



Global Programmatic Framework

2026/2030

Title: Global Programmatic Framework 2026/2030

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Introduction

Educo's Global Programmatic Framework 2026-2030 **sets the strategic direction of our organization for the next five years**, reaffirming and renewing our commitment to the rights and well-being of children. This framework is the result of a deeply collaborative process, built together with our teams in different countries and at global level, in dialogue with our partner organizations and informed by consultations with children and adolescents. Its elaboration reflects a shared and plural vision, which gathers multiple voices and experiences to project a transformative and coherent action with the challenges of the present and the immediate future.

We are currently working in **a particularly challenging context for human rights**, multilateralism, international cooperation, humanitarian aid, peace and the sustainability of the planet. At a time when crises are intertwined and intensifying, Educo believes that its work is more relevant and necessary than ever. Resisting or defending rights that have already been acquired is no longer enough; it is essential to offer new perspectives and seek to implement them on a large scale.

Educo strongly values the transformative power of education, understood as education that heals and transforms from the root. **We are committed to the potential of good treatment and protection** as the relational foundations and underpinnings of the necessary changes, and **we**

trust in the agency of children, adolescents and young people to promote the changes they consider essential to live a good life, a dignified life in harmony with the planet and all the beings that inhabit it. Within this framework, **we reinforce our environmental perspective** and the approach to climate change as fundamental dimensions of children's well-being and intergenerational justice. And we remain committed to new ways of acting, thinking and collectively building a fairer, more humane and sustainable future.

Guided by our Theory of Social Change and aligned with the Sustainable Development Goals of the 2030 Agenda, we renew and strengthen our commitment to children, consolidating our experience and opening up to new issues and emerging approaches. Our strategy is flexible, able to adapt to changing contexts, and committed to innovative solutions focused on children and adolescents, actively listening to their voices and taking them into account at all times.

We integrate a coherent programmatic approach that combines direct action with communities, research, advocacy and social mobilisation. We prioritise child participation, social innovation, continuous improvement and collaboration with other actors at local, national and international levels. We also incorporate the triple nexus approach, which allows us to act in crisis contexts by addressing immediate needs as well as sustainable development and peace building.



We reaffirmed our commitment to the fight against gender discrimination and the promotion of diversity and inclusion, working especially with the most vulnerable people. Finally, **we delved deeper into the Child Well-being Approach**, understood as a transformative practice that not only identifies gaps in the fulfilment of rights, but also values the aspirations, strengths and potential of girls, boys, adolescents and their communities.

At a time when crises are intertwining and intensifying, Educo does not look to resist or defend hard-won rights, but rather to offer alternative horizons and broaden them.

Context

We inhabit a world in crisis, a world that, as Rita Segato would say, also inhabits us. This crisis manifests itself in many ways and its various impacts are increasingly long-lasting and devastating. These are, without doubt, convulsive times in which change appears as one of its defining characteristics. There are, however, **two constants that have remained unchanged in recent decades** and that remain unchanged according to current trends: **the people and countries that suffer the most devastating impacts of the multiple crises that affect and inhabit us are the same; and the causes at the root of these crises have not changed** in the light of the analysis of these same trends.

Below, we highlight the trends that we believe have been marking the era or change of era in which we live and which we believe will continue to condition the years in which this new programmatic framework seeks to materialise. Trends that will undoubtedly profoundly shape the well-being and fundamental rights of children and young people.

Inequality and poverty

Inequality has increased permanently and extremely over the last decade, and the huge concentration of corporate and monopoly power is among its main causes. Oxfam supports this claim with a number of facts that are key to understanding this reality: the richest 1% of the world's population owns 43% of global financial assets; 4.8 billion people are poorer today than in 2019; and, **the gap between the global North and South has grown for the first time in 25 years**, meaning that inequality between countries at the top and bottom ends of the HDI has reversed its trend, increasing every year since 2020¹.

Inequality and the poverty it generates are not, however, natural or inevitable characteristics of society; on the contrary, they are the result of political decisions. Decisions that increase segregation and make it impossible to achieve a dignified life, that deepen the dismantling or non-prioritisation of systems that guarantee rights and the lack of progressiveness of tax systems. These decisions have a particularly severe impact on the most vulnerable populations, especially children. These are also decisions that could be reversed and could further expand rights and equity.

