives, with total percentages which are quite high: by combining “high” and “moderate” the result is 86%.



Graph 27. Online questionnaire results

At a regional level, we see that it is in Africa and America where it is thought that they have been the most useful with a high percentage of “high” and “very high” respectively of 58% and 50%.

Integration of the child rights-based approach

Strategic Objective of integrating the CRBA: The CRBA is integrated at all levels of the organisation.

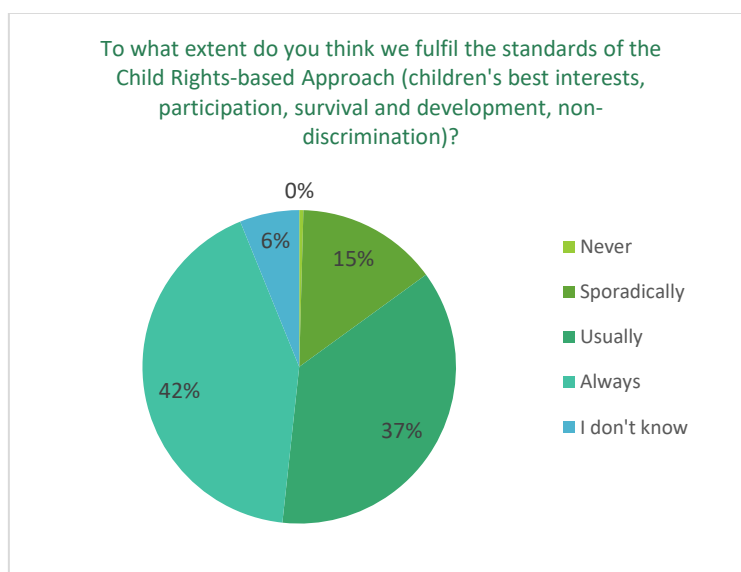
“The institutional principles make the foundation for the organisational culture and the policies which develop it, as well as the approach to the structure of the organisation itself. We want an organisation built by and for people, which trusts their abilities to achieve the established purposes and which ensures that in all our processes and procedures Children’s Rights are respected and promoted” (2015-2019 ISP extract)

INTEGRATION OF THE CRBA OBJECTIVE The Child Rights-based Approach is adopted at all levels of the organisation.

- Goal 4.1** Establishment of plans for the personal and professional development of the team, as well as of internal processes and plans that incorporate a Child Rights-Based Approach.
- Goal 4.2** Development of a work culture oriented towards ensuring accountability at all levels, through the evaluation of processes and results and evidence-based decision making.

We asked ourselves the following question: To what extent do you think that we fulfil the CRBA principles?

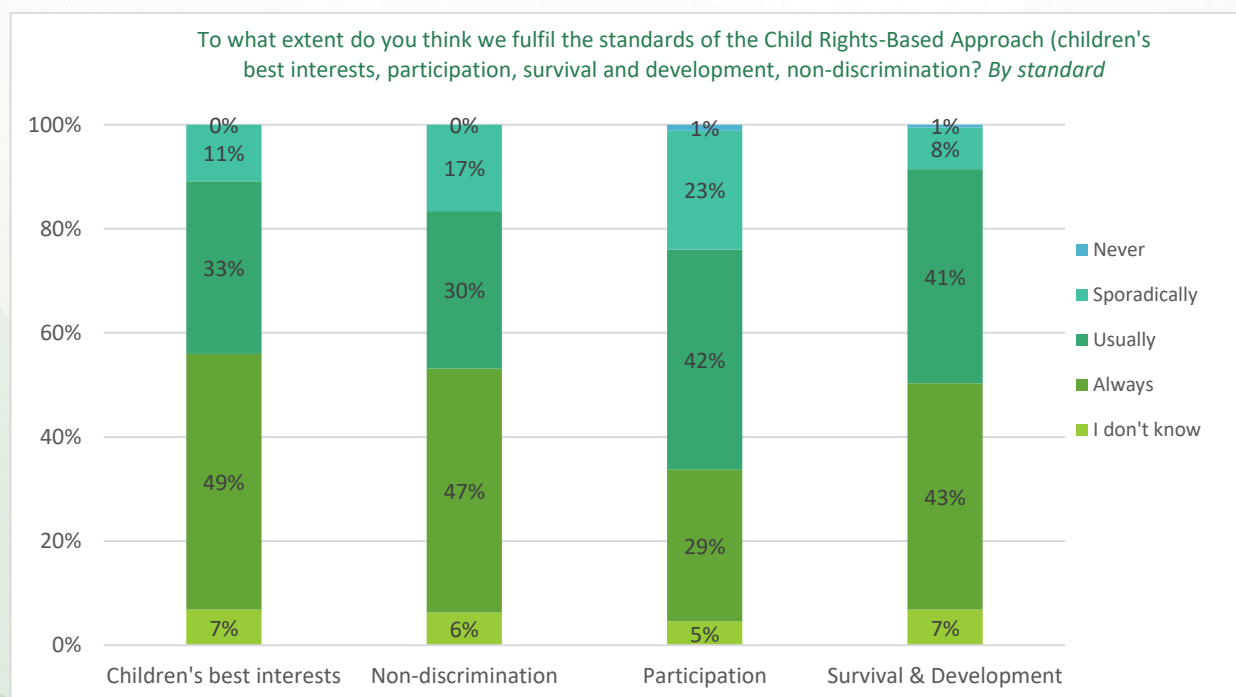
The following graph indicates the perceptions globally integrating the 4 principles (best interests of C&A, participation, survival and development, non-discrimination):



Graph 28. Online questionnaire results

We can see that, at a global level, it is thought that the CRBA standards (best interest, participation, survival and development, non-discrimination) are 42% "always" fulfilled and 37% "usually" fulfilled, making almost 80% if we combine the two.

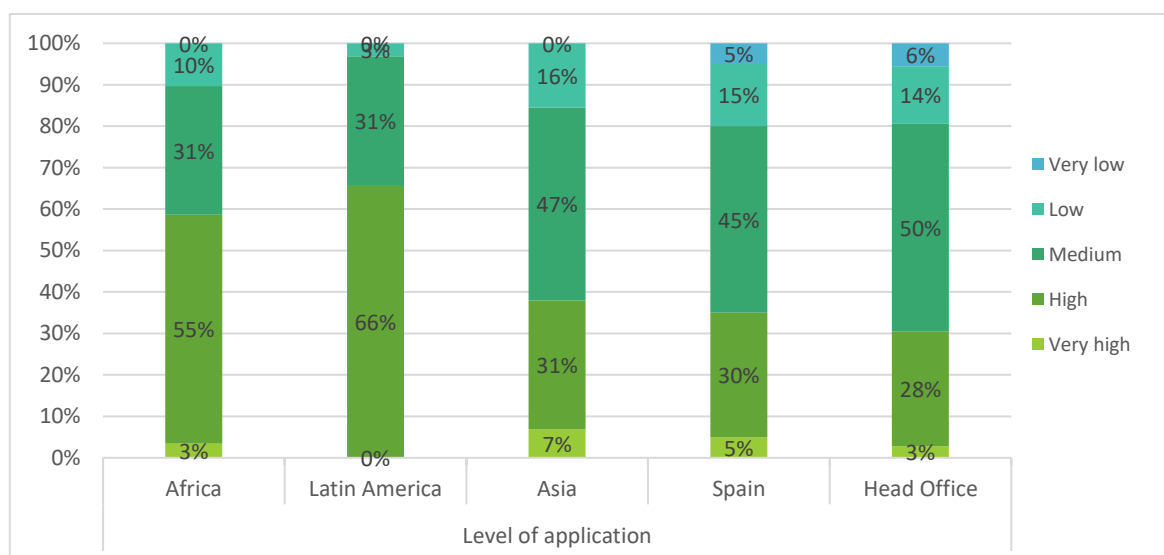
If we look at the following graph:



Graph 29. Online questionnaire results

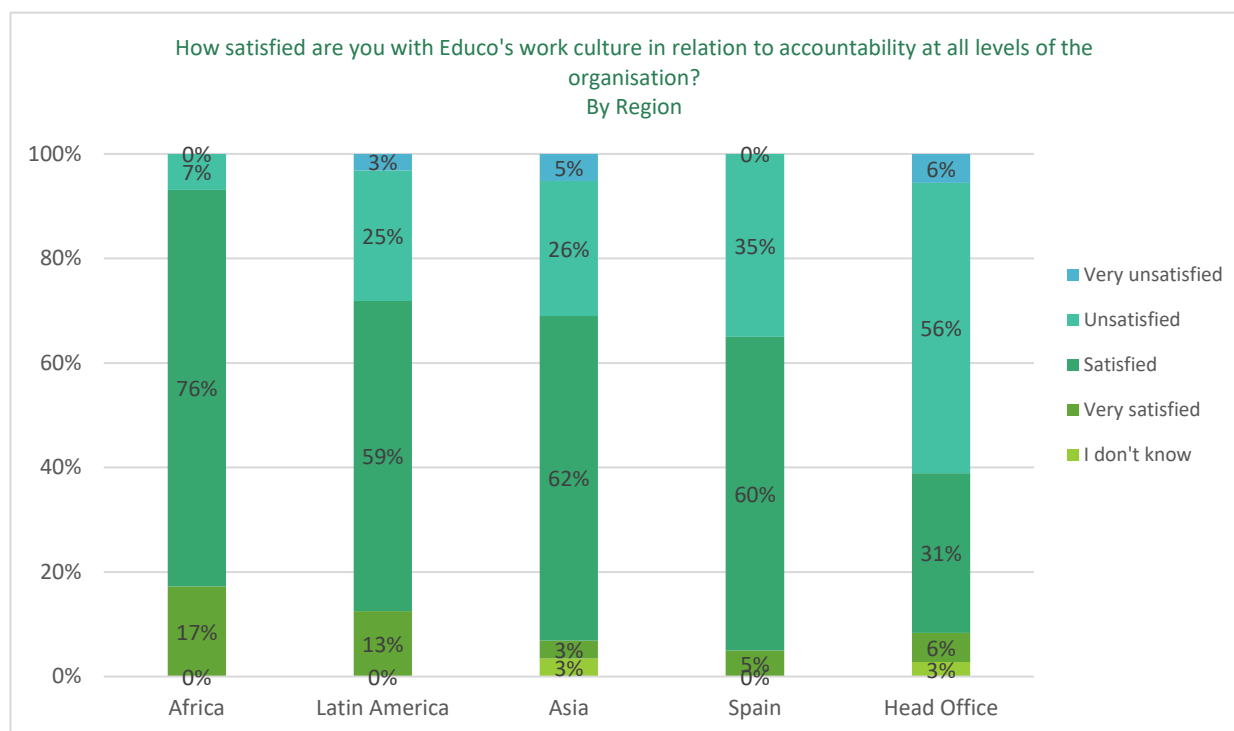
The *best interests of C&A* standard is the one with has the highest percentage of “always”. By combining “always” and “usually” it matches *survival and development*. We can note that the *participation* standard for children is the one with the lowest percentage.

Where do you situate your level of application of your work in the Child Rights-based Approach? By region



Graph 30. Online questionnaire results

As we have seen above, at a global level there is a good understanding of the approach (54% “high” and 34% “moderate”), however, the level of application is a bit lower (41% “high” and 42% “moderate”). The Africa and America regions are the ones with the best results (Africa 55% “high” and 3% “very high) and America 66% “high”) in relation to the level of application. Spain and head office are the ones who think there is the lowest level of application (“low” and “very low” amount to 20% between them).



Graph 31. Online questionnaire results

In relation to accountability it is interesting to see that Africa and America are the two regions with the highest percentages of “very satisfied” and “satisfied”. Asia and Spain have the same percentages of “very satisfied” and “satisfied” and are in third place. The most noteworthy is that there is more satisfaction in the country offices than in head office which places more than half of its answers in “unsatisfied” (56%).

