



Systematisation of Evidence and Lessons Learned from DHAR Projects

2019-2020



Monitoring, Evaluation, Learning and Accountability Unit

Title: **Systematisation of Evidence and Lessons Learned from DHAR Projects 2019-2020**

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Content:

0. Acronyms	4
1. Introduction	5
1.1 Aim of the report.....	5
1.2 Scope of systematisation	7
2. Analysis and Conclusions.....	13
2.1. Difficulties encountered	13
2.2. Adaptation to culture and context.....	15
2.3. Added value	16
2.4. Planning	18
2.5. Coordination with stakeholders	19
2.6. Participants	21
Type and coverage.....	21
Selection mechanisms	22
Satisfaction level	22
2.7. MEAL Processes	22
2.8. Sustainability	25
Adoption of plans and laws in the medium and long term	25
Exit plans.....	27
Capacity building and appropriation	28
3. Highlighted achievements and impacts	31
3.1 Impacts related to SIO 1 (Education)	31
Access to education and permanence	31
Education quality	33
Preschool Education.....	35
Education in Disaster Risk Reduction.....	35
Life skills/Professional training.....	35
3.2 Impacts related to SIO 2 (Protection)	36
Violence against Women and Girls.....	36
Victims of Commercial Sexual Violence (CSV)	36
Child labour	37
Protection mechanisms strengthened	37
Greater protection for children and adolescents on the move.....	38

Prevention of digital violence	39
Greater knowledge about protection within families.....	40
3.3 Impacts related to SIO 3 (Rights for children, agency, participation and empowerment).....	41
Children's rights and wellbeing.....	41
Child participation.....	42
Empowerment of Children and Adolescents	43
3.4 Humanitarian Action	43
Response to the COVID-19 pandemic	44
Attention to internally displaced persons and refugees.....	45
4. Lessons learned.....	48
4.1 Learning by programmatic sector.....	48
Education (SIO 1).....	48
Protection (SIO 2).....	50
Gender-based Approach	52
Child rights, wellbeing, participation and empowerment (SIO 3 and TCP 1)	53
4.2 Transversal learning – Processes	54
Cultural and local adaptation.....	54
Intervention methodologies and strategies	54
Management	56
Political advocacy (TCP 3).....	58
5. Good practice	59
5.1 Planning and management.....	59
5.2 Child rights and inclusion.....	59
5.3 Child protection.....	60
5.4 Risk mitigation.....	61
5.5 Gender	61
5.6 Participation	62
5.7 Capacity building	63
5.8 Sustainability	64
5.9 Adaptation to context	64
5.10 Human resources and team management	64
5.11 Communication.....	65
6. Main recommendations	66

6.1 Recommendations extracted from the projects.....	66
Planning and management	66
Participant selection	68
Risk management	68
Finance.....	69
Human resources and logistics.....	69
Monitoring, Evaluation, Learning and Accountability.....	70
Education	71
Rights education.....	74
Protection	75
Agency capacity.....	75
Training, capacity building.....	76
Gender-based approach to development.....	76
Advocacy and social mobilisation.....	77
Coordination with stakeholders.....	78
Working on sustainability	80
6.2 Recommendations from the Global MEAL team	81
7. Bibliography and documents of interest.....	83

0. Acronyms

FDA	Family Development Advisors
IGAs	Income Generating Activities
CRSA	Child Rights Situational Analysis
CCDRM	Child Centred Disaster Risk Management
IFD	Internal Forced Displacement
DHAR	Development, Humanitarian action, Advocacy and Research
DRM	Disaster Risk Management
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MAF	Mothers and Fathers
MEAL	Monitoring, Evaluation, Accountability and Learning
MINED/MINEDUC	Ministry of Education
C&A	Children and Adolescents
CA&YP	Children, Adolescents and Young People
LPO	Local Partner Organisation
ACP	Accelerated Courses Programme
AOP	Annual Operational Plan
TCP	Transversal Change Pathway
SIO	Social Impact Outcome
DRR	Disaster Risk Reduction
SCC	Suggestions, Complaints and Commendations
SRH	Sexual and Reproductive Health
VAWG	Violence against Women and Girls
CSV	Commercial Sexual Violence
WATSAN	Water and Sanitation

1. Introduction

1.1 Aim of the report

At Educo we have a firm commitment to achieving the best positive and sustainable impact on the living conditions of children, adolescents and their contexts in order to promote fair and equitable societies that guarantee their rights and wellbeing. To do this, **learning** and **continuous improvement** through the retrieval, evaluation, systematisation and socialisation of the main evidence and lessons learned in the implementation of Educo's projects and programmes is fundamental. The **impact measurement approach** and organisational learning approach, as well as the **accountability** approach, have been gathered in our 2020-2030 Global Impact Framework (GIF), in the 2021-2025 Programmatic Framework, and in the 2021-2023 Organisational Development Plan.

This report presents the main conclusions of the analysis of a total of 75 selected projects implemented in the different countries and sectoral areas in which we work. It is a systemisation and consolidation report, designed for specific consultations on behalf of the technical teams, which facilitates the visualisation of achievements and impact, learning, inspiring practise that can be replicated, and decision making. The experience gained from the analysis of these projects, most of them from the previous strategic period, as well as the recommendations contained in this report are **key elements for the implementation of Educo's new planning and programming cycle** aimed at social impact.

For this reason, we will mention the **Social Impact Outcomes** and **Transversal Change Pathways**, gathered in the GIF Theory of change.

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.			

1.2 Scope of systematisation

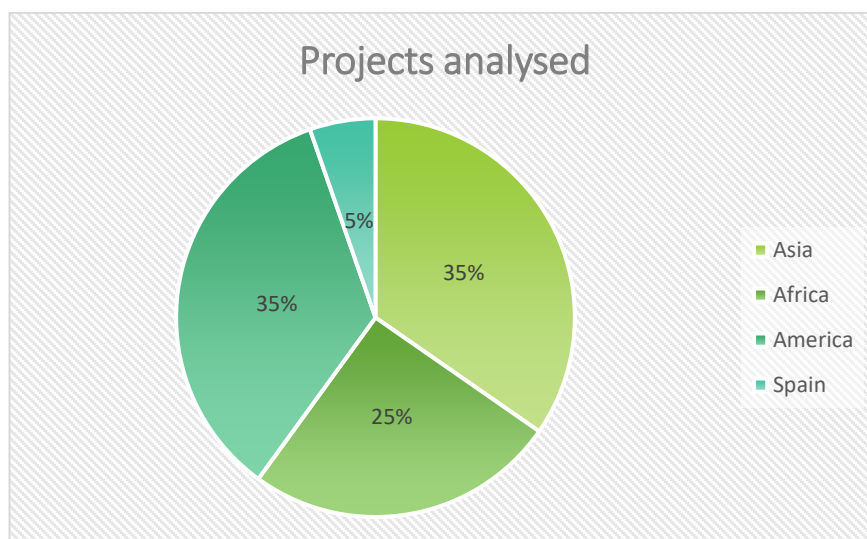
For the detailed analysis and systematisation, a sample of a total of 75 projects has been selected (28 of which were in response to Covid-19) which were carried out between 2019 and 2020. For these projects, geographical, thematic or strategic interest criteria have been taken into account, trying to have as balanced a sample as possible¹, based on the Evidence and Lessons Learned Plans established by the Global MEAL team, in collaboration with the Programs, Fundraising and Communication teams.

In order to provide greater depth and to facilitate the extraction of information by specialised teams, we have maintained direct references or extracts of information from specific projects, marking at the end of each paragraph the project which the information originates from. In the event that there is no specific reference it is because the information is from an analysis of various projects and sources.

To make it easier to read or search for information, the subsections of interest can be accessed directly via the table of contents (*control+click*).

The primary sources used for the analysis have been: project monitoring reports, intermediate and final reports, studies and prototype forms.

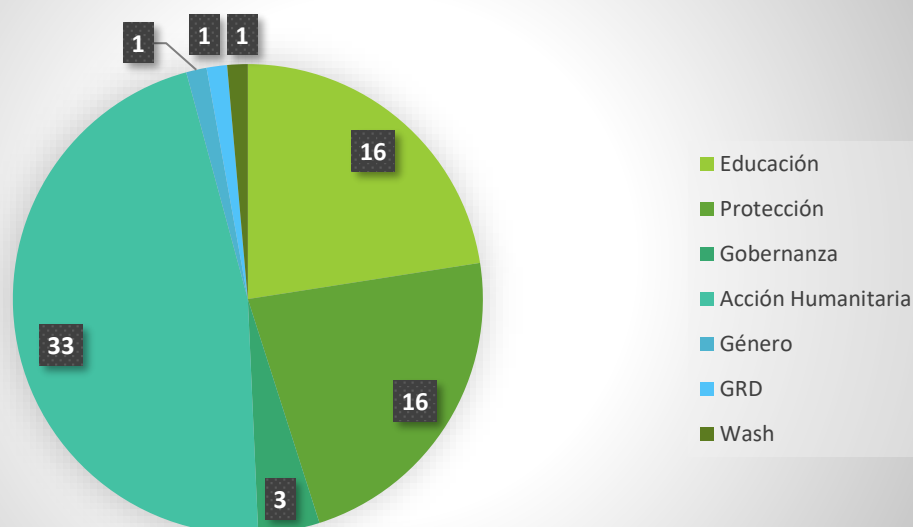
Below is the complete list of the projects analysed, as well as the graphs that represent the percentage of projects by region and by theme².



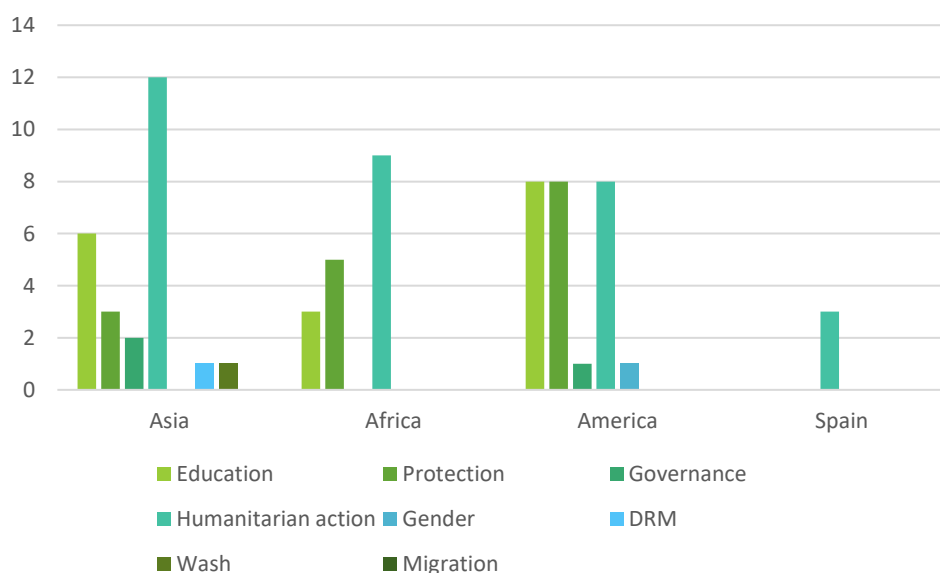
¹ It is worth mentioning that in most cases, some humanitarian action activities have been included in a transversal manner under other headings such as education and protection.

² Covid-19 immediate response projects have not been broken down in the table due to their nature and scope.

Nº of systematised projects by main sectors



Main sectors by region



COUNTRY	PROJECT CODE AND NAME	ABBREVIATED NAME	THEMES
BENIN	BJ1790 Education and protection of marginalised children in the Littoral and Ouémé departments	BJ1790 PCA - Marginalised children	Education, Protection
	BJ1838 Protection of children and young people on the move in the departments of Ouémé, Littoral and Atlantique	BJ1838 Protection of Children and Adolescents on the Move	Protection, Child labour
Burkina Faso	BF2015 Comprehensive Promotion of Civil Status for Children in the Northern Region	BF2015 Civil Status for Children - PIECE	Protection, Civil Registry
	Prototype Mechanism for Improving Access and Affordability to Education (M3A)	M3A Prototype	Education
Ghana ³	GH1605 Employable skills and informal education for marginalised rural youth in Kumbungu District in the Northern Region of Ghana	GH1605 Vocational skills	Education, Professional Training
Mali	ML1662 Support for the Improvement of the Right to Quality Education for All /BAKO	ML1662 Quality Education - PADEQ	Education
	ML1906 Promotion of the rights and protection of girl domestic workers in the District of Bamako (Djiguitougou)	ML1906 Rights and Protection - FTD	Protection, Child labour
	ML1993 Support for school canteens by testing the system of above-ground vegetable gardens in 3 schools in the communes of Farako, Souba and Sama-Foulala	ML1993 School canteens	Education, Food security/Nutrition
	ML1994 Support for Children of Internally Displaced Families in 8 sites in the Ségou district (PAEFDIS).	ML1994 Support for displaced children - PAEFDIS	Humanitarian action, Protection
	ML1995 Strengthening Community Child Protection Mechanisms (PRMCPE) in 8 Communes of Educo Mali's intervention in Ségou and Bako	ML1995 Strengthening Community Protection Mechanisms - PRMCPE	Protection, Community mobilisation
	Prototype Raising awareness in communities to keep children in school through a "grandmother and grandfather strategy".	Grandmother and Grandfather Strategy Prototype	Education
	BO1720 Contributing to the fight against commercial sexual violence against children in the municipalities of El Alto and La Paz - FMK	BO1720 Combatting Commercial Sexual Violence against Children	Protection, Trafficking
	BO1762 Promoting the exercising of the rights of children and adolescents with disabilities living in the municipality of La Paz - FMA	BO1762 Promoting the Rights of C&A with disabilities	Education, Protection

Bolivia	BO1774 Inclusive education with a gender-based approach for children and adolescents with disabilities in the macro district Cotahuma, La Paz	BO1774 Access to education for C&A with disabilities	Education, Disabilities
	BO1805 Contributing to the protection of children and adolescents from trafficking and smuggling for commercial sexual exploitation in Bolivia.	BO1805 Protection for C&A from trafficking and smuggling commercial sexual exploitation	Protection
	BO1811 Protective environments for children, phase II (SOS Aldeas)	BO1811 Protection for C&A Phase II	Education, Protection
	BO1836 Strengthening the municipal office for children and adolescents in protection	BO1836 Strengthening the municipal office for children and adolescents in protection	Protection, Advocacy
	BO1837 Strengthening of Municipal Centres for Child Development and Day Care Centres to provide quality and comprehensive care to children and adolescents in the municipality of La Paz.	BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A	Education, Protection
	BO1928 Strengthening the capacities of C&A in the safe and responsible use of ICTs in the municipality of La Paz	BO1928 Capacity building for C&A in the use of ICTs	Protection, ICTs
Guatemala	GT1691 A new awakening for Early Childhood Education	GT1691 Awakening Education	Education
	GT1816 Improving the productive, political and organisational capacities of Maya-Kiché women in the municipality of Chichicastenango in the department of Quiché, Guatemala for the full exercise of their right to participation and food	GT1816 Capacity-building for Maya-Kiché women	Gender, Capacity-building
	GT1822 Thousands of hands for prevention (home, school, community)	GT1822 Thousands of hands	Protection, Education, Life skills
	Prototype Evaluation Model for Working in Partnership with Local Partner Organisations	Prototype LPO Assessment	Partnership

³ Although Educo stopped working in Ghana in 2017, lessons learned and evidence highlighted in the final project evaluation have been included because of the theme, technical and professional education, which is of interest for the new projects within SIO 3.

Nicaragua	NI1520/1611 Capacity building for public and private institutions for the prevention of gender-based violence in Nicaragua and El Salvador Phase I and II	NI1520/1611 Strengthening institutions in the prevention of gender-based violence	Prevention of gender-based violence, Education
	NI1715 Educational continuity A Right to Childhood	NI1715 Educational continuity	Education
	NI1716 Living my right to early education	NI1716 Early Education	Education
	NI1717 Building protective environments for children	NI1717 Protective environments for children	Protection, DRM
	NI1718 Communities united for a rights culture	NI1718 Communities united for Rights	Governance, Child participation
	NI1719 Collaborative learning for adequate use of the internet and social media	NI1719 Learning to use ITCs	Protection, ICTs
El Salvador	SV1675/1697 Working towards a healthy, safe school	SV1675/1697 Infrastructure	Education, Infrastructure
	SV1835 Humanitarian assistance for displaced C&A and their families by other types of violence in El Salvador	SV1835 Assistance for C&A and families displaced by violence	Humanitarian action, Migration
Bangladesh	BD1742 Strengthening Child-friendly Learning Environment in Educo Schools	BD1742 Child-friendly learning environment	Education
	BD1806 Safe Access to Sanitation and Tube Wells Operation (SASTO)	BD1806 Sanitation & Water - SASTO	Sanitation, Life skills
	BD1872 Rohingya Response Program (Cox's Bazar)	BD1872 Rohingya Response Program - Cox's Bazar	Humanitarian action, Refugees
	BD1873 Building Active Communities for Humanitarian Engagement (BACHE)	BD1873 Active Communities for Humanitarian Engagement (BACHE)	DRM, Safe space schools
	BD1874 Promoting protective and safe environments for children's overall well-being through Ending Violence Against Women and Girls	BD1874 Ending Violence Against Women and Girls	Protection, Gender
	BD1934 Adolescents and Youth Development for Social Change	BD1934 Adolescents and Youth Development for Social Change	C&A Agency, Professional training

	BD1935 Children agencies makes system accountable to child protection	BD1935 Children agencies for accountability child protection	Protection, C&A Agency
	BD1936 Reduction of child labour in urban areas through education and awareness	BD1936 Reduction of child labour in urban areas	Protection, Child labour, Education
	BD1985 Promote ECD Opportunities and Quality Primary Education in Bangladesh	BD1985 Quality Primary Education	Education
The Philippines	PH1778 Ensuring Nurturing Accessible and Better Education for Learner (ENABLE)	PH1778 Access and Quality Education - ENABLE	Education, DRM
	PH1818 Strengthening Accountability for Girls and Boys in Educo Partner Schools and Communities (SAFE)	PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE	Governance, Accountability, DRM
	PH1895 Learner's Easy Access to Reading and Numeracy (LEARN)	PH1895 Access to Reading and Numeracy - LEARN	Education, ICTs
	Prototype Monitoring and Evaluation: Children by Impact, Learning and Sharing	Prototype ME Child	MEAL
India	IN1779 Securing rights and protection of children of women victims of commercial sexual exploitation and trafficking (VOCSET) in Mumbai	IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET	Protection, Trafficking
	IN1814/1826 Night Schools Transformation Program	IN1814/1826 Night Schools	Education, Protection
Spain	Prototype Mentorships	Prototype Mentorships	Partnership

2. Analysis and Conclusions

2.1. Difficulties encountered

The year 2020 was marked by the COVID-19 pandemic, which has had a direct impact on the implementation of most projects. In addition, some intervention areas have been affected by political instability or armed conflict.

The following is a list of the main difficulties encountered during the development of the projects analysed and some of the solutions that have been adopted:

- **COVID-19** gradually spread across each of the countries we work in and forced all the Country Offices to adapt:
 - ✓ The teams have been affected by the situation, by confinement and by work overload. Remote working or face-to-face rotation in the offices has been organised.
 - ✓ Application of COVID-19 prevention measures in all activities and respecting the legal measures in each of their governments such as the application of protective measures (handwashing, social distancing, masks etc.).
 - ✓ Reduced group visits in communities and schools.
 - ✓ Domestic, regional and international travel suspended.
 - ✓ Use of virtual tools to maintain communication, coordination and monitoring mechanisms. Examples of this are: capacity-building activities via social media (WhatsApp) with a platform for journalists; online education or via TV or radio.
 - ✓ In the delivery of items to cope with the Covid emergency, there was a shortage of hygiene and cleaning items in the market, so some activities were slowed down.
 - ✓ Some institutional partners were not so available because of their own workload in direct response to the pandemic.

