



## EDUCO STRATEGIC PLAN 2015-2018

Transforming the world through its children



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**ChildFund**  
Alliance



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# 1

## INTRODUCTION

Educo's 2015-2018 Strategic Plan has emerged from a participatory process and consolidates the contributions of children<sup>1</sup>, who are the main focus of our action, and of our supporter base, our partners in the program countries, and our team. This involved over 1,500 people from 17 countries, of which more than 220 were children. Around 450 people have participated in the 37 focus groups that were set up to gather qualitative data.

Through this process we have revisited and renewed our institutional philosophy (mission, vision, values and principles) and have established a firm and decisive commitment to the pursuit of children's wellbeing.

We have defined three strategic development goals, which center on the Right to Education, the Right to Protection, and Governance. We have also defined three strategic organizational goals that we consider essential for delivering on our development goals. These seek to guarantee the adoption of an organizational culture based on child rights; evaluation and continuous learning through knowledge management; networking and alliance building efforts; and the diversification of funds to secure the organization's economic sustainability.

This document sets forth our agenda and commitment for the next four years.

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1. *The Convention on the Rights of the Child* defines "child" as a person below the age of 18, unless the relevant laws recognize an earlier age of majority. However, at Educo we define "child" as any person below the age of 18 regardless of whether or not existing laws establish an earlier age of majority.





# THE WORLD IN WHICH WE LIVE

We live in a world without boundaries, a world in which we are both affected by and responsible for actions which occur all over the world. A world in which the concentration of wealth, unprecedented to date, lives alongside extreme poverty, making prior classifications (developed and developing countries, First and Third World, or wealthy and impoverished countries) obsolete. The new map of poverty in the 21<sup>st</sup> century does not refer exclusively to people in situations of poverty, but predominantly to issues of domestic inequality, geography, class and ethnicity; of who pays taxes; and of who benefits from public investment and the opportunities created by economic growth.

The world was first warned about the unsustainable nature of economic growth as a development model for a finite world in 1972. And while the premonitions of the report *The Limits to Growth*<sup>2</sup> have been echoed over the last 40 years, human beings have not yet been capable of shifting to a development model that takes into account the Earth's fragile ecosystem and pursues wellbeing for all its inhabitants. Nor have we achieved political and economic systems that make it possible to bring to an end human rights violations on the part of state. We have been unsuccessful in reversing the causes of these violations, which are associated with the diminishing power of the State, the powerful influence of international finance, the existence of global political institutions that operate on the margins of democratic control, the growing inequality gap, and the intense pressure on natural resources and the loss of sustainable livelihoods.

The concept of economic growth as progress has devastating effects on the over two billion people who are excluded from this development model and whose main concern is daily survival. Among the most excluded, children are particularly vulnerable. The death of 6.6 million of the world's under-five population in 2012<sup>3</sup>, in large part due to preventable causes such as malnutrition, is both an affront to human rights and characteristic of the modern world. For the same reason, many children find themselves forced to earn a livelihood. Fifteen percent of the world's children engage in work that is exploitative<sup>4</sup> and violates their right to protection and development. This all goes hand in hand with high instances of violence against and abuse of children, and another factor which children are particularly vulnerable to; the increase in the frequency and intensity of adverse climatic phenomena.

The right to education is similarly affected. As numerous studies on development demonstrate, education is a key factor in reversing the intergenerational poverty cycle<sup>5</sup>. Universal access to equitable, quality

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2. Massachusetts Institute of Technology (1972). *The Limits to Growth*.

3. Unicef (2014). *The State of the World's Children 2014*.

4. Ibid.

5. SDSN (2013). *The future of our children: lifelong, multi-generational learning for sustainable development*;

Unesco (2013). *Education beyond 2015*.



education is a catalyst for powerful actions for change towards the construction of more just societies; and this is closely related with children's rights being upheld and wellbeing improved, both now and in the future. The direct correlation between an increase in years of a mother's education and a decrease in under-five mortality<sup>6</sup> is clear evidence of this, as is the relationship between the educational system's retention capacity and teen pregnancy rates or age of marriage. Eleven percent of girls are married before turning fifteen<sup>7</sup>. These are only some examples of the importance of the right to education, which some 60 million girls and boys are still unable to enjoy today<sup>8</sup>. And even those who do manage to enjoy this right are not ensured a quality education that will enable them to acquire the desired knowledge.