Identified achievements

Below we indicate some of the achievements identified for this objective for integrating the CRBA:

- Delivery of internal training about CRBA in all the CO in order to integrate it in the planning, delivery, monitoring and evaluation of the projects as well as in internal processes and procedures.
- Elaboration and sharing internally and externally of various policies which respond to the CRBA (e.g. Child Safeguarding Policy, Suggestions, Complaints and Commendations Policy, etc.), the creation of policy commissions and global standards and committees in the COs.
- Creation of a unit for Monitoring, Evaluation, Accountability and Learning (MEAL) at head office, elaboration and sharing of MEAL tools, recruitment of a MEAL person in most of the country offices.
- In order to mainstream the CRBA in everything we do, for example, in communication, a guide has been created about interviewing C&A with a rights-based approach (see annex).
- Elaboration of an Open Day Event⁹ guide to accompany and systemise accountability in all the COs for all Educo actors and collaborators, especially C&A participants.
- The Child Friendly Accountability initiative, in which Educo participates as a member of ChildFund Alliance. This initiative aims to support C&A to demand accountability from governments and local authorities in relation to fulfilment of the SDG 16.2 on violence against children and, at the

⁹ [Educo MEAL Tools.](#)

same time, promote advocacy work in favour of local, national and international systems and policies focused on eliminating violence against children. Use a methodology which allows C&A to get involved in the identification of problems and solutions, and participate in informed negotiations with decision makers about the issues that concern them.

- Integration, also in the activities related to child sponsorship, awareness-raising actions with C&A about their rights through information adapted to them.

Extracts from the Country Plan Evaluation Report for Guatemala: "Training in CRBA internally".

"The creation and implementation of institutional policies (Child safeguarding, Environmental, Gender, Commendations, complaints and suggestions) has contributed to adopting the rights-based approach".

Extract from the Country Plan Evaluation Report for Nicaragua: "Specialised training set up by the Educo head office to be replicated subsequently at country level."

Extract from the Country Plan Evaluation Report for Bangladesh: "Empowerment of the community through their active participation in the Participative Monitoring and Evaluation System (PME) is being thought of as a vehicle for Educo to be accountable to the community. Educo developed a monitoring and evaluation mechanism in schools which involves the community (SMC, parents, teachers, C&A)".

Extract from the Country Plan Evaluation Report for Burkina Faso: "The credibility of Educo in the child rights-based approach is recognised at state level and in the communities in the areas it intervenes in".

Areas for improvement

Below we indicate some of the achievements identified for this objective of integrating the CRBA:

- We need to develop our own methodologies for C&A accountability.
- We have not managed to incorporate CRBA into all the planning processes.
- Consider project planning processes which systematically incorporate methodologies in which C&A participate or which are validated by C&A.
- Strengthen the communication around institutional decision-making and why each decision was taken.
- Open the agenda of the annual accountability meetings at head office to more relevant data (not focus only on economic data).
- Integrate C&A in decision-making.
- There are no systems of control by children towards Educo.
- Having more quality time to plan, analyse and have more objective and integrative reflections.
- Develop more research and evaluations.
- Develop a voluntary work policy.
- Develop an inclusion policy.
- Strengthen training in gender equity starting with the concepts themselves with the aim of sharing the same understanding with the whole Educo community and thus be able to strengthen the gender equality approach at a transversal level in all areas of the organisation.
- All projects should contemplate the 3 pillars (education, protection, governance), have a more holistic planning process.
- Concepts like "diversity" indicated in the 15-18 ISP are not well integrated in our work.
- Maintain knowledge about CRBA methodologies for all staff ensuring that new recruits are also given inductions to consolidate our progress.

Extract from the Country Plan Evaluation Report for Nicaragua: "Strengthen accountability mechanisms for children, using methodologies and formats appropriate to their age".

"Bring suggestions, complaints and commendations mechanisms to the community space".

"Share all the Educo policies more extensively".

Extract from the Country Plan Evaluation Report for Bangladesh: "Educo should have a functional staff development system to help the organisation grow".

Lessons learned

Below we indicate some of the lessons learned identified for this objective of integrating the CRBA:

- Having some investments and homogenous accompaniments related to the CRBA for the whole Educo community could help to reduce the differences in appropriation between head office and between regions, countries.
- Need for more accompaniment and systematic training for every new person in CRBA in order to consolidate the knowledge obtained.
- Need for more investment to consolidate the CRBA so that it is applied in all areas.
- The progressive decline in the sharing of information about the Management Board (we have gone from receiving minutes, to quarterly reports and then nothing) leads to a certain level of misinformation in head office about what is going on in the countries and tells us there is a lack of internal accountability.
- Need to share the decision-making processes to achieve more internal transparency.
- Need to integrate the CRBA in the Compliance policy.
- Carrying out real monitoring of the strategy and incorporating evaluation from the beginning facilitates accountability and collective learning.
- A lot of investment and dedication for organisational standards and they were eventually left without effect: it is important to go all the way to the end of the processes to improve efficiency.
- It is important to work on the culture of silence; it is difficult to say things in formal spaces.
- It is difficult for new initiatives from countries to be institutionalised: they must be shared in formal spaces so that people can get to know them.

Extract from the Country Plan Evaluation Report for Bangladesh: "Raising awareness in the community about their rights is the first step in developing a Child Rights Based Monitoring & Evaluation mechanism".

Extract from the Country Plan Evaluation Report for Nicaragua: "It is essential that the policies are shared using understandable language which allows the staff in the Country Office to measure the implications for their daily work".

Extract from the Country Plan Evaluation Report for Burkina Faso: "The mobilisation of actors (State, NGOs, associations and communities) through the child rights-based approach is an effective trampoline which provokes change in the communities".

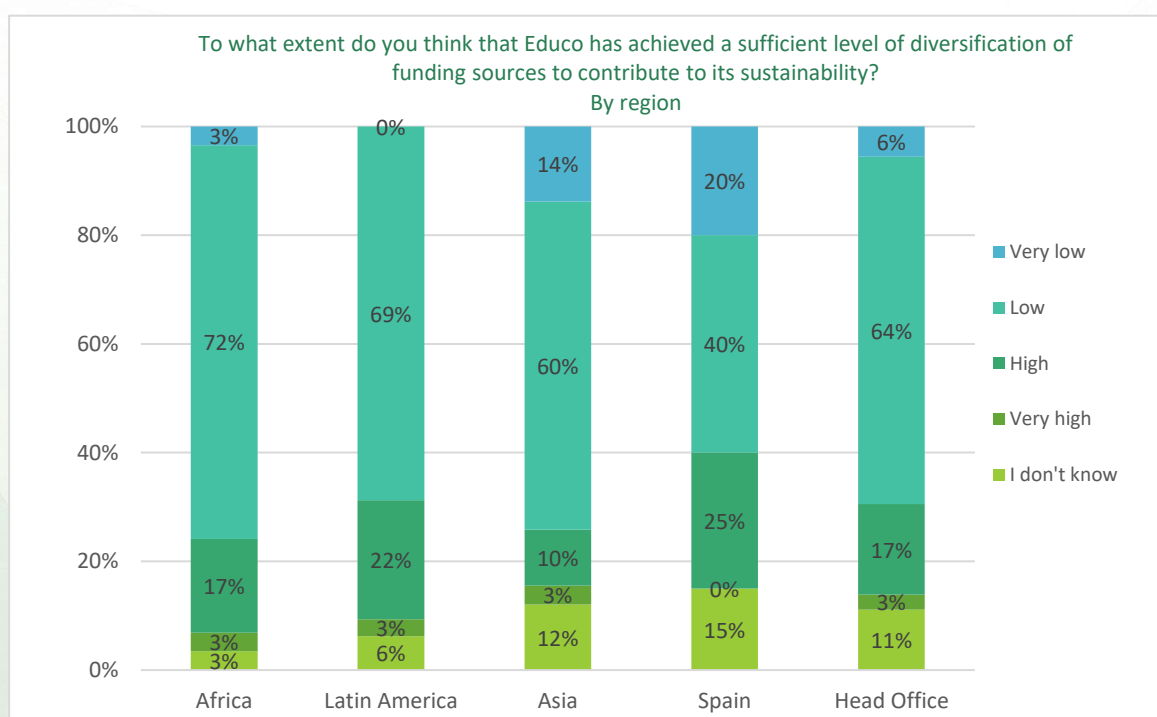
Funding

Strategic Objective for Funding Economic sustainability is achieved in support of the organisation's mission.

"We are committed to implementing innovative strategies for searching for and diversifying funds. 78-82% of the budget will be aimed at fulfilling the three Strategic Development Objectives. Out of this, approximately 45-50% will be dedicated to Objective 1: Education. The remaining 55-50% will be distributed between Objective 2: protection and Objective 3: Governance". (2015-2019 ISP extract)

FUNDING OBJECTIVE Economic sustainability is achieved in support of the organisation's mission.

- Goal 5.1** Consolidation of private resources.
- Goal 5.2** Establishment of alliances and collaborations with private companies and foundations whose work is coherent with our institutional philosophy.
- Goal 5.3** Securing of public funding grants



Graph 32. Online questionnaire results

One of the first questions we asked the Educo community in relation to the Funding objective was about the diversification of the funding sources. Here, we see that the combination of the percentages of "very high" and "high" does not reach 25% in any of the regions or in head office. There is quite a pessimistic

view about the sustainability of the institution in relation to the diversification of its funding sources. There is room for improvement over the next few years.

Globally, it is thought that we are still far from a diversification of funding sources which gives us greater sustainability (62% "low" and 9% "very low").

The areas with more confidence are America (22 "high" and 3% "very high") and Spain (25% "high") however Spain also has the highest percentage of "very low" (20%).

Africa (72% "low" and 3% "very low") and Asia (60% "low" and 14% "very low") are the most critical, followed by head office (64% "low" and 6% "very low").

Identified achievements

Below we indicate some of the achievements identified for the Funding objective:

- Accreditations like AECID and ECHO.
- Mapping of institutional donors in the three regions.
- Market research on individual donations and donations from private companies in some countries with an analysis of mechanisms, limitations and recommendations.
- More public funding. AECID; AACID; EU; various local councils, GAC, UNICEF, FOMILENIO etc.
- Funding from private companies.
- Capacity-building for internal teams and LPOs in formulation and budgeting for external public donors.

Extract from the Country Plan Evaluation Report for the Philippines: "Mapping of foundations and international and public donors"

Extract from the Country Plan Evaluation Report for Nicaragua: "The management and technical team capacities have been strengthened to formulate quality projects, incorporating the results approach into the logical framework".

The number of applications to calls from multilateral organisations (European Union, AECID, World Bank, Local councils, Embassies). In the 2016- 2019 period 15 grants have been applied for, of which 11 have been adjudicated.

Extract from the Country Plan Evaluation Report for Burkina Faso: "Experience acquired in budgeting and project writing (external funders)".

Areas for improvement

Below we indicate some of the areas of improvement identified for the Funding objective:

- Maintain capacity-building in the formulation, budgeting and justification of projects with external funders both for internal teams in the countries and their LPOs.
- Minimise the differences between countries: there are COs which have taken on the challenge of fundraising themselves and others who continue with the expectation of global guidelines.
- Continue to develop a global strategy for fundraising from private and public sources.
- Work on more regional and inter-regional proposals, campaigns and studies.
- Develop more collaborations with private donors (foundations, companies) in country offices as well.

- Involve all the areas of the organisation more in resource mobilisation.

Extract from the Country Plan Evaluation Report for Nicaragua: "Although coordination with private companies has been established, the process for approving a global and regional strategy which clearly defines the conditions that need to be observed for applying to private calls has not been completed".

Extract from the Country Plan Evaluation Report for Guatemala: "Capacity building for internal team and LPOs".

Extract from the Country Plan Evaluation Report for Mali: "Establish a strategy for mobilisation of funds with foundations, public organisations and companies".

"There are not enough alliances with foundations and companies".