The pandemic also generated indirect negative impacts on the project participants. We illustrate some of these impacts with the results of a joint external evaluation of several projects in Bangladesh⁴ and the reports from a project in Benin:

In Bangladesh:

The Coronavirus pandemic directly affected learning outcomes in and out of school. The interruptions caused by COVID-19 in people's daily lives meant that children from the schools operated by Educo missed out on early childhood education in their critical pre-school year. They lost a stimulating and enriching environment, learning opportunities, social interaction and, in some cases, adequate nutrition. The students from the schools that collaborate with Educo,

⁴ Evaluation report from the following projects: BD 1873 Building Active Communities for Humanitarian Engagement (BACHE), BD 1936 Reduction of child labour in urban areas through education and awareness, BD 1985 Promote ECD Opportunities and Quality Primary Education in Bangladesh, BD 1874 Promoting protective and safe environments for children's overall well-being through Ending Violence Against Women and Girls, BD 1934 Adolescent and youth development for social change, BD 1935 Children agencies makes system accountable to child protection, BD 1806 SASTO (Sanitation and Water). Fin CFKorea.

because they did not have the guidance from teachers, had problems with maths and English, and it affected their competency levels. As a result, their interest in studying during the school closures went down.

As in-person meetings were restricted, the reorganisation/re-formation of Adolescent and Youth Clubs was not possible and the plans and activities related to training could not be implemented. This also had a repercussion on achieving the expected outcomes.

The long interruption to economic activities affected the livelihoods of families of C&A who participate in Educo projects. Therefore, families faced more stress, and more domestic abuse of C&A and violent situations were detected. It also had a negative impact on the nutritional status of children.

In Benin:

Psychological, sports and play activities have been reinforced because the fear of catching the virus, as well as social distancing measures, made some children feel as if they were in a prison, others feared other people as a source of permanent danger and most became aggressive and violent towards each other and their teachers. However, despite this particular situation, activities continued and special attention was paid to children on the move in the markets by multiplying day and night visits, distributing face masks, raising awareness of prevention measures, offering craft activities that require patience and perseverance, putting up posters with Covid prevention measures, and so on (*BJ1838 Protection for Children on the Move*).

- **Contexts of insecurity due to conflict and/or natural disasters** forced the readjustment, reorientation or cancellation of planned activities. Insecurity in the Sahel region, where the situation has deteriorated in recent years, has made it necessary to readapt our area of activity. Similarly, the context of violence in Central America has been significant, leading to migratory movements and a lack of protection⁵. These difficult and changing contexts continue to have direct consequences for school dropout rates and child protection. For example, in El Salvador, despite improvements to schools, 28% of people interviewed during the project evaluation process highlight that insecurity continues to be an important factor in school dropout rates (*SV1675/1697 Infrastructure*).
- **Structural problems in the education system and lack of involvement of the school community.** Although in the majority of cases there has been good cooperation between education authorities and the school community, on some occasions it has been difficult to achieve joined-up working and active involvement. These aspects have proved even more difficult during the Covid-19 pandemic, with many schools closed or weakened. The attitude of the teaching staff has also at times been a risk to the project. Maintenance of the schools in a sustainable way on behalf of the school has been a challenge in various projects. In addition, the student-teacher ratio remains high in many places, sometimes as high as 40:1, such as in schools in El Salvador (*SV1675/1697 Infrastructure*).

⁵ See report "[Niñez sin tregua. Desplazamiento forzado en el norte de Centroamérica](#)." Various authors, including Educo. December 2018

- **Strikes** by transport workers and teachers, often due to the lack of teaching staff and their bad employment conditions in some countries or intervention areas, interrupted the school year, led to delays in educational programs and restricted access to education for children and adolescents.
- **Coordination with governmental bodies:** Coordination with governmental bodies has not always been easy. Indeed, the multiple political changes, which led to changes among representatives of duty bearers, did not facilitate the continuity of actions in the medium and long term, or respect for agreements. For example, the result of the socio-political crisis that began in April 2018 in Nicaragua, which affected the guarantors' inter-institutional coordination mechanisms (*NI1520/1611 Strengthening institutions in the prevention of gender-based violence*) or the possibility of having the endorsement of the Ministry of Education but not the presence of a representative on a systematic basis throughout the development of the project (*GT 1822 thousands of hands*).
- **Planning failures:** such as the absence of or incomplete baselines, delays in project approval and implementation of monitoring and evaluation plans, staff workload or poor distribution of work plans and schedules.
- **Lack of participation from fathers** in the projects. This is an aspect to be strengthened, to increase the active participation of fathers, and to integrate the positive masculinity and gender equity approach.

2.2. Adaptation to culture and context

This year, the adaptation to the COVID-19 context stood out, with capacity-building activities using social media (WhatsApp) and raising awareness about protective measures for COVID (hand washing, distance, masks, etc.).

During the COVID-19 situation, distance learning alternatives were supported, using the internet, TV programmes, radio programmes and regular communication from teachers by telephone. This was also supported with materials to help home study. Highlights:

- 27,453 school supplies kits were given to C&A to help with their home education, and 1,514 play kits for encouraging play at home.
- The online education of 27,034 students was supported.
- 8,000 radios were distributed for education via the radio in Burkina Faso.
- Psychological, sports and play activities have been strengthened to address the effects of COVID-19 on children, such as fear of infection and fear of constant danger and violence. (*BJ1838 Protection of Children and Adolescents on the Move*)
- The average assessment of the Municipal Government of La Paz, Bolivia, has been very high regarding the adjustments made to the project to respond to the changing external conditions resulting from the COVID-19 pandemic. It was felt that these modifications were

entirely appropriate for the current situation, taking advantage of the opportunity to strengthen prevention regarding the use of social media and technologies at a time when their use was rapidly becoming more widespread. This, together with the provision of internet access for teachers and adolescents, eased the financial constraints for active participation. (*BO1928 Capacity-building for C&A in the use of ICTs*)

Also, cultural adaptation was highlighted in numerous projects, either in relation to the materials used or the outreach approach used for the participants:

- The use of alternative, inclusive and traditional languages in the publications facilitated their sharing (*BO1762 Promotion Rights of C&A with disabilities*)
- Adaptation of the materials to national languages (*GT1691 Awakening Education*)
- Use of local languages: Involving indigenous young women who dominated the Maya-Kiché language was key to the project. (*GT1816 Capacity-building for Maya-Kiché women*)
- Involving religious and traditional authorities in awareness-raising activities about the importance of registering their children. (*BF2015 Civil Status for Children - PIECE*)
- Working closely with transport workers at bus stations so that they are informed and trained about the conditions of girl domestic workers (GDW) and can play an active role in preventing on the girls' arrival in Bamako. Ten people have agreed to be focal points at the stations. (*ML1906 Rights and Protection - FTD*)

2.3. Added value

In most projects, Educo, alongside its local partner organisations, has been able to innovate and create positive differences in its contexts, thus providing real added value to the stakeholders we work with.

Below we indicate some of the highlighted cases with regards to the added value contributed, either because of the approach adopted or the achievement of its goals for reducing gaps:

Bolivia:

- The development of a comprehensive care protocol has favoured the generation of specific normative and procedural instruments for the Office for Children and Adolescents of El Alto and has enabled the effective application of laws for the prevention of human trafficking and smuggling and related crimes, as well as the provision of care, protection and reintegration of victims in the Municipality of La Paz (*BO1720 Combatting Commercial Sexual Violence against Children*).
- The methodology used in the project combines personalised attention through Family Development Advisors, with the inclusion of well-selected third-party consultants who

complement the thematic and in-depth expertise. The strategy for carers included a responsible parenting approach (*BO1811 Protection C&A Phase II*)

Bangladesh:

- The use of school platforms as the most convenient way to connect with families and educate them to promote a **safe community free from violence** (*BD1874 Ending Violence Against Women and Girls*).

Benin and Mali:

- Educo promotes synergies between formal and community child protection mechanisms, providing a **bridge between** the people involved in **community protection mechanisms and formal devices** (*BJ1838 Protection for Children and Adolescents on the Move and ML1906 Rights and Protection - FTD*).

Philippines:

- Schools have disaster risk reduction management committees (DRRM) that are functional and have school improvement plans with a **child-centred DRR perspective** (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- First development of a **recreational approach** to reading, accessible to all and **integrated in the Ministry of Education curriculum**: most of the locally developed recreational lessons were aimed at higher grade levels and mostly focused on English, science and mathematics, but not on learning to read itself. In addition, all teaching staff have access to easy-to-use and readily available reading activity materials (*PH1895 Access to Reading and Numeracy - LEARN*).

Guatemala:

- Creation of a new methodology ("**I teach and live with others**") which promotes the learning and teaching of psychosocial and educational skills of the stakeholders, both in schools and in families. These skills are based on life skills methodologies, and enable the people to improve communication, manage their emotions and create conditions that enable them to achieve their life goals and have peaceful relationships with others (*GT1822 Thousands of hands*).
- Very significant contribution to the national goals and strategic priorities of national organisations, such as: Presidential Secretariat for Women, Office for the Defence of Indigenous Women, Food Security and Nutrition Secretariat, Ministry of Agriculture, Women's Human Rights, included in the National Policy for the Promotion and Comprehensive Development of Women and the Equal Opportunities Plan for 2008 to 2023, and the Municipal Development Plans (*GT1816 Capacity-building for Maya-Kiché women*).

Mali:

- Application of the **Jardin Hors Sol** technique, more economical in relation to space and water, and with a higher yield for school vegetable gardens (*ML1993 School canteens*).

Nicaragua:

- **Protection of Children and Adolescents on social media** and the internet as an important added value of the project, because more and more C&A use these tools and even more so in the COVID-19 context, which has led to virtual classes being set up which require internet access and directly expose C&A (*NI1716 Early Education*).

El Salvador:

- The **Comprehensive Care Model for Internally Displaced Families**, including the Cash Transfer Mechanism, is good practice because it is an innovative, effective, replicable, adaptable and successful (*SV1835 Assistance for C&A and families displaced by violence*).

2.4. Planning

The projects analysed highlight the importance of planning and design as a key phase and point to specific elements to be taken into account:

- **Participative planning exercises:** an efficient way of generating trust, solving differences and resolving doubts about the scope and expectations of the project in the participating communities. The project learnt that it is essential to design these mechanisms for all the implementation stages (*GT1816 Capacity-building for Maya-Kiché women*).
- **Timing of projects with a rights-based approach and impact:** Annual or biannual initiatives must be connected or be part of a programme. Short-cycle initiatives help to lay the foundations and establish positive actions, but it is imperative to manage other resources to scale up successful practices and multiply impact (*GT1816 Capacity-building for Maya-Kiché women*).
- **Action Without Harm in the implementation of the project:** Analysing the context and the most relevant socioeconomic and political indicators in the territory the project operates in must be the starting point for understanding the past and the present of the Maya-Indigenous population. Knowledge transferral, at all stages of the project intervention, should ensure relevance, values and ethical principles, promote messages of prevention and non-violence, collaboration, transparency, inclusion of all sectors, empowerment and access to information (*GT1816 Capacity-building for Maya-Kiché women*).
- **Monitoring, Evaluation and Learning System:** It is essential to have a systematic MEL plan from the start of the intervention to measure the fulfilment of indicators. Developing

qualitative research is fundamental. Knowledge management and learning must be planned. Systematisation of success stories should be carried out for replication and upscaling purposes (*GT1816 Capacity-building for Maya-Kiché women*).

- **Project exit strategies must be deliberative processes:** Following a well-established logic, it is essential to design with sufficient planning the withdrawal of actions prior to their completion. This will help to ensure an orderly and systematic closure. Projects that undergo the transition and change of government authorities should present the project results to both the current and future authorities for continuity of the processes. (*GT1816 Capacity-building for Maya-Kiché women*)

2.5. Coordination with stakeholders

We can see that Educo is **consolidating its role as a catalyst** in the different Country Offices, in its relationship with stakeholders and in particular with its local partner organisations. This role is articulated above all in the coordination processes, through accompaniment, monitoring and follow-up in the framework of alliances between peers who share common interests and commitments in defence of children's rights and their wellbeing.

The conditions for coordination are characterised by **openness, trust and mutual respect**.

Spaces for consultation between all stakeholders (rights holders, primary and secondary duty bearers) are created for project planning, implementation and monitoring. For the planning of a project, all of the duty bearers are usually consulted through participatory diagnoses and reflection workshops, and for implementation and monitoring, joint commissions or steering committees are created with representatives from each duty bearer and from the local partner organisations that implement or co-implement the project with Educo. These bodies allow for regular and systematic coordination throughout the life of the project, facilitating complementarity between the different actors, avoiding duplication and uniting efforts.

Projects are also carried out where the main partner organisation is a public institution. In this way, we are clearly working with a rights-based approach, where the capacity of the State in its role as guarantor of rights or duty bearer is being strengthened, and the NGO in its role as (co-)duty bearer becomes a true ally of the State to generate social, cultural and political conditions for the fulfilment of children's rights through jointly planned activities.

Throughout the development of the COVID-19 pandemic, the Country Offices also looked for alternatives for maintaining their coordination and accountability with their different stakeholders and using virtual tools.

Below we highlight some of the coordination efforts from the project reports analysed for the systematisation exercise:

- Partnerships with local partner organisations are based on the mutual recognition of individual experiences and abilities and the conviction that each partner's institutional background contributes to the positive social recognition of Educo and to the fulfilment of

the project's objectives (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

- The seven community-based women's organisations were linked and connected with other women's organisations, platforms, social movements, civil society, government bodies and academia at municipal, departmental and national level, with the aim of supporting other comprehensive development agendas and making effective use of this mechanism to raise the voice of women to exercise their rights (*GT1816 Capacity-building for Maya-Kiché women*).
- Working closely with transport workers in the bus stations in Bamako, so that they are informed and trained about the conditions of the future girl domestic workers, facilitates them to play an active and preventive role upon the arrival of these girls and adolescents. (*ML 1906 Rights Promotion for Girl Domestic Employees (FTD) Bamako*)
- The existence of frameworks for concerted action between different mechanisms (School Management Committees, grandparent strategies, parents' associations, school head teachers and class leaders), to promote synergy in the monitoring of children and adolescents at school level and the resolution of problems affecting school activities (*ML 1995, Strengthening Community Protection Mechanisms*).
- The participation of mayors, village chiefs and councillors, members of the School Management Committee, school managements and the Pedagogical Animation Centre, and the Regional Academic Management in community mobilisation activities has reinforced the climate of trust. This participation led to the elaboration of an action plan for the continuity of the actions at the end of the project (*ML 1993 School canteens*).
- A strategy of collaborative and coordinated work between specialised bodies working on issues associated with forced internal displacement (FID) and humanitarian protection was developed for the identification and management of cases. In addition, there was articulation with other long-term actions financed by AECID with other humanitarian actors with whom the project coordinated and complemented services (such as the Migration Agreement with the Spanish Red Cross) (*SV1835 Assistance for C&A and families displaced by violence*).

Also, the Country Offices made a significant effort to adapt to the COVID-19 pandemic situation by maintaining relationships with its local partner organisations and carrying out accountability exercises.

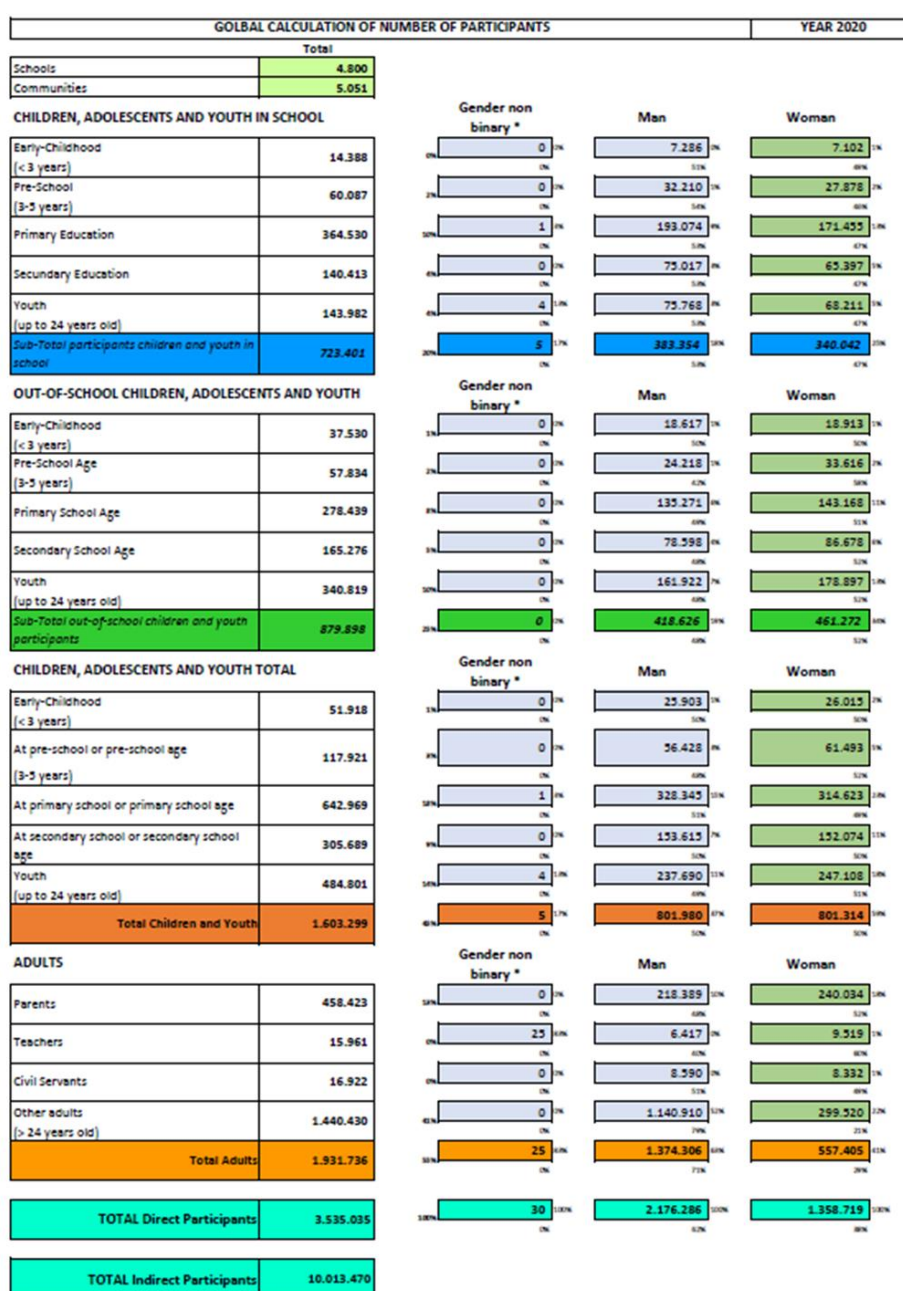
- Virtual Open Days were carried out, inviting all the stakeholders to share their results from the work using pre-recorded videos and to receive feedback live using social media and TV for ongoing improvements (*Nicaragua Country Office*).
- Various meetings between partners were also organised and a WhatsApp group was created for sharing information and reflections (*BJ 1838 - Protection of children and young people on the move in the departments of Ouémé, Littoral and Atlantique*).

