



EDUCO 2020-2030

GLOBAL IMPACT FRAMEWORK

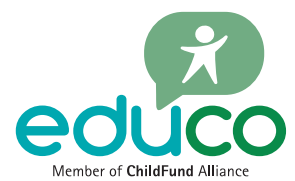


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2020-2030 Global Impact Framework



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1

A Lighthouse to Guide Us Through the Next 10 Years

1.1 Introduction

Sustainable, systemic social change does not occur overnight. In fact, it requires perseverance, focus, commitment, patience, and long-term thinking. The United Nations knew this when, back in 2015, it launched the 2030 Agenda for Sustainable Development, also known as the 17 Sustainable Development Goals. The 2030 Agenda, ratified by all UN member states, represents the world's greatest collaborative

effort, "a shared blueprint for peace and prosperity for people and the planet, now and into the future"¹. At Educo, we believe the 2030 Agenda is humanity's best chance for achieving long-lasting social change to guarantee that all children and adolescents enjoy their rights and live a life of dignity. Moreover, we believe children and adolescents themselves can lead the rest of us on this path. Therefore, at Educo we have developed a new a roadmap for the next 10 years of our organization, aligning ourselves with the 2030 Agenda in order to contribute to its success. In this document we outline the social impact we will work together to achieve over the next decade, the lighthouse that will guide all our actions and efforts. In section three "Our Theory of Social Change", you can read more about the social impact we will focus on as an international development organization, as well as the specifics on how our efforts will contribute to the achievement of several goals and targets included in the 2030 Agenda.



¹ Sustainable Development Goals, United Nations; <https://sustainabledevelopment.un.org/sdgs>

As you will have already noticed, this document is titled “Framework” and not “Plan”: this word choice is important. With this document, we do not aim to lay out a specific plan for Educo’s next 10 years; we do not want to define the concrete steps and deadlines needed to achieve a certain objective in a predetermined way. Instead, this document:

- Outlines Educo’s identity, defining the key ideas and beliefs behind our Mission and Vision and how they shape the way we as an organization see the world.
- Defines the social impact we will work to generate over the next 10 years.
- Specifies clear, global indicators to measure progress against this social impact.

- Establishes the theory of social change that underlies the intervention strategies we will need to promote in order to generate this social impact.

Thus, this document helps us understand exactly what social impact we are working to achieve but does not define the specific steps to do so. This is because the specific strategies to generate this social impact will vary greatly from one country to another, as well as over time within the next 10 years. This is especially true if we consider the increasingly fast-paced changes the world is experiencing at social, demographic, economic and technological levels.

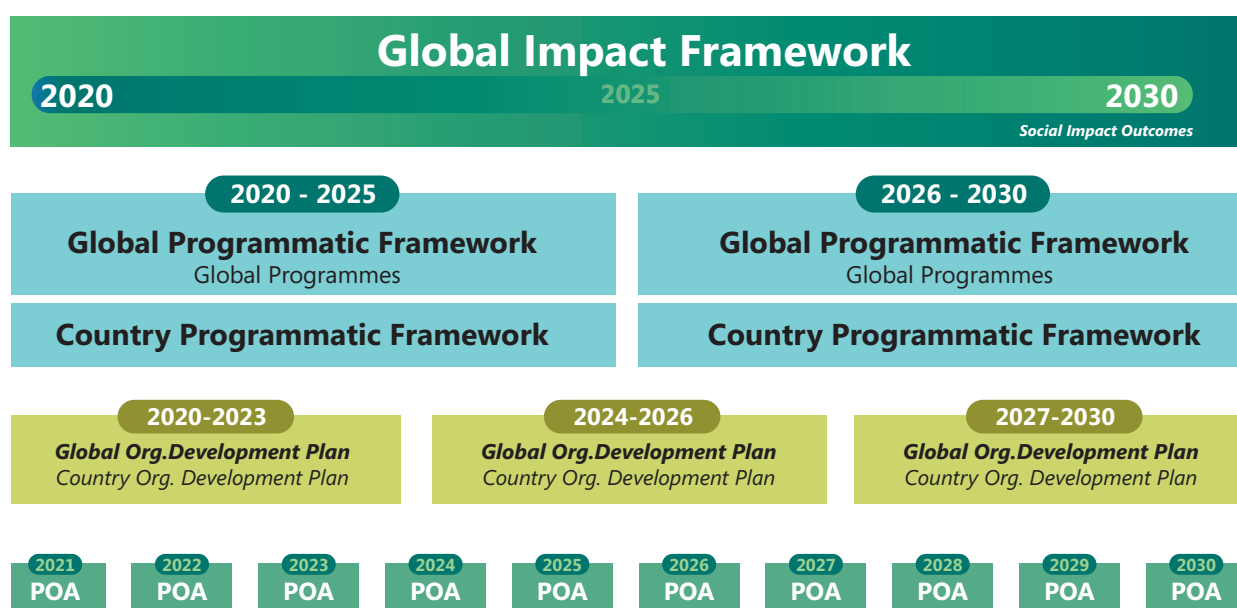


1.2. The 2020-2030 Global Impact Framework Within Educo's Institutional Planning Cycle

Before you start reading this document, it is important to clarify expectations about the *2020-2030 Global Impact Framework*. To do this, we must have a good understanding of the role of the Global Impact Framework (GIF) within Educo's Institutional Planning Cycle (IPC), which was presented earlier this year. The IPC is a fundamental piece of Educo's new Results-based Internal Management Model (Transition Result no. 4), and replaces the methodology used in the last five years for the generation of the 2015-2018 Strategic Plan and the 2016-2019 Country Plans.

Educo's new Institutional Planning Cycle represents a profound change in the way we plan and carry out our work. Therefore, in order to implement Educo's IPC we must work together to leave behind the previous methodology and be able to learn about and adopt this new way of planning and working. The IPC is built on results-based management, and it places impact measurement at the heart of what drives our social action. In other words, the GIF will help us become an impact-driven organization:

EDUCO Institucional Planning Cycle - Diagram



As the diagram shows, the *2020-2030 Global Impact Framework* is the first and most significant element of the IPC. The key purpose of the framework is to define Educo's Theory of Social Change, which defines the **Social Impact Outcomes** that we will work to achieve globally over the next decade. Thus, the framework also describes the role we want Educo to play to achieve these social impact outcomes. The framework is therefore the beacon that should guide our path for

the next 10 years. This beacon must be ambitious and flexible at the same time, because carrying out deep and sustainable social change requires a lot of time; this is why the framework is for the next 10 years. On the other hand, the world changes very quickly and we know that in the next 10 years it will change even more quickly; therefore, the framework must be able to define a clear horizon and at the same time offer us the flexibility we need. Finally, the Global Impact

Framework articulates the alignment of Educo with the 2030 Sustainable Development Goals.

Once we have the *2020-2030 Global Impact Framework*, we will begin to elaborate the other two key products of the IPC: the 2020-2025 Global Programmatic Framework (GPF) and the 2020-2023 Global Organizational Development Plan (GODP). The GIF will be completed by October 2019, while the GPF and the GODP should be completed by February 2020. The combination of the three documents will include all the information previously contained in Educo's 2015-2018 Strategic Plan. From March

to June 2020, each country will elaborate its own Country Programmatic Framework (CPF) and its Country Organizational Development Plan (CODP). The combination of these two documents will include all the information that in the past was contained in each 2016-2019 Country Plan.

It is therefore essential to read this draft of the future Global Impact Framework 2020-2030 without hoping to find all the concreteness that we previously found in the 2015-2018 Strategic Plan. The following table describes the key questions that each IPC product should help us to answer:

Product	Timing	Type	What questions does it answer?
Global Impact Framework 2020-2030	10 years 2020-30	Strategic Planning	What are the 10-year Social Impact Outcomes EDUCO works to achieve? What thematic areas do we focus on? How do we generate sustainable and lasting social change? What role should we have as an organization to generate the social impact we want? What approaches will guide our action?
Global Programmatic Framework	5 years 2020-2025 2026-2030	Programmatic Planning	What global programmes should we promote in order to contribute to the achievement of the 10-year Social Impact Outcomes? What geographical strategy should we follow?
Country Programmatic Framework			What is the context of each country in relation to the Global Programmatic Framework and the Social Impact Outcomes set out in the 2020-2030 Strategic Framework? Taking this context into account, how will each country contribute to the Global Programme Framework? How does each country structure its social intervention?
Global Organizational Development Plan	3 years 2020-2023 2024-2026 2027-2030	Organizational development Planning	What organizational development results should the organization achieve to ensure sustainability and efficiency? What should the organization improve to be able to successfully implement the 2020-2030 GIF and the 2020-2025 GPF? What economic, human, and technological resources do we need? How will we obtain them? What will be Educo's 3-year global budget?
Country Organizational Development Plan			What organizational development results must each country achieve to contribute to the achievement of the global organizational development results? What economic, human, and technological resources will each country need? How will they obtain them? What will be each country's 3-year budget?
Annual Plan & Budget	1 year	Annual Operative Planning	According to the Global Programmatic Framework and the Global Organizational Development Plan, what activities should the organization implement this year? What resources can we count on? How will these resources be structured and distributed?



1.2 Learning from our past

All our actions and efforts over the last five years have been defined by the *Educo 2015-2018 Institutional Strategic Plan*. Given its relevance, in 2019 we have carried out several activities to evaluate it. The following are the 10 most important lessons we have learned as an organization over this last strategic cycle, which have been taken into account for the elaboration of *Educo's 2020-2030 Global Impact Framework*²:

1. The internal appropriation of the child rights-based approach over the last five years is one of the elements that stands out the most. Although there are still differences between the level of appropriation and implementation of the approach between the different country offices as well as head office, there is no doubt that Educo has become a child rights INGO. In the coming years, we will build upon this capital and continue to deepen the child rights-based approach at both levels: the programmatic and the organizational one, and also explore and deepen its relationship with the child wellbeing approach.
2. The focus on the areas of education, protection and governance has been, for the most part, a success; it has allowed us to focus our programmatic strategy, generate expertise and be recognized in these areas within our sector. However, the organization's ability to generate impact in all three areas has been uneven. Furthermore, the fact that each area was often addressed separately has reduced Educo's capacity to achieve greater impact.

² For a more detailed review of the results of the evaluation of the 2015-2018 IEP please see the final report, which will be available during the first quarter of 2020.



3. The *Education Strategy* has provided a clear framework for action. However, our education efforts have almost always focused on the formal education system. In coming years, we must place greater emphasis on working with children and adolescents who are outside the school system. Also, we will work to place more emphasis on early childhood, transition from primary to secondary education and ensure access to inclusive, critical, safe, and equitable education.
4. As an organization we have come a long way on protection issues, especially since we had no tangible internal expertise back in 2015. The elaboration of the *Protection and Positive Treatment Policy* and its implementation have been critical outputs in this area, as well as the addition of protection specialists to the Educo teams. In addition, education is being worked on as a protection measure and specific protection projects are being carried out. Even so, we will need to work on protection in a more integrated manner and continue to strengthen our capacities at both levels: programmatic and organizational.
5. Despite our efforts carrying out relevant projects around child-friendly accountability, as well as adolescents and children's councils, governance is the strategic area where we have progressed the least. The absence of a clear strategy and the lack of subject matter specialists have made it difficult to further

advance our work around governance. In the future, we will have to place greater emphasis on child and adolescent participation by promoting their agency. To do so, we will need to increase our knowledge about what children and adolescents value in life and disseminate and use this information better and more widely.