¹ UNDP (2024), 2024 Global multidimensional poverty index (MPI): <https://hdr.undp.org/content/2024-global-multidimensional-poverty-index-mpi#/indices/MPI>

Environmental and climate crisis

Far from rectifying and putting us on the path of degrowth or at least ecological transition, **we are in the midst of an accelerating triple environmental crisis.** We have passed dangerous thresholds in global average temperature², the concentration of greenhouse gases continues to soar³, air pollution has reached alarming levels⁴, and nature is disappearing⁵, between 1970 and 2020, the average size of wild populations has been reduced by 73%. These crises interact with each other and have common causes.

The impact of the environmental and climate crisis is not the same for different countries; **low- and middle-income countries suffer a greater impact than rich countries.** Nor is it the same within countries; poor households are more affected⁶; female-headed households suffer greater losses due to heat stress or flooding than male-headed households⁷; **and children⁸ are particularly vulnerable to these crises:** more susceptible to being affected by air pollution; by potentially serious diseases that spread more

easily due to environmental degradation; by the impact on their nutrition; and, also by their impact on educational disruption as observed in Bangladesh in the first half of 2024 leaving more than 33 million children out of school due to very high temperatures.

Nor is everyone contributing equally to the acceleration and severity of this triple environmental crisis. **The richest 1% of the world's population generates as many carbon emissions as the poorest two-thirds of humanity,** and corporate power is driving the climate collapse, resulting in greater inequality in the distribution of the world's wealth⁹. All things considered, it is impossible to view the environmental and climate issue in isolation from justice and human rights and children's rights. In this sense, the exercise carried out by the UN Special Rapporteur on human rights and the environment in which he establishes *the Framework Principles on Human Rights and the Environment*¹⁰ seems to us to be extremely relevant and constitutes a particularly useful framework of reference and guidance.

² 1.54±0.13°C above the pre-industrial average. WMO, 2024: State of the climate 2024. https://library.wmo.int/viewer/69075/download?file=State-Climate-2024-Update-COP29_en.pdf&type=pdf&navigator=1

³ <https://wmo.int/es/news/media-centre/las-concentraciones-de-gases-de-efecto-invernadero-se-disparan-una-vez-mas-nuevo-record-en-2023>

⁴ 99% of the world's population lives in places where air pollution levels exceed WHO limits. <https://www.who.int/data/gho/data/themes/air-pollution/ambient-air-pollution>

⁵ <https://livingplanet.panda.org/en-GB/>

⁶ <https://openknowledge.fao.org/server/api/core/bitstreams/4f7b1590-a679-47dd-8422-09d95fff50ac/content>

⁷ A 1°C increase in long-term average temperatures is associated with a 34% decrease in total income for female-headed households compared to male-headed households. *Idem*

⁸ <https://www.unicef.org/reports/climate-changed-child>

⁹ OXFAM (2024): *Inequality Inc. Corporate power and the global fracture: the urgency for transformative public action.* Oxfam International.

¹⁰ <https://docs.un.org/es/A/HRC/37/59>

Human mobility

By mid-2024, the world had an estimated 304 million international migrants, 48 per cent of whom were women and children¹¹. According to UNHCR¹², by mid-2024, the number of displaced people reached 122.6 million, many of them forced by conflict, violence, rights violations or disasters caused by climate change. We see, both globally and in the countries where we work, that the number of internally displaced people is increasing year on year.¹³

While we know, based on IOM data¹⁴, that most migration is regular, safe and has a regional focus, **unsafe migration entails serious risks and human rights violations for migrants and especially for children**. There is a higher proportion of male migrants than female migrants, but women and girls are particularly exposed to certain risks such as those linked to gender-based violence. Globally, the majority of victims of trafficking for sexual exploitation are women (almost two thirds) and of these, approximately 27% are girls.¹⁵

On the other hand, international migration continues to be a driver of human development and economic growth. Based on data from 2024¹⁶ shows an increase



of more than 650% in international remittances from 2000 to 2022, from USD 128 billion to USD 831 billion. In fact, remittance flows exceeded foreign direct investment and official development assistance by more than USD 270 billion in 2023¹⁷. **Talking about human mobility therefore implies talking about risks, but without neglecting the opportunities it offers.**

¹¹ <https://www.un.org/development/desa/pd/content/international-migrant-stock>

¹² <https://www.unhcr.org/refugee-statistics>

¹³ <https://www.internal-displacement.org/los-conflictos-provocan-un-nuevo-record-de-759-millones-de-desplazados-internos/>

¹⁴ <https://www.iom.int/es/news/el-informe-sobre-las-migraciones-en-el-mundo-2024-revela-las-ultimas-tendencias-y-desafios-mundiales-del-ambito-de-la-movilidad-humana>