2.6. Participants

In this section, we identify who our main participants have been, how they have evaluated our selection mechanisms and their levels of satisfaction in the projects analysed in this report.

Type and coverage

In the following table, the number and profile of our project participants is indicated for the year 2020. C&A are distributed by age range and education levels and adults by families, teachers, civil servants and others. It has also been possible to differentiate by gender. It is interesting to observe that the number of out-of-school C&A is higher than the number of in-school C&A, demonstrating how reaching the most vulnerable C&A is prioritised, to restore their right to education through educational alternatives and/or helping them return to school.



Selection mechanisms

The mechanisms for selecting participants have been acknowledged as transparent by the community and the selection was made in a very articulated way, following the standard participation protocol for all the stakeholders (*BD1806 Sanitation & Water - SASTO*).

It is also considered that the selection has been made on the basis of local knowledge with the identification of the most vulnerable households (*BO1811 C&A Protection Phase II*).

A greater involvement of women has also been positively valued (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Satisfaction level

We have been able to extract testimonies reported in the documents analysed that illustrate the degree of project participant satisfaction:

Educo's work has contributed to our efforts to strengthen the Family Counsels which promote affectionate parenting and promote values so that mothers and fathers assume their leading role in guaranteeing the rights of their children. We work hand in hand to prevent abuse in families and bullying in schools, to create protective environments for children." Martha Alfaro, municipal delegate of the Ministry of Families, Adolescence and Childhood, Jinotega, Nicaragua (*NI1716 Early education*)

"Prerana (Educo LPO in India) has helped me not just to dream, but to make my dreams a reality". Young person, project participant, Mumbai, India (*IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET*)

"I feel very happy to be a woman, before I was afraid and scared to talk, but now I can have an opinion and I feel the courage to exercise my rights and be part of the women's board... thank God my husband tells me to attend the training so that I can excel". Woman from Xeabaj I, Guatemala (*GT1816 Capacity-building for Maya-Kiché women*)

"The knowledge we have acquired in the training courses has enabled us to develop an increasingly active and professional listening capacity for the children and young victims of abuse and violence who come to us. This enables us to build confidence in these children, which is the beginning of any psychosocial rehabilitation". Member of the Community Child Protection Committee, Cotonou, Benin (*BJ1838 Protection for Children and Adolescents on the Move*)

"...I can, we can overcome guilt, we are survivors and warriors, telling my story helps me, the dialogues between us and with the foundation's team makes us feel good, we can help other girls and adolescents so that they don't go through what we went through, we are leaders, there has to be justice, we have lived through a lot of pain and abuse, we have problems, but they are not at all the same as the ones we face outside, they can be solved by talking..." Adolescent girl, project participant, La Paz, Bolivia (*BO1720 Combatting Commercial Sexual Violence against Children*).

2.7. MEAL Processes

The projects have followed the MEAL procedures and have used the global tools available. A significant improvement has been noted in the quality of the evaluations, and the teams have increased their commitment and that of the partner organisations in the area of monitoring, evaluation, accountability and learning. The following elements stand out:

- **Systematisation reports** have been produced for several projects, which record the sub-processes generated during the implementation period in the field (*BO1928 Capacity building for C&A in the use of ICTs, BO1762 Promotion Rights of C&A with disabilities, GT1816 Capacity-building for Maya-Kiché women*).
- Some countries have not complied with the submission of **monitoring reports** for their projects within the agreed time and of the agreed quality. It is important to strengthen the commitment and management for the reception and analysis of reports.
- Use of **learning tools**: learning tools have been used and have also been systematised in most of the evaluations carried out. In specific cases, knowledge management and learning have taken place through the systematisation of experiences that have been presented as success stories (*GT1816 Capacity-building for Maya-Kiché women*).
- In some cases, **joint evaluations** of several projects have been carried out, due to the difficulty of the COVID context (Bangladesh projects) or to gain coherence, efficiency and reduce costs (Nicaragua projects).
- Conducting **evaluations using participatory methodologies**, including:
 - ✓ Use of timelines in the evaluation methodology to highlight the most important milestones in each of the implementation phases. One of the main contributions of this tool was to visualise when the main efforts in the implementation process took place (*BO1720 Combatting Commercial Sexual Violence against Children*).
 - ✓ Design of evaluation pathways (in the final evaluation) (*GT1816 Capacity-building for Maya-Kiché women*).
 - ✓ In co-construction, the identification of actors linked to the project was carried out and each actor was rated according to three dimensions: i) frequency of coordination, ii) quality of the relationship and iii) importance for the implementation of the project (*BO1720 Combatting Commercial Sexual Violence against Children*).
 - ✓ Meetings about partnership quality evaluation held with all partners and Educo (online due to the pandemic). During the meeting, the results of the analysis of the questionnaire for evaluating the partnership within the consortium that the partners submitted were presented. Challenges and concerns were raised, responses given and recommendations made (*BJ1838 Protection of Children and Adolescents on the Move*).
 - ✓ Mixed internal evaluations of various projects between Educo Bolivia and the Municipal Government (*BO1836 Strengthening the municipal office for children and adolescents in protection, BO 1837 Strengthening Municipal Centres for quality and comprehensive care for C&A, BO1930*). It has served to strengthen institutional capacities for evaluation culture and to reinforce partnership links.

- ✓ In some evaluations, victims of violence have not been interviewed in order to avoid re-victimisation (*BO1836 Strengthening the municipal office for children and adolescents in protection*).
- Good **selection of consulting partners** for evaluations or studies has been highlighted as key. The practice of researching, expanding information on consultants for specific topics, which also involved being very precise in the desired terms of reference, has resulted in well-performing consultancies (*BO1811 Protection for C&A Phase II*).
- Production of short **videos** for the **systematisation** of experiences and sharing (*e.g. ML1993 School canteens*).
- **Baselines:**
 - ✓ In some cases, the implementation of baselines has been problematic, and the expected results have not been achieved (*PH1718, ENABLE*).
 - ✓ In other cases, no baseline was carried out, so that some indicators could not be compared from an attribution approach (*BD1873/1936/1985/1874/1934/1935, BO1720 Combatting Commercial Sexual Violence against Children*).
 - ✓ The completion of the initial baseline helped to ensure the relevance of the actions and the final baseline, which showed evidence of the scope achieved (*NI, Miriam project, phase I and II*).
- Some projects have pointed out that the **indicators** need to improve.
- Use of a measurement scale to monitor the dignity and wellbeing of 100 girl domestic workers (EDBE).
- **Accountability:** Accountability has taken the form of different types of actions including feedback, transparency and stakeholder participation:

Throughout 2020, activities were carried out to present the results of the different studies carried out (evaluation, diagnosis, etc.) the participants were involved in, and to evaluate the activities carried out within the projects.

Feedback activities were also carried out within the framework of the projects and in schools, with specific mechanisms like SCC.

Additionally, Child and Adolescent Committees were created to facilitate their participation and feedback through activities like dance therapy etc.

Below we indicate some specific examples:

- ✓ Educo received feedback from the project participants through the SCC letterboxes installed in schools and Educo offices. Through this channel, Educo received suggestions mainly from C&A. Families and other people contribute their

comments/suggestions during the meetings/events, which are also taken into account in the implementation of the project (*BD1742 Child-friendly learning environment*).

- ✓ Meetings were held to discuss the study on children and adolescents with disabilities in La Paz with the actors involved (*BO1762 Promoting the Rights of C&A with disabilities*).
- ✓ The methodology documents were presented back to the project participants (*GT1822 Thousands of hands*).
- ✓ Accountability activities were carried out in the schools, informing about the actions carried out during the year, and the results and actions for the continuity of the project (*NI1716 Early Education*).
- ✓ An end-of-year meeting was held to evaluate the activities carried out jointly with all the actors involved in the project (*ML 1993*).
- ✓ Participants and stakeholders were involved in contributing to the planning and implementation of the project through activities like dance therapy where the *Children Collective*⁶ motivates other C&A to express their opinions. This way they are motivated to see that their opinions are taken into account (*IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET*).
- ✓ C&A, families, teachers and reading coordinators were consulted in the school, which enabled suggestions and recommendations to be gathered for the design of the contextualised materials from the point of view of the main users: C&A. They also participated in the pilot for the materials (*PH1895 Access to Reading and Numeracy - LEARN*).
- ✓ Implementation of *Post Distribution Monitoring* (PDM) in Bangladesh, as an effective tool for monitoring and accountability of emergency response projects to COVID-19, which enabled a quality control for the data collected, the identification of achievements and to collect feedback from communities.

2.8. Sustainability

In terms of sustainability of the actions and the changes introduced through the projects, three different groups stand out:

Adoption of plans and laws in the medium and long term

- **Contribution to national policies and plans in Guatemala:** The project made a very significant contribution to the goals and strategic priorities of national organisations, led by the Presidential Secretariat for Women (SEPREM), the Office for the Defence of Indigenous Women (DEMI), the Food Security and Nutrition Secretariat (SESAN), Ministry of Agriculture and Women's Human Rights, included in the National Policy for the Promotion and Comprehensive Development of Women (PNPDIM) and the Equal Opportunities Plan for 2008 to 2023, and the Municipal Development Plans. Strategic alliances and synergies were established in order to leverage resources for the achievement

⁶ A unique platform that offers C&A of all ages the opportunity to debate about the activities and events that will be carried out under the supervision of someone who is a caregiver/animator.

of project results and the continuity of social organisation processes and the exercise of women's rights (*GT1816 Capacity-building for Maya-Kiché women*).

- **Adoption of the Bilingual Preschool Programme into the official curriculum in Guatemala:** According to information provided by DEDUC staff (Dirección Departamental de Educación Guatemala Norte) and confirmed by Prodesa's management team, MINEDUC has included the *Jardín de Letras Bilingüe* programme in its educational offer for first grade. It was also included in its budget. It was initially reproduced for the K'iche' language community and Prodesa has been asked to produce versions in other national languages (*GT1691 Awakening Education*).
- **Continuity of school governance:** For school governance with the management proposals developed, 84% of the respondents indicated that it can continue to function after the end of the project (*GT1691 Awakening Education*).
- **Institutionalisation of the Municipal Centres for Child Development (CMDI) and Day Care Centres (CDD) in Bolivia:** these are institutionalised projects from the Autonomous Municipal Government of La Paz (GAMLP). There is a long-term municipal plan and short- and medium-term plans, which are strengthened by the implementation of the project; the political will of the GAMLP and Educo to promote the project; committed staff in both institutions and volunteers; good technical relations and a commitment to having the best tools to work with the beneficiary population (*BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A*).
- **Involvement of the Ministry of Justice in the study for the promotion of the rights of children with disabilities:** The Ministry of Justice has actively participated in the presentation of the study, which has contributed to its visibility nationwide (*BO1762 Promoting the Rights of C&A with disabilities*).
- **Need to follow up on the implementation of the Coexistence Plans:** In Guatemala, in order to ensure longer-term sustainability, the State Entities (MINEDUC) should follow up and accompany the implementation of the Coexistence Plans in each of the schools where the project was present (*GT1822 Thousands of hands*).
- A plan for the sustainability of the actions has been drawn up by the project and will be implemented with the support of the communities and the SPFEF (Department for the Promotion of Women, Children and the Family) (*ML1995 Strengthening Community Protection Mechanisms - PRMCPE*).
- To ensure the humanitarian-development nexus, links have been created with the SLDSES (Local Services for Social Development and Solidarity Economy) for the sustainability of its actions (*ML1994 Support for displaced children - PAEFDIS*).

- **School maintenance on behalf of the Government:** In Bangladesh, schools were found to be managing the maintenance of schools using donations and funds allocated by the government, even though the original proposal was to charge fees to students. The head of education in Upazila said he would give instructions to the schools so that they cover the costs with the ordinary maintenance fund provided by the Government (*BD1806 Sanitation & Water - SASTO*).
- **School Guide for Gender Mainstreaming:** Policy instruments and methodological tools have been developed, as well as a methodological guide for gender mainstreaming in primary schools, which was developed by *Fe y Alegría* in the first phase and taken up by the project for work in schools. This same guide will facilitate the sustainability of the project (*NI, Miriam Project, phase I and II*).
- **Creation of Child-Centred Disaster Risk Reduction and Management Plans and structures in the Philippines:** the contribution and participation of children in barangay activities has been recognised at the barangay level. Plans for School Improvements, Barangay Resolutions for the Development Plan, Disaster Risk Reduction Management Plan, Contingency Plan and recognition of children and youth in the Local Government Unit (LGU) and School Structures have been created. The presence or application of the child safeguarding policy in schools is also very evident. The existence of these plans and policies will guarantee that the Child-Centred Disaster Risk Reduction Management initiatives (CCDRRM) are included in all the plans and have a specific allocation in the budget. (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*)
- **Budget commitments and Ordinance on Early Childhood Education in the Philippines:** The provision of a monthly allowance to Early Childhood Care and Development (ECCD) and Supervised Neighbourhood Play (SNP) volunteers for their daily transportation from the internal revenue allocation of the concerned barangay councils has been institutionalised. In Pilar, for example, the Local Government Unit approved an ordinance about the ECCD called the *Sweet Ordinance*, whose author is a municipal councillor, which recognises SNP as a modality for providing access to children aged 0 to 5 years old. This piece of legislation more or less institutionalised the SNP in Pilar, which contributed to the high likelihood that this intervention would remain in place for a long time. (*PH1778 Access and Quality Education - ENABLE*)

Exit plans

- In Guatemala, the **project exit plan** enabled orderly and systematic closure at community level, dialogues were held with the women, leaders, Community Base Women's Organisations (OMBC), promoters, institutional coordinators and municipal authorities in order to present the achievements and outcomes. Commitments were made by women's organisations regarding the continuity of initiatives in favour of the exercising of their rights. Minutes were signed ratifying women's agreements at community level (*GT1816 Capacity-building for Maya-Kiché women*).

- In the school canteens in Mali, **Action Plans** have been created for the community to take over (*ML1993 School canteens*).
- In Benin, the members of the village committee for **canoe management** have taken on the commitment of guaranteeing the doubling of the number of canoes and employing workers for the canoes to transport the students (*BJ1838 Protection of Children and Adolescents on the Move*).

Capacity building and appropriation

- The **joint and inter-institutional work**, through networks, platforms and focused advocacy with authorities and society in general, will allow for future empowerment, greater knowledge of the issue and progress in the sustainability of proposals, positive practices and relevant experiences for the inclusive education of children and adolescents with disabilities based on the exercise of rights, positive treatment and inclusion (*BO1762 Promoting the Rights of C&A with disabilities*).
- The **involvement of teachers** from the beginning in creating the methodology encourages their appropriation (*GT1822 Thousands of hands*).
- **Plans for coexistence** have been defined and validated by all the participants in every school (*GT1822 Thousands of hands*).
- The meetings organised between the members of the community protection mechanisms and the formal child protection system have led to the creation of a **Monitoring Committee** made up of health workers, police, neighbourhood leaders, landlords and child domestic workers (FTD) to ensure the sustainability over time of actions to protect children and the FTDs in particular (*ML1906 Rights and Protection - FTD*).
- The setting up of a **platform for journalists** trained in Child Protection so that the awareness-raising actions continue after the project (*ML1906 Rights and Protection - FTD*).
- The community agreed to **maintain the intervention** through different actions such as providing land to expand the project; providing food or land to grow crops to feed the students; storing and protecting equipment; developing strategies and fundraising; and recruiting some of the graduates as teachers and paying them to train others (*GH1605 Vocational skills*).
- Peer education, capacity-building for stakeholders, support for the operation of Communal Child Protection Committees (CCPE) that work as well as possible, accompaniment for children's organisations, and the consortium working approach with one leader are all good practices that have been tested throughout the programme and should be **capitalised on for practical re-use** by actors on an ongoing basis (*BJ1838 Protection of Children and Adolescents on the Move*).

- **Community leader training for women** is the human capital that the project left in the communities with the purpose of playing a leading and continuous role in providing accompaniment and advice to the women, once the project ended (*GT1816 Capacity-building for Maya-Kiché women*).
- After the end of the project, the **Community Based Women's Organisations** (CBWOs) are in a position to follow up on the management and self-management of their production initiatives and integral development. The Municipal Women's Office (DMM) will follow up on the proposals submitted by the CBWOs for budgetary approval, the Ministry of Agriculture, Livestock and Food (MAGA) and the Secretariat of Food and Nutritional Security (SESAN) will promote their food security and rural economy programmes (*GT1816 Capacity-building for Maya-Kiché women*).
- Women are receiving **support from the female community leaders**, to provide monitoring and continuity for women to fulfil their dreams and promote their efforts in building and maintaining real and sustainable peace in homes and rural communities in the Chichicastenango municipality (*GT1816 Capacity-building for Maya-Kiché women*).
- The **knowledge, attitude and practices** in relation to sanitation and hygiene on behalf of the families and students at the school will play a transformative role. Human resources, for example the members of the CHPG (Community Hygiene Promotion Group), have committed to continuing to convey the awareness-raising message (*BD1806 Sanitation & Water - SASTO*).
- The vision of the project's sustainability strategy is based on **joint work** with community organisations, civil society organisations and local government in the territory, with the aim of achieving a protective environment for children and adolescents, although this is difficult to achieve in short timeframes and with small budgets, in a diverse political environment (*BO1811 Protection for C&A Phase II*).
- The **emotional and protective skills** fostered in the project have been found to persist in the participants. These skills will be maintained over time and space and are therefore highly sustainable (*BO1811 Protection for C&A Phase II*).
- The teaching team incorporated the gender component in their methodological guides and are promoting gender equity and equality (*NI, Miriam Project, phase I and II*).
- Members of the technical teams of the member organisations, the teaching teams at the prioritised educational centres and the members of youth groups have **acquired cognitive and methodological abilities** (*NI, Miriam Project, phase I and II*).
- In the CEAAL (Consejo de Educación Popular de América Latina y El Caribe) collective youth spaces, they saw the importance of **keeping organised**. The organisations appointed

people for monitoring and drew up letters of commitment to continue to accompany young people and multiply their learning *(NI, Miriam Project, phase I and II)*.

- The **empowerment of children's rights**, the changes in the beliefs and attitudes of parents about the education of their children and their disciplinary practices, as well as the educational abilities strengthened by teachers, will continue to have positive effect on the lives of C&A, regardless of the continuity of the projects *(NI, various projects)*.
- The Proyecto SAFE team was also strategic about guaranteeing the sustainability of the project through the **training of the staff in schools** who have more influence in decision-making. The commitment of the teachers to continuing the implemented project activities was evident during the evaluation *(PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE)*.
- The presence or application of the child protection policy in schools was also very evident. The existence of these plans and policies would guarantee that the Child-Centred Disaster Risk Reduction Management initiatives (CCDRRM) **are included in a coherent way in all the plans** and have a specific allocation in the budget *(PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE)*.
- A **commitment to regularly update the contingency plan** and to carry out drills or simulations has also been observed *(PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE)*.

3. Highlighted achievements and impacts

The main impacts and achievements identified during the information systematisation exercise in the areas of education (3.1), protection (3.2), children's rights, child participation and empowerment (3.3) and humanitarian action (3.4) are presented below, by theme. In each of the sections a categorisation by sub-sector has been made to refine the analysis.

3.1 Impacts related to SIO 1 (Education)

In the Education sector, different types of projects have been analysed, and the main achievements and impacts have been collected for each of the sections: access to education and permanence, educational quality, pre-school education, education for disaster risk reduction and life skills/vocational training.