6. We need a more long-term and impact-oriented approach to our work, so we need to develop greater capacity to measure the impact we generate and our progress in pursuit of the results to be achieved. Therefore, it is necessary to have better, more focused common and global indicators, to work with a results-oriented approach, and to promote accountability both internally and externally, with the aim of improving our doing and continuous learning. This will enable us to make evidence-based decisions to improve social impact. Moreover, a greater emphasis on knowledge generation will help Educo become more impactful.
7. The commitment we made back in 2015 to develop stronger partnerships and to participate in alliances and networks has been a success, since it has allowed us to collaborate and co-create with other civil society organizations and public administrations and has fostered mutual learning. However, we must place even more emphasis on the multi-stakeholder approach (Educo, private companies, civil society, public administration), with a special emphasis on collaboration and working together with the private sector. In addition, we will need to promote more global consortia with key international actors.
8. Regarding our advocacy efforts, Educo has made tremendous progress over the last five years. Although we have struggled to develop a coherent, global strategy as well

as to generate specific position papers, we have started to develop internal expertise and carry out important advocacy efforts, such as the global campaign Joining Forces. Most importantly, over the last five years we have grown more and more convinced of the critical, strategic need to further strengthen our advocacy and public engagement capacities. In the future, we want to be even more ambitious with our work in the area of advocacy at community, national, regional and global levels.

9. The gender in development approach is not sufficiently integrated at the programmatic and organizational levels. We must place greater emphasis on strengthening the capacities of teams and partner organizations in the gender in development approach, promoting gender mainstreaming and strengthening our work empowering girls and women.
10. Over the last five years, we have increased our ability to obtain and successfully manage public, institutional funds from prestigious funders such as AECID and ECHO. However, to increase the organization's sustainability we will need to further diversify our funds, continue to improve the overall quality of our programmatic efforts and increase their focus in order to be more efficient as well as to have more impact. We will also need to consider and adapt to the evolving complexity of the contexts we work in where we face rapid change and security issues.



2

The Identity of Educo

2.2 Our Raison d'Être: Building More Just Societies for Children's Wellbeing

2.1.1. Our World

We are a travelling species, but we are now in a world without surroundings. We are alive because we are constantly on the move, but we are permanent residents on this planet, with nowhere else to go. There is no "outside", nor is there a place on the planet where a line can be drawn, where a border or a wall can be built to separate us; where a person can feel safe, free to live as they wish and pursue their own goals without paying attention to others. All of us depend on each other and nothing we do or stop doing is unconnected to the destination of others³.

This era of **global interdependence** makes us all responsible for each other, whether we like it or not, and whether we come to terms with it or not. This perception of mutual dependence, fragility and vulnerability, has led to the emergence of an awareness of **responsibility for humanity and its environment**. This responsibility, which the current climate crisis reveals, also coincides with the species' **interest in survival**, which at first glance looks like a promising scenario for social and environmental transformation. But it is paradoxical that, precisely now, the 'annoying feeling that things are getting out of hand' appears: a feeling we have come to call 'Globalization'.⁴

As if in a slow and subtle act of prestidigitation, globalization has replaced an old human wish: **universalization**. Universalization stated the intention of creating similar living conditions for all, providing the same opportunities and perhaps even creating equality. Universalism presumed the power of people to build a common and worthy destiny for humanity; for the travelling species.

Globalization could have been the way towards universalization, but that sense that things are getting out of hand is reflected in **the feeling that those who**

³ See **Drexler, J.** (2017) *Movimiento. On Salvavidas de hielo*. Madrid, Spain: Warner; **Bauman, Z.** (2002): *Society under siege*. Polity Press; **Innerarity, D.** (2016): *Governance in the New Global Disorder. Politics for a Post-Sovereign Society*. Columbia University Press.

⁴ **Bauman, Z.** (1998): *Globalization*. Columbia University Press.

should govern do not govern and those who do not have the legitimacy to do so are in charge, such as terrorists and warlords, but also, for example, hackers, rating agencies and capital evaders, who form a kind of alternative authority or condition us in an unjustified way⁵.



Thus, in this era of accelerating economic globalization, old social issues and calamities that have plagued humanity in the past are perpetuated, along with new issues worldwide. This scenario requires **that we learn to act on complex social issues** in highly dynamic and interdependent local and global contexts. In addition, we must take on that complexity while considering one of the key characteristics of our time: the divorce between **power** and **politics**⁶. Power, or the **ability to do things**, is evaporating from countries, but that power has not been transferred onto legitimate supra-state or global agents with the ability to build more just societies for human wellbeing and for the environment life develops in. This divorce leaves the State and its “old politics” with a diminished **ability to decide what to do**.

This globalization is perceived as financial and economic but incomplete in terms of the development of the universal political institutions necessary for the challenge of **a global culture and governance** aimed at building more just societies. This globalization is also perceived in the lifestyle influenced by the power and culture of “impatient capital”, which only contemplates two feelings: euphoria and panic. A world occupied by these two feelings becomes hostile to life, but it is a sign of a world of sovereign markets, virtual spaces and nomadic millionaires, in which relevant powers are accountable to no-one, irresponsible, and beyond the reach of legitimate political authority.

The basic aim of the idea of **Development, the broadening of opportunities so that people can live the life they value**, is currently under threat. Our **ability to act**, individually and collectively, is not on the same level as the new interdependence and vulnerability of the human species.

What horizon inspires us therefore, as a civil society organisation with a will to transform, in this world without surroundings?

⁵ Innerarity (2016): *Op. Cit.*

⁶ **De Castro, G** (2017, April): Palabras prestadas que olvidamos devolver. *Educo Magazine*. 14-15.

2.1.2. Our Horizon: Dignified Life on a Shared Planet

Over thousands of years, starting in ancient Greece, humanity has technically made fabulous progress right up to the landing on the moon, but instead we continue to kill each other in wars and are unable to learn to live peacefully together and make reasonable use of this planet. Is that civilisation? I don't think we are civilised as a group yet.

José Luis Sampedro (1919- 2013),
Spanish writer, humanist and economist

Educo's Mission contains an ideal, as well as a path and a will. An ideal allows us to extend our gaze to a distant point, a faraway point that represents **what is desired**. That point where the earth and the sky converge. The horizon. That's where utopia is sheltered. Eduardo Galeano said: *Utopia is on the horizon. I move two steps closer; it moves two steps further away. I walk another ten steps and the horizon runs ten steps further away. No matter how far I walk, I'll never reach it. So, what's the point of utopia? The point is this: to keep walking.*

The path and the will that the Educo Mission represents, on the other hand, allow us to assess the challenges and risks, the alternatives and the force of **what is possible**. It refers to the situation; in other words, it's about thinking, feeling and doing. An embodiment of ideas, values and principles that contemplate a destination.

A long and extensive participatory process of political, strategic and programmatic reflection in Educo has recognized the complexity and the interdependence of the social challenges in current societies and the overwhelming challenges presented by the times we live in, and the local and global contexts. Bearing

this in mind, we can locate **two significant areas of social change** we can work on in order to follow **paths of change towards a horizon of more just and equitable societies for children's wellbeing**.

The **first area** is related to the idea of a **dignified life** and consists of three universal values, although their specific characteristics vary according to different periods of time and different places⁷.

The first value is **livelihood**, which relates to living conditions. The second is **dignity**, the sense that every person should be respected with dignity without being used as a mere instrument to achieve someone else's aim; that everyone's aims are equal and ought to be respected. Dignity also in the sense of the value that each person can bring to society, leading to the consideration or acceptance of the **feeling of usefulness as a public good**. The third, **freedom**, is the ability to act and the ability to be and do what you have reason to value, and the ability to act in a responsible manner to make the world a better place.

The **second area** of thought and action relates to the challenge of global governance and environmental sustainability. It emerges from the idea of a **shared planet based on three** considerations. The first is **the contemplation of humanity as a reference point for politics**. Humanity and the environment need the impetus of effective political institutions that can rival the power of entrenched global economic forces, in order to subject them to political scrutiny and ethical oversight. The solidarity of our fate cannot rely today on goodwill alone. And the reconciliation of humanity with its own incorrigible diversity is essential, because this generates the power to transcend current horizons.

The second consideration is the importance of placing **children and adolescents at the centre of development processes** and not as instruments of them. The third idea is the importance of building **a global, human, ecological, altruistic and**

⁷ See **Goulet, D.** (1995): *Development Ethics*. London: Zed Books.



responsible culture, which sustains, like magma, previous transformations. The three ideas, but especially the last one, see the reconciliation of humanity with its diversity as fundamental, because that is where the power is generated to transcend contemporary horizons in search of a new era.

According to the above, **constructing paths for change** towards a horizon of dignified lives on a shared planet requires a **global conversation to build of shared awareness**. We can use a certainty as a starting point: we all wish to lead dignified lives free from fear and humiliation, and in which we are able to search for our own happiness. This can become a common ground that is firm and broad enough on which we can begin to sustain the solidarity of the action we need⁸. For some it might just be an illusion, but as Educo we are members of and take action in a **global movement committed to children** to ensure that the contents of that conversation build the next chapter in the history of humanity.

2.1.3. Our Story

For more than 25 years Educo has worked to improve the living conditions of children and adolescents, and the context in which their lives develop. The history of this INGO and the evolution of its ideas and action have led to the **questioning of the idea of Development understood as economic growth**, which has dominated as a paradigm – and still does today – of International Development. The “Theory of Change (ToC) process”, which started in 2015 and resulted in a global conversation within Educo about the future of the organization, led to the realization that **working with children and adolescents and from their perspective** is not only a purpose in and of itself for Educo, but it is also a way to bring about social change. This new understanding of what “working with children and adolescents” means has also made it easier to understand and interpret Educo’s Mission as well as the scope of our focus on child wellbeing and children’s rights. It has also shown the particular

⁸ De Castro, G. (2014). Los problemas que afrontará la próxima generación. En Román, B. y De Castro, G (Ed.). (2014): *La era de la política más allá de los límites nacionales: Cambio social y cooperación en el siglo XXI*. Barcelona: Ed. Icaria- Fundación Educo.

confluence of these two approaches in recent years, linking Educo's history with our current strategy as defined in this document.

In short, all this has enabled a thorough review and interpretation of the substratum of Educo's Mission and the ways to expand the scope of the action it demands in increasingly complex, dynamic and interrelated societies.

Educo Mission (2014):

We work **with** children and their communities to promote **just and equitable** societies that guarantee their **rights** and **wellbeing**.

Educo Vision (2014):

A world where **all** children fully **enjoy** their **rights** and lead a **life of dignity**.

Poverty represents a violation of rights, and in many cases, in millions of cases, a direct violation of rights. Poverty is also a multidimensional phenomenon, and in many cases, such as people living in extreme poverty or suffering from severe malnutrition, it is a profound question of scarcity in an increasingly unequal world. As a matter of fact, both problems are at the top of the list of the issues the Sustainable Development Goals (SDG) address.

The paradigm of development as economic growth does not call into question the violation of **rights, or the multidimensionality of the social and environmental issue, or the political dimension of social and global problems**. Nor does it explain the growing unease in today's societies, whether in the old Global North or the old Global South, where poverty and increasing inequality, a lack of opportunities, social exclusion, violence and abuse, social and political disaffection, stigmatization or isolation dynamics are evident.