Lessons learned

- Below we indicate some of the lessons learned identified for the Funding objective:
- Having an organisational strategic objective for funding has made it possible to strengthen resource mobilisation. Even so, it is recognised that funding through child sponsorship allows for more freedom of action in the long term.
- The standards and recognition on behalf of agencies has helped to make improvements and positive internal changes.
- Importance of continuing to improve the quality of the projects and their justifications by providing teams and LPOs with capacity-building in formulation and budgeting according to funder criteria.
- Good relationships in the field and knowledge of the contexts is a guarantee of trust for the funders.
- The formation of multidisciplinary teams at each stage of the project (formulation, implementation, evaluation) extends the shared responsibility for sustainability.
- Need to continue improving our communication and marketing actions to diversify private funds.
- Importance of continuing to consolidate our system for generating evidence in order to share the results of our work with the funders.
- Membership of more networks and alliances (ChildFund etc.) increases our fundraising capacity.

Extract from the Country Plan Evaluation Report for Guatemala: "It is important to have a portfolio of projects and partner organisations which help us to identify the most relevant funding sources".

Extract from the Country Plan Evaluation Report for Nicaragua: "Adapting to the international development dynamics. International development tends to value better the proposals presented by consortiums of international and/or national organisations who combine their experience and resources to implement projects which contribute strategically to the fulfilment of children's rights".

Visibility and networking

Strategic objective for visibility and networking: The organisation is recognised as a leader in the child rights sector, locally, nationally, and internationally.

"It is essential to join forces to improve the quality and scope of the results obtained, not just for the delivery of projects and programs in the field, but also for the raising of social awareness and education for

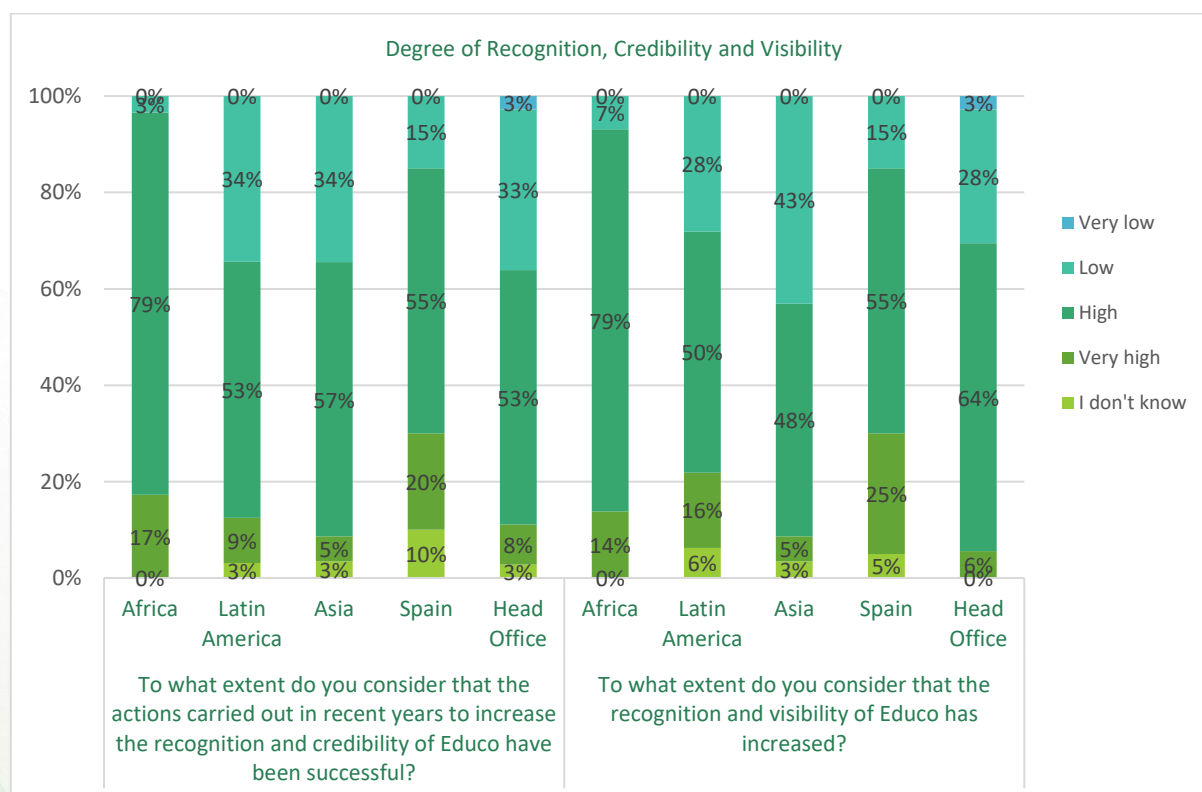
development, contributing in this way to a change aimed at a culture which promotes, protects and implements rights.” (2015-2019 ISP extract)

VISIBILITY AND NETWORKING OBJECTIVE

The organisation is recognised as a leader in the child rights sector, locally, nationally and internationally.

Goal 6.1 Enhanced visibility and credibility of our organization.

Goal 6.2 Joint efforts and exchange of knowledge and experience with other organizations to improve impact and learning.



Graph 33. Online questionnaire results

If we observe the graph we see that there is a direct correlation between considerations regarding the actions carried out and the improvements to recognition and visibility. The percentages of “high” and “very high” in almost all of the regions correspond: the more successful the actions carried out are considered, the more positively the recognition and visibility of Educo are valued.

The general tendency is quite positive; all the regions and head office have percentages over 50% if we combine “very high” and “high”. However, Asia is the most pessimistic region with 43% for “low” in relation to the increase in the recognition and visibility of Educo.

The Africa region stands out with a result of 79% for “high” in relation to the actions carried out to increase the recognition and credibility of Educo and a result of 79% for “high” in relation to the increase in Educo recognition and visibility.

Identified achievements

Below we indicate some of the achievements identified for this visibility and networking objective:

- More work in each country and at head office in networks and alliances where we can have a greater influence on Public Policy, learn and carry out complementary work (e.g. new Protection networks, CLADE, Educo leadership in the global movement for children, the first Educo Congress in Madrid, etc.).
- ChildFund Alliance and Consortiums with other international NGOs have facilitated the diversification of funds.
- Integration in the NGO Coordinator and Lealtad Foundation.
- Globally we participate in the Joining Forces¹⁰ Alliance as a representative member of ChildFund Alliance.
- Membership of the Management Board of the global platform for accountability and transparency, Accountable Now, consolidating our institutional commitment to accountability.
- Participation of adolescents from Educo projects in international spaces.
- The Child Wellbeing Congress which Educo organised in Madrid in 2015 was an important turning point in terms of relations with institutions.
- In Spain, within the Social Action Program, work was done in a network of 46 organisations, with an important role as catalyst for Educo and achieving a strengthening of these organisations.
- Creation of a specific area of communication and media, with global, regional and country staff.
- 1st global communication meeting at head office in Barcelona.
- Leadership of the *Small Voices Big Dreams* study, the study *Violence against Children explained by Children* carried out within ChildFund Alliance.
- Development of plans, global and regional communication processes.
- Elaboration of an institutional guide for the development of Open Day Events which encourage and enable the homogenisation in all our COs of our local accountability, which also give us visibility.

Examples of recognition in the COs:

Philippines: certificate of recognition from the Council for the Welfare of Children (CWC) for Educo's support and sustained collaboration.

Mali: appreciation from the Mali National Youth Network for the accompaniment Educo provided for the National Youth Forum, and appreciation from the Direction du Site National des Enfants for the accompaniment Educo provided for National Children's Day.

El Salvador: Educo received in December 2018 recognition for "Peace Culture" from the Office of the Procurator for the Defence of Human Rights (PDDH in Spanish) within the framework of the Commemoration of the 70th anniversary of the Universal Declaration of Human Rights.

Nicaragua: two acknowledgements on behalf of the Education Ministry (MINED) for the accompaniment, support and work which EDUCO Nicaragua has been developing in favour of educational quality for C&A.

¹⁰ A global initiative of six global NGOs for children's rights, which aims to create synergies and combine international strengths for accelerating the fulfilment of the Convention on the Rights of the Child.

Extract from the Country Plan Evaluation Report for the Philippines: “Having staff for Communication”

Extract from the Country Plan Evaluation Report for Nicaragua: “Educo has strengthened its participation in national networks and coalitions for children’s rights and has strengthened their willingness and ability to take on leadership roles in these.”

Extract from the Country Plan Evaluation Report for Bangladesh: “Educo Bangladesh developed its website (www.educo.org) in 2019 in English. It highlights the important events and achievements that Educo has presented to the actors involved in general.”

Extract from the Country Plan Evaluation Report for Burkina Faso: “International recognition through externally funded projects”.

Extract from the Country Plan Evaluation Report for Mali: “Publication of the Child Rights Situational Analysis carried out CRSA (Education and Protection)”.

Areas for improvement

Below we indicate some of the areas for improvement identified for the Visibility and networking objective:

- Strengthen our leadership in networks more (positioning).
- Strengthen mechanisms for capitalisation and sharing of lessons learned.
- Do more and improve the sharing of collaborative studies with more presence in the media.
- There are still some inconsistencies between what we do and what we communicate.
- The work in networks and alliances is still too focused on the country level, a broader consensus at regional level is needed.
- Develop global consortia with key actors and not just for projects funded temporarily.
- Continue to define the advocacy/global campaign strategies.
- The ToC narrative should have helped to define more clearly the priority areas of the organisation.
- At country level, the communication teams need to be more integrated with programmatic management teams, meetings with partners, etc.
- Clarify what we can do as Educo, beyond ChildFund Alliance.
- Connect the advocacy actions more with the results we achieve in the countries.

Extract from the Country Plan Evaluation Report for Guatemala: “Have a global communication strategy”.

Extract from the Country Plan Evaluation Report for Bolivia: “It is also evident that the projects being implemented have an important component of political advocacy, but the advocacy actions have been carried out through local partners or led by them. There is no systematic survey of advocacy processes.”

Extracts from the Country Plan Evaluation Report for the Philippines: “Collaboration and adhesion to networks and alliances which can complement and supplement Educo’s capacity in relation to advocacy and resource mobilisation.”

“Closer and more constructive collaboration between the different areas of the organisation”.

Extract from the Country Plan Evaluation Report for Mali: “Weakness in the publication of opinion articles in the media”.

Extract from the Country Plan Evaluation Report for Burkina Faso: “Insufficient capitalisation of lessons learned”.

Lessons learned

Below we indicate some of the lessons learned identified for the Visibility and networking objective:

- Carrying out our own studies strengthens our actions as it gives us inputs for adapting our actions better to the needs of children.
- Various opportunities open with external contacts.
- The more we share our knowledge, the more we realise that we can encourage reciprocal learning and therefore share experiences and tools.
- In the future, it will be necessary to agree a collective and common definition of “notoriety”.
- Linking studies to a communication strategy produces greater impact.
- The consolidation of our collaboration with other local organisations in the medium term enables us to strengthen our role as a catalyst and our recognition as a facilitator of social change.

Extracts from the Country Plan Evaluation Report for Bangladesh: “A synergy between communication and advocacy could give better results”. “Making advocacy work in closer collaboration with communication could help understand how raise their voices even more to defend different child rights issues”.

Extract from the Country Plan Evaluation Report for Burkina Faso: “Life stories help to highlight the impact of our projects in communities”.

Possible good practice

Programmatic

Below is a list of some promising practices carried out in the strategic period, with potential for being replicated in other COs or institutionalised. It is a selection of good practice which has been compiled by the COs in their evaluation reports for the Country Plans and some have been identified through learning tools elaborated by the MEAL team and completed by COs.

- Carrying out CRSA in the initial phases of the projects enables the alignment of methodologies for identifying problems from a holistic point of view of rights and their structural causes with the same level of quality and detailed information.
- Elaboration in each CO of a CRSA through a participative process in which the different stakeholders involved participate, with special attention to C&A.
- Open communication and ongoing coordination by Educo with local actors and project participants encourages them to participate more and collaborate fully in the projects.
- The use of endogenous practices for carrying out the activities, in particular those related to C&A protection.
- Involving C&A actively and directly encourages the involvement of families and their communities.
- Carrying out empowering processes with C&A which increase understanding of their rights and their participation as agents of change.
- Involving grandparents in the education of C&A can lead to lower school dropout rates.