Access to education and permanence

Inclusive Education

Considerable progress has been observed in ensuring that access to education is more inclusive:

- Awareness-raising with families and communities has encouraged families to enrol their children in school, especially girls, and to make an effort to keep them in school (*ML1662 Quality Education - PADEQ*).
- It has been reported that the Guatemalan Ministry of Education has included the *Jardín de Letras Bilingüe* program in its educational offer for Grade 1. It was also included in its budget. It was initially reproduced for the K'iche' language community and Prodesa has been asked to produce versions in other national languages (*GT1691 Awakening Education*).
- Availability of a register of children with disabilities for their integration into regular schools: a register was obtained at the Pre-school, Primary and Secondary levels of regular schools (*BO1762 Promoting the Rights of C&A with disabilities*).

Educational alternatives

With the changing contexts and insecurity, Educo has increasingly implemented alternative education projects in order to facilitate access to education for the most vulnerable children and adolescents, those who are outside the regular school system. These responses have been implemented in different ways depending on the context (night schools, Accelerated Course Programmes (ACPs) for children working in markets, online or radio education in insecure contexts, etc.).

For example, in India we support night schools, which has led to a 48% increase in student enrolment rate in three years (2016-2018) due to enrolment campaigns by School Management

Committees, improved infrastructure and services that ensure inclusive access such as providing meals.

In India, students who receive career guidance support are more likely to be linked to technical colleges: 58% of students who attended career guidance sessions were linked to technical colleges (*IN1814/1826 Night Schools*).

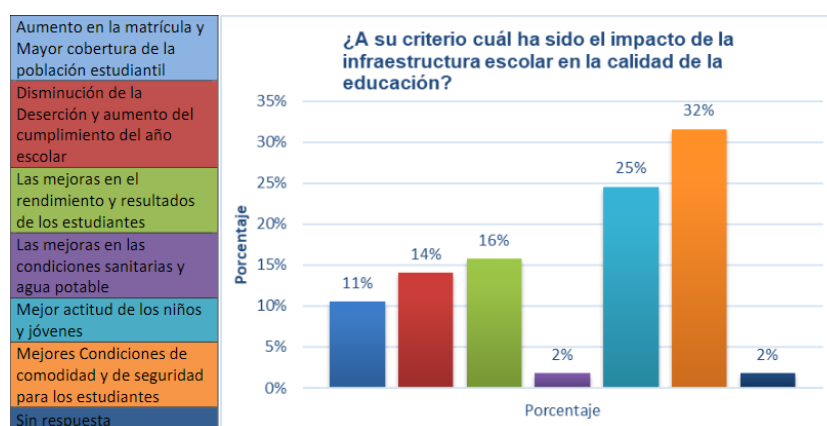
In Benin, C&A who live on the streets or are market workers have access to education with a system of accelerated courses so that they can then enter formal education or professional training (*BJ1790 PCA - Marginalised children*).

During COVID-19, we modified our education projects in Burkina Faso to adapt them to distance education through the provision of radios (8,000 radios to girls and boys participating in our primary education projects), so that they could follow the classes provided by the Ministry of Education.

Infrastructure and school lunchrooms

The improvements to school lunchrooms has favoured inclusive access, academic performance, security and as a consequence the permanence of children in school.

- According to the population's perception and in order of importance, school infrastructure in good condition is the main aspect that has had an effect on school attendance, followed by school performance, safety, and academic development. The schools in the study had a 4.4% decrease in repetition rates, compared to 1.3% nationally, which means that they are 2% better off than the rest of the country (*SV1675/1697 Infrastructure*).



Impacts of the improvements to school infrastructure on the quality of education.

Source: SV1697 evaluation report

- The adaptations made to school infrastructure to allow access for pre-school ages and for children with physical disabilities, such as walkways, school furniture and adequate sanitary facilities, have also been considered positive (*SV1675/1697 Infrastructure*).
- Also in Mali, canteens set up in two schools have enabled pupils whose homes are far from the school to have access to food during lunch hours, which has generally helped to keep pupils in school who used to go home at midday and not return to school in the afternoon (*ML1993 School canteens*).

Civil Registry

As a result of community awareness-raising actions and support for administrative authorities, 23,140 birth declarations in civil registry offices and 11,618 birth certificates made at hearings has been reported. This gave these children access to all their civil rights, and allowed them to take their school exams (*BF2015 Civil Status for Children - PIECE*).

Education quality

Training for teaching staff

Capacity-building for teachers in different methodologies and pedagogies, such as a balanced or child-centred approach and respect for real learning time, improves the quality of teaching, has a positive impact on the learning and development of children and facilitates the relationship with families.

- In Mali, it has been reported that teacher training using a balanced approach and real learning time has enabled pupils in cycles 1 and 2 to be able to read and write correctly (*ML1662 Quality Education - PADEQ*).
- In Nicaragua, by the end of 2019, at least 20% of the teachers participating in the project apply child-centred methodologies from the baseline established at the beginning, based on quality standards that favour meaningful and comprehensive learning for children. In addition, 85.7% of teachers invite parents to regular meetings to report on students' school performance, 59.3% congratulate parents on their children's progress, 38.5% guide parents on how to help their children and 55.6% of teachers involve parents in the implementation of school activities (*NI1715 Educational continuity*).
- Furthermore, the involvement of teachers in the development of the materials fostered the development of their skills from the preparation of the contextualised teaching materials to their completion, and this has brought personal growth and professional development to those involved. The project also gave them the opportunity to come out of their normal routine of teaching in the classroom and perfect their technical and technology-based writing skills (*PH1895 Access to Reading and Numeracy - LEARN*).

Involvement of the families

Greater involvement of families in the educational development of their children is reported. They motivate them to attend school daily and take an interest in the tasks they have to do for school.

In addition to being more attentive to the accompaniment of their children, greater participation in school management has been observed, by attending meetings for families and/or being members of School Management Committees.

Illustration from a project in Nicaragua, *NI1715 Educational continuity*

89.2% of parents help their children with their homework, 83.8% motivate them to attend school daily, 73.0% take them to preschool daily.

95.9% of parents said that they help their children with their studies on a daily basis, compared to 76.1% in 2016. This indicates that families are valuing their children's education more highly and that they have internalised their responsibilities in their children's educational development.

There was a quantitative and qualitative increase in the participation of parents in school management: 99.0% attend meetings, 77.3% advise peers who do not send their children to school, 73.4% support the identification of children and adolescents who do not attend school and of these, 34.8% visit families to investigate the causes of non-attendance and motivate families to send their children.

Development of innovative educational and pedagogical materials

Educo and its local partner organisations accompany the Ministries of Education in the development of tools and innovative modules that improve the quality of the education.

These improvements translate, for example, into progress in reading levels.

- In the Philippines, with the support of reading teachers and the help of developed printed materials, the achievement level of targeted pupils in grades 4-6 to reach literacy level 2 has risen from 36% in 2019 to 92% at the end of the school year in 2020 and almost all participants were able to move to the next grade level, except for two (2) who were retained in grade 5 due to low scores in other subjects, although they did show progress in reading (*PH1895 Access to Reading and Numeracy - LEARN*).
- Accompanying education actors facilitates the sustainability of achievements when the materials created are also integrated into national education initiatives, as in the case of the materials created in the Philippines, including the creation of the LEARN! application, which is a playful application accessible to all to promote reading, now part of the national initiative on reading called *Brigada Pagbasa* (a collaborative effort of NGOs, public and private institutions led by the Department of Education's External Partnership Services to improve literacy) (*PH1895 Access to Reading and Numeracy - LEARN*).

Illustrations of positive changes in children and adolescents from a project in the Philippines, *PH1895 Access to Reading and Numeracy - LEARN*

The responses collected from the twelve parents/caregivers interviewed stated that they have seen different positive changes in their children's outlook and behaviour, namely (1) they are able to read better, (2) they study more independently, (3) they are more interested in studying than in playing, (4) they want to enrol in the next grade, (5) they can concentrate more in class and (6) they are more socially active with other children and adults.

Preschool Education

It has been reported that the orientation of families towards the fundamentals of parenting, care and the importance of play in the learning process has led to increased enrolment in preschools.

In addition, staff training in positive discipline, access to adapted educational materials and improvements to preschools improved the quality of early childhood education.

- In the Philippines, 128 orientation sessions for fathers, mothers and caregivers were carried out about positive parenting, care, supervision in the home and education during early childhood. A total of 1715 of the 1913 participating families from the project participated in the sessions. In other words, 89.65% of the number the project intended to reach (*PH1778 Access and Quality Education - ENABLE*).
64 (62 women and 2 men) nursery staff were trained to lay the foundations for accessible, safe and quality learning (*PH1778 Access and Quality Education – ENABLE*). And finally, the availability of play and learning materials increased the play and reading time of the children participating in the project. They were enthusiastic about returning to the centre every day, even without their parents (*PH1778 Access and Quality Education – ENABLE*).
- In Nicaragua, the improvement to preschool educational quality led to more parents to enrolling their children at this stage. Progress can be observed in the way families understand the meaning of early education. 94% agree that children learn through play, thus overcoming one of the main reasons why families did not enrol their children in preschool: the lack of understanding of play in the construction of learning (*NI 1716 Living my right to early education*).

Education in Disaster Risk Reduction

In the countries most prone to natural disasters, such as the Philippines, work was done on Education in Disaster Risk Reduction. Local governments have allocated budgets for disaster prevention, teachers are better trained and prepared to respond to possible emergencies, and schools have functional disaster risk reduction and management (DRRM) committees and school plans adapted to these situations with a focus on children and adolescents (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Life skills/Professional training

Education also means developing life skills and skills necessary for a professional career.

- In Bangladesh for example, young people participating in our projects apply the skills they have learned by speaking out against violence against women.
57% (63% women and 50% men) of the young people participating in the project are practising life skills in their daily lives. 32% (24% girls and 40% boys) of the young people participating in the project speak out against violence against women (of the planned 40%). 20% (15 out of 75) of the young people participating in the project who received training

are engaged in income generating activities (*BD1934 Adolescents and Youth Development for Social Change*).

- In Ghana, professional training has also been completed with social empowerment: the training centre contributed to help fill gaps in craft areas such as sewing, hairdressing, weaving and carpentry by recruiting and training young Kayayei⁷ women in these craft techniques. It provided the participants with sustainable livelihoods and improved their value and quality of life. They have also been given a voice in decision-making in their families and communities, and have become more assertive and can now express their grievances better (*GH 1605 Vocational Skills*).

3.2 Impacts related to SIO 2 (Protection)

In the projects implemented in the child protection sector, we have an impact on different areas, such as prevention of violence against women and girls, child marriage, prevention of the worst forms of child labour, reinforcement of the rights of children and adolescents on the move, the most vulnerable children and adolescents and their families, as well as the teaching staff of the schools we collaborate with.

Violence against Women and Girls

- As part of the Bangladesh projects, the participating girls and boys increased their knowledge on violence against women and girls and gender equality. After the awareness-raising campaign, 24% of the women and 36% of the men participants protested against violence against women. 18% of the participating women and 21% of the participating men spoke out for the victims of violence against women (*BD1874 Ending Violence Against Women and Girls*).
- Specific assessments have been reported on the child marriage situation in our intervention areas in Bangladesh during 2020: 52% of the families interviewed said that child marriage had gone down this year, while 37% believed that it had gone up and 7% said it remained the same as before. Similarly, 59% of the girls participating in the project said that child marriage had decreased; 11% believed that child marriage remained the same as before and 25% said it had increased (*BD1935 Children agencies for accountability child protection*).

Victims of Commercial Sexual Violence (CSV)

- In the framework of the project for combatting commercial sexual violence carried out in Bolivia, the rights of the victims of CSV who participated in the project were restored, socio-protective mechanisms were created and the reintegration of these women into society was promoted through personal empowerment and economic independence. They were also accompanied in the wellbeing of their children, therefore reducing the

⁷ Kayayei is a Ghanaian term for a woman porter or carrier. Many of these women have emigrated from rural communities to one of the cities in Ghana to look for work.

intergenerational cycle of trafficking and violence in a preventive manner (*BO1720 Combatting Commercial Sexual Violence against Children*).

- In India, accompaniment has been provided to C&A whose mothers are sex workers in marginalised neighbourhoods in Mumbai, so that they can have access to formal education and adapted care (*IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET*).

Child labour

- In 2020, 69% of girl domestic employees who participated in the project in Mali said that their working conditions had improved. Also, unlike in previous years, by the end of 2020, more than 30 protection officers are providing support to child and adolescent domestic workers in accordance with current quality standards (*ML1906 Rights and Protection - FTD*).
- In Bangladesh, the number of child labourers in the areas we operate in has been reduced: 53% (90 out of 170) of the children involved in the project who were engaged in hazardous work left these jobs during the period between January and December 2019 (*BD1936 Reduction of child labour in urban areas*).
- In Mali, and in Bangladesh and Benin, educational processes have been integrated into the daily lives of these working C&A:
 - ✓ In Bangladesh, 99% of the students participating in the projects have passed their exams in 2019 with excellent grades (with 15% A+ and 59% A on a scale from A to F with A being the best grade) and 100% have accessed secondary school (*BD1936 Reduction of child labour in urban areas*).
 - ✓ In Mali, 85% of girl domestic worker participants have achieved a satisfactory level of reading, writing and counting in Bamanankan (*ML1906 Rights and Protection - FTD*).
 - ✓ In Benin, in 2020, 771 C&A market workers (428 girls) have been able to benefit from accelerated learning courses (*BJ1838 Protection Children and Adolescents on the Move*).
- Child domestic workers participating in the Mali project have also learned to improve their self-protection and developed a culture of reporting cases of violence, abuse, exploitation and neglect: 286 (out of 853 project participants) reported cases of violence and have received care (*ML1906 Rights and Protection - FTD*).

Protection mechanisms strengthened

Various projects have carried out activities that have led to improved protection mechanisms and greater involvement of communities in the protection of children and adolescents:

- In Mali, these activities have resulted in the creation of a framework for consultation between protection mechanisms, both at institutional and regional level, with the creation and implementation of a framework for the protection of adolescent domestic workers in

the district of Bamako. In addition, 45 community action plans for the protection of children were implemented, community agents were trained on aspects of case detection and referral and communication with children and adolescents (how to organise and manage an interview according to age groups, etc.) (*ML 1906 Rights Promotion for Girl Domestic Employees*).

- This accompaniment for local civil authorities in Burkina Faso with various materials (computers, multifunctional printers, cartons of paper branches, cupboards, tables and chairs) has facilitated the production of birth certificates for children and adolescents in order for them to enjoy their civil rights (*BF 2015 Comprehensive Promotion of Civil Status for Children (PIECE)*).
- In Bolivia, Educo encouraged the elaboration of the Regulation for the Law on Prevention and Protection of the Sexual Integrity of Children and Adolescents and the creation of a hotline for victims in the project municipality, which accounts for 37% of the cases reported (*BO 1836 Strengthening the municipal office for children and adolescents in protection*).
- In Nicaragua and Guatemala, in-school protection systems have been strengthened: all Educo partner schools have child protection codes or regulations in place and as a result, in 2019, 80% of children and adolescents involved in the project reported a reduction in the frequency of bullying in their schools (*NI1717 Protective environments for children*).
- The creation and delivery of a tool to calculate the type and number of cases of violence in the classroom is reported: In 2019 it reached 45.29% in the 4 partner schools in Guatemala. (*GT1822 Thousands of hands*).
- Similarly, in the Philippines, as a result of child rights awareness-raising activities, teachers also reduced corporal punishment and applied positive discipline (*PH1778 Access and Quality Education - ENABLE*).

Greater protection for children and adolescents on the move

For the protection of C&A on the move, in the year 2020 our actions in Mali and Benin have been strengthened:

- It has been possible to give access to civil rights to 411 displaced children and adolescents, facilitating the preparation of their birth certificates, and it has also been possible to facilitate the enrolment of 145 boys and 161 girls in schools in host communities. 97% of 180 C&A candidates for the final exams have passed (*ML1994 Support for displaced children – PAEFDIS*).
- It is also reported that safe spaces for leisure and play have been created in Mali, in the Ségou region (3 centres) and psychological support has been given to 70 displaced boys and 80 girls (*ML1994 Support for displaced children - PAEFDIS*).

- Families were also accompanied by facilitating the integration of 50 displaced women into women's groups carrying out IGA (income-generating activities) (*ML1994 Support for displaced children - PAEFDIS*).
- COVID 19 prevention activities were integrated with awareness raising and distribution of hygiene kits to 305 displaced families (*ML1994 Support for displaced children - PAEFDIS*).
- 1,158 children, including 705 girls, have benefitted from reading and writing courses, and 102 young people, including 62 girls, have received support for professional integration. Of the 15 students, including 8 girls, who participated in a professional qualifications course, 100% passed (*BJ1838 Protection of Children and Adolescents on the Move*).
- 184 children on the move (64 girls) received psychosocial support (*BJ1838 Protection of Children and Adolescents on the Move*).
- In Benin, 35 media awareness-raising sessions were conducted with the participation of 4,016 people, including 2,730 women, 2 television programmes and 21 radio programmes on the laws for the protection of children on the move. It reached around 240,000 people according to audience ratings (*BJ1838 Protection of Children and Adolescents on the Move*).

Prevention of digital violence

Both in Nicaragua and in Bolivia, projects have been carried out about digital violence prevention. These have had a positive impact on C&A and their families and the teachers involved:

- By the end of 2019, in Nicaragua, 87.7% of children and adolescents participating in the project knew how to protect themselves from the risks posed by the use of the internet and social media. Of these, 78.9% and 76.1%, respectively, do not chat to or accept requests from strangers (*NI1719 Learning to use ICTs*).
- By the end of 2019, 83.3% of C&A participating in the project recognise that the main risk is that strangers may take advantage of their virtual relationships through social media (*NI1719 Learning to use ICTs*).
- By the end of 2019, in order to prevent violations of children's rights, the project's participating Parents' Associations adopt a set of protective measures: they are aware of what their children are doing on the internet and social media (93.8% in 2019, compared to 45.4% in 2016) and provide them with advice on how to use the internet and social media safely (89.4% in 2019, compared to 45.5% in 2016) (*NI1719 Learning to use ICTs*).
- In Bolivia, taking into account the Covid-19 situation, the accompaniment of children and adolescents in the safe use of ICTs was reinforced. By the end of 2020, the aim was to reach 500 adolescents with the prevention of digital violence course, and 875 were reached, representing an achievement of 175% (*BO1928 Capacity building for C&A in the use of ICTs*).

Greater knowledge about protection within families

- In Bolivia, capacity-building for mothers and fathers (caregivers) was promoted in order to help them expand or develop their capacities on a personal level (self-esteem, education, health), protective-affective level (care and protection of their children) and technical-labour level in order to improve the family economy (*BO1811 Protection for C&A Phase II*).
- In Guatemala, actions within the families regarding coexistence were carried out: self-control when they get angry, accompanying and talking to their children, being attentive to their education, going for walks together, among others (*GT1822 Thousands of hands*).
- In Nicaragua, punishment using a strap in households decreased by 34.4%, going from 56.3% in 2018 to 21.9% in 2019 (*NI1717 Protective environments for children*).
- In the Philippines, it was guaranteed that families receive guidance about the basic aspects of parenting, their role in supporting them and supervising their studies at home, and about care and education for young children. 128 sessions were held for families/caregivers of children, a total of 1,715 out of 1,913 families participated in the sessions, which was 89.65% of the number of families targeted by the project (*PH1778 Access and Quality Education - ENABLE*).

Testimonies from project participants

"We did not know that they (IDPs) need our sympathy. Now we know about them. » « They will no longer feel alone. We are going to meet them, involve them in our activities." Two girls (Mali).