Education is also imperative when it comes to knowing and demanding the upholding of child rights. Modern societies are increasingly dissatisfied with the lack of opportunities to express their opinions and participate in those decisions that affect them. This shows the importance of promoting protective, non-discriminatory and participatory spaces that foster the active citizenship and good local and global governance that today's societies demand. These demands are more pertinent to children than ever before. As subjects of the law, children should be protagonists

6. UNDP (2013). *Human Development Report 2013*.

7. Unicef (2014). *The State of the World's Children 2014*.

8. Unesco (2014). *Education For All Global Monitoring Report 2013/2014*.



in the construction of society and, as a result, the necessary frameworks and conditions should be available to enable them to effectively develop their leadership skills and exercise their citizenship.

This outlook requires a starting point and a direction. The starting point is humanity's reconciliation with its own irrevocable diversity. The direction is marked by one certainty; that we all wish to live a life of dignity and free from fear in which we can all engage in the pursuit of happiness. It is with these convictions that we should build relationships of solidarity that will allow us to move towards more just and equitable societies that guarantee children's rights and wellbeing.



# MISSION, VISION, VALUES AND PRINCIPLES

## Our Mission:

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

## Our Vision:

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

**Our Values** inspire our Mission and help us to interpret it.

**Social commitment:** We strive for the common good, in 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.

**Our Principles** are operating standards that guide our actions and their adoption and implementation is obligatory and should be demonstrable.

**Participation:** All of 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.

**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, differences in ability or any other status.

**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 level 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 CHANGE AND OUR ADDED VALUE

Our efforts seek to ensure the effective fulfillment of child rights within the framework of the international convention that regulates them (the *Convention on the Rights of the Child*, 1989, hereafter CRC), and the utmost wellbeing of all children.

### **Child wellbeing**

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In our understanding of child wellbeing, all girls and boys have the opportunity to be and do what they choose by exercising and fulfilling their rights. Child wellbeing is therefore an ideal framework for evaluating our progress towards more just societies.

### **Child Rights-Based Approach**

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We adopt a Child Rights-Based Approach as the framework that intrinsically links child wellbeing with the enjoyment of their rights. We call on those national and international structures whose responsibility it is to uphold those rights to support our development activities, and we particularly underline the need to strengthen the states' capacities to fulfill their commitments to child rights and to be held to account for their actions.

The approach implies the application of the four basic principles of the CRC in all of our actions. These principles are: 1) non-discrimination; 2) the best interests of the child; 3) the right to survival and development; and 4) the right of children to freely express their views in all matters that affect them and have their views taken into account. This approach also incorporates the concept of equity, which means giving priority to those groups that find themselves in situations of vulnerability and/or discrimination.

### **Agents of change**

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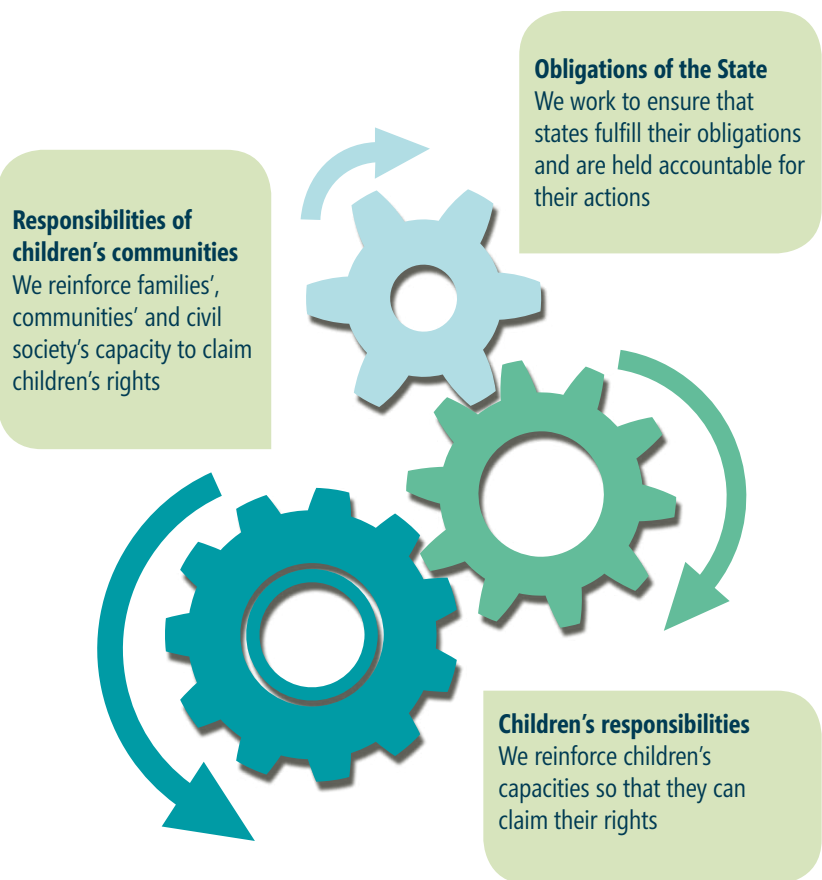
We consider that social actors can be classified into three categories: rights holders (children and adolescents), secondary duty-bearers (families, communities, civil society, the private sector, etc.) and primary duty-bearers (states and international bodies).