- Cross-referencing between the different LPOs of the same CO for exchanging lessons learned, strategies and tools and therefore encouraging the implication and appropriation the same issues by everyone and generating, at the same time, constructive partnership relationships.
- The implication of community actors in the definition and criteria of the delivery of the activities encourages their appropriation and sustainability over time. Like, for example, their implication in the definition of selection criteria for the girls in the SHE grants program (ensuring that girls continue their education in secondary school).

Organisational

Below is a list of some promising organisational practices carried out during the 2015-2019 strategic period, with potential for being institutionalised. It is a selection of good practice which has been compiled by the COs in their Country Plan evaluation reports and some which were identified in the Educo 2018 accountability report.

- Carrying out the Participative Institutional Diagnosis (PID) facilitates the guidance and prioritisation of the organisational guidelines for the COs.
- Setting up global commissions for facilitating the appropriation and implementation of the Institutional Policies, as well as Commissions for the Implementation of Policies and Standards (CIPS) and Committees in the COs.
- Systemisation of signing commitments for the fulfilment of positive treatment policies on behalf of involved actors.
- Learning through practice (learn by doing) has been applied while the organisation tried to complete the transition to being an organisation based on children's rights.
- Adoption of a system for gathering and analysing information led by C&A. Their recommendations and voices are incorporated in the MEAL reports.
- Carrying out Open Day Events¹¹ in some COs is being institutionalised with a methodological guide for facilitating replication in other COs in line with our institutional policies and our accountability approach as well as encouraging being open and transparent as an institution.
- Carrying out an Educo Congress has enabled us to position ourselves as an organisation with a child wellbeing approach.
- Launch of a "365" staff evaluation system which involves self-evaluation and being evaluated by peers and line managers, in order to encourage ongoing improvement and professional development.
- Creation of a third management body, the Global Management Committee, which integrates all the directors of our COs, as well as management staff from head office. The creation of this extended committee corresponds to the plan to work in a more global and decentralised way.
- Carry out a processes map of the whole organisation.
- Carry out an annual global monitoring report of the results planned globally whose aim is to facilitate the analysis and communication of the progress, highlighted actions and challenges found in the different COs and generate timely and useful information for the ongoing improvement and reorientation of the strategies and activities planned in that period.

¹¹ Shared spaces for dialogue, analysis and reflection about Educo's work in the territory, with the participation of all the actors involved in our work, including children and adolescents.

MAIN LESSONS LEARNED FROM THE IMPLEMENTATION STRATEGIES

Capacity-building

We asked ourselves, during the strategic evaluation process, how we had approached our internal capacity-building system (1), but also that of the rights holders and duty bearers (primary and secondary) (2) and in particular our Local Partner Organisations (LPO) (3).

1. Internal capacities

In the different areas, the internal capacities of Educo have been strengthened in different ways.

Firstly, to capitalise on the processes for elaborating, moderating or making progress on new global policies, processes or tools, the areas or departments involved facilitated training guidelines, exchanges via videoconferences and/or used their visits to the field to carry out the relevant training, through workshops for example, for the Country Office teams.

Secondly, the detection of training needs, linked mainly to the integration of the CRBA, led to internal and ongoing training in various issues like the Convention on the Rights of the Child (CRC), how to carry out CRSA, the formulation of projects with CRBA, Safeguarding policies, etc.

Thirdly, the creation of new areas like Resource Mobilisation, Communication, and Monitoring, Evaluation and Learning (MEL) has strengthened the teams, enabling better ways of addressing issues which are a priority for the organisation.

Lastly, online training has also been strengthened with the development of a platform called Development Room, to facilitate the access of the whole Educo community (head office and COs) to a series of general training and applicable globally (e.g. Introduction to accountability in Educo).

However, despite these actions, we still have a lot of room for improvement with regard to internal capacity building. Indeed, there are still differences between the teams at head office and the ones in the COs and within the departments or areas themselves in relation to the carrying out of training plans.

These plans tend to be annual and are not always implemented in their totality. More rigorous monitoring is needed for implementing these plans and associating them with talent management for encouraging internal promotion more.

2. Capacity-building with rights holders and duty bearers

The progressive application of the CRBA has meant working with the following 3 pillars:

| TITLE | | | |
|--------------------|---|---|---|
| PILLARS FOR ACTION | Rights holders (C&A) Direct action regarding gaps and violations of children's rights. | Secondary duty bearers Capacity-building in the communities and civil society in children's rights | Primary duty bearers Strengthening of institutional structures and mechanisms. |

Therefore, the projects developed in the period contemplate capacity-building activities for communities, local actors, project participants and local and/or national governments. The first set of training was focused on children's rights (knowledge, legislation, application and implication).

3. Capacity-building with our LPOs

At the same time as trying to strengthen our internal capacities, we integrate the LPOs in several of our training workshops so that they can understand and appropriate our internal policies, the Child Safeguarding Policy, as well as training in the formulation of projects for external funders etc.

We have also learned a lot from our LPOs. Several of them have shared both their contextual and thematic knowledge with us and have added expertise to our actions.

The fact that we have extended our interventions with LPOs has increased internal learning and has generated exchanges of reciprocal knowledge and capacities.

Ultimately, we have improved significantly in the capacity approach, however, we have room for improvement both at a thematic level (keep strengthening the CRBA, knowledge of institutional policies, thematic areas of expertise, etc.) and at an organisational level (knowledge management, learning communities, internal professional development, etc.).

Application of our institutional policies

This strategic period has been marked by the creation of various internal policies which have gradually drawn our identity and our "way of doing things", our operability.

The development of new institutional policies, like the Child Safeguarding Policy, the External Transparency Policy, the Gender Equity Policy, the Environmental Policy and the Partnership Policy have enabled the implementation of our strategy and in particular the child rights-based approach.

The Board of Trustees is the body in charge of approving the institutional policies, and reviewing them when relevant, which is carried out with a periodicity established in each of them.

The policies have been shared, appropriated and applied heterogeneously and not at the same pace in head office as in the country offices. However, various policies like, for example, the Child Safeguarding Policy, the Suggestions, Complaints and Commendations Policy, the Gender Policy and the Environmental Policy, have taken effect and their implementation is strengthening the quality of our actions.

The setting up of Global Commissions for Educo's main policies (Gender Commission, SCC Commission, Environmental Commission, Child Safeguarding Commission), of Commissions for the Implementation of

Policies and Standards (CIPS), and Committees in the COs, has facilitated their appropriation and implementation.

All of our policies are published on our website: www.educo.org

Below we indicate a short assessment of the state of application of our main policies:

Child Safeguarding Policy

The elaboration of this Child Safeguarding Policy has been accompanied by the consolidation of necessary structures to ensure that the organisational protection mechanisms work in practice. This work has included:

- The creation of the Global Commission for the Implementation of the Child Safeguarding Policy.
- The establishment of a global focal point person for protection and regional focal points.
- The establishment of focal points for protection and positive treatment of children in each CO, and protection and positive treatment committees in almost all the COs.
- Participation in the initial training of almost 100% of the staff in the COs.
- The setting up of official mechanisms for notification and response in 5 COs, and pending review and approval in the others.
- Establishment of regional learning networks for child protection.
- Training workshops with Keeping Children Safe in the three regions.
- Total review of the Child Safeguarding Policy.

Some examples of actions in our COs:

In Guatemala and Spain, we have supported our LPOs in the development of their Safeguarding Policies.

In El Salvador, awareness-raising campaigns have been carried out.

In Mali, initiatives for raising awareness have been carried out.

One of the most important lessons that we have identified in this period is the need to give the committees and focal points greater visibility to strengthen their legitimacy and therefore ensure the internal coordination and the correct running of the mechanisms they are implementing. Equally, it is recommended that the necessary resources are guaranteed so that they can carry out their work. On the other hand, we want to continue to participate actively in the Keeping Children Safe network, which we have been members of since 2016, collaborating with them to carry out training for our staff, and working towards their Level 1 Certification.

Suggestions, Complaints and Commendations Policy

This Policy responds to our commitment to promoting effective accountability as an integral part of our work, which involves responsibility and a commitment to listening and responding to the opinions and needs of all of our stakeholders.

In order to facilitate implementation and operability, a Global Commission for Suggestions, Complaints and Commendations (SCC) and SCC Committees in the Country Offices were set up. Both the Global Commission and the SCC Committees tend to be made up of people who represent different departments to facilitate mainstreaming the Policy.

The annual report on analysing the tendencies of all the SCC presented provides us with various lessons. Equally, it is absolutely necessary to work to establish the composition of the local SCC committees, to avoid an excessive rotation of members, and, in all cases, guarantee that there is an adequate process for transferring roles and responsibilities when there are modifications.

Below we indicate some examples of the effects of SCC presented in the COs:

Examples of SCC received and the improvements which have generated in how the COs work:

A complaint on behalf of a student (participant in Educo activities) about the fact that only girls had access to participating in a theatre activity. This complaint led to the creation of a new inclusive group, with participation from both girls and boys, and more awareness-raising activities were carried out about gender equity issues.

Complaint from the Educo team about the quality of the service provided by a food supplier (existence of health risk). To respond to this complaint, a meeting was held with the supplier in which the concerns of the team were transmitted as well as the improvements expected, but, as the supplier did not fulfil what was asked, the contract was terminated.

Gender Policy

This Policy responds to the need to frame gender equity in all our actions.

In order to facilitate implementation and operability, a global Commission for gender equity was created which is interdepartmental. At head office, our reference person for gender during the period evaluated has increased their implication to up to 50% of their availability for work on gender issues.

We have written a guide for the use of inclusive language, we have worked on an Equality Plan for Human Resources which will be completed in 2020, and all staff have carried out a course about the gender approach lasting two days.

In the countries we work in, several activities have also been carried out in relation to institutional strengthening with diagnostics, training and awareness-raising. The most noteworthy ones are:

In El Salvador, an internal diagnosis has been developed to identify the incorporation of the gender approach at an organisational and programmatic level within Educo El Salvador, the results of which will be the foundation for the generation of an action plan for 2019.

In Bolivia and Benin, awareness-raising workshops about gender have been carried out, including local partner organisations in the case of Benin.

In relation to the programmatic application of our Gender Equity Policy, there are still differences between the countries and regions we work in, due to the different cultures, opportunities presented and partnerships established. The personal implication of the people who work in program coordination also plays an important role.

We highlight some of the examples of the progress we have made:

In Bolivia, projects with specific activities for including girls and adolescent girls with different levels of vulnerability have been implemented. The most significant progress is the formulation of the AECID Agreement, which has a significant component of work related to gender, working in the deconstruction and construction of new masculinities with girls, adolescent girls, boys and adolescent boys. Work has continued to take place rescuing and/or sheltering girls and adolescent girls in a situation of trafficking and/or smuggling, seeing as they are – along with adult women – the group that is most vulnerable to becoming victims of this problem.

In Nicaragua, work has been carried out in schools to guarantee an environment which promotes children's rights, reduces gender-based violence and encourages participation. Similarly, training and experience exchanging processes have been developed with the education community about gender equality and violence prevention. We have a specific Gender and Sexual Diversity diagnosis elaborated in 2018 in 10 municipalities in the country, which clearly identifies the gaps and challenges for addressing discrimination and the inclusion of vulnerable groups like women, children and LGBTI people in development processes.

In the Philippines, the CFLG 12 project has a component for women-mothers, who are considered representatives of the organisations which defend children's rights. As well as the normal guidance about children's rights, they organise themselves as Self-help Groups (SHeG), which defend women's rights in governance (participation and decision-making), inside and outside the home. A gender analysis study was also carried out for this project.

Environmental Policy

In our Environmental Policy, we establish the strategic lines of action for contributing to reducing greenhouse gas emissions, both in the delivery of programs and projects and in the daily work of the institution. The Commission for the implementation and monitoring of the Policy has worked to improve the behaviour of the Organisation regarding those elements of its activities, products and services which interact with the environment. In the COs, some of the initiatives that were adopted were the regulation of the use and saving of electricity and the adequate maintenance of equipment to reduce their energy consumption.