« The knowledge received during the training courses has enabled us to develop more and more of an active and professional listening to the child victims of abuse and various forms of violence who come to us. This makes it possible to build confidence in these children, which is the beginning of any psycho-social rehabilitation." A member of the municipal child protection committee (Benin).

«We did not know that they (Internally Displaced Persons) need our sympathy. Now we know about them. » « They will no longer feel alone. We are going to meet them, involve them in our activities." Two girls (Mali). «We did not know that they (Internally Displaced Persons) need our sympathy. Now we know about them. » « They will no longer feel alone. We are going to meet them, involve them in our activities." Two girls (Mali).

«Before I did not know about my rights. Some adults said bad things to me and I didn't say anything. I stayed quiet. Some children violated our rights and made fun of us in all sorts of ways". Girl, Centro Escolar Rubén Baltodano (Nicaragua).

"It has changed a lot, because before there was a lot of violence in my home and among my classmates at school". Girl, Centro Escolar Sisle (Nicaragua).

"The project Thousands of Hands taught us several things that we are very interested in because we as parents get very angry and we don't manage to control ourselves, for example I have eight children of all ages and there are times when I can't stand them and I hit them with whatever I could find, but in the training sessions they told us that it is not good, it is not right to do that, so now I no longer

hit them and I tell them that everything has consequences when they misbehave and many other things I learned in the project that I really liked" Father and mother from a family (Guatemala).

"...I can, we overcome guilt, we are survivors and warriors, telling my story helps me, the dialogues between us and with the Foundation's team makes us feel good, we can help other girls and adolescents so that they don't go through what we went through, we are leaders, there has to be justice, we have lived through a lot of pain and abuse, we have problems between us, but they are not at all the same as the ones we face outside, they can be solved by talking..." Girl victim of commercial sexual violence (Bolivia).

"Before I didn't spend any time with them. There was always an excuse, because I was always focused on my housework. Now I spend time with them on their tasks, their games and whatever is necessary." Mother, Centro Escolar Sisle (Nicaragua)

3.3 Impacts related to SIO 3 (Rights for children, agency, participation and empowerment)

Children's rights and wellbeing

Impact on children and adolescents

It has been reported that training and awareness-raising sessions on children's rights had a number of positive effects on children and adolescents:

- They improved their awareness and understanding of their rights and responsibilities, their protection, and the importance of their active participation in schools and communities (PH1778 Access and Quality Education - ENABLE).
- They became more responsible in fulfilling the tasks assigned to them by their parents or teachers (PH1778 Access and Quality Education - ENABLE).
- They became more compassionate and sympathetic to the situation of children with disabilities (PH1778 Access and Quality Education - ENABLE).
- Changes were seen with regards to the respect and integration of sexual diversity and LGBT people (PH1778 Access and Quality Education - ENABLE).
- They gained self-esteem and confidence in the exercising and defending of their rights. They became more participative in school activities (PH1778 Access and Quality Education - ENABLE).
- As a result of community awareness-raising actions and support for administrative authorities, the production of 23,140 birth declarations in civil registry offices and 11,618 birth certificates produced at hearings has been reported, which gave access, to these

children, to all of their civil rights, which also enabled them to pass their exams (*BF2015 Civil Status for Children - PIECE*).

Impact on families

- Families' awareness and understanding of children's rights, principles, issues and concerns is reported to have increased (*PH1778 Access and Quality Education – ENABLE*).
- They are also more involved in school activities and in accompanying their children (*PH1778 Access and Quality Education – ENABLE*).

Impact on teachers

- The level of teachers' awareness and understanding of child rights principles, issues and concerns, and their importance, is reported to have increased. Some have become defenders of children's rights (*PH1778 Access and Quality Education – ENABLE*).
- Teachers also reduced corporal punishment and applied positive discipline (*PH1778 Access and Quality Education – ENABLE*).

Child participation

Children and adolescents took on active roles participating in consultation and decision-making spaces in schools and the community, which increased their motivation and self-esteem.

In schools

- It has been reported that, by the end of 2019, at least 20% of children and adolescents in the 34 schools covered by the project are active subjects in the educational processes. 84.6% (+7.5%) respond when asked by teachers, 62.7% (+52.3%) help peers who have difficulties with learning and 80.6% (+73.3%) carry out activities related to school cleanliness (*NI1715 Educational continuity*).
- 28.8% of the C&A participating in the project recommend that teachers address certain topics. 16.8% are participating in school decision-making spaces (e.g. classroom councils), while 21.5% present proposals for the fulfilment of their rights to teachers and 31.1% organise themselves to propose activities to teachers and school management (*NI1718 Communities united for Rights*).
- By the end of 2019, 67.5% (+53.2% compared to 2016) of children participating in the project claim to express their opinions on the issues they are consulted on, which may be related to classroom content or school management decisions (*NI1718 Communities united for Rights*).

On communities

- With regard to the participation of children and adolescents in the community, a significant increase in quality is evident in the attendance of children and adolescents at community meetings (+26.4% compared to 2016) and clean-up days (+32.8% compared to 2016). New forms of participation were also evident: submitting proposals to community leaders (+21.5% compared to 2016) and local authorities (+13.8% compared to 2016) (*NI1718 Communities united for Rights*).
- It has been observed that children who actively participate in Student Councils have shown more self-confidence than before, they can interact with people in the community without hesitation (*BD1742 Child-friendly learning environment*).

Empowerment of Children and Adolescents

Strengthening the agency of children and adolescents participating in our projects has improved their protection and wellbeing, and led to improvements in their education:

On protection

- In Bangladesh, it is reported that a slight reduction in child marriage has been observed: 52% of families participating in the project report a decrease in early marriage in 2020 and 59% of young people report a decrease in child marriage in 2020 (*BD1935 Children agencies for accountability child protection*).

On education

- Strengthening the agency capacity of children and adolescents in the framework of training addressed to them on the Monitoring, Evaluation, Learning and Accountability of projects has allowed them to develop their own project at community level and they generated changes in their environment, such as improving the reading levels of other children and adolescents, through their direct actions (*ME Child Prototype*).
- The involvement of participating C&A leads them to take an active role in promoting education: they visit students who drop out of school (38.1%), inform teachers about repeated non-attendance of students (55.6%) and visit parents of C&A who drop out of school to encourage them to send them back to school (27.3%) (*NI1718 Communities united for Rights*).

3.4 Humanitarian Action

Although most of the achievements and impacts in this sector have been included transversally in the previous sections, we would like to highlight two aspects here, due to the relevance they have had in our actions during the period analysed: the response to the Covid-19 pandemic, and attention to the internally displaced and refugee population.

Response to the COVID-19 pandemic

During the year 2020, the COVID 19 pandemic has led us to develop more humanitarian action projects in all our countries of intervention. The health crisis has also translated into a social, economic and educational crisis⁸, with the need to strengthen support for the populations we work with.

Below we highlight the main actions undertaken to respond to the needs arising from the global emergency situation⁹:

- **Improved access to basic food**, to increase living standards for families. 37,515 food kits were delivered, 26,458 cash transfers were made to families, and 1,251 families were supported with rehabilitation inputs such as seeds and agricultural tools. Household representatives reduced their stress levels and worries about a lack of food for family members. The cash transfer also helped them to buy food, baby food, clothes, medicines and various groceries.
- **Hygiene and prevention measures:** Work was carried out with C&A, families and the community to raise awareness and practice hygiene measures to prevent the spread of COVID 19. In addition, 65,111 hygiene kits were delivered, 1,137 hand-washing systems were installed in schools and 87 hygiene and disinfection kits were installed in health centres.
- **Educational materials and online education (internet, radio, TV)** have allowed learning to continue, despite the fact that most schools remained closed. 27,453 C&A were supported with educational materials for learning from home, another 27,034 were supported with online learning services, and 8,000 radios were distributed to students to carry on their education using the radio in Burkina.
- **Promotion of play** in families, through awareness and the delivery of 1,514 leisure kits given to C&A and 36 games through the radio in Burkina.
- **Psychosocial support and training in child protection:** Psychosocial support was provided to 3,973 children and 27,505 mothers, fathers and caregivers in child protection and positive parenting.

⁸ For more information about the impact on education, see the report [COVID-19 Impact of the pandemic and its consequences on education](#). Educo. 2021

⁹ For more information, see the report [COVID 19 Response](#)



Source: Extract from the 2020 Educo Report

Attention to internally displaced persons and refugees

In addition to the immediate response to the COVID-19 situation, the period has been characterised by an increase in interventions in key areas of humanitarian action such as education in emergencies and assistance for internally displaced or refugee populations, broadening the scope of our work and strengthening our expertise. We highlight:

- The project's programmatic design was very relevant to responding to the humanitarian crisis related to **forced internal displacement** (FIDH), providing immediate responses to the conditions of victimisation of the target population, especially with support to people who have been victims of other forms of violence (OFV) and psychosocial care to overcome stressful situations and emotional-psychological disorders, related to the loss of family, economic and emotional security associated with the process of physical displacement to another geographical environment. The **most significant impact on children and adolescents** has been the opportunity to resettle in a **safe place** with support from the project to start a new life. In the study on the humanitarian impact of forced displacement

due to OFV with special attention to C&A carried out as part of the project, it was verified that the young people perceived that the support received to facilitate their displacement to a new community has favoured them, since they can go to a school where they do not feel persecuted or harassed and this allows them to have a different vision of their future in which they express that they see themselves, training as professionals and working in a new community (*SV1835 Assistance for C&A and families displaced by violence*).

- **Cash transfers and financial support:** the assistance perceived by the population as having the greatest positive impact on family wellbeing is cash transfers for food purchases and household supplies, followed by support to access basic services in resettlement sites, assistance to obtain personal hygiene supplies, payment for housing and support to start productive activities.

Cash transfer mechanisms were carried out using the World Food Programme platform, with a handling cost of 2.5%, which is considered very efficient and cost-effective, and reduces vulnerability to the risk of handling cash given the significant geographic dispersion of the target population (*SV1835 Assistance for C&A and families displaced by violence*).

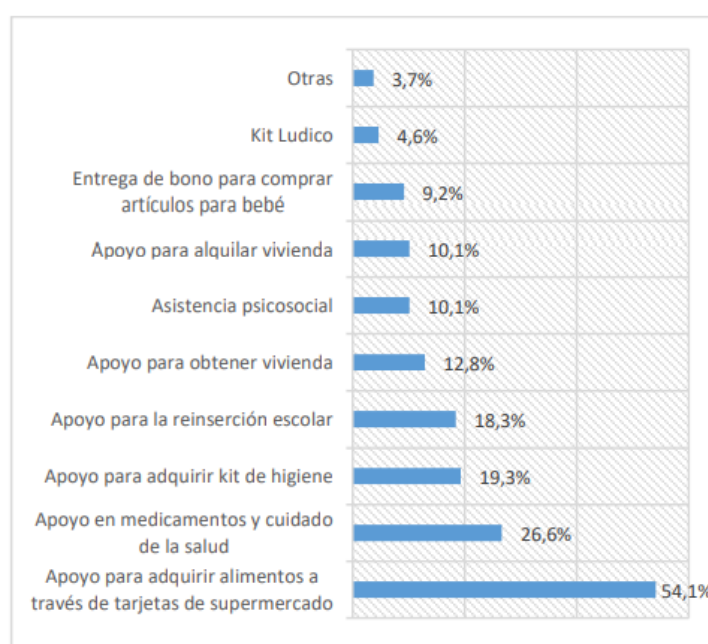


Figure: Perceptions of the beneficiary population about which project actions had the most impact on the needs of the C&A population within the family.

- Another positive impact of the project has been the psychosocial support, which has been key for people so that those who have been victims of OFV and their families get back their psychological and emotional stability. In addition, although with modest results, the project has also supported families to begin the process of recovering their livelihoods and integrating themselves into the work/productive life of their host communities (*SV1835 Assistance for C&A and families displaced by violence*).

- One impact that was not foreseen in the design of the project that was highly valued by the target population was the **contribution to reconstructing peace and harmony in the family**. People who are victims of internal displacement suffer from considerable stress throughout the process, mainly with the initial uprooting of their communities and family assets, which puts the stability of the family group at risk. The project's actions and services have contributed to restoring stability in the home and, to a certain extent, have contributed to discouraging internal and external migration processes among the beneficiary population (*SV1835 Assistance for C&A and families displaced by violence*).
- The project has made a valuable contribution to national efforts to assist victims of forced internal displacement, including advocacy efforts that supported the approval of the Special Law for the Comprehensive Attention and Protection of Persons in Conditions of Forced Displacement in January 2020. In addition, the project has carried out an extensive awareness-raising and capacity-building process for duty-bearing authorities under the mandate of the aforementioned law (*SV1835 Assistance for C&A and families displaced by violence*).
- In Bangladesh, Educo has been working in the Cox's Bazar Rohingya refugee camp since 2017, carrying out child protection projects in emergency situations to respond to the needs of children and adolescents. Educo has been recognised as a **child protection actor** in the 2020 Joint Response Plan (JRP), focusing its work on ensuring that C&A are protected from violence, neglect, exploitation and abuse by strengthening community-based child protection mechanisms. Educo's approach to child protection based in the community, which addresses the child protection risks in the community and encourages C&A to participate actively, has been recognised by the authorities and actors in the field (*BD1872 Rohingya Response Program - Cox's Bazar*).
- During the COVID-19 emergency, Educo provided an **immediate response** for vulnerable C&A and homes in the **Rohingya community and the host community** in association with the local NGO SKUS. New programmatic methodologies were applied such as the **cash transfers** for the more vulnerable homes in the host community, providing a pilot experience to learn from for Educo in an emergency context. The psychosocial support provided to C&A and the training and awareness-raising of actors in the field and in the community are also worth highlighting (*BD1872, Rohingya Response Program- Cox's Bazar and BD3026 COVID-19 Emergency Project for Rohingya Refugee and Host Community*).

4. Lessons learned

The projects analysed have highlighted the notable progress made in the detection and systematisation of learning¹⁰, either through the project evaluations carried out or through analysis by Educo's own teams and their local partners. The learning and continuous improvement approach is increasingly embedded in our work, thanks to the change in our organisational culture and the adoption of concrete MEAL standards and tools.

We gather the most inspiring learning by programmatic sector (4.1) and at a transversal level in processes (4.2).

4.1 Learning by programmatic sector

Education (SI0 1)

Access to education

- Having safe schools for children is a key element in facilitating access (various projects)
- In relation to access to schools or training centres for girls and adolescents, the lack of toilets is a major barrier, due to protection and menstrual hygiene issues. It is very important to have separate toilets for girls to ensure their hygiene and protection from violence (*GH1605 Vocational skills*).
- Many girls still use cloth for their menstrual hygiene, they wash and dry them in a hidden place. In schools, there are no facilities for managing menstruation for girls. Therefore, adolescent girls miss school during menstruation (*BD1873/1936/1985/1874/1934/1935*).
- Considering the current scope of communication technology, the distance learning method looks to be crucial for future educational activities, even once the pandemic is over (*BD1873/1936/1985/1874/1934/1935*).
- Construction and sanitation:
 - ✓ It is necessary to ensure national school or toilet building requirements are met before planning building works: in Bangladesh, the latest government-approved design for primary school WASH is the four-chamber toilet option. During the first cycle of the project, two-chamber toilets were installed in three schools, while all other schools received four-chamber toilets, including the provision of a structure adapted for people with disabilities. An exhaustive evaluation of the situation could help avoid this duplication (*BD1806 Sanitation & Water - SASTO*) .

¹⁰ We understand lessons learned as knowledge or understanding gained through analysis and reflection on an experience or process, or set of experiences or processes. This experience or process can be positive or negative (MEAL Manual, Educo)

- ✓ Another aspect that was revealed was the lack of construction of a cover for the toilets, to facilitate the reinstallation of the tube well in the future. This technical aspect was not considered correct by the school authorities, who expressed their discontent. The school authority suggested providing a temporary shade in the top of the roof, which could be removed when necessary (*BD1806 Sanitation & Water - SASTO*).
- ✓ The role of the different school committees should be well defined: involving the different committees in the implementation of the project strengthens their capacity in the area of their key roles and responsibilities, so that in the future they can assume higher and shared responsibilities for the development of the respective schools. Time must be guaranteed to ensure adequate participatory processes and to generate demonstrative appropriation by the facilitators (*BD1806 Sanitation & Water - SASTO*).

Child-friendly schools

- It has been noted that schools that are well-decorated internally, on walls and ceilings, are more child friendly. Locally available and inexpensive materials have been used in schools to create toys and play equipment, and in some cases, families have contributed their time and skills as volunteers, strengthening the link with the educational community (*IN1814/1826 Night Schools*).
- In terms of school location, some urban schools suffered from unhealthy noise from surrounding small industries. In addition, the classrooms were too congested because of the number of students (*BD1873/1936/1985/1874/1934/1935*).

C&A participation in schools

The creation of Student Councils is an approach with a lot of potential and strength when the council members are elected through a democratic process where the students themselves vote for their representatives.

Reading Comprehension Programs and the *Jardin de Letras* bilingual program

These require systematic accompaniment, monitoring and systematisation, and therefore require an adequate number of staff in relation to the number of participating schools and grades being taught. For the participating children, the reading programme is fun, they like the graphic part and they enjoy the activities because they allow them to learn about other contexts. For the first graders, it has been an enriching experience to discover that they can learn to read and write in Spanish and K'iche' simultaneously (*GT1691 Awakening Education*).

Child wellbeing

Due to the long school holidays because of the pandemic, both pupils and parents are frustrated at being left without interactions and sharing. The lives of C&A have suffered a sudden and unexpected change. Going back to how things were before the pandemic will be a challenge. An effective mechanism will be essential for relieving the pressure on C&A in educational programs in the future (*BD1873/1936/1985/1874/1934/1935*).

Technical/vocational training

It is important to ensure support (training, advice) to C&A and young people once they complete the training. The monitoring and creation of joint activities for generating income are key for the success of these projects (*BD1934 Adolescents and Youth Development for Social Change*).

Disaster Risk Reduction

Contingency plans and drills with C&A should be conducted regularly and supported by policies at sub-national level (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Protection (SIO 2)

Commercial Sexual Violence

- It is important to prioritise areas that reinforce the link between street work (identification of victims or those at risk) in the open space and its various care and basic assistance activities, as well as training processes and socio-educational workshops based on a curriculum established in coordination with the community and educational units (*BO1720 Combatting Commercial Sexual Violence against Children*).
- Concentrating on the priorities according to the objectives and results of a specific project also helps the institutional team in its daily work, especially in an emotionally exhausting subject due to the dimension of the tragedies involved in working with girls who have been raped and sexually exploited (*BO1720 Combatting Commercial Sexual Violence against Children*).

Community protection mechanisms

- Community mechanisms are key for strengthening social cohesion which is very important for ensuring a protective environment for children;
- Mechanisms are a powerful means for raising the awareness of C&A and parents about children's rights and child protection;
- The mechanisms improve communication between parents, and their children, thus preventing violence against C&A;
- The mechanisms contribute to reducing school dropout rates among C&A.
- **The distribution of the workload and responsibilities of the Family Development Advisors (FDA) led to good teamwork:** as well as the specific work of the FDA with the relevant families, the distribution and responsibility for the organisation and logistics of topics or aspects specific to each FDA, e.g. micro-enterprises, integration days, etc., was important. These aspects or themes, which could be related to third-party consultancies, needed to be coordinated by someone. This meant that while one FDA was responsible for

one issue and another for another, they all supported each other as a team, and were in contact with the families concerned (*BO1811 Protection for C&A Phase II*).