Each and every one of these actors should become an agent of the desired change by taking direct action to address rights violations and gaps, reinforce institutional mechanisms and build the capacities of communities and civil society in their respective spheres. The role that children and adolescents play in this process, that is, their degree of involvement and responsibility, varies in accordance with their evolving capacities.

## The value of education for Educo

More than just a right in and of itself, we regard education as a necessary means for fulfilling all other rights and freedoms. For this reason, we believe that education should unquestionably be: available, accessible, acceptable and adaptable<sup>9</sup>. Only in this way will education be able to transform people's lives<sup>10</sup> while preparing them to transform their local and global contexts, thus enabling them to contribute to building more just and equitable societies.

### Our Approach to Change



Towards a society where all children fully enjoy their rights and lead a life of dignity

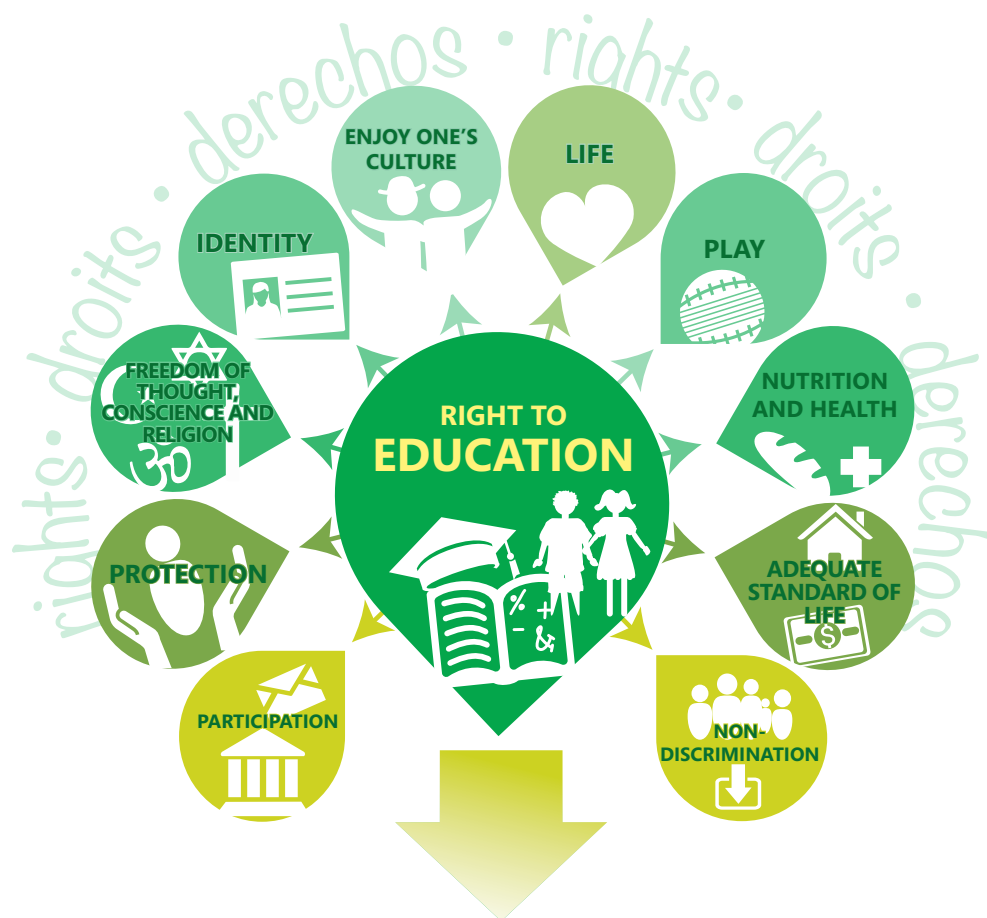
9. Based on the framework put forth by Katarina Tomasevski, former United Nations Special Rapporteur on the right to education.

10. Unesco (2013). *Education Transforms Lives*.





# Our Vision of Education



All children fully enjoy their rights and lead a life of dignity



# 5

## OUR APPROACH

All our activity is based on an approach that clearly states our way of working, how we understand and address the existing reality, who we work with and where.