¹⁵ <https://worldmigrationreport.iom.int/what-we-do/foreword/foreword>

¹⁶ <https://www.iom.int/es/news/el-informe-sobre-las-migraciones-en-el-mundo-2024-revela-las-ultimas-tendencias-y-desafios-mundiales-del-ambito-de-la-movilidad-humana>

¹⁷ <https://blogs.worldbank.org/en/peoplemove/in-2024--remittance-flows-to-low--and-middle-income-countries-ar>

Digital transformation

General Comment No. 25 of the UNCRC reflects from the children who were consulted in its drafting that digital technologies are essential to their lives now and in the future. The same GC goes on to state that “the digital environment is of growing importance to almost every aspect of children’s lives” and that it “offers new opportunities for realising children’s rights, but also poses risks related to their violation or abuse”. **The possibilities offered by digital technologies are indeed innumerable** and can, as the GC affirms, help children to effectively exercise the full range of civil, political, cultural, economic and social rights. It warns, however, that “if digital inclusion is not achieved, existing inequalities are likely to increase and new ones to emerge”.

In the same vein, the World Bank¹⁸ states that, by 2022, more than 90% of people in high-income countries would be connected, while in low-income countries, the proportion would be 26%. The report highlights among its main findings that, “while digital adoption is accelerating, **the digital divide continues to widen**, exacerbating the poverty and productivity gap” and warns that developing countries lack the infrastructure to

handle the explosive growth of data and scale up digitisation.

Nor can we ignore the risks for children that digital transformation entails. At Educo we analyse this issue in detail from three areas: how it affects their capacity for agency, their social relationships and their attention¹⁹. Linked to this, a recent survey carried out in the United Kingdom revealed that 47% of 16–21-year-olds wished that the Internet had never been invented. Behind this wish, dependency, anxiety, depression, or harassment were cited as the main reasons.²⁰

The digital sector is a major driver of employment and economic growth, yet the benefits it generates are concentrated in a few major economies and within those economies in a few oligopolistic companies. Technology corporations are among the largest companies on the planet, with the aggregate value of the top 7 (Apple, Microsoft, Nvidia, Google, Amazon, Meta, and Tesla) equalling the GDP of the European Union.²¹

The development of AI (artificial intelligence) dramatically expands both the potential benefits of digital technologies and their risks. This technology is transforming the world and, as stated in the

¹⁸ <https://www.bancomundial.org/es/news/immersive-story/2024/03/05/global-digitalization-in-10-charts>

¹⁹ EDUCO (2022) *Risks and opportunities of the smartphone generation in the digital ecosystem. The lives of children and adolescents in the virtual world*. EDUCO

²⁰ <https://www.lavanguardia.com/neo/sociedad-neo/20250603/10744332/diego-hidalgo-impulsor-manifiesto-off-educacion-debe-santuario-relaciones-humanas-necesitamos-desescalada-digital-proponemos-cinco-puntos-clave.html>

²¹ <https://www.lavanguardia.com/dinero/20250108/10255774/siete-magnificas.html>

report by the *High-level Advisory Body on Artificial Intelligence* for the UN²², it has immense potential to improve our knowledge and practices in science, public health, agriculture and the development of the SDGs. But in whose hands²³ is it in, and whose interests does it serve? The HLAB-AI report warns that “with its development in the hands of a few multinational corporations in a few countries, the impacts of AI implementation risk being imposed on the majority of people without them having a voice in the decisions to do so”. They go on to

say that “the development, deployment and use of such a technology cannot be left to market forces. If it is to serve humanity, the imperative of global governance, they argue, is irrefutable. This leads to the obligation of governments to establish regulations on the safe and ethical use of technologies and to be accountable for their own use.



²² Governing AI for Humanity: Final Report

²³ Digital technologies, including AI, tend to give rise to natural monopolies, creating a small group of superstar companies based in a few “superstar countries” and reaping all the rents associated with AI development. WB (2023). Digital Progress and Trends Report.

Democratic and human rights regression

Democracy has always been a contested power. **In recent years, we have seen an increasing number of countries sliding towards authoritarianism**, while the number of countries democratising is the lowest in decades²⁴. The political spectrum in defence of human rights is shrinking significantly in recent years; **issues related to gender, LGBTIQ+ or migrant populations are represented in a deeply stereotypical way and are the target of attacks and hatred**. Even children's rights, which seemed to enjoy unwavering political support, albeit without a clear political commitment to push them forward, are currently encountering questions and discrepancies that further impede their development.