- **The combination of group and corporate assistance has been good, but the key to this has been home visits:** Although there were both group and personalised training sessions, the latter, together with the accompaniment provided by the household advisor, had a significant influence on the attitude and implementation of the practices. The Family Development Advisors (FDA) were also available on the phone for assistance at any time. This has been highly valued by C&A caregivers (*BO1811 Protection for C&A Phase II*).
- **The integration day is helpful for families:** During the integration day, integration within the families was visible, but also between families. One idea that has emerged is that the apthapi should not only involve the family alone, but that it should be between families, consolidating relationships so that they can support each other later on (*BO1811 Protection for C&A Phase II*).
- **Individual accompaniment has been the impetus for group activities:** Attendance at group activities depended on the motivation given individually by the FDAs to each caregiver (*BO1811 Protection for C&A Phase II*).
- **Popular education methodologies in workshops motivate caregivers:** Participatory methodologies, but above all, those adapted to the characteristics of the participating population from a popular education perspective, result in greater satisfaction among parents and caregivers, as they learn with greater enthusiasm (*BO1811 Protection for C&A Phase II*).
- **How in depth the FDAs go regarding the issues in the households has a lot of impact:** The aspects or issues that the FDA cover in the homes, which does not include all issued, are appropriate, the families learn more about them, not only by the reinforcement of the topics, but also by the arrival of the FDAs (*BO1811 Protection for C&A Phase II*).
- **Although the development of one specific area is emphasised for early stimulation, the outcome is in all areas and depends on the individual child:** More emphasis has been placed on working in the area of language, but the result has been more in the mental adaptive area. This depends how each child makes use of this service, according to their needs (*BO1811 Protection for C&A Phase II*).
- **When the child is the youngest of the siblings, he/she is the least cared for and has the least psychosocial development:** Most of the children attended to were the last or penultimate children in families with lots of children and they saw that they were given less attention because they had other children to care for or their attention was being focused on financial support (*BO1811 Protection for C&A Phase II*).

Gender-based Approach

The gender-based approach to development

It seeks to transform existing power relations by redressing the inequalities, discriminatory practices and unfair distribution of power that hinder the development of women and girls. It seeks to ensure the exercise of human rights. The causes are structural and underlying; however, it is essential to build theories of change, define the pathways as the means to achieve social change, clearly define the contributions to the projects, and the continuity of processes initiated by other actors involved. (GT1816 Capacity-building for Maya-Kiché women)

Specific work with men

Perhaps there is a need to use specific strategies to work on gender equality with men, e.g. the use of play and artistic expression (theatre), the *champions* methodology, knowledge sharing between men facilitated by *champions*, among others. However, despite the constraints of entrenched sexism in the communities, the identification of gender-sensitive men helped to make progress, which made it easier to reach out to the rest of the men in the communities. (GT1816 Capacity-building for Maya-Kiché women)

Communication plan as a means for raising awareness

Promoting gender equality and the exercise of women's rights requires using various avenues for the empowerment of women and raise the awareness of men. Training, meetings, counselling and accompaniment are important; another viable and relevant route is to implement a communication plan for development in the people's own language. Alliances are essential for leveraging resources. What was learned in the project was used to develop a visibility plan using different media that involved duty bearers, partners and allies. (GT1816 Capacity-building for Maya-Kiché women)

Implementation of frameworks and approaches

Implementing gender-sensitive and women's empowerment projects requires deliberate institutional policy frameworks that integrate a gender perspective, procedure protocols that include gender indicators, operational plans based on gender indicators, a strategy for women's economic empowerment, the design of differentiated interventions for women and men, and resources for monitoring, evaluation and learning. The project included and adapted the gender-based approach to the specific contexts in each community. One of the lessons learned was that women can play a transformative role and become agents of change by exercising their rights to the full. The connection of the institutional framework and the operational policy of gender-sensitive projects must ensure mainstreaming and transactionality between them. (GT1816 Capacity-building for Maya-Kiché women)

Advocacy

Advocacy in State institutions in relation to institutionalising gender mainstreaming requires more systematic interventions (NI, Miriam Project, phase I and II).

Strengthening of Social Capital

The project made a significant contribution to democracy and the rule of law in Guatemalan society by strengthening the productive, organisational and political capacities of women and their families to exercise their rights. The women leaders and empowered women are agents of change for achieving peace and social justice in Guatemala (*GT1816 Capacity-building for Maya-Kiché women*).

Child rights, wellbeing, participation and empowerment (SIO 3 and TCP 1)

Child and adolescent-led participation

Children and adolescents must play a leading role in the processes they participate in, especially those that involve demands for the fulfilment of their rights. The role of the Educo technical team is to encourage them to become empowered in their rights and to support the process of changing the attitudes and aptitudes of adults who have an impact on the development of children and adolescents (families, teachers) so that they give them the space to participate (*NI 1715, 1716, 1717, 1718 and 1719*).

Centrality of rights knowledge

- Knowledge and empowerment of rights is an essential condition for C&A so that they can identify situations that violate their rights and act individually or collectively to demand their fulfilment. In other words, actions in rights education are not an end in themselves, but a resource for defending and exercising rights (*NI 1715, 1716, 1717, 1718 and 1719*).
- The most effective rights education methodologies are those that combine playful methodologies, peer learning and reflection on their own experiences (*NI 1715, 1716, 1717, 1718 and 1719*).
- The C&A consulted highlighted that through the actions in rights education carried out by the partner organisations, they have recognised themselves as holders of a set of rights inherent to their human condition. They also highlighted that knowledge and empowerment of rights is associated with positive changes in their lives: greater self-esteem, the ability to protect themselves in situations that threaten or violate their rights (*NI 1715, 1716, 1717, 1718 and 1719*).

Rights-based approach in institutional actions (TCP 3)

- Institutional action is based on the recognition of children and adolescents as rights holders; consequently, its actions must be oriented towards ensuring that they are aware of and empowered by their rights, that they acquire the capacities and skills to organise themselves and demand their fulfilment directly from the guarantor bodies (enforceability), as well as demanding accountability mechanisms (*NI 1715, 1716, 1717, 1718 and 1719*).

- It also encourages duty bearers to assume their responsibilities and enforce children's rights (*NI 1715, 1716, 1717, 1718 and 1719*).
- In contrast to welfare, Educo's actions focus on addressing structural factors related to the fulfilment of children's rights, such as the capacity of duty bearers to internalise their responsibilities and, to the best of their abilities, to guarantee them. As well as the appropriation on behalf of C&A of their rights and their ability to demand their fulfilment (*NI 1715, 1716, 1717, 1718 and 1719*).

Dialogues with guarantors

- Relationships with the guarantors are complex and changing, especially in the social and institutional context of the country, which is marked by constant changes to national priorities. It is important to be persistent in relationships with guarantors, making the most of the spaces and opportunities for articulation (*NI 1715, 1716, 1717, 1718 and 1719*).
- The relationship with guarantors must be based on respect for their institutional role and aligned with the priorities they have established in public policies and social programs (*NI 1715, 1716, 1717, 1718 and 1719*).

4.2 Transversal learning – Processes

Cultural and local adaptation

Working in rural communities and with indigenous populations

The operational structure of development projects must ensure that technical staff speak the language of the people. Stability of human resources is essential. This enhances trust with the impact populations and facilitates the empowerment process of the development subjects. Involving indigenous young women who dominate the Maya-Kiché language was an important and fundamental factor for supporting replicas of the training and the empowerment processes of the women (*GT1816 Capacity-building for Maya-Kiché women*).

Enhancing local capacities and connectors for social cohesion

It is essential to identify individuals and institutions, priests, pastors, teachers, promoters and other respected personalities who generate trust and cohesion in the community to be considered as strategic allies in promoting social change (*GT1816 Capacity-building for Maya-Kiché women*).

Intervention methodologies and strategies

Intervention strategy

- The theoretical-practical, relevant training strategy, with a playful and participatory methodology, has been effective in achieving transformative effects both in individuals and in their organisations of origin (*NI, Miriam Project, phases I and II*).

- The identification of all the local actors that can favour the development of the project makes the implementation of corrective measures possible in the absence or lack of participation from other local actors (*NI, Miriam Project, phases I and II*).
- A lot of expectation was created among the participants, for a short time of pedagogical intervention. A second phase of the project should have been planned and agreed upon (*BO1762 Promoting the Rights of C&A with disabilities*).

Specific methodologies

- Raising awareness of the target population's experiences and interests at the centre of the actions contributes to lasting effects and therefore to sustainability (*NI, Miriam Project, phases I and II*).
- The multilevel action developed, which combines institutional capacities, the development of the capacities of civil servants, teachers, young people from youth groups and the impact on children, adolescents and young people through all the staff in the schools, made it possible to have a comprehensive effect on the social reality in which both phases took place (*NI, Miriam Project, phases I and II*).
- The multiplier effect extends the coverage of the intervention to a population that is not directly involved in the project and contributes to the sustainability of personal changes in the participants who take the lead in the sharing of knowledge, therefore strengthening their leadership (*NI, Miriam Project, phase I and II*).

Work articulated with children, adolescents and their close circles

The impact of the projects is enhanced when, in addition to developing actions directly with the children, those in their immediate environment are involved, especially their families, teachers and members of the community. This implies that the strategies must actively include all the actors who, directly or indirectly, advocate for the wellbeing of C&A and the fulfilment of their rights. As well as strengthening the children's capacity for agency, it allows them to bring about changes in their environment through their direct actions (*Prototype ME Child*).

Developing experiential processes with children, parents and teachers

- The fulfilment of children's rights requires the participation and commitment of families and the most effective way to achieve this, is through methodologies that enable C&A, parents and teachers to identify with the issues addressed and can understand them in terms of their own experiences (*NI1716 Early Education*).
- The rights education process should take up methodologies in which learning is built on the knowledge and experiences of children, parents, teachers and community members,

facilitating the appropriation of knowledge about rights and making it meaningful and applicable in everyday life (*NI1716 Early Education*).

- The most effective methodologies for working with families were those based on the recognition of their experiences, as this allows them to feel close to the human rights issue and to be able to link it to their daily lives (*NI1716 Early Education*).

Articulating school and community

- It is not advisable to dissociate the school from the community, nor vice versa. The fulfilment of children's rights is a shared responsibility among all sectors, actors and inhabitants of the communities, which is why it is important to work simultaneously in community and school spaces, encouraging the structures of the different spheres to communicate, articulate and complement each other (*NI1716 Early Education*).
- In fact, it has been demonstrated that the dynamisation of the social fabric and the strengthening of community capacities favours the schooling of children and adolescents (*M3A Prototype*).
- Involving grandparents in the schooling of their grandchildren increases the school enrolment rates and reduces the cases of school drop outs (*Grandparent Strategy Prototype*).

Ongoing and experiential training processes

Training processes with educational actors should be based on the demands of the teachers, take into account their experiences, as far as possible include demonstrative exercises and be facilitated by MINED staff (e.g. educational advisors). The role of the organisations must be aimed at accompaniment, giving the lead role of the processes (identification of the issues to be developed and their facilitation) to the institutional actor, facilitating the development and strengthening of their abilities (*NI1716 Early Education*).

Management

Resources

- In innovative projects, it is crucial to have human resources prepared for implementation and an understanding of the project in order to contribute to its quality (*GT1691 Awakening Education*).
- The communication area should be more involved in work plans and projects in order to objectively measure the estimated times of the execution process of activities in which they play an important role, e.g. creation of materials (*BO1836 Strengthening the municipal office for C&A in protection*).

- More realistic timelines should be foreseen for the development of educational materials to support children and adolescents in the development of life skills (*BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A*).

Adaptation to crises

- Need for flexibility: In these types of projects, in which there are various external factors that can affect the development of activities and the achievement of results, there is a need to be flexible in order to adapt to changing environmental conditions, especially in a country like Bolivia, which is going through a period of constant political and social crises, which could worsen in the coming years due to the effects of the pandemic and the economic crisis (*BO1836 Strengthening the municipal office for children and adolescents in protection*).
- The COVID-19 pandemic changed the way of working with the community. The flexibility of the activities and the timely information given by the project management team to the funders is important for reprogramming/adjusting the activities and adjusting the budget according to the needs of the current situation (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- It is very important to hold a series of meetings with the team and the partners (online or in person, according to the local pandemic restrictions) to make the most of the programs and activities (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Partnerships

- Working in partnership based on a facilitating role to promote social change: a critical step in all programmes and projects, choosing the local organisation should not only be seen by its expertise and organisational capacity, but also by its sensitivity to the mutual institutional aspirations contained in its vision and mission. The combination of effort and strengths enables added value to be given to social changes and the achievement of better outcomes and impacts. The participative and correct selection of the local partner has a high impact on the success of implementation and is a central element associated with the governance of the project. Partnership work must be evaluated through a horizontal, critical, transparent, strategic and learning process (*GT1816 Capacity-building for Maya-Kiché women*).
- The LPO assessment tool (*LPO Assessment Prototype*) enables us to evaluate our partnership work and analyse how our LPOs have strengthened us and Educo's accompaniment process. For example, it has helped to focus on issues and integrate them in the capacity-building actions, such as the application of the Child Safeguarding Policy in the development of the project activities and LPO management.

- Working with mentoring systems (*Mentoring Prototype*) allows for recognition of the strengths and self-confidence of the LPO teams, through exchanges in technical knowledge and work methodologies, which strengthens collaborative and networked work.
- Public-Private Strategic Alliances: Despite a positive coordination dynamic with duty bearers, secondary duty bearers, social organisations, cooperatives and social companies, it is important to formalise inter-institutional strategic alliances. Academia can play an important role as a partner in development initiatives and projects with a critical and constructive vision. Case studies led by academic institutions can be published and used as a permanent feedback tool (*GT1816 Capacity-building for Maya-Kiché women*).
- The fact that decisions about administrative-financial management are made jointly, by consensus between both co-executing institutions, has shown excellent results in relation to transparency and their justified and reasonable use, which generates trust in the good use of the resources assigned to the project (*BO1836 Strengthening the municipal office for children and adolescents in protection*).

Documentation and systematisation of means of verification

It is key to create the mechanisms for archiving all the supports and verifiable means according to the programmatic framework of the project. The lesson learned is that this constitutes institutional learning and enables the start-up of future projects to be more efficient (*GT1816 Capacity-building for Maya-Kiché women*).

Project exit strategies must be deliberative processes

Following a well-established logic, it is essential to design with sufficient planning the withdrawal of actions prior to their completion. This will help to ensure an orderly and systematic closure. Projects that undergo the transition and change of government authorities should present the project results to both the current and future authorities for continuity of the processes (*GT1816 Capacity-building for Maya-Kiché women*).

Political advocacy (TCP 3)

- It is fundamental to design a political advocacy plan in order to try and influence those who make policy decisions. To do this you need to establish: i) the problem definition, ii) the external context, iii) the goal, iv) the stakeholder map, v) power relations, vi) an action plan, vii) resources, viii) monitoring. This will contribute to achieving the proposed goals (*GT1816 Capacity-building for Maya-Kiché women*).
- Participants and partners must be trained to defend the policies at different level of government in order to influence governance (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

5. Good practice

Good practice¹¹ in different sectors and contexts has been highlighted, which could be replicated or used for orienting new activities. We highlight good practice in the following processes and sectors: good practice in planning and management (5.1), in child rights and inclusion (5.2), in child protection (5.3), in mitigating risk (5.4), gender (5.5), participation (5.6), capacity building (5.7), sustainability (5.8), adaptation to the context (5.9), human resources and team management (5.10) and communication (5.11).

5.1 Planning and management

- An important practice and one that is part of the institutionalised processes of the Foundation are the **diagnoses** that are carried out during the identification phase. Thanks to these, the projects respond to the real needs of the children and adolescents, as well as the needs of other stakeholders. These diagnoses have become reports called **Child Rights Situation Analysis** (CRSA).
- The **selection of project participants** was carried out in a very articulated way, following the standard participation protocol for all the stakeholders, in other words, the UP authority, the Educo team and the communities, to guarantee transparency (*BD1806 Sanitation & Water - SASTO*).
- **Life Stages Programming** (LSP) is a good practice because it is a direct approach based on the development needs of the children, and identifies the main actor or impact group by life stage. This approach guarantees a complete evaluation of the needs and vulnerabilities of the children by life cycle (*PH1778 Access and Quality Education - ENABLE*).
- The constant meetings between Educo and the partner organisations (CCDA), with participation from decision-makers, were functional and considered a strategic space which made the programmatic, administrative and financial processes more agile (*GT1816 Capacity-building for Maya-Kiché women*).

5.2 Child rights and inclusion

- Inclusion of **awareness-raising activities** about children's rights in the projects: training for C&A, staff from the centres, contractors in technical workshops, parents, women's groups. The evaluation shows how behavioural changes have taken place, thanks to the knowledge acquired in the training sessions (*BJ1790 PCA - Marginalised children*).

¹¹ A good practice is an experience that has shown it works well and has good results and that, based on Educo's principles and operational standards and the common criteria for good practice, can be applied to another situation. (MEAL Manual, Educo)

- The visibility of actions for the **promotion of rights** and the protection of girl domestic workers through different types of media has strengthened the Bamako population's knowledge of their rights (*ML1906 Rights and Protection - FTD*).
- Editing of educational content and materials **adapted to certain disabilities**: material in Braille, videos with written transcriptions and inclusive language with translators during accountability sessions (*BO1762 Promoting the Rights of C&A with disabilities*).

5.3 Child protection

- **Inclusion of protection activities in educational projects:**
 - ✓ Inclusion of listening activities and specialised psychological support for marginalised C&A who participate in accelerated course projects, with interventions from a psychosocial team. In this project, the psychologist, the social worker and some youth workers intervene with street children, market children, etc. C&A in difficult situations are listened to and attended to by the psychosocial support team (*BJ1790 PCA - Marginalised children*).
 - ✓ Inclusion of social reintegration activities and reintegration with their families and communities (*BJ1790 PCA - Marginalised children*).
- Having an **interdisciplinary support team** has had a positive impact on the work. The possibility of having access to experts in psychology, social work and databases helped the Family Development Advisors (FDA) to achieve a better performance, for example in the diagnoses and interpretation of the psychosocial part, or how to address legal aspects about cases of violence using social work, to mention a few (*BO1811 Protection for C&A Phase II*).
- **Strengthening the existing community protections mechanisms** for girl domestic workers, instead of creating new ones (*ML1906 Rights and Protection - FTD*).
- **Identification of community protection mechanisms** in exit areas, with collaboration from the Regional Office for the Promotion of Women, Children and Families (DRPFEE) and the strengthening of these mechanisms. The socio-economic capacities of vulnerable families involved in women's groups were also strengthened in order to carry out income-generating activities, with accompaniment so that girls can continue their studies (*ML1906 Rights and Protection - FTD*).
- Creation of **frameworks for consultation** between mechanisms (committees, grandparents, family associations, head teachers and class leaders) for synergy of action in the monitoring of children at school and the resolution of problems that affect children's school activities (*ML1995 Strengthening Community Protection Mechanisms - PRMCPE*).
- In order to protect C&A from violence and exploitation, the project's intervention has achieved some positive progress. Key informants confirmed that during the COVID-19

pandemic, several children suffered abuse (physical, mental, or both) by older family members. The mental stress due to financial difficulties is one of the main reasons for these occurrences. In order to address this problem, teachers spoke to or advised family members about **stress management**. The teachers trained the students in “Positive Discipline” and provided them with **psychosocial advice**. Board members also played a key role in guaranteeing C&A protection (*BD1873 Active Communities for Humanitarian Engagement (BACHE)*).