Some examples of measures implemented in our COs:

In Nicaragua, the Philippines and Bolivia, set hours have been defined for using the air conditioning and the products which are purchased are ones which save on energy consumption.

In India, the use of technology has been encouraged and the number of Skype meetings and webinars has been increased, especially with head office. And for short and middle length distances, the use of public transport is encouraged.

In Guatemala, controlled monitoring of the organisation's own vehicles was maintained to ensure quality and durability, but also to ensure they were coherent with the internal rules for acquiring goods.

We have focused on some environmental considerations within the organisational strategy, to generate greater commitment to responsible management. We are committed to reducing the commute of staff to

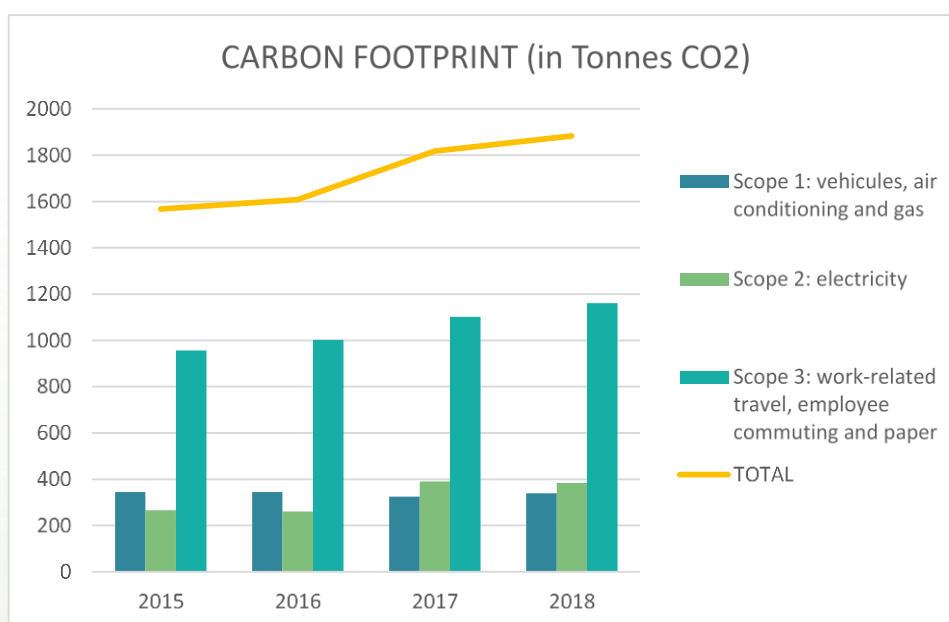
¹² Child Friendly Local Governance

the workplace by promoting remote working. We began a pilot project at head office and in the Spain delegations, registering 8900 hours of remote working, which had a positive assessment on behalf of the staff. One of the commitments in the COs is the adequate use and management of solid waste. Another measure has been asking food suppliers to substitute the use of plastic bags and containers.

Lastly, we measure our carbon footprint annually in order to analyse tendencies and propose setting up actions for improvement. Educo measures its greenhouse gas emissions (hereafter GHG), expressed as a quantity of CO₂ equivalent (carbon dioxide) and calculated using the GHG Protocol (Greenhouse Gas Protocol). The calculation is carried out globally, including the emissions from our activities at head office and country offices in Africa, America, Asia and Spain, and based on three “emission categories” or, technically speaking, “scopes”. - Scope 1: direct emissions produced by the organisation, including those generated by the organisation’s vehicles, air conditioning and the consumption of natural gas. - Scope 2: indirect emissions generated by electricity consumed. - Scope 3: indirect emissions produced by the organisation but which are under the control of an external agent, including the emissions derived from international work trips, commutes to the workplace (on the way to work) and paper consumption.

The following table and graph show the organisation’s carbon footprint during the last four years, for each of the three scopes:

| CARBON FOOTPRINT (in TONNES CO ₂) | | | | |
|--|----------|----------|----------|----------|
| | 2018 | 2017 | 2016 | 2015 |
| Scope 1: Vehicles, air conditioning and gas. | 338,91 | 324,85 | 345,13 | 344,96 |
| Scope 2: Electricity | 383,79 | 390,85 | 261,13 | 266,56 |
| Scope 3: Work-related travel, employee commuting and paper | 1.160,76 | 1.102,05 | 1.001,68 | 956,48 |
| TOTAL | 1.883,46 | 1.817,75 | 1.607,94 | 1.568,00 |



Graph 34. Educo 2018 Carbon Footprint Report Extract

In relation to scope 1, a reduction in the emissions can be observed, mainly due to the measures taken in the different workplaces to optimise the use of air conditioning. In relation to scope 2, there is an increase in the emissions from electricity consumption, due to, among other causes, the modification of the emission factor (factor which establishes the equivalent amount of CO₂ emitted for every kWh of electricity consumed) used for the calculation in the case of the country offices. Lastly, we can observe that scope 3 has gone up regularly every year. This increase can be explained in part by the increase in international travel and the establishment of regional figures, who have travelled more to ensure that the CO teams are well accompanied and monitored. However, we are worried about this and we are committed to finding solutions to lower this scope.

Partnerships

During this period, a policy for partnership was elaborated. The existence of this policy and sharing it allowed for a focus on the importance of working in a collaborative and complementary way with other actors in International Development locally, regionally and internationally.

Throughout this strategic period, all the COs have been incorporating it into their intervention model and the work with Local Partnership Organisations, meaning we now have 3 intervention modalities: direct intervention, mixed intervention and intervention through LPOs. More and more the type of partnership is being understood in the same way, as balanced and co-creative relationships.

We have learned a lot from our LPOs. Indeed, several of them continue to be experts in specific areas, like for example in child-centred education, child participation, protection in communities, etc. We have been able to learn alongside them and according to each context.

The fact that we have extended our interventions with LPOs has increased our internal learning, has generated reciprocal exchanges of knowledge and has strengthened part of civil society already involved and committed to improving children's living conditions.

Even so, and despite the application of the CRBA which enables us to strengthen partnerships with rights holders and duty bearers, we still lack a more defined partnership strategy which allows us to guide the COs on the types of partnerships we would like to commit to and what we want to achieve in our role as "catalyst".

There could be a strategy with different levels, from local to global, with objectives identified for each one.

Equally, this would facilitate advocacy actions and being more visible collectively to generate more changes. We need to improve communication and the creation of networks with relevant organisations or the strengthening of existing ones like ChildFund and Joining Forces with whom we consolidate our organisational positioning and contribute to the global agenda for defending children's rights.

Applying the Child Rights-based Approach

We have already seen in our analysis of the organisational strategic objective for *Integrating the CRBA*, in previous sections, that we have achieved significant steps in the general understanding and we have achieved our transition to an approach based more on needs to one based on rights. But we still have room for improvement in relation to mainstreaming its application.

There are differences between countries and head office and between regions, but above all between their application in the planning, formulation, implementation and evaluation of development projects and in other institutional areas. At an organisational level, we have managed to introduce some improvements like its application in purchasing processes (e.g. suppliers who sign the Child Safeguarding Policy), in recruitment processes (e.g. need to present criminal records, key questions about child protection, etc.) but over the last few years more internal training and capacity-building workshops in CRBA have been carried out with the teams from head office programs and from the field, than with the teams from the areas of communication, human resources, finances, etc.

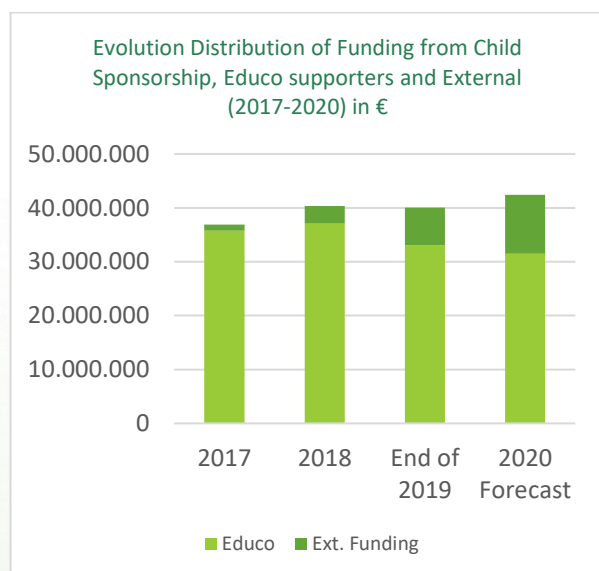
In fact, the same occurs with the Policies, which are ultimately the operationalisation of the CRBA: they tend to have a quicker application in the programmatic area than in the organisational one.

Finally, it is important to highlight that there is still no progress in getting children and young people to participate in internal decision-making in Educo, something which is also part of the application of CRBA and should be initiated within the organisation which is already recognised for its work in promoting children's rights at all levels. It is necessary therefore to define simple mechanisms which enable the progressive development of spaces for achieving child-youth participation in the very governance of the Organisation.

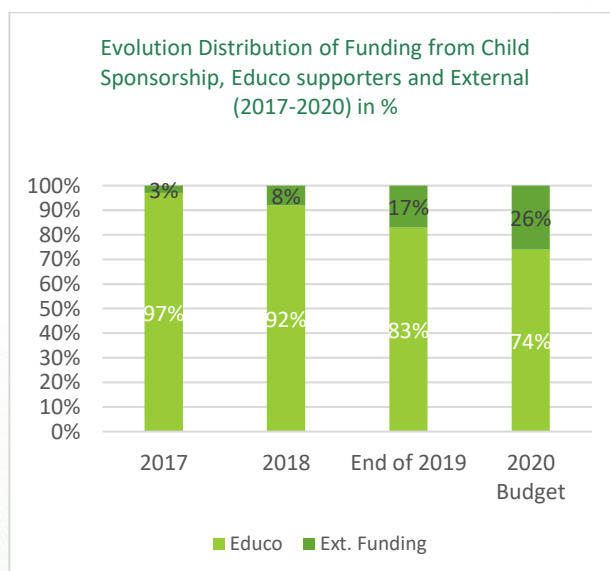
External funding and child sponsorship

As we saw in previous sections, one of the strategic objectives of the 2015-2019 ISP was to diversify our sources of funding. To that end, we had proposed three lines of action: consolidate our fundraising of private resources from individuals, increase funds from companies and private foundations, and increase funding from public sources, thus contributing to increasing the sustainability of the Organisation.

Below is a summary of the evolution of the distribution between our internal funding, mainly from child sponsorship, and our external funding:

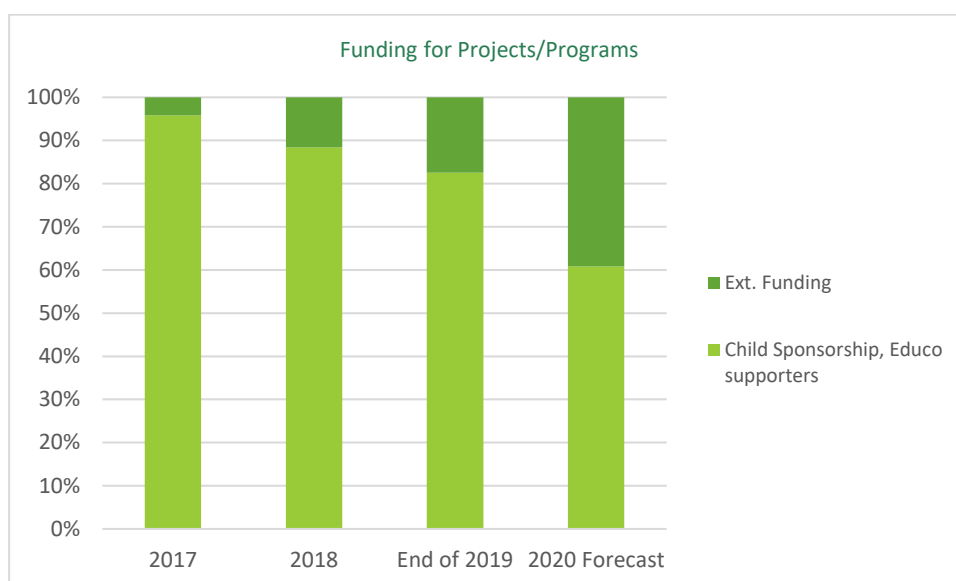


Graph 35. Information provided by the Educo Control Management Department



Graph 36. Information provided by the Educo Control Management Department

We can see that, during this period, we have started to gradually rebalance the trend by getting a little more external funding each year. The % of External Funding in the total Educo expenditure is increasing, going from 3% in 2017 to 26% in 2020. However, this graph also shows us the decline in internal funds



Graph 37. Information provided by the Educo Control Management Department

In relation to the % of funds which go straight to the funding of projects/programs, the trend is for them to be increasingly funded by External Funds, going from 4% in 2017 to 39% in 2020.