### HOW WE WORK

**Proximity:** We prioritize local efforts in close collaboration with the communities, civil society actors and public institutions that are in direct contact with children and adolescents.

**Sustainability:** We support children and their communities; however, under no circumstances do we substitute or play the role of the State. All of our programs and projects are, from the onset, aimed at addressing the structural causes of vulnerability and exclusion so that their positive impact will last long into the future.

### WHO WE WORK WITH

We mainly work with the following actors:

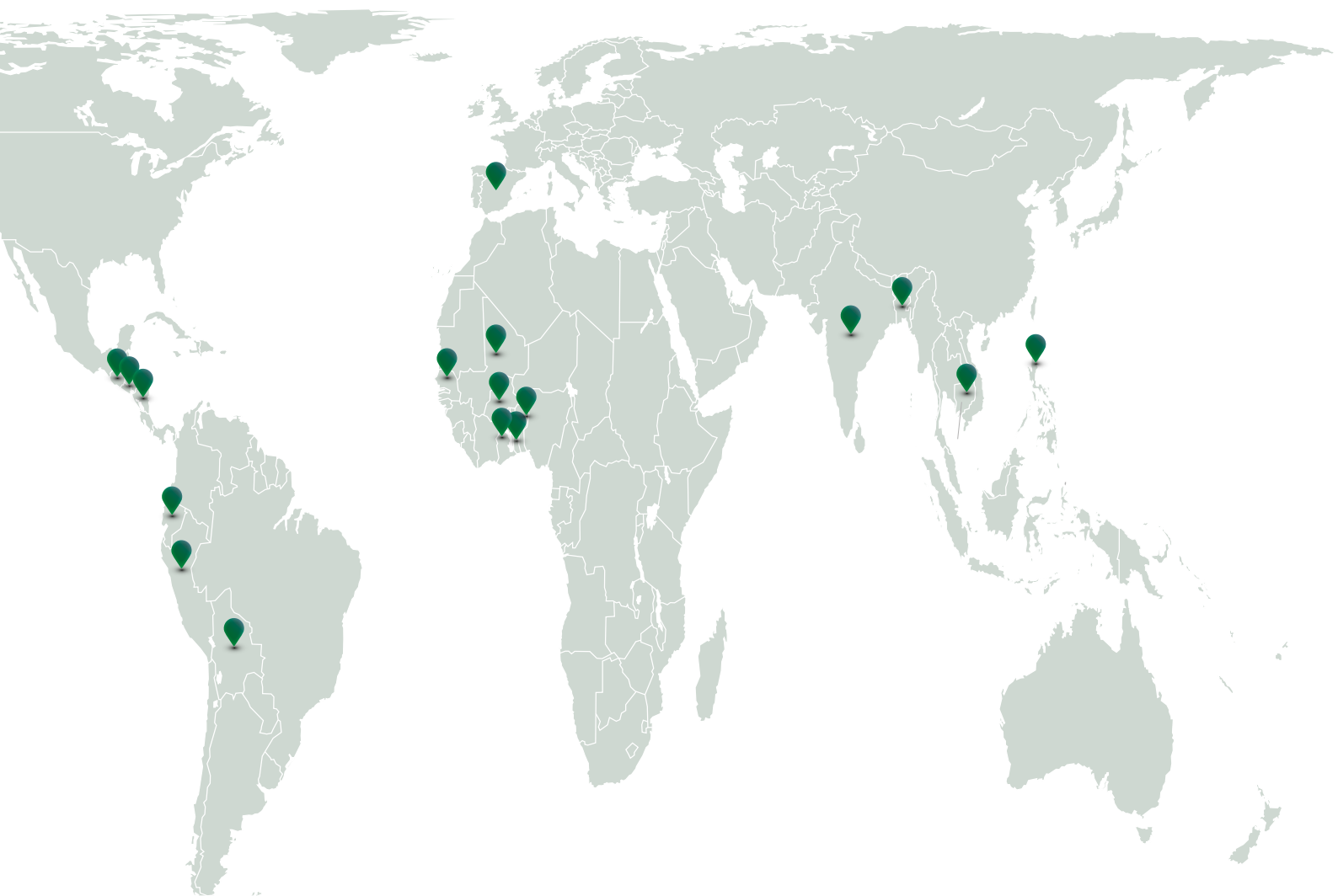
**Children and adolescents:** Children are our priority, particularly those from the most vulnerable and excluded groups, and paying special attention to girls.