People's lives, and especially children's and adolescents' survival and development, do not wait for epochal changes. They simply can't. Precisely because of this, over the last 25 years thousands of private donors, including a huge amount of child sponsors, companies, foundations and public donors from local, state and international governments, have contributed resources, ideas and a willingness to carry out Educo's Mission in various corners of the planet. The action of solidarity now, here, there and beyond. **Real impact on the lives of children and adolescents.**

In the last seven years, at Educo we have seen our thinking, feeling and will as an organization evolve and grow. At the same time, our vigor for and interest in a crucial issue of our time has also grown; this issue is best summarized as a question: **how can we live better together?**

In 2013 at **Educo** we set out to strengthen our interpretation of the current social issue and our practices with the will to **build more just societies for the wellbeing of children**. This is how Educo's approach to the wellbeing of children was born; as a transformative practice that contemplates *Development as Freedom*, and in particular as the opportunity for children and adolescents to **Be and Do** whatever it is that they value.

This does not imply a neutral or apolitical action towards **having**, i.e. the availability of material resources by people. This is because on the one hand, the assessment of the resources available, as well as access to or exclusion from them, is essential for the analysis of wellbeing. It also is a crucial factor in the lives and survival of millions of children and adolescents. This assessment reveals issues of power in the field of relationships between human beings and social media, like discrimination or inequalities.

On the other hand, this action is not neutral; in particular because it emerges from Educo's Mission, which promotes political action by emphasizing one of the pillars of child wellbeing: **Children's Rights**.



They make up the regulatory basis of legal standards, ratified by all the states of the world, except one⁹, at the 1989 Convention.

IDENTITY STATEMENT

Educo ToC process (2016)

Educo works as a catalyst and within a **global movement** committed to the realization of **child rights** in pursuit of their **wellbeing**.

Educo's Identity **Statement**, which resulted from the 'ToC Process', argues that the child rights-based **approach** is **necessary**. It is understood at the same time that the child rights approach is not **sufficient** as a holistic understanding of what people understand as a **good life**, an understanding that at Educo we intend to complete with the evolution of the child wellbeing approach.

The 'TOC process' revealed the complexity of today's societies, and the need for a conscientious and a deep understanding of interconnection, dynamics and interdependence, at least for anyone who wants to be **a catalyst that sustains a transformative impulse**. It also confirmed that Educo's strategy must rely on joining efforts with **global movements that are working towards common goals**, both locally and globally.

Finally, the 'ToC process' has also helped move Educo forward, from being understood as an organization that works with children and adolescents for their wellbeing, to an organization that also promotes, bases itself on, and values their ability to act as agents of social transformation. This **agency**, this ability to transform the world, contributes directly to their wellbeing and the dignity of their lives and the lives of those around them. It also has the potential to forge them as the main builders of a shared planet.

⁹ Here we refer to the United States of America, the only country that has not ratified the Convention on the Rights of Children.

2.1.4. Our Destiny: Working with Children and Adolescents

Children and adolescents make up 49% of the population in the countries in the old global South, and 37% in the old global North. Almost 50% of the people that live in extreme poverty in the world are children¹⁰. If we look beyond material living conditions and contemplate social exclusion, isolation, discrimination, lack of protection, violence, exclusion, inequality, stigmatisation and low self-esteem, we see that children are, in general, a vulnerable group. Moreover, many of them live or survive in extremely vulnerable conditions.

Their points of view, their voices and their participation in the decisions that affect them, their feelings and sense of justice, or the way they see and understand their lives and the biggest problems humanity faces, are fundamental pieces that children treasure in order to build a fairer and more dignified world. The creative and rejuvenating characteristics of their proposals, full of humanity and solidarity, often clash with the **adult-centric view**. This view reveals the **social construction** that we adults have and perpetuate **about children**. It is a *doxa* – an idea we apply without thinking about what it really means – which regards children as being in a process of maturation called “social moratorium”. We adults tend to think of childhood as a period in which children do not have rights; they are just waiting to become adults so they can exercise their rights. Or, as they themselves explain it more simply and plainly: “Adults do not listen to us”.

They are therefore considered only as citizens of the future, or even human resources for a future society (**well-becoming**) without a voice or a say in the decisions that affect them. Therefore, they are not seen as people with abilities and opportunities to be and do what they value (**wellbeing and agency**: wellbeing and ability to act). Working to eliminate these barriers and **break away from a human**

capital approach – which places economic growth at the centre and understands human development as instrumental – and working instead **towards a child wellbeing approach**, continues to be a pending **challenge**.

Development understood as human wellbeing, and, in particular, as **child wellbeing**, historically converges with positions critical of Development understood as economic growth. Development as human wellbeing places people and their social and environmental context, in other words life, at the centre of the processes. This is the point of reference for Educo: **placing children, adolescents and their contexts as subjects at the centre of development processes**. People often value achievements that do not reflect, or at least not immediately, on income and growth, like achieving greater access to knowledge, better nutrition and health services, safer lives and satisfactory leisure hours, political and cultural freedoms, or being able to participate in community activities.

According to the above, in the world we live in it is essential to recognize the linkage of **wellbeing** as a transformative practice with the development of the capacity to act – **agency** -, that is, with the responsibilities that people have towards others and the social and environmental environment, which places the question of child wellbeing in the field of justice.

10 UNICEF (2016): *The State of the World's Children 2016: A fair chance for every child*. UNICEF. Retrieved from https://www.unicef.org/publications/index_91711.html

2.1.5. Our Path: More Just and Equitable Societies

'In the little world in which children have their existence', says Pip in Charles Dickens Great Expectations, 'there is nothing so finely perceived and finely felt, as injustice.' (...) What moves us, reasonably enough, is not the realization that the world falls short of being completely just – which few of us expect – but that there are clearly remediable injustices around us which we want to eliminate.

Amartya Sen *"The Idea of Justice"*

Justice is a disputable concept by definition; for this very reason, it is destined to be a concept always open to reinterpretation. **No society can be said to be sufficiently just.** However, it is a desire for justice that prevents the political body from remaining static. **A society becomes more just,** it is thought, when it never stops criticising the level of justice reached and progressively seeks greater and improved justice.

Equity is based on a concept of justice, recognition and inclusion between groups or people that have unequal opportunities regarding the fulfilment of their rights, their wellbeing or their ability to act in a responsible way in the world (agency), as a result of discriminatory factors. Among these factors it is necessary to highlight, due to its scope and severity, gender discrimination.

Therefore, promoting **gender equity**, as well as the rights and empowerment of girls and women, is a question of social justice which allows for the introduction of the ethical and political dimensions into development processes by placing people, care

and affection, and relationships at the centre. Equity also requires specific treatment or positive action which contemplates the different discrimination factors, as well as that of gender, and which includes people with different abilities, ethnical minorities and other disadvantaged sectors of the population.

*"Did you know that the 19.5 million inhabitants in New York consume the same amount of electricity in one year as the 791 million inhabitants in Sub Saharan Africa?"*¹¹, asked an Energy Resources teacher, while a young student checked with the most solicited intellectual of our times, Mr. Google.

That young person could also have checked the veracity of the fact that 3.4 billion people have serious difficulties meeting their basic needs, or that 20% of the global population consumes 90% of the goods produced, while the poorest 20% consumes 1%. Or the disproportionate social inequalities that are perpetuated when it is warned that three people in the world can have the same income as the 48 poorest countries, or that the wealth of 225 people can be equal to the combined income of 2.5 billion human beings.¹²

It is statistics like these that make one worry about where globalization - not universalization - is taking us, accelerating processes of economic and political power concentration. We can therefore understand that **poverty and wellbeing are political phenomena** rather than economic ones - the relationships of power determine the distribution of opportunities and benefits-, and a failure to do so is an obstacle to achieving the Sustainable Development Goals (SDG) by 2030. Also, **poverty and wellbeing are multi-dimensional phenomena** and there has been considerable progress in this understanding with an emphasis on universally agreed and easily quantifiable measures. Examples of these would be health, education and nutrition. Nonetheless, Development Studies understand today that this has

11 **Marzo Carpio, M.** (2014): *Energía, Desarrollo, demografía y recursos naturales*. En **Román, B. y De Castro, G.** (Ed.) (2014) *"El reto de la equidad dentro de los límites ecológicos: Cambio social y cooperación en el siglo XXI (Vol. 2)"*. Barcelona: Ed. Icària and Fundación Educo.

12 See **World Bank Group** (2018) *Poverty and shared prosperity*. Washington: World Bank Publications; **Morin, E., Viveret, P.** (2010) *Cómo vivir el tiempo de crisis*. Barcelona: Ed. Icària.



provided an unequal vision which underestimates the importance of the **social cultural differences and the more qualitative elements** – and relational in terms of wellbeing-, like lack of power, stigma, discrimination and isolation.

Constructing more just and equal societies presents dynamic problems and challenges that require expert knowledge and participation from everyone. It requires a number of human aptitudes and attitudes, but one stands out more than the others: **the will to progress towards making humanity a point of reference for politics in a worldwide territory**. The challenge of building a new type of worldwide governance that enables all humanity to live together in a dignified way on a shared planet. Finding a balance within the ecological limits, in a world without surroundings; in a political era that goes beyond national limits.

2.1.6. Our Approach: Development as Wellbeing

*We live in the society that was imagined
and thought up by our grandparents.*

Roser de las Heras,
Primary School teacher.

Wellbeing is a broad concept open to multiple interpretations. At Educo, child wellbeing has provided a starting point for finding answers to the following question: **How can we live better together?**

The development of the child wellbeing approach at Educo has meant, in general, working to connect the ideas behind the concept of **Development as Freedom** with the concept of *the Ethics of Development* – Development as **Dignified Life**–, while also adding the substratum of that old human desire of **universalization**.

The perception of the context and the era we find ourselves in, completes this general overview based on two ideas; the first one being that of **a world without surroundings**. A world showing its finiteness, its limits and the perversity or unconsciousness of understanding Development as economic growth; a type of Development that becomes a predator of the natural environment that life unfolds in, a type of Development accountable to nothing but the maximization of financial profits. Exempt even from taking into account the negative effects and externalities of its action.

The second idea of context and era is that of a **shared planet**, which adds to the necessary science of that finitude referred to above, the magnitude of imbalances and inequalities. It deals with the redistribution of resources to sustain human life and the development of the social world; the need to rethink how humans share with nature itself and the other species we share this planet with.

According to the above, Educo's understanding of *child wellbeing* converges with humanistic and environmental views, seeking to reflect and act on the complex issue of sharing a planet both environmentally and socially. Moreover, at Educo we place a particular emphasis on the living conditions and development of children and adolescents.

Human wellbeing, for Educo, is the **fulfilment of rights** and the **opportunity** to have a **dignified life**. **Children's wellbeing** "means the **fulfilment of children's rights and opportunities** so that every child can be and do what they have reason to value, in the light of their abilities, potential and skills".

The Realization of Children's Rights

Educo's child wellbeing approach focuses first and foremost on the fulfilment of rights. But what are we referring to when we say, "fulfilment of rights"?

Connecting the **child rights-based approach** with the **child wellbeing approach** presents many theoretical, methodological and practical challenges. However, at Educo we know that the first approach is **necessary**, but not **sufficient** for a holistic understanding of the "good life" which the wellbeing approach aims to achieve.