We seem to be heading in the right direction in balancing our internal funds to external funds ratio. However, we could improve this by maintaining our private income (by building the loyalty of our child sponsors and increasing other types of collaborations from private individuals) and covering the indirect costs with more External Funding. Overall, we need to increase our resource mobilisation.

Lastly, it seems advisable to formulate and implement a business plan with a view to intensifying the search for external projects and develop strategies for attracting local donors, at Country Office level as well, be they major donors or individual ones.

LESSONS LEARNED IN ORGANISATIONAL ISSUES

Supplies

During this period, prompted by the Child Rights-based Approach and the elaboration of the Environmental Policies, the Policy on Collaborating with Businesses and the Ethical Code, the processes for selecting suppliers have improved (they are selected if they fulfil the institutional criteria indicated in our policies).

Below are some examples of improvements:

Achievements at head office and offices in Spain:

- Since 2015 we have been working with various social enterprises:
 - Fundació Ginesta: improves the lives of people with intellectual disabilities: carries out postal sorting and deposits at the post office.
 - Icaria Grafiques: improves the lives of people with intellectual disabilities: Printing of graphic material and t-shirts (made in Europe)
 - Fundació Trinijove: Social and labour insertion and overcoming situations of social exclusion: Collection of paper/cardboard, plastic, toner to be recycled.
- The creation of an urban vegetable garden on the roof of head office is an internal activity promoted voluntarily by employees and members of the environmental commission, as a way of raising awareness internally.
- The new building which is home to the Barcelona head office is more sustainable and self-sufficient energetically (solar panels since 2018, LED lights): Change in electricity supplier which uses 100% renewable energy in 2019.
- Waste recycling system (containers for recycling plastic, paper/cardboard and glass distributed throughout the offices since 2016).
- Change to the vending machines (certification ISO 9001, Ambiental 14001 y Alimentaria 2200), waste management with Ecoembes, LED lights to reduce contamination, recyclable cups and biodegradable sticks from 2019.
- The A4 paper for the printers is Eco-efficient with ISO 9001 and Environmental 14001 certification since 2015.
- Since 2016 a second life is being given to all the cardboard boxes which are received at head office (our own or employees') for sending products from the warehouse, avoiding the production of more waste as well as a saving from not having to buy boxes.
- Since 2018, creation of a bicycle park with plugs to facilitate the charging of electric vehicles to encourage sustainable travel.

Some examples of actions in our COs:

In Bangladesh, the participation of local communities in the distribution of supplies has permitted a reduction in monitoring by Educo.

In Mali, the participation of around 10% on behalf of local councils in the budget for school infrastructure shows their commitment and implication for maintaining them. Equally, local communities participate in the construction providing building materials and labour.

In Nicaragua, regularisation of the hours for using air conditioning, digital communication, planning for the use of public transport, LED or economical lighting, setting up computers so that they turn themselves off after not being used for a certain amount of time, and the reusing of paper have all contributed to protecting the environment.

In the Philippines, the practice of returning the capacity-building materials that have not been used to the warehouse turned out to be more efficient and effective in the management of supplies, as it has no inventory at the end of the year.

Areas for improvement/recommendations:

- Continue to raise awareness about the recycling of waste, as there are still varying levels of respect.
- Options for developing more awareness-raising campaigns (messages on the coffee machine, for example).
- Try and have a majority of fair-trade products in the vending machine.
- For 2020 the aim is to change the plastic which the collaborators receive for “plastic” made out of potato or corn starch.
- Promote economies of scale: unify purchasing systems at a global level while respecting the local development of each country, assess the possibility of renting computer equipment, etc.

Some examples from our COs:

In El Salvador, frequently recorded overdue requirements, reflecting uncoordinated planning between the different areas, which led to mismatches that could have been prevented to avoid affecting the organisational climate.

In the Philippines, they observed that the nonfulfillment of the delivery dates and the presentation of the triannual purchasing plans affects access to discounts, as Logistics cannot consolidate material requirements. In addition, the time required for the purchasing process is multiplied, as purchases are made in small quantities and more frequently. This affected the efficiency of the resources and the effectiveness of planning and has a knock-on effect on the environmental policy.

Types of leadership

In this strategic evaluation process, we question the internal tasks we carry out between teams. Whether we achieve collaborative tasks, with good coordination and shared decision-making, and whether we promote empowered leadership.

For this reason, we mainly rely on the analysis of the results of the global online survey on the one hand and on the other hand on the Organisational Culture Survey (OCS) that we carry out with all Educo workers, voluntarily and anonymously.

This OCS had already been carried out in 2015, at the start of the 2015-2019 ISP. We repeated it in order to have an up-to-date photograph which enables us to get to know the evolution of our organisational culture, thus obtaining comparative data for analysing our “Leadership type”.

In the following table, we can see the results of the OCS with the details both of the dimensions and the attributes/values.

| RESULTS SUMMARY (%) – 2015 – 2019 COMPARATIVE | | | | | | | | | | | | |
|---|-----|----|---|--------|----|---|---------|----|---|------|----|---|
| DIMENSIONS | All | | | Africa | | | America | | | Asia | | |
| Mission, vision, values and principles | 82 | 86 | ↓ | 93 | 88 | ↑ | 82 | 82 | ↓ | 83 | 92 | ↓ |
| Goals and objectives | 78 | 81 | ↓ | 91 | 86 | ↑ | 78 | 77 | ↑ | 79 | 85 | ↓ |
| Communication | 75 | 76 | ↓ | 89 | 81 | ↑ | 71 | 68 | ↑ | 75 | 82 | ↓ |
| Conflict management | 72 | 71 | ↑ | 88 | 78 | ↑ | 70 | 65 | ↑ | 70 | 77 | ↓ |
| Centrality of mission in all actions | 81 | 83 | ↓ | 92 | 87 | ↑ | 80 | 80 | ↓ | 82 | 89 | ↓ |
| Decision-making | 72 | 75 | ↓ | 85 | 79 | ↑ | 70 | 69 | ↑ | 74 | 83 | ↓ |
| Wellbeing | 77 | 81 | ↓ | 86 | 78 | ↑ | 77 | 82 | ↓ | 74 | 83 | ↓ |
| Teamwork | 75 | 76 | ↓ | 89 | 81 | ↑ | 71 | 70 | ↑ | 75 | 83 | ↓ |
| Empowerment | 75 | 78 | ↓ | 87 | 80 | ↑ | 75 | 73 | ↑ | 76 | 84 | ↓ |
| Participation | 73 | 72 | ↑ | 87 | 77 | ↑ | 69 | 66 | ↑ | 72 | 79 | ↓ |
| Organizational learning | 72 | 74 | ↓ | 86 | 80 | ↑ | 69 | 69 | ↑ | 74 | 81 | ↓ |
| Leadership | 74 | 76 | ↓ | 88 | 81 | ↑ | 72 | 69 | ↑ | 75 | 85 | ↓ |
| Efficiency | 73 | 75 | ↓ | 87 | 80 | ↑ | 71 | 70 | ↑ | 74 | 82 | ↓ |
| TOTAL | 75 | 77 | ↓ | 88 | 81 | ↑ | 73 | 72 | ↑ | 76 | 83 | ↓ |

| ATRIBUTTES/VALUES | All | | | Africa | | | America | | | Asia | | |
|----------------------------------|-----|----|---|--------|----|---|---------|----|---|------|----|---|
| Respect | 78 | 80 | ↓ | 90 | 81 | ↑ | 77 | 75 | ↑ | 77 | 86 | ↓ |
| Equity | 77 | 84 | ↓ | 89 | 86 | ↑ | 76 | 79 | ↓ | 76 | 91 | ↓ |
| Trust | 75 | 76 | ↓ | 88 | 80 | ↑ | 73 | 71 | ↑ | 74 | 83 | ↓ |
| Responsibility | 74 | 75 | ↓ | 85 | 75 | ↑ | 73 | 71 | ↑ | 74 | 81 | ↓ |
| Goal-oriented | 76 | 78 | ↓ | 89 | 83 | ↑ | 74 | 73 | ↑ | 78 | 86 | ↓ |
| Commitment (+ motivation) | 81 | 83 | ↓ | 93 | 87 | ↑ | 81 | 82 | ↓ | 81 | 87 | ↓ |
| Learning | 74 | 77 | ↓ | 87 | 81 | ↑ | 74 | 73 | ↑ | 74 | 84 | ↓ |
| Non-discrimination (+ diversity) | 78 | 83 | ↓ | 89 | 84 | ↑ | 76 | 77 | ↓ | 77 | 90 | ↓ |
| Transparency | 75 | 77 | ↓ | 88 | 80 | ↑ | 72 | 70 | ↑ | 77 | 85 | ↓ |
| Dynamic-spirit | 73 | 75 | ↓ | 86 | 80 | ↑ | 71 | 70 | ↑ | 75 | 82 | ↓ |
| Recognition | 73 | 73 | ↓ | 84 | 73 | ↑ | 73 | 67 | ↑ | 72 | 81 | ↓ |
| Coherence | 74 | 76 | ↓ | 87 | 80 | ↑ | 71 | 70 | ↑ | 76 | 85 | ↓ |
| TOTAL | 76 | 78 | ↓ | 88 | 81 | ↑ | 74 | 73 | ↑ | 76 | 85 | ↓ |



Table 1. Comparison OCS 2015-2019

The reading of the table is facilitated by the traffic light colour code (green: high, yellow: medium and red: low) and the red and green arrows speak for themselves.

We highlight the following main points from the table:

- The results added from 2019 are almost the same as those from 2015: 75% for Dimensions and 76% for Values. Only 2% less than in 2015.
- The results added from 2019 remain practically unvaried in each area (maximum evolution of +/- 4%).
- However, the values for Equity (7% decrease) and Non-discrimination/Diversity (5% decrease) stand out negatively, which is worrying since both are principles/values of the 2015-2019 ISP.

We can summarise the analysis of the best and weakest assessments in the following way:

| | |
|---|---|
|  | <ul style="list-style-type: none"> ▪ Identification of the whole Educo community with our mission/vision/goals (one of the best 2). ▪ The centrality of the mission in all our actions (one of the top 2). ▪ Commitment and motivation of the staff. |
|  | <ul style="list-style-type: none"> ▪ Conflict management (one of the bottom 2) ▪ Organisational learning (one of the bottom 2) ▪ Decision-making ▪ Dynamic spirit ▪ Recognition |

Below is a comparison of the level of participation of the OCS:

| SUMMARY RESULTS (%) - PARTICIPATION - 2015 - 2019 COMPARATIVE | | | | | | | | | | | | | | | | | | |
|---|-----------|------|---|---|-----|---|--------|-----|---|---------|-----|---|------|-----|---|--------|-----|--|
| | OCS Total | | | All Comparable Countries ECO 2015 versus 2019 | | | Africa | | | America | | | Asia | | | Europe | | |
| Number of completed surveys | 556 | 762 | | 556 | 733 | | 119 | 87 | | 156 | 213 | | 209 | 353 | | 72 | 80 | |
| Number of employees | 914 | 1012 | | 914 | 956 | | 205 | 101 | | 198 | 329 | | 387 | 413 | | 124 | 113 | |
| % Participation | 61% | 75% | ↓ | 61% | 77% | ↓ | 58% | 86% | ↓ | 79% | 65% | ↑ | 54% | 85% | ↓ | 58% | 71% | |

Table 2. Comparison OCS 2015-2019

If we compare the results of 2015 and 2019 (indicated in red) we can draw some primary conclusions:

- 15% decrease (No. of respondents/No. of employees) in 2019 compared to 2015.
- Most significant reduction for participation in Africa, Asia and head office.