**Local communities:** Our priority commitment to children should be grounded in collaborative efforts with local communities to support and guide them along the road to transformative and sustainable local development.

**Local, national and international civil society organizations:** We prioritize alliances and joint efforts with civil society organizations based on collaboration and mutual support.

**Local, national and international governments and public institutions:** Our actions are framed by the principles that guide international development initiatives in accordance with the Paris Declaration on Aid Effectiveness (ownership, alignment, harmonization, results and mutual accountability) and are consistent with the development strategies and public policies of our program countries. We seek alliances with public institutions that contribute to achieving our objectives within a framework of promoting human rights.

**Support base:** As an organization driven by concepts such as social justice and solidarity, Educo relies on the support of its collaborators. In order to strengthen this relationship, we work to establish closer ties and communication with our supporters, seeking to increase their commitment to solidarity, as well as their active participation in our organization's work. We regard sponsorship as a tool for linking people com-



mitted to solidarity and children in vulnerable situations, which makes it an effective means for raising awareness in pursuit of a more just world. This relationship is bidirectional and based on mutual respect. As such, sponsorship is fully integrated in our programs and projects, taking on a community approach and working with children and their families from an early age.

## WHERE WE WORK

For the period covered by this Plan, Educo has established a geographic framework for action that is based on vulnerability criteria, the Human Development Index and the principle of maximizing the impact of our work.

We are currently active in 17 countries on 4 continents:

- **Africa:** Benin, Burkina Faso, Ghana, Mali, Senegal and Togo
- **Latin America:** Bolivia, Ecuador, El Salvador, Guatemala, Nicaragua and Peru
- **Asia:** Bangladesh, Cambodia, India, and the Philippines
- **Europe:** Spain

### Rural and urban settings

Most of our action is carried out in rural areas. However, given the increasing urbanization of the world's population, during the period covered by this Plan we will redefine and strengthen our efforts in marginal peri-urban areas.





# STRATEGIC DEVELOPMENT GOALS

In pursuit of our institutional mission, we will strive to deliver on the following goals.

## GOAL 1: EDUCATION

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

We understand the Right to Education as consisting of three dimensions: the right to education, rights in education and rights through education.

We believe in education that seeks the full development of people's personality, talent, capacity and sense of dignity. As such, we promote inclusive education that overcomes all forms of discrimination and allows girls and boys to equitably achieve basic education. This education is child-centered and based on children's experiences, motivations, characteristics, realities and dreams, so that learning becomes an integral part of enjoying life.

We are proponents of transformative education that helps people develop so that they can contribute to building freer, more just societies.

### Objective 1.1

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

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in the number of children and adolescents who enroll in school and complete a full education cycle (preschool, primary school, secondary school and non-formal programs).

The following courses of action contribute to reaching this objective:

- Providing out-of-school children with access to basic education processes that will allow them to achieve learning benchmarks.
- Identifying the main causes for children not benefitting from educational opportunities (problems of nutrition, health, family and community poverty, etc.) and promoting mechanisms for overcoming these.
- Supporting education from its earliest stages up to the final





stages of secondary education in its different forms: general, technical, vocational, etc.

- Promoting safe, healthy, protective and stimulating educational environments that are inclusive and adapt to the local context.
- Facilitating the availability of quality resources, equipment and educational materials that are accessible to all.

## Objective 1.2

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

Our progress towards achieving this objective will be measured by the following indicators:

- Increase in the percentage of children who show greater levels of satisfaction with the educational process.
- Increase in the number of children who have reached learning benchmarks in basic skill sets, as established by their countries' national standards.

The following courses of action contribute to reaching this objective:

- Supporting better training and conditions for teachers in both their initial and continuous professional development, thus enhancing their motivation and capacities.
- Supporting the development of curriculums and pertinent, inclusive, contextualized and participatory pedagogical materials that favor collaborative and comprehensive learning processes.
- Promoting active pedagogy that is centered on children and adolescents and their full development, and that responds to the diversity of needs and capacities and favors the equitable achievement of learning goals.
- Working to incorporate a gender approach in school culture and



curriculums while promoting educational processes that are effective in deconstructing stereotypes and transforming gender patterns.

- Strengthening teaching-learning processes based on local language and culture, thus fostering an appreciation for diversity.
- Promoting pedagogical, participatory and equitable evaluation processes which respect difference and diversity in people.

### Objective 1.3

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

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in community participation in the design, development and evaluation of schools' education projects.