In other words, the wellbeing of children and adolescents starts with the recognition of their rights in order to reveal the specific characteristics of the definition of a dignified life, according to each local context. The detection of gaps, deficits and deprivations, a crucial characteristic of the child rights-based approach, is combined with asking children and their communities to assess the strengths, aspirations and assets of individuals, their relationships, and their communities¹³.

We believe child wellbeing is underpinned by the legally binding nature of the 1989 Child Rights Convention. However, in this era **working to guarantee children's rights** has more to do with to the **effective fulfilment** of rights rather than their **enshrinement**. Although the demand for the enshrinement of rights continues to be a key area of Development, the legacy of political action and the transforming impulse of previous generations must serve today for one of the social challenges of our time: **the effective fulfilment of rights in relation to living conditions and the wellbeing of children and adolescents at a universal level**. In other words, to go from being **de jure individuals** to being **de facto individuals**; citizens whose rights have been fulfilled.

Despite this, "unprecedented gains have been made in terms of children's health, nutrition, access to education, and formal protection in laws and policies since the adoption of the UN Convention on the Rights of the Child (UNCRC) in 1989. Yet this progress risks being undermined by the escalating **climate crisis**, which poses an acute threat to children's survival, development and wellbeing"¹⁴. Therefore, tackling the current climate crisis is one of the main challenges we will face over the next decade as we build alliances to live better together on this shared planet.

Opportunities to Be and Do

As well as the fulfilment of rights, the other reference point for Educo from the human and child wellbeing approach is the connection with the theoretical traditions of Development understood as Freedom. It is about broadening the **opportunities** for being and doing what people, in this case children, have reason to value. Opportunities are related to values, and often do not coincide from one culture or society to another, from one person to another. Therefore, working to promote opportunities requires **an open conversation about what people value** at any given

¹³ This is what academic literature refers to as the "positives".

¹⁴ **Joining Forces** (2019). *A Second Revolution for Child Rights – The Global Climate Crisis: A Child Rights Crisis*. Retrieved from <https://child-rights-now.org/>



time and place (or context). This is because as people we are socially conditioned, influenced by our history, social norms, beliefs and local and global behaviour patterns; therefore, nobody is truly independent from the influences of the societies they live in.

The Three Dimensions (3D) of the Wellbeing Approach

Educo's approach to child wellbeing connects with certain recent theoretical-practical traditions within Development Studies. These traditions place huge importance on the interactions between the three dimensions of wellbeing. The first one is the **material dimension**, which refers to 'the resources children have'. This dimension is intimately linked to principles and articles about Survival and Development in the 1989 Convention (6, 24, 27, 28 and 29), as well as specifically with the right to education and the studies of multidimensional poverty.

The second one is the **relational dimension**, which refers to 'what children can do with the resources they have', as well as the ability to be part of social and political life and influence it. This is where the questions of discrimination, inequality, inequity and social exclusion appear. This relates to questions about power, and the importance of the quality of human and social relationships. In the case of

children, wellbeing literature and practices point to the importance of positive connections with others, and understanding quality as consistency, continuity and reciprocity. One of the aspects we find here is the challenge of protecting children from abuse and violence, and more importantly, **the challenge of building societies that promote a culture of positive treatment towards children.**

The third dimension is the **subjective one**, which considers 'what children think, feel and value in relation to what they can do with the resources they have at their disposal'. It includes perceptions, expectations and evaluations of their lives and the realities they live in, and of the social and cultural aspects that determine how these assessments are constructed. These last two dimensions, the relational and subjective, connect with the right to protection, participation and psychological and emotional development from the 1989 Convention (articles 12, 13, 14, 19, 28, 29, 31, 32, 33, 34, 35, 36 and 37). They also include meaningful assessment of the realisation of the rights *in* education and *through* education.

After diving deep into the 3D Wellbeing Approach, it has become clear to us that relational aspects are key and central to the entire approach. The importance of the material basis for valuing wellbeing is undeniable, but scientific evidence reflects the

political and cultural nature of every problem in relation to discrimination, inequality and exclusion. This is how the relevance of our relationship with power emerges: the ability to participate in politics, influence and decide on the policies and rules that determine the conditions and opportunities in life that we value.

Towards the relational wellbeing of childhood and adolescence

“Wellbeing is not something that belongs to individuals, but something that occurs in relationship with others”. This is how Sarah C. White, the researcher and expert on human wellbeing and development issues from the University of Bath (United Kingdom) concluded Educo’s First International Congress (*The Wellbeing of Children and their Rights*, 2015).

Since 2014, at Educo we have developed several research projects where we analyze the transformative power of human relations in the wellbeing of children¹⁵ and, through the implementation of the 3D Wellbeing analysis, we have been able to provide information and evidence for the social diagnosis that all our programs and projects start with. An example of this is evidence of the relational impact of poverty on children and adolescents¹⁶ that shows that, in *countries* in the old South or Global North, children’s perceptions confirm that *“what worries children is not the lack of resources per se, but the exclusion of activities that other children seem to take for granted, and the shame of not being able to participate on an equal footing with other children”*¹⁷.

This evidence connects **humiliation, shame, exclusion, stigmatization and low self-esteem** with a gradual **narrowing of the social and economic horizons** of children and adolescents, leading to **low life expectations**.

Given the above, we observe the importance of relational **factors in wellbeing**, not only with regards to the **material basis** and to power relations as we saw in the previous section, but wellbeing as what happens in relationships with others. But there’s more, because we still need to consider wellbeing as a personal process; a **relationship with oneself**.

It is important to consider wellbeing as a personal **process**, rooted in the psychological processes that are experienced in family **relationships**, forms of parenting, attachment, treatment by parents and **social relationships** beyond family, friends and the first social spaces such as the school and the neighborhood. This where **relationships with other people** are forged and also the relationship **with oneself**. All these processes are affected by the way society establishes relationships between people of different racial identities and religions; the way societies organize wealth and poverty through inequality. **You cannot think of these personal processes as separate from the social process**, and today it is generally recognized that we **cannot think about human wellbeing unless we also think about the relationship with the natural and social environment**.

We also need to consider the relationship **with culture**; that is to say, the way people live their lives. Nor it is something we can separate from the assessment of wellbeing, because it is part of the way people think and operate, and the way people treat each other.

15 **Educo** (2015). *Los datos no mienten, las niñas y los niños tampoco*. Barcelona. Retrieved from <https://www.educo.org/Educo/media/Documentos/Prensa/INFORME-BIENESTAR-MAYO-2015.pdf>

16 **Castro Lamela, Gonzalo**. (2016). *El impacto relacional de la pobreza en la infancia y la adolescencia: Aportes desde el análisis del bienestar y los derechos de la infancia en España 2007-2015*. Revista Brasileira de Planejamento e Desenvolvimento. 6. 6. 10.3895/rbpd.v6n1.4604.

17 **Redmond, G.** (2008). *Children’s perspectives on economic adversity: a review of the literature*. Innocenti Research Centre, Discussion Paper 2008-01. Retrieved from <https://www.unicef-irc.org/publications/497-childrens-perspectives-on-economic-adversity-a-review-of-the-literature.html>



It's one of those things that many wellbeing approaches try to get rid of, try to deny the importance of culture, either by saying that we have a universal approach that fits everywhere, or by saying that we can get rid of culture because only we need to know how people are happy within a context, and we don't need to know about that context.¹⁸

Sarah C. White

To understand people within the context of their own culture is to recognize it as a key factor in wellbeing, and even more so, in any attempt to assess their own culture. **Unless we understand people's culture, we cannot understand what they tell us when they talk about wellbeing, either in numbers or in words,** says White. When asking about wellbeing, we must understand and appreciate the weight of the particular context in the meaning of their lives and their perception of their wellbeing. That is to say, **the relationship between the person and the context.**

It is essential that culture and context cooperate in the pursuit of child wellbeing. Nonetheless, at Educo we understand that we must add **the era we live in** as a conditioning factor of wellbeing; an era in which the processes of globalization and its effect on people's lives in a local and global world must be taken into account. Moreover, that feeling of unease we mention above, that arises from *the annoying feeling that things are getting out of hand*, which is related to **changes in relationship patterns.**

Therefore, at Educo we believe it is necessary to deepen our understanding of the relational dimension of the 3D Wellbeing approach, a huge challenge that must be addressed over the next decade through the implementation of Educo's *2020-2030 Global Impact Framework*.

As of right now, we anticipate that the following aspects will be key for addressing this challenge. First, strengthening the relational dimension means viewing **human beings as relational beings.**¹⁹ If we understand that human wellbeing is based on an abundance of relationships, then we need an idea of the self that reflects that. Secondly, that **such interaction is not free, but it is determined by**

¹⁸ See **White S.C.** (2017): *Relational wellbeing: re-centring the politics of happiness, policy and the self*. Policy Press; **White S.C.** (2018) Network of Wellbeing (NOW).

¹⁹ Ibid.



the structures of society. It makes a difference, for example, whether you are a man or a woman, rich or poor, old or young, and where and when you are born. The economic model and the political structures in the areas we operate in make a big difference. The third aspect is that the human and social world is embedded in the physical and natural environment, and we must recognize the **central importance of the interaction between human beings and the planet we live in.**

In conclusion, for Educo this means constructing a knowledge base that is, given our Mission, essential to promoting social transformation. A knowledge base that requires understanding what children and adolescents value and the meaning of wellbeing in their specific context and time. It also means a starting point for social change paths that improve the wellbeing of children in the path towards a horizon of dignified lives on a shared planet.

Finally, it should be noted that wellbeing as a transformative practice of development shows a commitment to the realization of human rights, social and economic justice, and the protection and promotion of the environment. The researcher Séverine Deneulin states that this connection between wellbeing and the responsibilities that people have for the wellbeing of others and the environment is essential. It moves the question of wellbeing to the realm of justice; "Living well and acting with justice are inseparable"²⁰, says Deneulin, while presenting the singular challenge of wellbeing as a current conversation for humanity.

20 **Deneulin, S.** (2014): *Wellbeing, justice and development ethics*. Ed. Earthscan, Routledge. Pp. 42.

2.2. Our Values and Principles

Values are normative principles that inspire our Mission and help to interpret it. Principles are conceived as operating standards that guide our actions. The 2015-2018 period has led to the creation of a set of Institutional Policies, which have been fundamental for the development and implementation of these principles and values. Over the next 10 years we will continue to deepen our commitment to our values and principles:

Values

Social commitment: We strive for the common good, the defense of human dignity, working together to build relationships based on fairness and solidarity between peoples, individuals and cultures.

Equity: Our actions aim to achieve greater justice in social arrangements and to promote people's ability to enjoy their freedom.

Respect: We recognize and defend the richness of human diversity as an essential value for social cohesion, peace and respect for the dignity of all people.

Principles

Non-discrimination: Our work is built upon the belief that all children should have the opportunity to fulfill their rights, irrespective of their or their families' national, ethnic or social origin, language, religion, political opinion, economic position, disability or any other status.

Participation: All our actions guarantee and promote the right to participation of children and those who support them, in pursuit of full citizenship. We also foster a participatory culture within our organization.

Transparency: We base our work on honesty, responsibility and maximum access to information regarding the management of resources and the impact of our actions, in pursuit of the highest levels of social and economic accountability.

Dynamic spirit: We have the capacity to adapt and be creative in our response, seeking innovation and quality in our action.