As conclusions of the global analysis of the results of the OCS we can see that we continue to observe differences between regions, and between regions and head office. Indeed, both head office and America have remained the same as 2015, there was an improvement in Africa and a drop in the Asia region¹³.

The results of the ISP global survey and the OCS highlight that we still have room for improvement in internal governance and show that we are more accountable externally than internally; that we should facilitate constructive criticism; and better explain why and how decisions are made.

However, during this strategic period, we have made progress on a number of points to encourage more empowering leadership. Below is a list of some of the actions set up in this area:

- Creation of a new governing body, the Global Management Committee, to ensure that all of our country offices take part in strategic decision-making.
- Development of the tools with a global scope like Birches to facilitate the identification of staff roles, recruitment processes and development. It has also enabled us to facilitate a model for

¹³ Averages were calculated on the basis of individual responses. Therefore, the COs with the most staff have more weight in that average.

managing people. This model has been implemented in Asia and America and in two countries in Africa (Mali and Burkina).

- Our People in Aid accreditation in 2015 (which is now integrated in CHS Alliance) has enabled this progress.
- Strengthening of local leadership. We believe in and value local recruitment, because it favours empowerment and capacities in the local community, but so do internal promotions. In specific cases where the profile required is not identified in the country, the recruitment of people from the same region is prioritised, in other words, people who come from neighbouring countries and, very exceptionally, from outside the region.
- Implementation of a new model of transversal and horizontal management based on projects and processes.

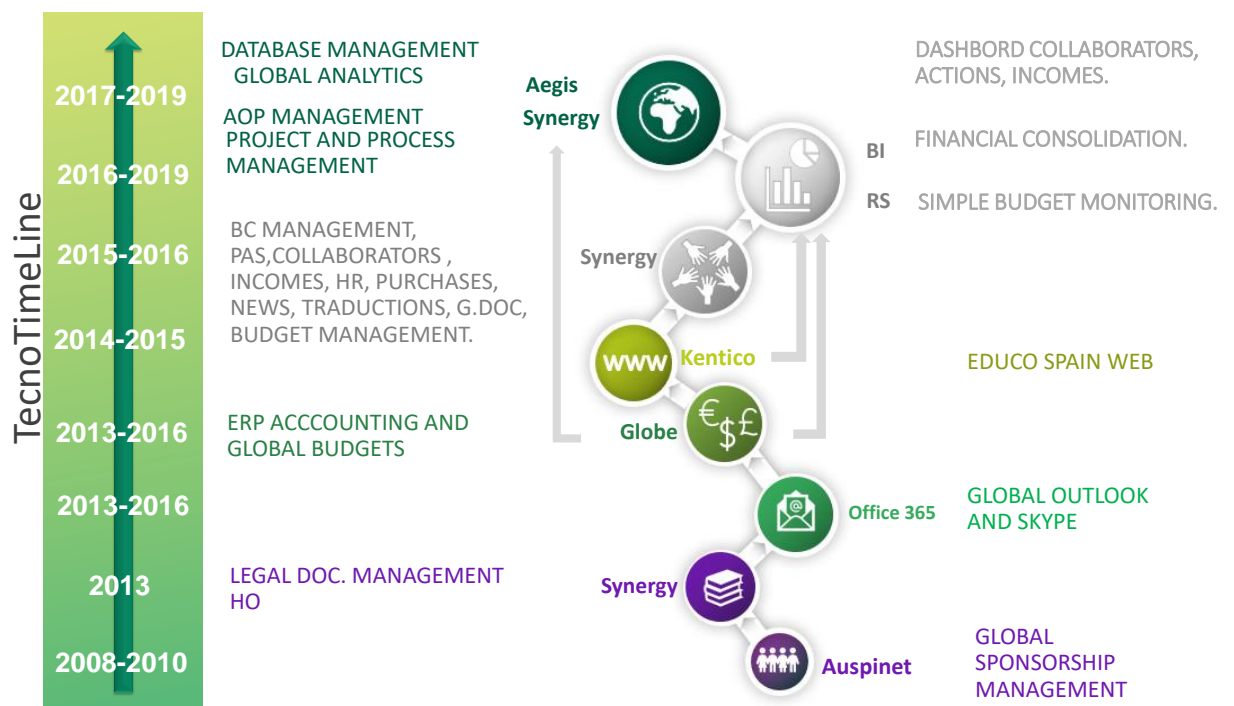
Lastly, we can highlight the following areas for improvement:

- Improve staff inductions and staff monitoring.
- Work climate: perceptions change rapidly throughout the year. The fact that the OCS is repeated at least once a year is appreciated.
- Promote internal promotions (although there have been cases, there is a lack of a clear institutional will to do so, accompanied by talent management).
- Talent is more easily identified in countries than at head office.
- Volunteering: despite having been mentioned in the ISP, the volunteering policy has not been worked on, and the same applies to diversity.
- Compiling the training materials from the workshops in the Development Room, to reduce the loss of contents: the challenge of conserving contents learnt within the organisation, even if people are balancing the % of online versus face-to-face training.
- Different perceptions can be observed between head office and country offices regarding the new people management model mentioned above.
- Internal structural changes at Head Office have not made it easy to determine job descriptions and apply this methodology to differentiate tasks from employee responsibilities.

Information technology and communication

In order to improve information management and communication between all Educo staff and the global Educo community, several efforts have been made with the support of the software department.

The following image presents a summary of the systems developed during the ISP period:



The main changes carried out to improve the effectiveness at an internal management level are:

Head office and Spain:

- In 2015, the transferral from the PGI for managing collaborators and the management of the Social Action Program in Spain and Meal grants in Spain to the Synergy platform.
- The linking of purchase management to Globe (software for financial and accountancy management). This software permits the registering of all transactions and their comparison with the annual budget, both at head office and in the COs, and allows us to emit financial monitoring reports and qualitative and quantitative management indicators.
- In 2017, the creation of Business Intelligence (BI) which enables collecting and centralising all the data from all the platforms for analysis.
- In 2019, the start of AEGIS for the management of project data.
- The development of and intranet for head office and Spain using Synergy.
- Increased use of the Microsoft 365 platform for communicating with countries (SharePoint, Teams, etc.).
- During this period, we have changed from physical servers to virtual ones (we have gone from 18 machines to three): it is faster and cheaper.
- Access to files from anywhere in the world has improved.
- Definition of security protocols and processes for the data we share with the COs.
- Reserve telephones are used as new ones provided with telephone services, i.e. old ones are recycled before distributing new ones.
- Reduce in the cost of telephone calls though the use of the internet (Skype Business, WhatsApp).
- Installation of rooms prepared for videoconferences.
- Promotion and normalisation of remote working.
- Reduction of switchboard costs from 2011 to 2019 from 60,000 euros to 4,000 euros.

Globally:

- The arrival of Globe has enabled the homogenisation of the accountancy management systems in all the Educo COs.
- Some training has begun in some of the countries about AEGIS.
- Gradually staff from country offices are being trained in BI which will facilitate consolidation and global analysis of data.
- Communication between head office and COs and between COs has been facilitated by Skype Business, SharePoint and Teams (for international conferences) encouraging a more horizontal exchange.
- Forecast for 2020-2021 is to develop an extranet using Microsoft 365.
- In general, there is an attempt to apply the same principles in the COs. For example, for the countries it is possible in, the number of physical servers has been reduced in exchange for more virtual ones.
- Between 2015 and 2016 a system for accessing a finances program (ERP) has been set up for all the country offices (when technical conditions permit it, there are more difficulties in Africa).
- More autonomy for emails (no longer centralised from head office).
- Telephone passes/lots.

Areas for improvement/difficulties:

- The internal structure changes complicate the work of the systems team and generate high and unnecessary costs. Indeed, for every change, the systems team has to make updates and that has a cost. Lack of consistency in decision-making.
- Strengthening of team work taking on more responsibilities.
- Risk that only one person knows about a platform (lack of time for internal training and the need for someone to always be there to manage it).

Recommendations:

- Try to combine efforts and strengthen consistency in decision-making in order to avoid generating unnecessary expenditure.
- Strengthen team work between the systems staff and the other departments who need software.
- Satellite telephones in all COs in Sahel due to the risk of terrorism and other security problems.
- Raise awareness among staff, especially head office and Spain, about the correct use of IT material and telephones.
- The structure of head office conditions IT improvements (tables and fixed wiring).
- Global communication through Skype Business, then Teams, SharePoint platform, etc.

General and financial management

As well as the analysis of the organisational objectives from the 2015-2019 ISP, which has already highlighted important aspects linked to the general and financial management of the Organisation during this strategic period (see the Organisational strategic objectives section), here are some complementary observations:

General management

In this section, additionally, in terms of general management, we would like to highlight a global process: the construction of the Educo Theory of Change (ToC).

The ToC process led us to collectively construct our identity which connects with the essence of Educo (“Educo works as a catalyst and is part of a global movement committed to the enjoyment of children’s rights for their wellbeing”) projected on the analysis of the major problems affecting children and young people in the contexts we cooperate in (“underlying causes”) and the main weaknesses of the organisation.

The principles of this process for constructing the ToC were, among others, participation, transparency and teamwork, within the framework of the strategic organisational objectives.

Using these as a starting point, five internal change “Domains” were agreed (quality of programmatic models; effectiveness and efficiency of processes; recognition and reputation; institutional sustainability and organisational culture) with their “pathways for change”.

The implementation phase of the project was developed fundamentally through 17 global processes: Core Program; Education Strategy; Child Protection Strategy; Child Governance Strategy; Theory of Social Change; Wellbeing Approach; Project Management Model; Processes Map; Monitoring, Evaluation, Accountability and Learning (MEAL) Framework; Programme Cycle Management System; Communication and Strategic Alliances; Leadership; Management System for HR; Professional Development; Internal Governance; Strategy for diversifying funds; and New Business Model, these were called the ToC Working Groups.

Both the Domains and the Pathways were incorporated as leaders of Educo’s action in the following years, in alignment with the 2015-2019 ISP.

On the other hand, the ToC process also included the launch of innovation initiatives locally, which we called “prototypes”, which enable us to test ideas, new approaches, methodologies and tools in different areas, both at a programmatic and organisational level, in order to refine them, extract learning and replicate them¹⁴.

Although the ToC project faced many challenges, both political and operational, which made it lose momentum throughout its implementation phase and fail to deliver the expected results, it can be said that it helped to shape our identity as a block and marked in many ways the path of the current Educo strategy, starting with the “catalyst” role. Additionally, it has facilitated collaborative work between departments, focusing attention on a set of objectives and common projects.

However, there were various internal structure changes, especially at head office, which did not facilitate the continuity of some of the processes.

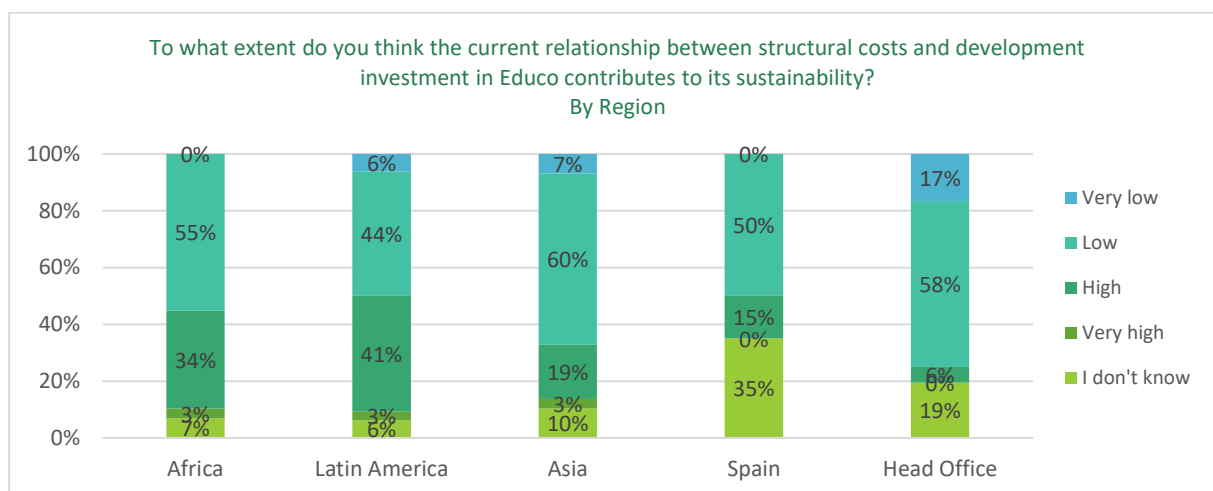
Lastly, in 2019, a period of reflection has begun and the foundations have been laid for a management model for development results, both internally (internal management project) and programmatically (one of the characteristics of programme quality).