The following courses of action contribute to reaching this objective:

- Strengthening human rights-based education and school culture that fosters respect for human rights and liberties at the local and global level.
- Encouraging autonomous school management that favors the participation of students, the family and the educational community at large.
- Encouraging community participation in the development of educational content and school culture.
- Supporting schools' commitment to promoting sustainable livelihoods, respect for the environment and more just relationships in the local and global communities.
- Enhancing the capacities of the administrative and political structures responsible for education to ensure that these fulfill their duty of guaranteeing the right to a quality education.
- Reinforcing the capacities of civil society through the development of networks for educational action and exchange.

## GOAL 2: PROTECTION

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

As an organization that works with children, we have the responsibility to protect them from any rights violation. We understand the right to protection, in its broadest and most comprehensive sense, as the right to a healthy environment that is free of any kind of violence, abuse, exploitation, negligence, discrimination and/or degrading punishment.

#### Objective 2.1

##### **Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase and improvement in the implementation of protection standards and plans.

The following courses of action contribute to reaching this objective:

- Promoting the right to identity by supporting birth registration systems.
- Fighting against abandonment and negligence (which constitutes a form of violence against children) especially regarding children's survival and development.
- Promoting a culture of good treatment and positive discipline in families, schools and communities.
- Supporting initiatives against harmful traditional practices.
- Encouraging actions against child marriage with the involvement of community leaders and government institutions.
- Following up on reported abuse and its subsequent handling.
- Supporting the development and implementation of protection plans in schools, communities and towns.

#### Objective 2.2

##### **Reduction of child labor and eradication of all forms of child exploitation.**

Our progress towards achieving this objective will be measured by the following indicators:

- Increase in the number of working children who join the education system.
- Improvement in the mechanisms for coordinating the fight against exploitation and the worst forms of child labor.







The following courses of action contribute to reaching this objective:

- Fighting against the worst forms of child labor.
- Striving to improve working conditions and the health and safety of working children.
- Collaborating with the private sector and civil society to ensure compliance with ethical standards regarding child labor, such as *Child Rights and Business Principles*<sup>11</sup>.
- Developing programs to integrate working children or ex-workers within the formal education system.
- Fighting against child trafficking.

### Objective 2.3

#### **Protection of children from natural disasters by increasing community resistance and resilience.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase and improvement in the development and implementation of natural disaster risk-management plans.

The following courses of action contribute to reaching this objective:

- Strengthening local capacities for natural disaster risk management while guaranteeing children's participation in this process and advocating their inclusion in formal risk prevention structures.
- Supporting the development and implementation of disaster risk-management plans that take into account the specific needs of children and guarantee their participation in this process.
- Guiding awareness-raising campaigns to ensure that these are adapted to children's needs and encourage their role as highly effective agents of change and knowledge transfer.
- Promoting campaigns and actions to foster schools that are resilient to disasters while guaranteeing children's participation in this process.
- Enhancing the educational community's capacity for natural disaster risk management and advocating the inclusion of risk management in school curricula.
- Working to protect child rights during emergency situations, in particular the right to education, by promoting INEE (*International Network for Education in Emergencies*) Standards.

11. United Nations (2012). *Global Compact*.



## GOAL 3: GOVERNANCE

### **Children and adolescents practice active citizenship within the framework of public systems that promote their rights.**

Good governance necessarily involves children's active and effective participation and requires processes that allow vulnerable and excluded groups to directly influence the political decision making.

#### Objective 3.1

##### **States' (principal duty bearers) fulfillment of their duty to establish effective laws, policies and structures that guarantee child rights.**

Our progress towards achieving this objective will be measured by the following indicator:

- Number of local governments with whom we work that develop and/or improve their child rights strategies.

The following courses of action contribute to reaching this objective:

- Supporting the design of local, national and international strategies that place children at the forefront of development agendas.
- Using all means at our disposal to demand that local and national governments be held accountable in their role as guarantors of children's fundamental rights and wellbeing.
- Promoting the implementation of the Child-Friendly Cities/Communities model<sup>12</sup>.

#### Objective 3.2

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

Our progress towards achieving this objective will be measured by the following indicator:

- Increase and improvement in civil society's initiatives and proposals to promote, protect and implement child rights.

The following courses of action contribute to reaching this objective:

- Collaborating with parents, guardians, teachers and all others who form a part of children's immediate environment, as active agents in changing attitudes that violate child rights.
- Strengthening people's capacities as political actors, as well as those spaces in which they practice their citizenship.
- Promoting and supporting the local development of independent alliances to promote and demand child rights.

12. Unicef (2014). *Child Friendly Cities*.



### Objective 3.3

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

Our progress towards achieving this objective will be measured by the following indicator:

- Number of children and adolescents who participate in planning, implementing, monitoring and evaluating the public policies, strategies and programs that concern them.