Educo's Theory of Social Change

3.1 Our Theory of Social Change

Based on our identity as an International Development NGO and taking into account the global trends that will have more of an impact on the lives of children and adolescents, we have developed Educo's Theory of Social Change (TSC) for the next 10 years. The TSC is the central element of the *2020-2030 Global Impact Framework*, because it articulates and describes the path that we must walk collectively to achieve our Mission and Vision. Having our TSC is also an essential step to materializing the impact driven and organizational learning approach, since the TSC facilitates the identification of global indicators of social impact. In this sense, Educo's TSC allows us to place the social impact we wish to achieve at the center of our action.

Educo's Theory of Social Change also facilitates partnerships and collaboration between organizations and sectors. Although the TSC itself demonstrates that there is no single way to achieve children's wellbeing, it serves as a basis for building consensus on the actions needed to contribute to children's wellbeing in the long term. In addition, it establishes the basis for the formulation of the 1st Global Programmatic Framework Educo 2020-2025. In this sense, the Theory of Change is both a mirror of what Educo is today and the expression of our dream for the next 10 years; it is also a tool for finding answers to existing questions, as well as asking new questions about our actions that will help us continue to learn and improve. We therefore hope that the Theory of Social Change becomes a useful tool that is used by the Educo global community and by all the local, national and international organizations and partners we collaborate with. Educo's Theory of Social Change, which will guide our action for the next 10 years, is structured in seven levels. It is important to acknowledge that the relationship between the different levels is not strictly causal or linear but presents a logical perspective on how the change we desire will occur. Below is a brief definition of each level.

DIAGRAM OF EDUCO'S THEORY OF SOCIAL CHANGE

VISION	A world where all children fully enjoy their rights and lead a life of dignity.		
SOCIAL IMPACT	Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet.		
SOCIAL IMPACT OUTCOMES	SIO 1. Children and adolescents fully develop their personality and abilities.	SIO 2. Children and adolescents live free from violence in safe and positive treatment environments.	SIO 3. Children and adolescents drive social change in their social and natural environment.
SOCIAL IMPACT OUTCOMES: GLOBAL INDICATORS	SIO 1 1.1. C&A develop their life project and their ability to aspire, thus fulfilling their life expectations. 1.2. C&A enjoy a relevant, equitable, safe and inclusive education. 1.3. C&A enjoy a critical, collaborative and creative education aimed at social transformation. SIO 1 contributes to achieving SDG Targets: 4.1. / 4.2. / 4.3. / 4.4. / 4.5. / 4.6. / 4.7. / 4.A.	SIO 2 2.1. C&A enjoy positive, empathic relationships based on respect for their attachment figures, adult role models and peers. 2.2. C&A fully confide in the people in their surroundings and feel safe and secure in their community and school environment. 2.3. C&A enjoy effective child protection systems that prevent and eradicate all forms of violence and protect them from extreme vulnerability, crises and disasters. SIO 2 contributes to achieving SDG Targets: 1.5. / 4.A. / 5.2. / 5.3. / 5.6. / 8.7. / 13.1. / 13.3. / 16.2. / 16.9.	SIO 3 3.1. C&A organize themselves and act as agents of social change. 3.2. C&A promote awareness about sustainable development in their communities and local environment. 3.3. C&A promote changes in values, beliefs and social norms in their communities and social environments. SIO 3 contributes to achieving SDG Targets: 5.5. / 5.C. / 11.7. / 12.8. / 13.2. / 13.3. / 16.7.
CROSS-CUTTING PATHS FOR CHANGE	CPC 1. EEMPOWERING C&A: Know about and take into account children and adolescents' perceptions, aspirations and assessments of their lives and their environment in order to strengthen their own development and resilience, empowering them to seize the opportunity to be and do what they have reason to value as a good life.	CPC 2. KNOWLEDGE: Generate and share knowledge around the improvement of C&A rights and wellbeing in a specific context, culture, and period in order to connect the efforts of different actors working towards building a shared planet where we live better together.	CPC 3. INFLUENCING: Advocate for public policies aimed at building fairer societies with governance systems committed to C&A.
	CPC 4. SOCIAL & CULTURAL NORMS: Promote values, beliefs and social norms that encourage communities based on equitable, respectful, and enriching relationships.		
THE ROLE OF EDUCO	Educo works in an agile and innovative way, catalyzing the work of stakeholders from different sectors to collectively create systemic change in favor of the Social Impact Educo aims to contribute to.		
SOCIAL PROBLEM	The lack of awareness of a shared planet, together with the profound asymmetries in current power relations, perpetuate the social and environmental crises that generate a devastating impact on the wellbeing and dignified life of children and adolescents.		

Below is a **brief definition** of each level:

- **Vision** : Refers to the world we want to see as a result of our efforts.
- **Social Impact** : The long-term social change we want to achieve.
- **Social Impact Outcomes (SIO)** : The three changes in the lives of children and adolescents needed to achieve the desired social impact. All social interventions we develop over the next 10 years must contribute to the achievement of these three SIO.
- **SIO Global Indicators** : The global indicators we will base Educo's Impact Measurement System (see section 4.3) on to assess progress towards the achievement of each SIO and their link with the SDGs.
- **Cross-cutting Paths for Change** : The four action strategies we will focus on and promote in order to achieve all three Social Impact Outcomes. That is to say, what Educo will do.
- **The role of Educo** : The central role that Educo must embody to successfully promote all four Cross-Cutting Paths for Change and achieve all three SIO.
- **Social problem** : The current situation which we will focus our efforts on.

3.2. Three Social Impact Outcomes

SIO 1. Children and adolescents fully develop their personality and abilities

Children and adolescents enjoy educational processes that promote the development of intellectual, emotional and social abilities that allow them to develop their life project and fulfill their life expectations. They enjoy a rights-based education based on social transformation that is relevant, inclusive, equitable and critical, in safe and positive treatment environments, in communities that actively participate in the development of their abilities and in which children play a key role.

The right to education goes one step beyond basic education and contemplates that access to other levels of education must be broad and accessible to all. Enjoyment of education is a human right that cannot be denied, impeded or limited in any context. In addition, education is an enabling right, which gives rise to the realization of other rights (right to health, protection, equity, environmental sustainability, decent work, etc.) and contributes to wellbeing and the ability to improve the world and humanity itself.

The promotion of relevant and inclusive education stems from the recognition, first, that people are capable of learning; and second, that diversity is a value and a source of wealth. It leads to education based on non-discrimination, respect for dignity and equity, and accompanies each person in a different way and promotes co-education. Thus, Educo understands education as a social and relational process in which children, as rights holders, are the main protagonists. This involves the consideration of three aspects:

The guarantee of safe educational spaces in which to establish relationships based on respect, care, mutual recognition, dignity, affection and empathy as a relational educational model and which promote children's resilience and autonomy as an exercise of freedom and a path towards the full development of their personality.

The recognition that autonomy is exercised in relational contexts and, therefore, in contexts of interdependence in which there are disparities and injustices we must fight to reverse them: promoting relations of collaboration and mutual support, and reconstructing the ethics and culture of educational and social community spaces on the basis of dialogical and democratic values.

The recognition of the critical role of children and adolescents in this process and the promotion of their empowerment to be and act for this purpose; to grow as people and transform their environment, developing a critical and creative vision that allows them to lead the way in the efforts to build the social, economic and cultural structures that will allow humanity to share planet Earth in a respectful and sustainable way, promoting initiatives that broaden human rights and collective wellbeing.

GLOBAL IMPACT INDICATORS
<p>1.1 C&A develop their life project and their ability to aspire, thus fulfilling their life expectations.</p> <p>1.2 C&A enjoy a relevant, equitable, safe and inclusive education.</p> <p>1.3 C&A enjoy a critical, collaborative and creative education aimed at social transformation.</p>
LINK AND CONTRIBUTION TO THE SDG
<p>4.4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p>
<p>4.1.1. Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.</p>
<p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.</p>
<p>4.2.1. Proportion of children under five years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex.</p> <p>4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex.</p>
<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p>
<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.</p>
<p>4.4 By 2030, substantially increase the number of young people and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>
<p>4.4.1 Proportion of young people and adults with information and communications technology (ICT) skills, by type of skill.</p>
<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including people with disabilities, indigenous people and children in vulnerable situations.</p>
<p>4.5.1. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data becomes available) for all education indicators on this list that can be disaggregated.</p>
<p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>
<p>4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.</p>

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions).





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

Children and adolescents live in safe and positive treatment environments that promote their full development and wellbeing. They enjoy relationships of trust, respect and care with their attachment figures, adult role models and their peers, based on dignity, affection and empathy. Children and adolescents feel safe and protected in all contexts, including in extreme vulnerability conditions, crises and disasters. They know and have skills for self-protection as well as for the protection of their peers and enjoy effective child protection systems and mechanisms.

All children and adolescents have the right to be protected from violence, as stipulated in article 19 of the Convention on the Rights of the Child (CRC). Educo has zero tolerance for violence against children and is firmly committed to the do no harm principle. Educo understands child protection as preserving children's integrity and promoting safe environments for children to develop in, in which both the rights of the child and children's best interests are respected. This includes implementing actions for the prevention of, detection of and response to any form of violence, abuse, negligence or exploitation, in line with goal 16.2 of the Sustainable Development Goals (SDG).

Child protection is the obligation of the State and authorities, and the responsibility of families, communities and society in general. At Educo, we aim to find long-term solutions to prevent and eliminate violence against children, protect children effectively, and contribute to increasing their resilience, achieving sustainable change in their lives. To do this, we are committed to working with all actors, formal and informal, supporting the strengthening of child protection systems on a regional, national and local level, as well as a community one. Our approach is based on the participation of all actors, starting with the children and adolescents themselves, since the exercise of participation creates a feeling of relevance and trust, essential for self-protection and the protection of their peers. The meaningful participation of the community, starting with the family, a child's closest environment, is also fundamental. That is why support for effective community child protection mechanisms which contribute to the evolution of the

social values and norms that condition the perception of children and, at the same time, strengthening existing positive practices in order to guarantee their wellbeing in a profound and lasting manner, is decisive.

At Educo however, we want to go one step further: we will work to promote positive treatment relationships and practices for and between children, supporting positive changes in social values and beliefs to build fairer societies and achieve dignified lives for children. Educo understands that the absence of violence against children does not necessarily mean new positive ways of relating to one another. Therefore, Educo understands positive treatment of children as the existence of relationships between children and between adults and children based on a profound respect for others and recognition of their value and their rights. They are balanced and empathetic relationships which create a context of positive affection and care, favoring the full development and wellbeing of children. Relationships with humans and nature, in a broad sense, are central to all the fundamental aspects linked to living a good life. In this framework, children will be able to exercise their citizenship and become social change agents, in favor of fairer societies and collective wellbeing.

GLOBAL IMPACT INDICATORS

- 2.1** C&A enjoy positive, empathic relationships based on respect for their attachment figures, adult role models and peers.
- 2.2** C&A fully confide in the people in their environment and feel safe and secure in their community and school environment.
- 2.3** C&A enjoy effective child protection systems that prevent and eradicate all forms of violence and protect them from extreme vulnerability, crises and disasters.

LINK AND CONTRIBUTION TO THE SDG

- 1.5** By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.

- 1.5.1** Number of deaths, missing persons and directly affected people attributed to disasters per 100,000 population.
- 1.5.3** Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030.
- 1.5.4** Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies.

- 4.A** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

- 4.a.1** Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions).