Financial management

In the online survey, we asked a question related to the financial management of the Organisation focused on the relationship between structure costs and investment in Development projects.

Below are the results summarised in a graph:

¹⁴During 2020 a specific evaluation of these prototypes will be carried out.

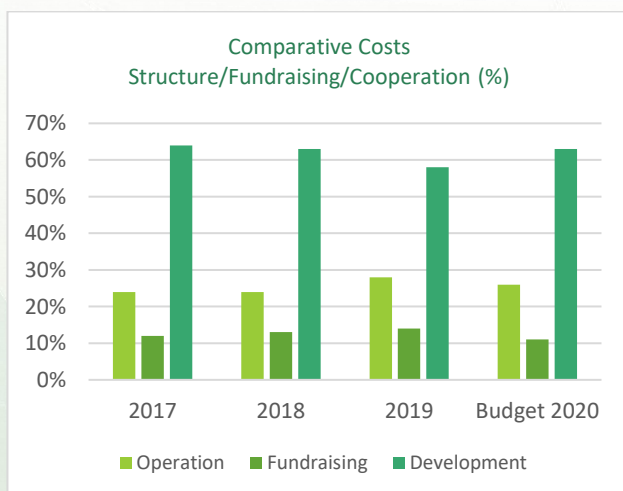


Graph 38. Online questionnaire results

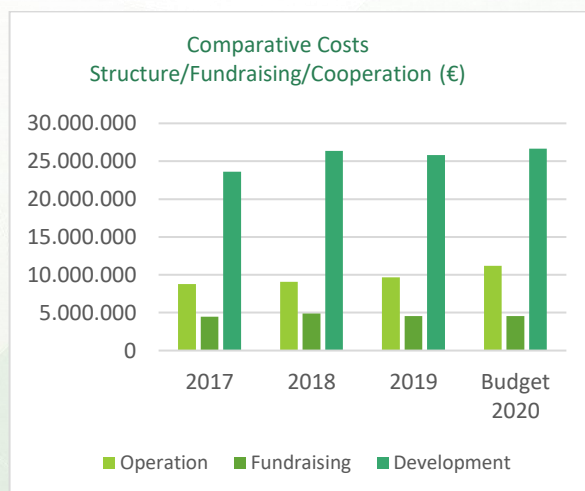
We can observe that America and Africa have the most positive values with 44% of "very high" and "high" for America and 37% for "very high" and "high" for Africa. However, we can see that the general trend is actually negative because in all the regions and in head office, "low" and "very low" give a result of more than 50%. The Asia region has the most negative result with 60% for "low". There is another figure which stands out, Spain and head office have the highest result for "I don't know".

While these results give us the "impressions" of the Educo staff about whether the relationship between the structure and development costs helps to achieve a certain level of sustainability; we also have the real figures which indicate that we have managed to maintain a certain balance over the last few years.

In the following graphs, we can observe the real figures:



Graph 39. Information provided by the Educo Control Management Department



Graph 40. Information provided by the Educo Control Management Department

The programmatic cost has stayed stable in absolute numbers (€26M), however the Educo structural costs have increased slightly and progressively each year. We can also see that the proportions between the three types of costs (operation, fundraising and development) have remained fairly balanced.

However, it would be desirable to improve the Structure/Fundraising and Development Programs efficiency ratio and to progressively make our external funding cover more of the Structure costs in our country offices (Cost recovery). This way we would be able to increase the ratio of Educo funds aimed at programs.

The following recommendations can be drawn from the evaluations for improving the sustainability of the organisation:

- Maintain a balance of 20% structure costs, 80% activity/project costs.
- Maintain or increase the number of child sponsors or other types of individual collaborators.
- Improve the % of recovery of the cost of external funds, that each grant covers 10% of structure costs.
- Improve the management of indirect costs.
- Make the whole Educo community aware of the deficit management in order to get all the departments to work together as a team to achieve sustainability.

During this strategic period, with the aim of improving of our management, we carried out annual audits. We submitted our consolidated annual financial accounts to an external financial audit. The audit included the activities carried out at Educo head office in Spain and the country offices. Also, these audited annual accounts were deposited with the Protectorate of Foundations of the Generalitat de Catalunya, which is the body which supervises these organisations. The financial accounts and the opinion of the auditor were published on our website, in Spanish and English¹⁵. Additionally, all the projects funded with public grants and most of the projects funded by private grants have also been subjected to an audit to justify the resources applied.

We were also granted the reaccreditation from Fundació Lealtad, which certifies the organisation's fulfilment of nine principles of transparency and good practice, including financial transparency, financial plurality and control of the use of funds. The accreditation is valid for two years and Educo's report on transparency and good practice is published on the Fundació Lealtad website.

Lastly, since the beginning of 2018, we have the "Evaluated NGO" seal from the CONGDE (Spanish Coordinator of Development NGOs in Spain) which certifies the correct application of their Transparency and Good Governance tool and the fulfilment of 10 sets of related indicators. Within the transparency set, there are four sub-sets of related indicators related to the transparency of the organisation in different areas: the governing body; the mission, vision and values; the support base; and planning and accountability.¹⁶

¹⁵ www.educo.org

¹⁶ https://webtransparencia.coordinadoraongd.org/certificado/?ongd_id=228

CONCLUSIONS AND RECOMMENDATIONS FOR IMPROVEMENT

Below we indicate some conclusions and/or recommendations which, in the light of the lessons identified, Educo could consider at a general level, program development level and organisational level for its 2020-2030 strategic cycle and take them into account for the elaboration of the new 2020-2030 Global Impact Framework, the 2020-2025 Global Programmatic Framework and the 2020-2023 Organisational Development Plan.

General

- The impact criteria could not be analysed in depth. Indeed, in the absence of a validated institutional base line, we were unable to measure the impact of our actions thoroughly. However, we do have the beginnings of impact evidence through project evaluations and the perceptions shared by our project participants, local external actors and our local partner organisations.
- The objectives and goals formulated in the 15-18 ISP were considered too ambitious for such a short time frame (4 years). It is recommended for the next strategic cycle that they be formulated in a more realistic way, and be measurable and with longer time frames.
- Consolidation of the application of the CRBA is recommended: both at a programmatic and organisational level, differences between head office and COs were observed and between its integration in the programmatic and organisational activities. The differences in levels of understanding, application and integration of the CRBA between regions can be analysed by the accompaniment and capacity-building on behalf of the regional coordinators both in Africa and in America and the absence of a fixed regional figure in Asia. At head office, there has not been such a high level of appropriation probably due to differences in accompaniment and training between the different departments/areas of the organisation.
- In order to make progress in the application of the CRBA, it will be necessary to make progress in the definition and generation of mechanisms which enable greater participation from children and young people in the governance of the organisation itself.
- Strengthening of the visibility of our Institutional Policies is recommended to improve their implementation at all levels of the organisation.
- Despite extremely substantial achievements in fundraising, the organisation needs a clearer and more coherent funding model to achieve greater sustainability. Lastly, the formulation and implementation of a business plan is recommended, with a view to intensifying the search for external projects and developing strategies for attracting local donors, at Country Office level as well, be they major donors or individual ones.
- Develop a strategy for learning communities which enables the capitalisation and sharing of achievements, good practice, vision and political positioning, among other aspects.
- The consolidation of our collaborations with other local organisations in the medium term enables us to strengthen our role as a catalyst and our recognition as facilitators of social change.
- It is recommended that the gender-based approach be integrated in the next strategic plans, it is the main missing element from this ISP and consequently this strategic evaluation.
- Strengthening our advocacy actions is recommended, based on the results from our programs and projects. Equally, we should carry out more social research studies in support of our advocacy campaigns.
- Strengthening internal communication in relation to strategic decision-making processes is recommended in order to achieve greater transparency and internal accountability.
- Improving communication and the creation of networks with relevant organisations is recommended, and the strengthening of existing ones like ChildFund and Joining Forces through

whom we consolidate our organisational positioning and contribute to the global agenda for defending children's rights and wellbeing.

15-18 ISP Development Objectives

- The participation of C&A makes them more resilient and prepared to protect themselves. It is important that Educo continues to put in hard work and resources to encourage the participation of C&A in all its actions. Above all, we believe that the active participation of the people involved in all phases of the project is essential to reducing risk, as it is they who can best anticipate possible problems, obstacles or dangers.
- For better appropriation of the Child Safeguarding policy and its real implementation, more resources are needed (time, people, training, etc.).
- The third strategic development objective, Governance, is the one which has been implemented the most sporadically globally. Indeed, the absence of a strategy, experts and key positioning have not facilitated its progress.
- Strengthen the integration of protection processes with education processes with the understanding that educational activities are C&A protection measures.
- Although the foundations have been laid for holding governments accountable so that more advocacy action can be taken, much remains to be done in terms of local public policy implementation and budgeting.
- The incorporation of the gender approach and new masculinities in all programmatic interventions needs strengthening.
- It is recommended that we be able to measure the social impact¹⁷ we want to achieve with the child wellbeing approach.
- There is a suggestion to develop Education for Development projects in order to connect the actions in Spain and projects in the other countries and carry out advocacy which promotes the culture of peace and awareness of global citizenship.
- Make the most of our successful pilot experiences, for programs and projects, as a differentiating factor and replicable in other COs.

15-18 ISP Organisational Objectives

- More and better analysis of the return on investment made at an institutional level is recommended in order to improve our efficiency, effectiveness and internal accountability.
- Integrating better Monitoring, Evaluation, Accountability and Learning (MEAL) in the Educo Program and Project programming cycle is recommended, which will enable us to systemise the lessons learned for ongoing improvement and accountability for all the actors we collaborate with throughout the life cycle of the programs and projects.
- Improve decision-making systems by encouraging more empowered leadership and being more transparent.
- Improve internal accountability. Indeed, in all the evaluation activities (survey, focus groups) the lack of information and global vision has been named, as well as exchanges and access to information at head office. This improvement would encourage constructive criticism and collective learning.
- More systematic monitoring of the implementation of training plans is recommended and associating them with strong and empowering talent management, thus encouraging the improvement of internal skills.

¹⁷ Our mission: We work with children and their communities to promote more just and equitable societies which guarantee their rights and wellbeing.

- The formation of multidisciplinary teams at each stage of the project (formulation, implementation, evaluation) is recommended, as it extends the shared responsibility for sustainability of the project/program in question.
- Continuing to work to maintain the optimal level of balance between structural and activity/project costs is recommended.
- Promoting economies of scale in the procurement of goods and services is recommended, for example by unifying procurement systems globally while respecting the local development of each country.

ANNEXES

Supporting documents

[Executive summary evaluation report 2015-2019](#)

[Educo 2015-2018 Strategic Plan: Children, an opportunity to change the world](#)¹⁸

Educo Policies

<https://www.educo.org/QUIENES-SOMOS/Rendicion-de-cuentas>

Accountability Reports

[2018 Accountability Report](#)

[Educo Carbon Footprint Report](#)

[2018 SCC Annual Report](#)

[2019 SCC Annual Report](#)

¹⁸ In force until 2019, after being extended for another year.