The following courses of action contribute to reaching this objective:

- Facilitating children's right to access, analyze and question information that is pertinent and appropriate for their interests and capacities.
- Helping children develop the abilities they need to exercise leadership, assume responsibility and pressure states and societies into taking their opinions into account.
- Promoting children's right to assembly and association and their right to be recognized by other actors.
- Supporting the formation and effective running of children's participatory and decision-making bodies within schools and communities.
- Raising awareness of children's central role in building society and challenging those visions that merely present children as passive subjects.

# STRATEGIC ORGANIZATIONAL GOALS

To deliver on our commitment to contributing to social change, we first propose strengthening our own organization by achieving the following organizational goals.

## GOAL 4: INTEGRATION OF A CHILD RIGHTS-BASED APPROACH

### **Educo adopts a Child Rights-Based Approach at all levels of the organization.**

The institutional principles form the basis for our organizational culture and policies, as well as the organization's structure. We will strive for an organization that is built by and for the people who comprise it, that trusts in their capacity to deliver on the established goals and that ensures that child rights are respected and promoted in all of its processes and systems.

#### Objective 4.1

### **Establishment of plans for the personal and professional development of the team\*, as well as of internal processes and plans that incorporate a Child Rights-Based Approach.**

Our progress towards achieving this objective will be measured by the following indicators:

- The team is fully aware of and knowledgeable about a Child Rights-Based Approach.
- All processes, procedures and tools incorporate a Child Rights-Based Approach and are respected.

\* The team refers to all staff as well as volunteers and interns.

The following courses of action contribute to reaching this objective:

- Promoting individual and collective learning in pursuit of better results.
- Encouraging the entire team's commitment to and participation in achieving the organization's goals, with appreciation for team members' contributions to improving the organization.
- Implementing mechanisms to enhance teamwork and network efforts.
- Promoting a positive culture that encourages creativity.
- Promoting diversity as a core value of the team.
- Undertaking the necessary actions for upholding equality within the team.
- Reinforcing volunteering as an intrinsic part of the organization and implementing a volunteer policy.
- Integrating a Child Rights-Based Approach in our sponsorship model, in coherence with our programs and projects.





- Designing work policies and procedures that respect and promote child rights, and adapting existing policies and procedures accordingly.
- Strengthening mechanisms for rights-based monitoring and evaluating the implementation of policies and procedures.
- Decentralizing decision making in the interest of achieving greater dynamism and an enhanced capacity for adapting to local contexts.

#### Objective 4.2

**Development of a work culture oriented towards ensuring accountability at all levels, through the evaluation of processes and results and evidence-based decision making.**

Our progress towards achieving this objective will be measured by the following indicator:

- Systematic sharing of relevant information with key actors.

The following courses of action contribute to reaching this objective:

- Implementing a results-based management model.
- Implementing an effective rights-based monitoring and evaluation system.
- Developing an effective knowledge-management system that facilitates decision making and continuous learning.
- Conducting internal audits in a systematic and structured way.
- Strengthening mechanisms for accessing information, both internally and externally.
- Making the greatest possible impact by optimizing the use of new technologies and human, economic and environmental resources.



## GOAL 5: FUNDING

### **Educo achieves economic sustainability in support of its mission.**

We are committed to implementing innovative strategies for growing and diversifying our funding.

Between 78 and 82% of the budget will be allocated to achieving the three Strategic Development Goals. Of this, approximately 45 to 50% will be dedicated to Goal 1: Education. The remaining 50 to 55% will be divided between Goal 2: Protection and Goal 3: Governance.

#### Objective 5.1

### **Consolidation of private resources.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in private income from individuals.

The following courses of action contribute to reaching this objective:

- Establishing closer ties with our collaborators in order to reinforce their loyalty, implication and support.
- Implementing fundraising strategies for legacies and patronage.
- Innovating products and communication channels that enable us to reach new market sectors.
- Promoting geographic diversification in the search for individual collaborators.



## Objective 5.2

### **Establishment of alliances and collaborations with private companies and foundations whose work is coherent with our institutional philosophy.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in funding from private companies and foundations.

The following courses of action contribute to reaching this objective:

- Developing specific materials for raising funds and building loyalty among private companies and foundations.
- Supporting private companies' corporate social responsibility policies.
- Participating in calls for funding proposals issued by private companies.
- Implementing specific strategies for fundraising and handling large-scale contributions.
- Promoting geographic diversification in the search for funding from private companies and foundations.

## Objective 5.3

### **The securing of public funding grants.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in public funding grants received.