- Child protection rules were observed, considered, promoted and applied at all times in all the project activities (*PH1778 Access and Quality Education - ENABLE*).

5.4 Risk mitigation

- The team at the partner organisations (Masoom) is aware of the main risks of the project and has developed a well-defined **mitigation strategy**. The team has included the attitude of the teachers a key risk in the project, which it has resolved by maintaining continuous communication at different levels: with teachers, head teachers and administrative staff (*IN1814/1826 Night Schools*).
- Providing staff members and partners with the **risk assessment** form is good practice for mitigating more risks and developing mitigation measures for reducing the impact of hazards/dangers prior to carrying out each activity (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

5.5 Gender

- Access to and control of family and community resources was based on a gender-based analysis to identify the gaps between women and men. This made it possible to focus the capacity-building modules differently for women and men (*GT1816 Capacity-building for Maya-Kiché women*).
- **Active participation of men** in gender equality and women empowerment issues. It was considered important and fundamental to involve men in the awareness-raising process about gender equality as part of the project. This action was taken into account from the beginning of the project and helped harmonise power relations between women and men (*GT1816 Capacity-building for Maya-Kiché women*).
- The **participation of community authorities** enabled the gradual inclusion of women in democratic processes for making decisions that benefit their families and the community. The Community Development Councils (COCODE) which exercise authority in the community, are traditionally integrated by men only, but the project supported women’s organisations so that they could be integrated into the COCODE and from there speak out to exercise their human rights to participation and food (*GT1816 Capacity-building for Maya-Kiché women*).

- The gender-based approach was developed transversally within the Educo and Convivo materials. Likewise, the facilitations sought equitable and equal treatment without discrimination (*GT1822 Thousands of hands*).
- All Educo schools have **toilets** that take gender into account. 98.1% of schools have separate toilets for boys and girls, 77.7% of schools have signage, 52.9% are safe and protected, 52.6% have well-fitting doors, 63.2% have a regular water supply (*BD1742 Child-friendly learning environment*).
- Creation of a **gender working group** in the implementation of the project with the partner (*NI, Miriam Project, phases I and II*).

5.6 Participation

- Active participation of the night **school management committees** in India (SMDCs- School Management Development Committees), through enrolment campaigns in the communities, mobilisation of students, theatre plays and home visits, and ongoing advice for the students so that they keep attending the night schools. Members of the SMDCs are also actively involved in creating and implementing strategies for compiling the necessary textbooks and study guides that are distributed to students at night schools. The SMDC members interviewed also reported that they had developed strategies for organising textbooks and study guides in the most efficient way possible, through a thorough planning process they had mapped out at the beginning of the year (*IN1814/1826 Night Schools*).
- **Community volunteers** in India: the involvement of members of the community is very valuable for the appropriation and sustainability of the projects. A group of adolescents and young people aged between 15 and 20 years old acted as community volunteers, showing their participation and commitment with the project (*IN1814/1826 Night Schools*).
- The presence and meaningful participation of **community facilitators** (CF) in Philippines. The CFs were very influential and decisive for facilitating inclusion, involvement and active participation of the target communities of the project activities. The CFs were also fundamental for supporting the work of the project staff in the field, especially in the roll-out of the project activities in the communities. They were the support in the field for the project staff (*PH1778 Access and Quality Education - ENABLE*).
- **Appropriation on behalf of the community:** The inclusion of community participation in the prioritisation of activities in El Salvador's infrastructure projects boosted their appropriation and active participation in decision-making (*SV1675/1697 Infrastructure*).
- **Participation of the educational community:** in El Salvador, the participation of the educational community is encouraged from the moment the construction or rehabilitation project is managed, where parents participate in the construction work with unskilled

labour, or in the promotion of cultural, artistic and sports activities, where the involvement of the educational community and teamwork is encouraged (*SV1675/1697 Infrastructure*).

- **Empowerment of the Student Governing Body** to be a watchdog for school conditions and development management capacities as a valid intermediary of education management (*SV1675/1697 Infrastructure*).
- The project sought greater communication and **participation from children** and adolescents and their families, teachers, and other people from the community (*GT1822 Thousands of hands*).
- At the end of the year the children's component was validated, and **their opinions were taken into account** and the changes suggested by them were made (*GT1822 Thousands of hands*).
- The participative approach in carrying out all the project activities, which empowered both the communities and individuals (PH1778 Access and Quality Education - ENABLE).

5.7 Capacity building

- Process of **replicating workshops** at community level: The women leaders at the community level, strengthened by the project, were the human bridges for replicating the issues addressed in the capacity building at municipal level. The women participants interviewed affirmed that the cascade process was a very effective and important practice for all women in the 07 communities to strengthen their productive, organisational and political capacities (*GT1816 Capacity-building for Maya-Kiché women*).
- The monthly **field schools** with the participation of women, men, agro-ecological promoters, Educo officers and the partner organisation CCDA, strengthened the capacities and the adoption of good practices at the field level of the participants, by elaborating organic fertiliser, organic preparations, botanical controls for pests, agronomic management, among others (*GT1816 Capacity-building for Maya-Kiché women*).
- Adoption of **agro-ecological** practices for producing food: Women and men have become aware that in order to establish a healthy and environmentally friendly agriculture, they need to adopt agro-ecological practices to be incorporated into their crops and produce healthy and nutritious food. This is known as Buen Vivir (Good Living). The organic factories contributed significantly to the production of organic fertilisers and organic preparations for the women and their families to use in their production systems (*GT1816 Capacity-building for Maya-Kiché women*).
- The use of **peer methodology** in human rights education processes enables the C&A themselves to replicate the training with their peers (*NI 1715, 1716, 1717, 1718 and 1719*).

- **Strengthening** of the National Monitoring Committee with the participation of CEAL member organisations and the national CEAA collective and its working teams (*NI, Miriam Project, phase I and II*).

5.8 Sustainability

- The formal organisation of the **Barangay Children's Organisation** enabled the children to continuously participate in community programmes and activities even after the life of the project (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- Schools managed the maintenance of schools using donations and **funds allocated by the government**, even though the original proposal was to charge fees to students. The head of education in Upazila informed the consultant that he would give instructions to the schools so that they cover the costs with the ordinary maintenance fund (SLIP) provided by the Government (*BD1806 Sanitation & Water - SASTO*).

5.9 Adaptation to context

- Educo provided communication costs to support staff mobility and deliver its outputs, including reports and specific activities, despite the difficulties caused by the **COVID-19** pandemic (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- It is worth mentioning that the student council at the Educo school **continued to work during COVID**. Student council meetings were held regularly with the respective teachers. Members of the student councils cleaned the reading table and the house, shared personal health issues with parents, planted trees around the house... These activities contributed to their quality as leaders and reduced the tendency to drop out of school (*BD1873 Active Communities for Humanitarian Engagement (BACHE)*).
- Adaptation to the context of the participating population, both in terms of **timetables** and coordination and/or alliances with state institutions and other local community-based actors (*NI, Miriam Project, phases I and II*).
- Continuity of **adapted learning** was ensured due to the COVID-19 pandemic and modalities concentrated on blended technology: combination of synchronous and asynchronous teaching and learning **materials** (*PH1895 Access to Reading and Numeracy - LEARN*).

5.10 Human resources and team management

- The presence and **meaningful involvement of the project management team** in the life of the project ensured and facilitated greater responsiveness of communities and stakeholders, strengthened the relationship of the project with its partners and created a strong sense of appropriation among stakeholders/beneficiaries, which were

factors/considerations in the active and sustainable implementation of the project (*PH1778 Access and Quality Education – ENABLE*).

- The project management team demonstrated their **willingness** to go beyond their respective tasks to ensure the timely implementation of activities (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- The project management team took the initiative to **support the logistics team** to accelerate the procurement process (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

5.11 Communication

- The project management team established an effective communication mechanism with community partners by creating a **platform** through a group chat where everyone can communicate easily and more quickly, without delay, at any time of the day (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- The use and **diversification of communication and information tools** to generate changes in a playful, creative and innovative way, such as the creation and sharing of radio programmes and television programmes with material generated by the project, the use of information technologies, social networks and virtual platforms. (*NI, Miriam Project, phases I and II*).

6. Main recommendations

The main recommendations following the analysis are set out below. On the one hand the recommendations made by the country offices themselves, through internal assessments or external or mixed evaluations (6.1), and finally some general recommendations by the MEAL team at headquarters to continue continuous improvement and the use of evidence in decision-making (6.2).

6.1 Recommendations extracted from the projects

Planning and management

- A comprehensive assessment is needed for better planning following the already developed National Programming Framework for 2021 -2025, to ensure the best benefit for the target groups in the **new context of COVID-19** and the affected world (*BD1873/1936/1985/1874/1934/1935*).
- Introduce a **contingency plan** that takes into account the effects of the emergency health situation, with modifications to the school calendar, and includes the priorities in methodologies and educational content that are imminent for management (*BO1762 Promoting the Rights of C&A with disabilities*).
- Having a clear **theory of change** is very useful for defining the objective, the outcomes and the outputs for the project. This will also allow for a clear measurement of the progress of implementation (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- To improve the programming of Educo projects, the development process of the project strategy should be more **systematic, exhaustive and transparent**. A full analysis of the Theory of Change with the project team would facilitate a deeper understanding of the whole team (*PH1778 Access and Quality Education - ENABLE*).
- Advocacy strategies, the search for resources and the urgent and necessary coordination with various social, political and institutional actors to fulfil the mission and vision of the local partner (FMK) **must not lead to new and more complex activities or commitments that are not in line with this institutional mission and vision** (*BO1720 Combatting Commercial Sexual Violence against Children*).
- Adjust coverage to **avoid over-extending the goals** (*BO1762 Promoting the Rights of C&A with disabilities*).

- In the activities carried out, the implications of information, awareness-raising and training should be differentiated precisely in order to better define the **scope and achievements** of each component (*BO1762 Promoting the Rights of C&A with disabilities*).
- It is necessary to extend the project activities to **other regions** for the prevention of early migration, in particular to the region of Segou and the other regions of Mali (Sikasso, Mopti, Kayes, Koulikoro, etc.) (*ML1906 Rights and Protection - FTD*).
- The **implementation period** should be increased, as one year is too short a time to achieve achievements and impacts (*BO1836 Strengthening the municipal office for children and adolescents in protection and BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A*).
- Given the context of COVID-19, **the project can be prolonged** for at least one more year with ongoing activities or merged with any relevant future projects (*BD1873/1936/1985/1874/1934/1935*).
- It is recommended to **give continuity in future projects** to the application of the outputs generated by the project: guides, training materials and pedagogical modules for the development of cognitive-intellectual, physical-motor, psychological-emotional and social skills. These modules were created but **due to the health crisis they could not yet be applied** to children, adolescents, young volunteers and parents, so it is recommended that they be continued in the next project in order to ensure the usefulness of the instruments developed (*BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A*).
- **Define more clearly the deadlines for the execution** of some activities and outputs, for example, in the area of printing materials, the technical counterparts of the Autonomous Government of the Municipality of La Paz (GAMLP) are not the only ones who must review and approve, but they must go to the Communication Department, and their times are very varied, not managing to meet the initial schedule (*BO1836 Strengthening the municipal office for children and adolescents in protection and BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A*).
- It is important to **define the exit strategy in the planning phase of the project** and to recalibrate the plans during the implementation phase if the need arises (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- Involve the **communication area** more in work plans and projects in order to objectively measure the estimated times of the execution process of activities in which they play an important role (*BO1836 Strengthening the municipal office for children and adolescents in protection*).

- **Change requires time.** If the organisation changes too frequently and is too flexible in following agreed plans (i.e. AOPs), and is too quick to introduce or drop changes/changes before they are fully implemented or understood by staff, the desired results may never materialise or may not be sufficiently achieved. Staff, in general, need time to practice, develop and learn new behaviours. When introducing changes to a project or programme, proper calibration and strategic calculations are essential (*PH1778 Access and Quality Education - ENABLE*).

Participant selection

- The establishment of differentiated protocols and mechanisms for working with **indigenous and non-indigenous communities** is recommended, as although they share similar development challenges, they are culturally, politically and socially very different (*GT1816 Capacity-building for Maya-Kiché women*).
- In order to meet the needs of adolescents and young people, Educo Bangladesh should **expand programming for adolescents/young people**, ensuring their participation in SSR governance and advocacy initiatives to influence the proactive and timely provision of free SSR services (*BD1873/1936/1985/1874/1934/1935*).
- Evaluation of community selection criteria with baseline indicators and minimising the dispersion of communities is recommended (*GT1816 Capacity-building for Maya-Kiché women*).
- Communities should be involved in the **selection process** of Community Hygiene Promotion Groups (CHPGs): The selection of CHPG members needs more transparency, which could be achieved by sharing intimately with communities and the UP the identification of potential individuals (*BD1806 Sanitation & Water - SASTO*).
- It is important to **scale up and replicate successful cases and good practices** in order to multiply the impact to other peoples and territories in the country (*GT1816 Capacity-building for Maya-Kiché women*).

Risk management

- **Risk management** must be included in program planning and activities in the community. The viability of the activity should be considered in relation to the existing risk in the project areas. Risk management can be part of the overall project plan and design (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- The **monitoring of risks** should also be carried out from the beginning of the implementation until the end of the project. The project management team should also monitor this aspect (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

- There is a need to develop a standard module for **child-centred DRM** and to include approaches to sustainability advocacy (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Finance

- Creation of a **scorecard** to present not only the financial aspects but also the other components of project management (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- The finance team must **participate in the design and planning** of the project (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Human resources and logistics

- **Human resources should be increased** to facilitate engagement with Educo's project management teams and to support and provide guidance to ensure that accountability to donors/funders is of equal importance (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- Building a **more horizontal operational structure** that allows for more rigid and integrated thematic leadership to be visualised (*GT1816 Capacity-building for Maya-Kiché women*).
- Consider the **profile of the entire team** based on project outputs and purposes, including programmatic outreach strategies and native language proficiency of the populations (*GT1816 Capacity-building for Maya-Kiché women*).
- Create an effective mechanism for **mobilising the operational staff** to maximise the scope of their planned activities (*GT1816 Capacity-building for Maya-Kiché women*).
- Educo must establish the so-called "**Work Breakdown Structure**". This is a hierarchical breakdown of the work to be performed by project staff. This is a process of subdividing the results and work of the project into more manageable components (*PH1778 Access and Quality Education - ENABLE*).
- There is a need to increase **human resources** to support the **logistical** needs of the project management team in future projects (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- Establish a list of **easily accessible suppliers** with agreements, to facilitate the contracting or subcontracting process (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).

Monitoring, Evaluation, Learning and Accountability

- Efficiency in interventions similar to these projects can be evidenced by strengthening **results orientation**. Future interventions should have more indicators to verify changes in target populations (*NI, Miriam Project, phases I and II*).
- The MEAL team should **participate in the design and planning phase** of each project in order to fully support the project management team in the monitoring and evaluation of existing projects (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- Continue the good practice of incorporating in project proposals the elaboration of initial and final **baselines** as a way of **generating evidence** of changes achieved and the impact on right holders for gender equality (*NI, Miriam Project, phases I and II*).
- The **baseline value of each indicator** must be specified at the beginning of the project in order to monitor and track progress and measure effectiveness and results achieved during and after the implementation of project interventions (*BD1873/1936/1985/1874/1934/1935*).
- A **knowledge management** system should be established. This includes past and current projects, project management experience, achievement of outputs and outcomes, evaluations, lessons learned and recommendations. The knowledge management platform will be useful for newly assigned staff to update and monitor ongoing projects (*PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE*).
- It is important to **scale up and replicate successful cases and good practices** in order to multiply the impact to other peoples and territories in the country (*GT1816 Capacity-building for Maya-Kiché women*).
- Educo should promote **participatory monitoring** through capacity building of communities (and children) (*BD1806 Sanitation & Water - SASTO*).
- As Educo will implement its projects through a partnership approach from 2021 onwards, a method for **presenting online reports** should be established, and a web-based, multi-user information management system can be introduced (*BD1873/1936/1985/1874/1934/1935*).
- In future replications of the project, the EDUCO Foundation and the public-private entities involved in its implementation should join forces to develop an **information system** that integrates the data of the population affected by forced internal displacement, designed with all the protocols of confidentiality, security and safeguarding of information, while at the same time providing a database accessible from a web system that allows for real-time consultation of the information and avoids the annoying processes of re-victimisation that

currently affect this population when they are attended to in the different bodies involved (*SV1835 Assistance for C&A and families displaced by violence*).

Education

Access to education for C&A outside the school system

- It requires the definition of specific activities aimed at increasing children's access to education, not for students already enrolled, but for those outside the system (*GT1691 Awakening Education*).
- Create alternative schools to train out of school C&A. It is important to obtain **official recognition of studies** by the State. (*BJ1790 PCA - Marginalised children*)
- Identify gaps and address them, in terms of **infrastructure** within primary schools, with special emphasis on basic minimum sanitation and drinking water facilities for students and teachers.
- Access to **education for 0 to 3-year-olds**: Strengthen early childhood education interventions for 0–3-year-olds. To this end, it is important to raise awareness among families and communities of the importance of adequate support at this age, as well as to promote the creation of state plans for access to early childhood education for children from 0-3 years of age.