- 5.2** Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

- 5.2.1** Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age.
- 5.2.2** Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence.

- 5.3** Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

- 5.3.1** Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18.
- 5.3.2** Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age.

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

5.6.1 Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.

8.7 Take immediate and effective measures to eradicate forced labor, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labor, including recruitment and use of child soldiers, and by 2025 end child labor in all its forms.

8.7.1 Proportion and number of children aged 5–17 years engaged in child labor, by sex and age.

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

13.1.1 Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population.

13.1.2 Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030.

13.1.3 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies.

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula.

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.

16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month.

16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation.

16.2.3 Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18.

16.9 By 2030, provide legal identity for all, including birth registration.

16.9.1 Proportion of children under five years of age whose births have been registered with a civil authority, by age.

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

Children and adolescents are socially recognized agents of social change with the ability to lead their own lives. They exercise citizenship and act in an organized manner to influence decision-making at all levels and to generate in their immediate surroundings social and environmental changes and improvements that result in the enjoyment of their rights and wellbeing. Children and adolescents live in communities in which their right to participate and to express their opinions is a reality, societies in which their opinions are listened to and taken into consideration. Societies that create relevant and accountable spaces for child participation.

At Educo, we strongly believe that children and adolescents are agents of social change with the ability to be leaders in their own lives. Children have a fundamental role in promoting changes in societal values and norms, and in generating awareness of a shared planet.

Educo works to ensure that children and adolescents contribute to interpreting what development is and how it is carried out. As social agents, children and adolescents have the right to participate, to have their opinions listened to and taken into account, as mentioned in article 12 of the CRC. But the convention goes further. It integrates rights and civil liberties which together define children and adolescents as citizens, like freedom of expression and the freedom to find and share information (art. 13); freedom of thought, conscience and religion (art. 14); freedom of association and assembly (art. 15); the right not to be subjected to interference with their privacy or attacks on their honor (art. 16); and the right to receive diverse information adapted to their abilities that promotes their social, spiritual, moral, physical and mental wellbeing (art. 17).

Therefore, Educo works to remove a range of social barriers (e.g. the belief that children and adolescents do not have the ability to participate), cultural barriers

(e.g. the vision of children as adults' "projects"), technical barriers (e.g. the lack of adults' ability to carry out active listening) and political barriers (e.g. the lack of specific legislation that guarantees children's civil rights and liberties) which make it difficult for children and adolescents to actively exercise their citizenship. Equally, we work to ensure that the exercising of citizenship (both individual and collective), especially in contexts of discrimination, inequality and poverty, influences decision-making at all levels, and generates social changes that reflect on the wellbeing of children and adolescents both in the processes and the outcomes. Educo believes it is fundamental to provide and strengthen spaces that promote self-organization among children and adolescents, with an approach that contemplates the evolution of their abilities and fulfils child participation standards. Lastly, we emphasize that exercising citizenship generates other impacts of equal importance for child wellbeing: it contributes to the development of individual and collective abilities, it protects children and adolescents, favors tolerance and respect for others, and contributes to the establishment of an accountable culture.

GLOBAL IMPACT INDICATORS

- 3.1** C&A organize themselves and act as agents of social change.
- 3.2** C&A promote environmental awareness in their communities and environment.
- 3.3** C&A promote changes in values, beliefs and social norms in their communities and social environments.

LINK AND CONTRIBUTION TO THE SDG

- 5.5** Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

5.5.1 Proportion of seats held by women in (a) national parliaments and (b) local governments.

5.5.2 Proportion of women in managerial positions.

- 5.C** Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment.

- 11.7** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older people and people with disabilities.

11.7.2 Proportion of people who are victims of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months.

- 12.8** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

- 13.2** Integrate climate change measures into national policies, strategies and planning.

13.2.1 Number of countries that have communicated the establishment or operationalization of an integrated policy/strategy/plan which increases their ability to adapt to the adverse impacts of climate change, and foster climate resilience and low greenhouse gas emissions development in a manner that does not threaten food production (including a national adaptation plan, nationally determined contribution, national communication, biennial update report or other).

- 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula.

13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions.

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.

16.7.1 Proportions of positions in national and local institutions, including (a) the legislatures; (b) the public service; and (c) the judiciary, compared to national distributions, by sex, age, persons with disabilities and population groups.

16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group.



3.3. Four Cross-cutting Paths for Change

Cross-cutting Path for Change 1 EMPOWERING CHILDREN AND ADOLESCENTS

To know about and take into account children and adolescents' perceptions, aspirations and assessments of their lives and their environment in order to strengthen their own development and resilience, therefore empowering them to seize their opportunities to be and do what they have reason to value as a good life.

We strongly believe that children and adolescents are agents of social change with the ability to lead their own lives and their social and environmental surroundings, at local and global levels. Therefore, Educo works to ensure that children and adolescents contribute to interpreting what development is and how it is carried out. If we accept that Development involves expanding freedom and opportunities for people to live the life they value, we must ask ourselves: *what life do children and adolescents value?*

Knowing what kind of life children and adolescents value is vital for understanding Development as freedom. That's why for Educo it is the starting point for social change, as well as a central pillar of empathy, solidarity and cooperation. Thus, empowering children and adolescents requires an integral commitment to knowing about, understanding and taking into account children and adolescents' aspirations, assessments, and perceptions regarding the lives they have reason to value. It requires an assessment of their living conditions as well as the realization of their rights and the opportunities related to their bio-psycho-social development. Moreover, it requires an understanding of the relationships children and adolescents develop with their social and cultural environment, as well as with themselves. It implies interactions in spaces of recognition, where the capacity to act and the capacity of agency germinate.

The knowledge regarding what children and adolescents have reason to value allows for strengthening their own perspectives of development and resilience, which encompass their ability to learn and live significant experiences. We refer to experiences such as being creative, building trusting and empathic relationships to live better together, and being able not only to adapt to an ever-changing environment and improve it, but also to connect with their own self and will. We all need to reconnect with our human realm where not all things that have value have a price. The consumer culture we live in pressures us to become not active citizens, but passive consumers. To counteract this, we must empower ourselves to change the power relations that threaten the improvement of child and human wellbeing.

Furthermore, empowering children and adolescents means supporting their right to participate, to have their opinions listened to and taken into account, which leads them to become drivers of social change and exercise their agency capacity. In particular, at Educo we work to ensure that child participation, especially in contexts of discrimination, inequality and poverty, influences decision-making at all levels, and generates social change. In order to empower children and adolescents, we believe it is fundamental to provide and strengthen spaces that promote their capacity for self-organisation, with an approach that contemplates the evolution of their abilities and fulfils child participation standards.

Cross-cutting Path for Change 2 KNOWLEDGE

To generate and share knowledge around the improvement of children rights and wellbeing in a specific context, culture and period to connect the efforts of different actors working towards building a shared planet where we live better together.

It is no longer possible to address the complexity and interdependency of the social and environmental challenges we face without generating, sharing, and managing more detailed, specific knowledge about ever-evolving changes and trends in the world we live in, the realities we work in, the fluid and unstable nature of causal relationships, the positive and negative impact of our actions, and the multiplicity of perspectives on potential causes and solutions for the challenges we face on this shared planet.

Generating this knowledge is more critical than ever if we are to catalyze the efforts of different actors involved in fostering social change and working towards improving rights and child wellbeing in a specific context, especially because different actors tend to have different understandings of both the challenges we face and their potential solutions. Without this shared, detailed knowledge, evidence-based and consensus-driven social change is not possible.

Social change tends to be unpredictable, because it is the result of multiple interactions conditioned by different relationships among human beings and between them and their environment. We live in a time of accelerated change in relationship patterns; relationships with each other, power relations, and the relationship with oneself. Thus, the more we understand the nature of these relations in different contexts, the better we will be able to design theories of change and therefore programming initiatives to achieve child wellbeing. In addition, knowledge cannot be conceived separately from the individuals who use it, or from the social, cultural and political context that gives it meaning. It is through knowledge generation that we can weigh up and interpret the relevance and effectiveness of our actions and the consequences of these actions.



Cross-cutting Path for Change 3 INFLUENCE

Advocate for public policies aimed at building fairer societies with governance systems committed to children and adolescents.

Poverty and wellbeing are political rather than economic phenomena. Disregarding this is an obstacle to improving wellbeing and therefore to the achievement of the SDGs by 2030. Changes in the socio-cultural conceptions of childhood are not in themselves sufficient for children to be recognized and therefore live as subjects of rights and social agents. In parallel and using a dynamic of mutual reinforcement, there must be changes at public policy level. Moreover, poverty and wellbeing are multidimensional phenomena.

Children and adolescents constitute the largest group of people living in conditions of poverty and social exclusion in today's societies, at local, national, and global levels. Therefore, building more just and equitable societies for the realization of rights and the improvement of the wellbeing of children and adolescents presents dynamic problems and challenges, which require expert knowledge and the active participation of all members of society, especially of children and adolescents. Furthermore, it requires governance systems committed to child wellbeing at the local, national, and global levels. That is to say, a child-centered governance that allows all humanity, and especially children and adolescents, to live together and with dignity on a shared planet.

Implementing child-centered governance faces the challenges of achieving society-level changes in the understanding of what it means to be a child. These changes must create an enabling environment for the realization of all rights, and specifically for a) changing society's conception of childhood and the levels of adoption of the General Measures for the Implementation of the CRC; b) creating enabling environments at local, national and global levels for

ownership to exercise authority, articulate interests, exercise responsibilities and obligations, and resolve differences based on children, their rights and wellbeing; and c) strengthening children's capacities to exercise, claim and demand their rights, with participation that transcends higher aspirations.

To build more just and equitable societies with governance systems committed to children, Educo will carry out social and political advocacy to influence the public policies and practices of decision-makers, opinion leaders and civil society in general to bring about positive change in children's lives, in pursuit of the realization of their rights and wellbeing. In line with the Committee on the Rights of the Child's General Comment No. 5²¹ Educo considers it important to advocate for the generation of national and local strategies for children that "relate to the situation of all children and to all the rights recognized in the CRC", identify the main challenges to the full realization of children's rights and clearly define time-bound objectives that facilitate (a) progressive improvement in the area of children's rights, (b) integration of sectoral policies through permanent coordinating bodies, and (c) vertical harmonization of different administrations in the area of children.

21 See United Nations Convention on the Rights of the Child ([full version](#));

Cross-cutting Path for Change 4

SOCIAL AND CULTURAL NORMS

Promote values, beliefs and social norms which encourage communities based on equitable, respectful, and enriching relationships.

Social norms do not exist in isolation but are part of a relatively dense reference network of social institutions, people, family and social relationships which influence the decisions we make, both individually and collectively. That is why legal, economic and political changes must be accompanied by changes in social behavior that re-value childhood in order to be effective. At Educo we defend that an essential part of the social change necessary to progress in the realization of the rights of children and adolescents needs to have an impact on the change in certain behaviors, attitudes, beliefs, social expectations and social norms which have a negative impact on the wellbeing of children. The change in values, beliefs and social norms is especially important for making progress in the following areas:

In the exercising of citizenship for children and adolescents, fundamentally through the disarticulation of the adult-centric view of childhood which sees children and adolescents as incomplete adults without the ability to act as social change agents.

In preventing violence against children and adolescents, in particular, in the disarticulation of the idea that some forms of violence are normal and justifiable.