The following courses of action contribute to reaching this objective:

- Designing and implementing a specific strategy for accessing public funding grants.
- Participating in calls for public funding grants (at state, regional and multilateral levels).



## GOAL 6: VISIBILITY AND NETWORKING

**Educo is recognized as a leader in the child rights sector, locally, nationally and internationally.**

If we are to improve the quality and scope of our impact, both in terms of our field programs and projects and our social awareness and development education initiatives, it is essential to form alliances with other actors. Only in this way can we contribute to building a culture that promotes, protects and implements human rights.

### Objective 6.1

#### **Enhanced visibility and credibility of our organization.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in aided (spontaneous) and unaided (prompted) awareness index.

The following courses of action contribute to reaching this objective:

- Constructing a narrative that is coherent with the institutional philosophy.
- Promoting research and studies that support and enhance the coherence of our message and actions.
- Strengthening our media presence with a message that is coherent with the institutional philosophy, recognizable and positively received.

### Objective 6.2

#### **Joint efforts and exchange of knowledge and experience with other organizations to improve impact and learning.**

Our progress towards achieving this objective will be measured by the following indicator:

- Increase in our active presence and contributions in networks, alliances and international organizations and campaigns that are linked with our mission and strategy.
- Increase in the publication of studies, evaluations and opinion articles in the media and specialized forums and platforms.

The following courses of action contribute to reaching this objective:

- Actively participating in relevant alliances and networks.
- Actively participating in developing and implementing actions in defense of the Official Aid for Development system.





- Participating in designing, modifying and improving public child rights policies, as well as in their instrumentation.
- Demanding and monitoring public administrations' compliance with child rights policies and commitments.
- Strengthening the partnership with strategic child rights partners.
- Strengthening institutional relationships and understanding with public administration institutions.
- Creating and distributing reports and studies on good practices and lessons learned based on evidence.
- Organizing and/or co-organizing specialized forums, conferences and seminars.



## MONITORING AND EVALUATING ACHIEVEMENTS

We have implemented a policy and system for monitoring and evaluating the impact of our actions. This provides us with solid evidence that, together with effective knowledge management, supports decision making and encourages continuous learning throughout the entire organization.

### Quality standards

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The responsibility that we, as an organization, have to our collaborators and donors requires that we constantly strive to improve the quality of our actions and optimize available resources.

We continue to reinforce our active participation in two of the most important international platforms of which we form part: *INGO Accountability Charter*<sup>13</sup> and *People In Aid*<sup>14</sup>.

### Monitoring and evaluation of the Strategic Plan

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In order to implement the framework of action proposed by this Plan, the first step is to establish the pertinent baselines. The information derived from these will provide the basis for the Action Plans developed by the organization's different divisions in the Head Office, as well as the corresponding Country Programs. Through these Action Plans and the Country Programs we will establish proposed lines of work and, consequently, analyze the associated indicators to ensure their proper monitoring.

To this end we will form a Strategic Plan Review Committee, consisting of members from each of the Head Office divisions and representatives from our offices and strategic partners in the program countries; we will also include several child representatives in this process.

This committee will monitor the progress made towards the established goals and objectives every six months, basing their review on the analysis of the corresponding indicators. The results of the review will be consolidated in the form of a report that includes recommendations for the following period.

In January 2016, after the first year of the Plan's implementation, we will undertake an initial evaluation to identify any elements that would enable us to refine and/or redirect the Plan as needed.

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13. *INGO Accountability Charter* is an initiative of international non-governmental organizations committed to maintaining high levels of transparency and efficacy. It provides a single, comprehensive and intersectoral global framework for accountability for NGOs, by NGOs.

14. *People In Aid* is an international platform of development and humanitarian aid organizations whose aim is to strengthen human resource management of member organizations.



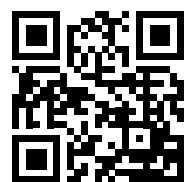
We will carry out a mid-term evaluation in July 2017, which will involve an exhaustive review and the possible introduction of the changes and improvements required.

Finally, during the second half of 2018, we will conduct the final evaluation of the 2015-2018 Strategic Plan's implementation. The results of this evaluation, along with a new analysis of the internal and external context, will form the basis for the development of a new agenda corresponding to the following action period.

### Implementation Schedule

	2014		2015				2016				2017				2018			
	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
<b>Establish baselines</b>																		
<b>Action Plans</b>																		
<b>Country Programs</b>																		
<b>Half-yearly review by the Review Committee</b>																		
<b>Initial evaluation</b>																		
<b>Mid-term evaluation</b>																		
<b>Final evaluation</b>																		





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