Safe education: protection and psychosocial support in schools

- A new phase of this project may consider more parent-centred interventions on child protection issues within the community and how parents can play a role in ensuring protection. (*BD1742 Child-friendly learning environment*)
- Projects should strengthen preventive measures for the protection of children, in particular against corporal punishment.
- A few students (4%) reported that corporal punishment still exists in Educo schools, which requires immediate action to stop it. (*BD1742 Child-friendly learning environment*)
- The playground of all Educo schools must be secure and to this end the main gate and surrounding areas must be fenced off (*BD1742 Child-friendly learning environment*).
- In terms of increasing the coverage of hygienic latrines, Educo should facilitate UP to take appropriate measures to mobilise resources from the development fund. (*BD1806 Sanitation & Water - SASTO*)

Education quality

- Stabilisation of the **trained teachers**: Continue to carry out permanent and relevant training for teachers.
- Encourage institutions to develop strategies to **attract and retain** qualified teachers in the most disadvantaged schools.
- **Simple materials** that are relatively inexpensive can be used to develop creative and innovative teaching/learning materials, such as charts, cards, games, toys, etc. *(BD1742 Child-friendly learning environment)*
- Focus on the **holistic development** of C&A from a child development perspective: the program should be planned and documented with educational guidelines and themes that promote the **areas of holistic development** (cognitive, social emotional, linguistic, fine and gross motor and creativity). *(IN1814/1826 Night Schools)*
- The program must address the developmental needs of children according to their **age**, i.e. 6 months to 3 years, 4 to 6 years, 7 to 10 years and 11 to 14 years, as the needs and requirements of each age group are different.
- The program must have a distinct program of activities and curriculum for the academic year. It is necessary to carry out **specific appropriate activities** for holistic development with appropriate teaching and learning materials.
- **More toys and carefully selected materials** are needed for the program. Children need more toys, indoor and outdoor games to keep them occupied after their formal learning in balwadi or school. At the same time, their right to recreation will be respected with the provision of recreational toys.
- Educo should emphasise awareness raising through the development of IEC materials: During the evaluation, a lack of use of adequate **information, education and communication (IEC) materials** was perceived. The development and use of IEC materials, through a joint effort with the relevant authorities at upazilla and syndicate level, could play a key role in the success of a similar project. *(BD1806 Sanitation & Water - SASTO)*
- The **Stars System**, (an evaluation system, based on performance) has worked well with children aged 6 to 12 years old. They are motivated to perform well in what they do. Prerana will strengthen the initiative with innovations and variations in rewards, to maintain the interest of the children, as this system is leading to positive behaviour. *(IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET)*
- Continuation of **outdoor recreational and educational visits**, such as

camps and picnics. It has been observed that C&A participate in all these activities enthusiastically. These visits encourage learning and give them an insight into the outside world. *(IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET)*

- Adaptation **post-COVID:**

- ✓ In order to revitalise educational activities in the post-pandemic context and the holidays, there should be an **adapted plan** for the **reopening of schools**. Carrying out assessments to estimate learning gaps and prepare educational or accelerated learning programmes can be effective. Appropriate health measures for students and other stakeholders should also be followed. It should include capacity-building activities for teachers to improve their ability to support students beyond the classroom. *(BD1873/1936/1985/1874/1934/1935)*
- ✓ Given that the consequences of COVID-19 affected the incomes of families in general, the participation of parents and the community is fundamental for addressing the problem of school dropouts and for strengthening the program for returning to school.
The **intensive community mobilisation** initiative can be an option for guaranteeing the participation of parents in the educational process of the most marginalised C&A. *(BD1873/1936/1985/1874/1934/1935)*
- ✓ Online learning: In addition to the technological support, the evaluation of the learning needs and distance learning educational skills for accelerated study plans and differentiated learning strategies must be introduced in order to address post-pandemic schooling. The young students in schools and those accompanying them should be provided with adequate guidance/training about online teaching and learning. *(BD1873/1936/1985/1874/1934/1935)*

- Inclusion of students with **special needs:**

- ✓ Strengthening **teacher training** for adequate accompaniment is needed
- ✓ Strategies for the identification and enrolment of students with special needs need to be put in place to increase the inclusion of diverse types of students in the program *(BO1774 Access to education for C&A with disabilities)*.
- ✓ Awareness of children and families regarding the special needs or disabilities of other children in the school must be strengthened. A study conducted by Educo Bolivia in 2018 revealed that 31% of families believe that children without disabilities would be disadvantaged in their learning and curricular progress if children with disabilities were included in their classrooms¹². *(BO1774 Access to education for C&A with disabilities)*

¹² Report "Rights of children and adolescents with disabilities in the municipality of La Paz. *Perceptions of the gaps and potential of educational and social inclusion as a right.*" Educo. 2018

- ✓ Train teachers in the early detection of children with learning difficulties for referral. *(PH1895 Access to Reading and Numeracy - LEARN)*
- ✓ The capacity of children and adolescents with disabilities and their families or caregivers to **identify** and **report** abuse and violence needs to be promoted.
- ✓ Children and adolescents with and without disabilities should be informed, through appropriate means, about the **rights** that protect their integrity and development.
- ✓ Educational inclusion in primary and secondary education should be the basis for continuing with technical and/or higher education for children with disabilities, in order to be able to access greater opportunities for social and labour inclusion *(BO1774 Access to education for C&A with disabilities)*.
- ✓ Socialisation, educational and social inclusion are spaces in which children and adolescents with disabilities can exercise their rights. Participating in the management of spaces gives them the opportunity, which is usually denied, to take a leading role in their activities and to make decisions about their **social participation**.
- ✓ There is a need for **personal and collective support** programs and exchange of experiences between individuals and groups in similar situations *(BO1774 Access to education for C&A with disabilities)*.
- ✓ There is a need to consolidate **public and private programs** that promote the development of autonomy, training, preparation and accessible training with universal learning design for children and adolescents with and without disabilities.
- ✓ The project app must be improved to make it more functional for C&A with disabilities. A voice command should be included. *(PH1895 Access to Reading and Numeracy - LEARN)*

Rights education

- All projects should ensure a child rights approach.
- Awareness-raising on children's rights should be strongly conducted through sessions with C&A.
- Workshops should be conducted for duty bearers such as trainers, parents, field officers and assistants on various child rights issues. Interactive sessions with trainers and field officers are necessary for clarity and in-depth knowledge of children's rights.
- Awareness programmes for school teachers and head teachers can be taken as a social awareness initiative to prevent corporal punishment and beating of C&A in schools.
- Awareness raising on all forms of abuse through films and animations, posters and street plays can be conducted with C&A and all stakeholders as a preventive and awareness raising measure.

Protection

- Continue to support the **Community Child Protection Committees**, as they have a formal existence but need technical and financial support to ensure their continuity. It is essential that local authorities commit to this. *(BJ1838 Protection of Children and Adolescents on the Move)*
- Continue to strengthen **organised groups of C&A** so that they can carry out self-protection initiatives and participate in the protection of their peers. *(BJ1838 Protection of Children and Adolescents on the Move)*
- Child protection interventions **must continue** through current and future projects, especially for marginalised and hard-to-reach communities. *(BD1873/1936/1985/1874/1934/1935)*
- Continue the protection, inclusion and reintegration of the **most vulnerable and marginalised C&A**. *(BJ1790 PCA - Marginalised children)*
- Further develop **emotional skills and techniques and non-violent communication**. More time for technical training is required. *(BO1811 Protection for C&A Phase II)*
- Family Development Advisors (FDAs) could reinforce the techniques that caregivers are learning about early stimulation exercises. *(BO1811 Protection for C&A Phase II)*
- Include the imparting of competencies for **"replicators"** to leaders, youth, adolescents and caregivers, generating potential promoters of protective and affective skills. *(BO1811 Protection for C&A Phase II)*
- In addition to public policy advocacy actions, **social advocacy** should be sought, mainly through social control of the institutions in charge of protection as defined by law. As well as reporting and accompanying them, in order to re-establish the affectation of C&A. *(BO1811 Protection for C&A Phase II)*
- Child protection mechanisms and structures, both at the barangay level and in schools, should be **clearly explained to all stakeholders**, especially children (the rights holders), and to all duty bearers involved. It is important to deepen the understanding of child protection issues, concerns, mechanisms and structures. *(PH1778 Access and Quality Education - ENABLE)*

Agency capacity

- Review of child participation strategies in order to **transcend** from the school to the community level and from there to the municipal and national levels. *(NI 1715, 1716, 1717, 1718 and 1719)*

- The interaction with the students gave us the impression of their potential capacity to contribute to the community development process. The project still has to tap into this potential and can learn from experiences where the contribution of children was significant. *(BD1806 Sanitation & Water - SASTO)*
- **Group discussion** sessions with children's collectives such as Ekta Gat and Suraj Gat have helped C&A identify and share their concerns with Prerana staff. The programme must continue to equip Prerana staff and caregivers with counselling, team-building exercises, training and workshops so that the children continue to confide in staff with confidence and understanding. In order to guarantee that child participation goes from "decisions started by adults and shared by C&A" to "**started and led by children**", Prerana should invest in training for its staff to take this process forward *(IN1779 Protection of children of women victims of commercial sexual exploitation and trafficking - VOCSET)*.

Training, capacity building

- It was observed that many, if not most, of Educo's interventions are capacity development interventions. In this regard, it is strongly recommended, and indeed imperative, that the organisation consider **hiring one or more capacity building/training experts**, who will be responsible for the drafting and production of training modules/manuals and will lead the coordination and delivery of the organisation's capacity building activities. *(PH1778 Access and Quality Education - ENABLE)*
- Take capacity-building activities to **distant and remote areas**, rather than asking children to travel to places far from where they live. Small-scale capacity building activities can be carried out free of charge to reach remote and distant areas. It is the trainer who travels, not the children. This a more efficient and cost-effective way of extending capacity development to C&A who live in remote and distant areas, including island municipalities and barangays. *(PH1778 Access and Quality Education - ENABLE)*
- When carrying out training and workshops for C&A, there should be separation **by age**. There should be separate and adapted training for 8–12-year-olds and 13–17 year olds, even if the topics are similar or the same. *(PH1778 Access and Quality Education - ENABLE)*
- Encourage or promote **capacity and skills development in the use of information technology** and playful and innovative proposals, in order to broaden the coverage of actions. *(NI, Miriam Project, phases I and II)*.

Gender-based approach to development

- Developing group reflection sessions on the **affirmative measures** that should be prioritised with women and designing initiatives that consider affirmative measures for the multidimensional empowerment of girls from an early age is recommended. *(NI, Miriam Project, phases I and II)*.

- In order to have a greater impact, emphasis should be placed on creative and transformative processes that emphasise **attitude changes in relationships between women and men**. (NI, Miriam Project, phases I and II).
- Gender issues should be the subject of an organisational and programme **capacity building** plan: Educo should develop some guidelines and policies for gender and LGBT, as well as training and support. This is very important so that its programs and projects are gender-sensitive. The experience of other organisations is that providing gender guidelines is rarely enough to bring about meaningful and lasting change. Therefore, gender and LGBT guidelines must be backed up by **specific training** for their implementation and support for their use. (PH1778 Access and Quality Education - ENABLE)
- Activities to promote human rights and gender equality should continue.
- In education, it is important that the curriculum is gender sensitive, reviewing stereotypes, boys' and girls' interests.
- Both the public schools and those that receive support from Educo lack menstrual management facilities for girls. Therefore, adolescent girls miss school during menstruation. Menstrual health management is a sensitive issue for girls in the school environment for health reasons and deserves special arrangements in school toilets. (BD1742 Child-friendly learning environment)
- **Work with boys and men:**
 - ✓ Boys and men should be included in activities on gender awareness so that they can understand the reasons why Educo is carrying out specific activities for girls. (ML1662 Quality Education - PADEQ)
 - ✓ Strengthening the work with fathers (men), promoting personal changes in their construction of masculinity so that they can be more involved in the educational and socio-affective development of their children. (NI 1715, 1716, 1717, 1718 and 1719)
 - ✓ The organisation that implements should follow the implementation modalities described in the project proposal carefully: only women are supposed to be members of the CHPG. There were 8 male members out of a total of 15. (BD1806 Sanitation & Water - SASTO)

Advocacy and social mobilisation

- The implementation of the advocacy strategy should be extended until 2023, in order to strengthen sustainability in terms of improving the living and working conditions of girl domestic workers. (ML1906 Rights and Protection - FTD)
- **Continue to advocate for policies at the municipal level and adapt resolutions** made by barangays in covered areas to respond to the needs of C&A in barangays not covered

and include C&A in the structures and planning process at the municipal level. *(PH1818 Accountability for Girls and Boys in Schools and Communities - SAFE)*

- For future projects, it is important to have a **Plan for Influencing and Advocacy** in order to focus the project's resources and strategies on the proposed indicators and thus achieve better impacts for the target populations and the sustainability of the processes. *(GT1816 Capacity-building for Maya-Kiché women)*
- Develop an **advocacy strategy** to ensure the sustainability of the actions undertaken.
- Taking advantage of the lessons learned from the project, Educo and its partners can formulate information campaigns to help raise awareness of the causes, consequences and impacts of **forced internal displacement**, with special attention to the specific needs of children, adolescents, women and people in vulnerable situations. These **campaigns** must include educational information in the procedures, instances and actions to be taken in the event of being affected by this phenomenon. *(SV1835 Assistance for C&A and families displaced by violence)*

Coordination with stakeholders

- According to the results obtained from the **project implementation model (mixed)**, it is recommended that it can be used as a basis for the development of future projects between Educo and other public institutions. *(BO1836 Strengthening the municipal office for children and adolescents in protection and BO1837 Strengthening Municipal Centres for quality and comprehensive care for C&A)*
- Have **support from other organisations** for preventing violence at school at home. *(GT1822 Thousands of hands)*
- **Involve** community, municipal and departmental authorities. *(GT1822 Thousands of hands)*
- The alliances and synergies with **key multi-level stakeholders** is strategic and must be in the operational strategy of the project. *(GT1816 Capacity-building for Maya-Kiché women)*
- It is advisable to initiate spaces for the **exchange of inter-mechanism experiences**. *(ML1995 Strengthening Community Protection Mechanisms - PRMCPE)*
- It is important to reach **clear agreements with the authorities** to avoid contradictions and misunderstandings. The initial list of schools had to be modified, because some of the schools on the list were shortlisted by the government's improvement project. For efficient use of time, stakeholder involvement during the planning phase could help to avoid these delays and contradictions in the selection of target schools. *(BD1806 Sanitation & Water - SASTO)*

- Educo should take the initiative to link youth and adolescent forums to create **synergies between them** and/or to better influence authorities and committees to broaden their scope of work and participation. Coordination meetings and events can be organised in this regard. *(BD1873/1936/1985/1874/1934/1935)*
- Educo Bangladesh should strengthen **links with local, national and international campaigns**, community-level dialogues and campaigns to prevent child marriage, gender-based violence, sexual harassment, etc. *(BD1873/1936/1985/1874/1934/1935)*
- Educo should take the initiative of establishing **links** between the participants in the training of AGIs and the **financial institutions** to ensure their initial capital. *(BD1873/1936/1985/1874/1934/1935)*
- Involve all the **local radios** in sharing the registry. *(ML1995 Strengthening Community Protection Mechanisms - PRMCPE)*
- A comprehensive smartphone-based communication system can be established between community members, public extension agents and project staff. This will allow communities to establish instant access to local health services, VAW response, AGI and disaster-related public service providers related to disasters at a local level, the media (journalists, Krishi Radio) and respective NGOs. A smooth flow of information will a) benefit asset protection, b) promote access to services, and c) help to obtain expertise from government extension offices. *(BD1873/1936/1985/1874/1934/1935)*
- Educo can seek a more in-depth connection with **community radio** to raise awareness and increase knowledge sharing by and among people in the community on gender equality, VAWG and child marriage. Young people and adolescents can participate in the development of programmes for community radio, as well as the active listeners of the community radio programmes. The creation of a radio listeners club could be an effective intervention. *(BD1873/1936/1985/1874/1934/1935)*
- Educo should take responsibility and facilitate the UP WATSAN committee to prepare a long-term plan on WATSAN in the intervention area: The WATSAN committee in UP Kachinia did not hold regular meetings. Although COVID-19 was cited as a reason, the evaluation team found that reluctance was a key reason for this. Beyond the project period, these meetings may no longer take place. Educo could think about facilitating the preparation of a long-term plan about the sanitation program. *(BD1806 Sanitation & Water - SASTO)*
- Strengthening of the link of the projects with **community structures and members**, in order to establish synergies that allow the community's potential and resources to contribute to the exercise of children's rights. *(NI, various py)*

- It is necessary to engage policy makers (from barangay to municipal level) to increase sustainability, additional support for children's educational needs, particularly for the provision of devices to access and use the contextualised **mobile application**, as well as other initiatives that can be integrated into policies to support this project. *(PH1895 Access to Reading and Numeracy - LEARN)*

Working on sustainability

- Harmonise the **understanding** of all stakeholders on **what sustainability means** and on concrete strategies to ensure the sustainability of achievements.
- Continuous monitoring of the groups is necessary for the sustainability of the project intervention. **Mentoring** and **coaching** can be the focus of follow-up activities. *(BD1873/1936/1985/1874/1934/1935)*
- To ensure the sustainability of the renovated infrastructures, spaces for monitoring the state of **maintenance of intervened schools** should be incorporated, based on knowledge updates to Maintenance Committees on a biannual basis.
- In places where **school** sites have not been **registered** so far, immediate steps need to be taken to complete this process with the support of the local community and the local administration, including the land administration office.
- Establish a regional/national committee for the coordination and sustainability of the activities linked by the Community Child Protection Mechanisms (CPPMs). Provide them with case management and capitalisation tools. *(ML1995 Strengthening Community Protection Mechanisms - PRMCPE)*
- Mobilise specific funds for case management, while promoting the mobilisation and Community funding of MCPE action plans. *(ML1995 Strengthening Community Protection Mechanisms - PRMCPE)*
- Continue to integrate the **multiplier effect** strategy, which in turn broadens the coverage of the intervention. Incorporate the development of management skills into the training process of the youth group, to obtain small funds that will allow them to cover the basic costs of the replication effect that they can develop. *(NI, Miriam Project, phases I and II).*
- Inclusion in the projects of adolescents who were assisted by Educo, who can take on roles as **volunteer promoters/mentors** accompanying primary school students in their experiences of child organisation and participation. *(NI 1715, 1716, 1717, 1718 and 1719)*
- For future operations and/or replications of the project, the programme design should go beyond **a response project to a medium-term program** that includes social and economic reintegration processes, taking advantage of the experience accumulated by

Educo Foundation and the institutional network built through the "Humanitarian Action" project with other civil society organisations; a strategic focus on lasting solutions should be promoted. This programme can include positive actions to recover livelihoods, support for labour insertion, scholarships for study, psychosocial assistance, training for entrepreneurship, and financial support options appropriate to the needs of families who are victims of IFD (*SV1835 Assistance for C&A and families displaced by violence*).

6.2 Recommendations from the Global MEAL team

- Although progress has been made in the last year, the **adoption of the social impact approach** in program implementation, both in planning and reporting, needs to be improved further. The impacts to be reported from projects should point to social and structural changes related to children's rights and wellbeing. The new social impact measurement system, with specific indicators that help to focus our action, will facilitate this progress, but for its correct application it will be necessary that the culture of impact and the focus on results are well impregnated in the organisation.
- The **socialisation of results, impacts and learning** must be reinforced, as well as the **format** used, in order to favour reading and visualisation. We must strive for products that are more visual, with an attractive layout, and adapted to our stakeholders. The support of the Communication area is key in this regard. In the interests of transparency and continuous improvement, both internal and external socialisation must become more relevant, for which agile systems, support in communication, layout and design, and spaces for the exchange of experiences are necessary.
- Educo's **document management**, in the midst of a remodelling process, must improve access to the information necessary for the analysis of evidence, as well as homogenise the archive and facilitate filtering through applied metrics. In addition, **digital transformation** in the MEAL field, especially in the collection and processing of information, is urgently needed.
- The adoption of the **gender-based approach to development** (GED) still has room for improvement in Educo, both in the programme proposal and when analysing gender-differentiated impacts, the possible implications for community dynamics, and in the collection of disaggregated data. When analysing the projects for this report, we did not find much specific information on the subject, with the exception of some projects whose sector of intervention is directly related to gender equality. The implementation of the Gender Policy should continue to be strengthened, and resources and training should be provided to local teams and partners.
- Ensure the **use of MEAL tools** for data collection, impact and learning, evaluations and baselines from country offices. Special reinforcement is desirable in the implementation of accountability activities and mechanisms at the program level. The use of the tools will help in the systematic collection of information needed for further analysis and systematisation. The new monitoring reporting procedure, launched in January 2021, has introduced

significant agility and efficiency to the reporting system, but the use of the specific information collection tools needs to be further strengthened in order to have it available for such reports.

- The **collaboration** of the MEAL, Program and Resource Mobilisation **teams**, both at country and HQ level, remains key to the establishment of the most strategic projects, the creation of learning agendas, the analysis of information, and socialisation. The newly established learning communities provide a good opportunity for joint analysis and exchange of experiences.
- The **evolution of COVID-19 and its impact** in the contexts where we work should continue to be closely monitored, with special emphasis on possible situations of violation of children and adolescents' rights, such as non-schooling, protection problems, and nutritional and health problems derived from the economic and social situation of families and communities. Our work will have to adjust to new needs detected in the populations we work with, within the framework of our mission, vision and program planning.
- The next **evidence reports**, coinciding with the beginning of the implementation of the Global Programmatic Framework 2021-2025 and the projects and programs for this new cycle, should be much more focused on impact and show progress in the global impact indicators. The format should be much more streamlined and visual to facilitate its use.

7. Bibliography and documents of interest

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