In the empowering of girls and adolescent women, through the transformation of social institutions, and a change in social norms and practices which restrict their rights just because they are female.

In the construction of more inclusive and culturally sensitive communities, which move away from existing discrimination patterns and encourage the expansion of opportunities for the most marginalized children and adolescents.

In the promotion of a culture of caring for people and nature, oriented towards the sustainability of life, developing new ways of relating to each other and organizing ourselves that allow us, in this context in which the public becomes private, the social becomes personal and the collective becomes individual, to provide this care with dignity, and assume it collectively as social co-responsibility in a fair and sustainable way. This includes the role of the whole population, the different social actors as well as the State, so that every person's right to care becomes a reality.

Lastly, all societies have values, beliefs and social norms which are positive for child wellbeing. Educo works to make these practices visible and build its interventions using them as a base.





Educo's Contribution to Systemic Change and Collective Impact

4.1. Approaches

4.1.1. Main Approaches

Child Rights Approach

Adopting a Child Rights-Based Approach (CRBA)²² means linking the achievement of the wellbeing of children and adolescents to the realization of their rights as recognized in the Convention on the Rights of the Child²³ (CRC) and invoking national and international rights guarantee structures to support development actions. Working with child rights programming also means having the principles and standards of the CRC integrated into the strategic, institutional and programmatic spheres of the organization:

- In the strategic body composed of mission, vision, policies, impact and programmatic frameworks and plans, tools, and guidance and staffing.
- In the governing bodies, the board of directors and all staff (institutional ownership), where they all understand, commit and apply the principles of the CRC in all areas of the organization (including working with partners).
- In the programming cycle with the incorporation of the programming approach with a focus on children's rights. In this area, it is important to highlight the recognition of the agency and competence of children and adolescents to actively participate in the realization of their rights in accordance with the evolution of their capacities.

Child Wellbeing Approach

Children's wellbeing "means the realisation of children's rights and opportunities for every girl and boy to be and to do what they value, in the light of their capacities, potential and abilities". The connection between the child rights approach and the child wellbeing approach has many theoretical and practical edges, but we can state

²² See Lansdown, Gerison (2005). *Benchmarking progress in adopting and implementing child rights programming*. London: International Save the Children Alliance; O'Neill, Kathryn, (Ed.) (2007) *Getting it Right for Children: A Practitioners' Guide to Child Rights Programming*. Save the Children UK.

²³ See <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

that in Educo we understand that the first is necessary, but not sufficient for a holistic understanding of a good life, and it is therefore completed by the child wellbeing approach. In other words, child and adolescent wellbeing implies the recognition and realisation of their rights and is completed by revealing the specificities of the meaning of a good life for children and adolescents, in accordance with each cultural context. The detection of gaps, deficits and deprivations, characteristic of the child rights approach, is added to the assessment of children, adolescents and their environment, on the strengths, aspirations and assets of people, their relationships and their communities.

The other point of support of the child wellbeing approach in Educo arises from its connection with theoretical traditions of development understood as freedom. It is about expanding opportunities to be and do what children and adolescents have reason to value. Opportunities are related to values that often do not coincide from one culture or society to another, or from one person to another. Therefore, working to expand opportunities requires a conversation about what is valuable to people at a given time and in a given context. People are socially and culturally conditioned, that is, influenced by our living conditions, our history, by local and also global social norms, beliefs and patterns of behaviour, in such a way that no one is truly independent of the influences from the society they live in.

Capability Approach

In one of the first formulations, Amartya Sen (1992) pointed out: *“a person’s capability to achieve functionings that he or she has reason to value provides a general approach to the evaluation of social arrangements, and this yields a particular way of viewing the assessment of equality and inequality”*.

We can point out that, along with other approaches, the capability approach also aims to expand what

people are able to ‘be’ and ‘do’ and have reason to value. The capability approach emerged as a critique of other approaches to assessing the success of societies. It argues that focusing on capabilities is a more direct and accurate way of expanding what people really value.

The approach offers a terminology of its own, such as functionings, capabilities, and even ways of understanding the concept of agency. Sabina Alkire²⁴ says that the capability approach proposes that social arrangements should be evaluated according to the extent of freedom people have to promote or achieve functionings they value. On the other hand, Ingrid Robeyns points out that the capability approach is not a theory that can explain poverty, inequality and wellbeing; instead, it rather provides a tool and a framework within which to conceptualize and evaluate these phenomena. Therefore, applying the capability approach to issues of policy and social change will often require the addition of explanation theories²⁵ (Robeyns, 2005:4).

Gender and Development Approach

Even today, many of the limitations that girls and boys have for the fulfillment of their rights and for their wellbeing are determined by gender. Gender inequality is structural in society, and therefore should always be addressed as an intrinsic element of social research, public policy and any social intervention. The full development of the personality and abilities of each child for the social transformation and the generation of collective wellbeing, in sustainable contexts, free from violence and that promote positive treatment, must include the integration of the Gender and Development approach in all our actions.

At Educo we are committed to the Gender and Development approach (GAD). This approach places strong emphasis on analyzing the unequal power relations between men and women and boys and girls which perpetuate poverty, the

²⁴ Alkire, Sabina (2005), ‘Why the Capability Approach’, *Journal of Human Development*, 6(1).

²⁵ Robeyns, Ingrid. (2005). The Capability Approach and Welfare Policies.

different distribution of societal roles and wealth, and the unequal opportunities for development and access to its benefits, to the detriment of the participation of women and girls in decision-making at different levels.

The experiences and realities of children and adolescents are determined by relationships of power, which are unequal and restricted by their condition; not just their gender and age, but also other discriminatory variables which superimpose on a single individual or group of people and places them in an unequal position in relation to others, and in relation to opportunities for development and access to benefits as well as in relation to the enjoyment of rights. Just by using the GAD approach, as well as the intersectional approach²⁶, and taking into consideration the different realities of each person and the assumption of the differentiated impacts of the same intervention, will we promote gender mainstreaming²⁷ and individual and collective empowerment processes for girls and women as fundamental strategies to advance in the achievement of equality between children, which assures they all have the same development opportunities in order to enjoy their rights and wellbeing.



26 See <https://views-voices.oxfam.org.uk/2018/03/gender-development-intersectionality/>

27 See UNESCO, 2007. UNESCO's Gender Mainstreaming Implementation Framework.



4.1.2. Supporting Approaches

Social Innovation²⁸

The Social Innovation Approach (SIA) is a framework that allows organizations to systematically develop and implement new ideas and solutions (products, services and models) to solve complex social problems, through innovation processes, and new internal and external multilevel, multisectoral and multi-stakeholder relationships and social collaborations. SIA focuses on systemic change and systemic action, relies on collaborative work, co-creation and co-action, and encourages sharing knowledge and knowledge ownership. Furthermore, SIA adopts methodologies and tools from the field of social innovation that amplify collaboration (design thinking, social labs, collective impact, bootcamps, hackathons...). In addition, it is important to highlight that in SIA's organizations "freedom to fail" is articulated as a "key value".

SIA is built on innovation processes which involve (a) exploring Social Opportunities and Challenges (it

seeks to diagnose a problem, and to ask and frame a question or social challenge in such a way that the root causes of the problem can be addressed; (b) generating ideas (focused on the generation of ideas that answer the question framed in the previous stage; (c) Development and Testing (the new ideas must be validated or discarded with a robust methodology); (d) making the case (at this stage, solid evidences are built to support the new validated ideas); (e) delivering and implementing (those ideas that go through a period of prototypes and successful tests can move on to the piloting phase which often requires changes in the idea itself: rationalizing it; simplify it; and/or turn it into more modular elements so that it can work even without the enthusiasm of those who developed it); (f) growing and scaling, spreading (at this stage the idea is to carry out the service or piloted product on scale); and (g) changing systems (at this stage social innovation reaches its maximum social impact, involving a radical transformation of fundamental systems we depend on, changes in concepts and mindset, as well as economic flows).

²⁸ For more information about Social Innovation see The Open Book of Social Innovation (The Young Foundation and Nesta 2010). <https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf>; Development, Impact and You – DIY (Nesta Foundation 2018). <https://diytoolkit.org/media/DIY-Toolkit-Full-Download-A4-Size.pdf>

Multi-stakeholder Partnerships Approach²⁹

The multi-stakeholder partnerships approach promotes and encourages effective public, public-private and civil society partnerships that mobilize and share knowledge, expertise, technology and financial resources in order to support the achievement of the sustainable development goals. As the *Educo Program Quality Criteria* (2019) document states, the Global Partnership for Effective Development Cooperation is a result-oriented and long-lasting multi-stakeholder principle that contributes to the achievement of the Sustainable Development Goals (SDGs). The work within this framework is based on the four shared principles of effective development cooperation. These principles were agreed in 2011 by more than 160 countries and 50 organizations in the Busan Partnership Agreement, the outcome of the Fourth High-Level Forum on Aid Effectiveness (Busan, South Korea):

- Ownership of development priorities by developing countries.
- A focus on results.
- Inclusive development partnerships.
- Transparency and shared accountability.

“Multi-stakeholder partnerships involve organizations from different societal sectors working together, sharing risks and combining their unique resources and competencies in ways that can generate and maximize value towards shared partnership and individual partner objectives, often through more innovative, more sustainable, more efficient and/or more systemic approaches”³⁰. Adopting this approach is deeply related to Educo’s role as a catalyst for systemic change.

Impact Driven and Organizational Learning Approach³¹

Nonprofit organizations find themselves under a lot of pressure to demonstrate their impact and prove their effectiveness, as the funding and political environment focuses more and more on the importance of accountability and measuring impact. At the same time, senior managers and staff need accurate data to inform decision-making in order to improve program quality and fulfill the organization’s mission. The ability to monitor and evaluate performance is, therefore, critical. Adopting the impact driven and organizational learning approach implies placing the social impact the organization wants to have in the world at the center of its strategy and action. In this regard, the Educo Impact Driven and Organization Learning Approach is deeply rooted in the Results-Based Management approach³², embraced by UN agencies as well as by Educo as one of the key approaches in Educo’s Quality Program Criteria (2019). By following the impact driven and organizational learning approach we put first the results to be achieved in our theory of social change and, in accordance, we define the best combination of programs, projects, products, activities and supplies to achieve them. Therefore, our chain or map of cascading results structures and focuses our actions better towards a sustainable and efficient impact, following the Educo programmatic quality criteria in which it is established that the chain of results³³ must be consistent and contribute to the social change that Educo wants to achieve.

29 See Global Partnership for Effective Development Co-operation (2017). About the Partnership. Accessed 05 October 2018, from The Global Partnership for Effective Development Co-operation website: <http://effectivecooperation.org/about/about-the-partnership/>; Applying Multi-stakeholder Approaches for SDG Integration: <https://undg.org/programme/2030-agenda-section/multi-stakeholder-approaches/>

30 See Partnering Initiative: www.partnerinit.org

31 For more information about Organizational Learning see https://en.wikipedia.org/wiki/Organizational_Learning

32 See **United Nations Development Group** (2017). *Results-Based Management (RBM)*. Retrieved from <https://web.archive.org/web/20160821235450/https://undg.org/home/guidance-policies/country-programming-principles/results-based-management-rbm/>; World Bank (2009). *Emerging good practice in managing for development results (English)*. Washington, DC: World Bank. s

33 By chain of results we mean the growing order of results that logically lead us to the achievement of direct effects and impacts.

Following the impact driven and organization learning approach has three critical consequences: first, it is crucial that the organization clearly knows and defines the social impact it wants to contribute to; second, it is crucial as well that the organization measures its impact on a regular basis, since it is the only way to then adjust its activities and performance; finally, the organization has the necessary systems and practices in place to learn from the information it obtains from its impact measurement initiatives and utilize it for continuous improvement.

To this end, learning, organizational improvement and accountability take on an institutional level. This intentional effort as an organization and individually to foster a culture of continuous evaluation and learning in Educo, will be based on the rescue, evaluation, systematization and socialization of our main learnings in processes, projects and programs, promoting the increase in the quality of our work, gaining efficiency and strengthening our evidence-based decision-making processes.

Accountability Approach

Educo promotes a culture of accountability at all stages of the programming cycle, applying the dynamic accountability approach, driven by the Global Standard for the Accountability of Society Organizations Civil³⁴ (OSC) and Accountable Now³⁵, through which we understand accountability as building an ongoing, relevant and meaningful dialogue with our stakeholders, especially with children, families and communities involved in our projects, in order to work together towards the fulfillment of our mission.

Building this dialogue involves implementing mechanisms that promote transparency, participation and feedback, and that adapt to the diverse needs and preferences of our stakeholders, especially those of children, as an integral part of all our activities. We also understand that accountability must be

covered by all aspects of our work, structures and processes, and that, to be effective, it must address the needs of all our stakeholders. Promoting a culture of accountability, where the voices of our stakeholders guide our actions and decision-making processes, represents an opportunity for mutual learning and to foster trust and accountability, which will improve our work and, therefore, our impact.



³⁴ See <http://www.csostandard.org/es/>

³⁵ See <http://www.accountablenow.org>

4.2. Catalysts of Change

4.2.1. What is a Catalytic Organization?

Educo's Theory of Change (see section 3.1) explicitly describes the specific role we want to embody as an organization over the next decade: *Educo works in an agile and innovative way, catalyzing the work of stakeholders from different sectors collectively to create systemic change in favor of the Social Impact Educo aims to contribute.*

This statement about Educo's role is a critical one, as it reflects on the specific characteristics we need to embrace as an organization in order to successfully achieve the Social Impact Outcomes outlined in the *2020-2030 Global Impact Framework*. In particular, the statement captures the desire to become a catalytic organization. Discovering how to be an effective catalytic organization will however be a challenge for us since there is no easy, step-by-step manual available; it is a huge endeavor that we will need to undertake together, innovating and learning from our mistakes and successes. Fortunately, there are four essential behaviors of a catalytic organization that are already defined and that can help us continue our journey towards becoming a catalytic organization³⁶:

Prioritizing (action) learning:

Catalytic collaborators are intently interested in creating knowledge for the betterment of their entire field. They focus on not just learning for evaluation, but field-relevant learning, about both broad trends that influence the social problem at hand and failed past attempts to tackle it. This focus forms the basis for innovation, transformation, and sustainable impact. This focus on learning must embrace a collective intelligence approach, ensuring that the combination of knowledge and expertise from all actors involved is greater than the sum of its parts.

Systems thinking and acting:

Catalytic collaborators are intentional in their efforts to understand and address the full chain of factors that contribute to their issue at a systems level, including the ecosystem of relevant players. Over the next decade, we will be facing extremely complex social challenges as we look for ways to live better together on our shared planet. In order to overcome them, we must embrace systemic thinking; in other words, a systemic approach to social change.

Democratizing access to knowledge assets:

Catalytic collaborators focus on equitable access to intellectual and knowledge assets rather than on individual ownership. To ensure this access, they create or leverage open source technology and platforms. This trait of a dynamic catalytic organization is strongly correlated with the critical difference between *attribution* and *contribution* regarding social impact measurement³⁷. A catalytic organization does not seek to establish a direct, causal, and unique link between its actions and the social impact these actions achieve. In other words, it does not take an *attribution* approach to social impact measurement. Instead, a catalytic organization understands the intrinsic complexity of social change, and thus embraces the understanding that each social agent will contribute to the desired social impact in different and complementary ways.

Building long-term, diverse, transformational relationships:

Catalytic collaborators inclusively and deliberately bring together *unusual* suspects. They seek to build mutual trust, respect, and complementary activities over time, and foster transformational relationships across a wide range of stakeholders. A

³⁶ Zohdy, Nada, et al (2016). Catalytic Collaboration *Stanford Social Innovation Review*. Retrieved from www.ssir.org/articles/entry/catalytic_collaboration#.

³⁷ Forss, K., Marra, M. and Schwartz R. (Ed.) (2011). *Evaluating the complex: Attribution, contribution, and beyond*. Vol. 18. New Brunswick: Transaction Publishers.

catalytic organization produces the desired results in unpredictable ways; it requires agile, flexible structures that foster trust, collaboration and continuous change as opposed to bureaucracy, linear decision-making, and rigidity. That is to say, catalytic organizations embrace the “sense and respond” approach³⁸ to bringing about change as opposed to the traditional “predict and control” approach. Moreover, Educo believes that becoming a catalytic organization is very closely linked with focusing on the interactions and relationships between individuals, as well as communities and organizations. This relevance and interest for interactions and relationships relates to the relational dimension of the wellbeing approach.

4.2.2. How do we Become a Catalytic Organization?

Becoming a catalytic organization will not be an easy task, but it is extremely necessary to achieve the level of social impact on the wellbeing of children and adolescents on our shared planet that we aspire to. The following are four critical paths towards transforming Educo into a catalytic organization:

From Efficient Implementation, to Action-Research and Knowledge Generation

In the past, Educo’s added value has been for the most part efficient project implementation, both through collaborations with local partners and via direct implementation. Moving forward, and as the Cross-Cutting Path for Change number two describes (see section 3.3), our added value must consist in our ability to leverage the programs we engage in to generate new and useful knowledge through Action-Research. Thus, we will of course continue to implement Development programs, but these will no longer be an end in itself, but will serve our Action-Research aims as well. These Action-Research aims will be practical in nature; understanding the barriers to improving the wellbeing of the children and adolescents we work with, and how these

barriers might be tackled and overcome. This means understanding the systemic dimensions of the changes we seek. The role of social cultural systems and their inherent power imbalances and inequalities, and the effects of institutions in either addressing or aggravating these factors. In summary, we must generate knowledge about the theories of social change anchored in the logic of our programmatic efforts, as well as seek to understand which practices work and which do not.

From Project-Centered Intervention, to Evidence-based Advocacy and Social Mobilization

Over the next decade, we must leverage the knowledge we generate to influence public authorities and civil society, as described in Cross-Cutting Paths for Change numbers three and four. Our aim must be to build upon the knowledge generated via our Action-Research approach founded in our programmatic efforts and use it to influence policies and change behaviors in order to improve and catalyze the work of every stakeholder working towards child and adolescent wellbeing. This will involve having the courage and commitment to tackle cultural and institutional barriers to change and being able to use evidence from Action Research to create persuasive arguments of why change needs to happen for the improvement of child and adolescent wellbeing, and how this will benefit the social future of our endangered planet.

From Obligation and Mandate, to Devotion and Satisfaction

A less confrontational and more inclusive approach to activism is needed. We believe more in the power to do and achieve things by satisfaction and collaboration than by obligation; satisfaction evokes far greater and more transformative energy than obligation does, and this is true for systems, individuals, and communities. We must ensure that all actors involved fulfil their responsibility through

38 Laloux, F. (2015), *The Future of Management Is Teal*. Strategy+Business Digital Autumn 2015, Columbia Business School, digital version at: <https://www.strategy-business.com/article/00344?g-ko=10921>



equitable involvement, desire and a commitment to dialogical action, rather than through traditional mechanisms based on hierarchical control and penalties for those who dissent or diverge.

From Rigidity to Agility and Creativity

To become a catalytic organization, we will need to adopt internal catalytic mechanisms, as well as promote catalyst-friendly leadership. This means that decision-making processes and strategic or operational plans are based on the principle of permanent change. Too often, both internal and external contexts change dramatically before a set plan is complete. Thus, staying anchored to that plan is a mistake; we will need to develop agile systems and mechanisms to evaluate and react quickly and with huge doses of creativity; to sense and respond. This concurs with a mixed scanning approach to systems and social change, whereupon we set our change objectives and

action processes, and then as new information emerges requiring different responses, we review our objectives and the planning processes we have in place to adapt and modify them as required. Remaining creative in this way, whilst being clear in our intents and aspirations, will enable us to gain the reputation we seek as an insightful, innovative organization that can provide the types of insights and goodwill required to achieve real systemic change in the lives and wellbeing of children and adolescents.

4.3. Continuous Learning and Accountability

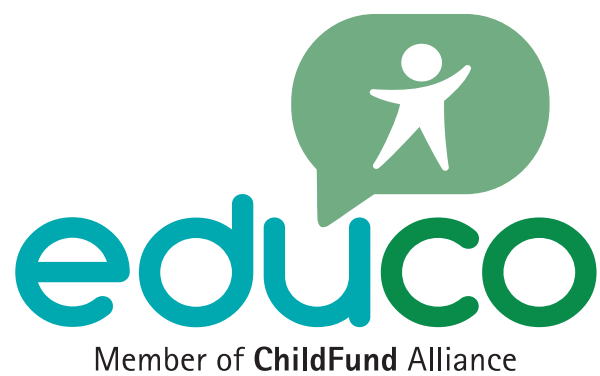


The *2020-2030 Global Impact Framework* is Educo's roadmap for the next decade, as we aim to contribute to the achievement of UN's Sustainable Development Goals by improving child and adolescent wellbeing around the world and ensuring their rights are fulfilled. In order to ensure accountability and continuous improvement over the 2020-2030 GIF, throughout 2020 we will develop Educo's Social Impact Measurement System, which will draw upon the global indicators for each social impact outcome defined in this document in order to generate a specific methodology for their measurement. This system will integrate the measurement of the results and targets included in the 2020-2025 Global and Country-based Programmatic Frameworks, ensuring the alignment of global and national indicators, as well as their alignment. This methodology will rely on both quantitative and qualitative methods and will be based on the 3D wellbeing approach. Moreover, it will also help us determine how Educo's social impact indicators can facilitate measuring our contribution to the achievement of the SDGs.

Educo's Social Impact Measurement System will facilitate the conducting of a **Global Social Impact Baseline Analysis in 2021**. This baseline will provide us with the information we need to measure progress

throughout the next decade in order to ensure accountability and sustain continuous improvement. In addition, an intermediate evaluation of the *2020-2030 Global Impact Framework* will be carried out in 2025, which will capture the progress made so far and help us better project our efforts to continue working towards the achievement of each social impact outcome by 2030. A final assessment in 2030 is also planned in order to evaluate the overall social impact achieved, as well as the degree to which Educo contributed to achieving the UN's Sustainable Development Goals. These assessments will be carried out using methodologies from social research and evaluation practices and will draw on the conclusions of the final evaluations of the 2020-2025 and 2026-2030 Global Programmatic Frameworks and the evaluation of Educo's projects and programs.

Finally, in order to achieve more effective and enriched learning, it will be key to commit ourselves to fostering participation from children and adolescents in all these evaluation processes, since they are the baseline of all our interventions. We will thrive to make Educo an *organization that learns* placing us in a better position to contribute to the firm and determined commitment to the search for child wellbeing.



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