On the other hand, the international order, and with it the institutions of global governance, are being challenged by state decisions that undermine these norms or by unjustifiable inactions such as the outrageous paralysis in the face of the genocide of the Palestinian people. **We are faced with a strong anti-rights current that is instrumentalised by political powers, creating dangerous narratives that urgently need to be countered**. All of this is accompanied by a critique of multilateralism that, in anticipation, takes its failure for granted and, paradoxically, condemns it. In this way, attempts at a more democratic global governance in which the countries of the



Global South have the decision-making capacity that is their due.

Moreover, **international cooperation and the idea of solidarity between peoples are also under attack**. The withdrawal of USAID and the subsequent sharp reductions in other national aid agencies reflect, beyond specific decisions, a change in global policy that seeks to send a message about what is valuable versus what is dispensable: the reduction in development aid is acceptable (although 15 per cent of untaxed corporate profits in *offshore* territories would be enough to close the financing gap for the SDGs²⁵) while military spending continues to increase.

²⁴ <https://www.civicus.org/index.php/es/informe-2024-sobre-el-estado-de-la-sociedad-civil>

²⁵ https://www.taxobservatory.eu/www-site/uploads/2023/10/global_tax_evasion_report_24.pdf

Conflict and violence

A total of 213 million children are affected by emergencies²⁶. These emergencies have multiple causes, conflict and violence being one of the main ones. In 2023, 36 conflict contexts were counted, the highest number since 2014, with the majority of cases concentrated in Africa²⁷. Seventeen high-intensity conflicts have been identified and the Educo countries involved include Mali, the Western Sahel Region and Myanmar, although there are also opportunities for peace such as the one in Senegal.

Military budgets²⁸ are growing all over the world and the number of conflicts is the highest since World War II. HRW's global report²⁹ also confirms this trend. It argues that we live in a time of conflict and humanitarian crises that expose the weakening of international protections for civilians and the devastating human cost of ignoring them. It warns of the rise of polarisation, racism, hatred and discrimination and their increasing weight in various electoral processes. It also warns that liberal democracies are not always reliable defenders of human rights, either at home or abroad. However, it also highlights the capacity of civil society to effect significant change and points to the student protests in Bangladesh as an example of this.

We live, as we argued at the beginning, in a world in deep crisis and these trends are a good illustration of this. The children we work with do not escape their influence; rather, a bleak future seems to be looming over their lives. However, as Carlo Bordoni reminds us together with Zygmunt Bauman³⁰, "crises also evoke a moment of transition from a previous condition to a new one; a necessary transition in order to grow up, the prelude to a different and better status, a decisive 'step forward'".

Therefore, **in this complex context, we at Educo maintain that optimism and hope represent an act of responsibility;** the promotion of a mobilizing optimism is necessary to combat the paralyzing fatalism and despair into which it is so easy to fall. This is not a naïve optimism, but an active optimism that relentlessly pursues the change it aspires to achieve. We are, as Marina Garcés argues, on the threshold of surrender, which is why exploring new critical approaches to emancipation is more necessary than ever. **At Educo, we are deeply convinced that only by working with and for children will we achieve a fairer world, where rights and well-being are a reality.** Below, we present the strategies and programmatic priorities that materialize this conviction.

²⁶ <https://www.unicef.org/media/165936/file/Humanitarian-Action-for-Children-2025-Overview.pdf>

²⁷ <https://reliefweb.int/report/world/alerta-2024-informe-sobre-conflictos-derechos-humanos-y-construccion-de-paz>

²⁸ <https://www.sipri.org/sites/default/files/Milex%20Press%20Release%20ESP.pdf>

²⁹ <https://www.hrw.org/es/world-report/2025>

³⁰ Bordoni, Bauman (20XX) El Estado en crisis. Paidós



...aujourd'hui. Hier c'est le passé, demain c'est le futur.
Le présent c'est aujourd'hui, hier c'est le passé, demain c'est le futur.

Ministère de l'Éducation Nationale
de KOLDA

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Geographical framework

EDUCO reaffirms its commitment to promoting and guaranteeing Children's Rights and Child Well-being, prioritising actions in contexts where children face greater risks of exclusion, deprivation of rights and recurring crises. For the period 2025-2030, our action continues to be structured in four continents, with a strategic presence in selected countries based on a risk-based approach, human rights and human development. These approaches allow us to identify territories where the combined effects of multidimensional poverty, structural inequalities, social and climate instability, and institutional fragility limit children's opportunities.

The selection of countries also responds to our capacity to generate systemic change, optimising resources and strategic alliances to broaden the scope and impact of our actions. Thus, **EDUCO concentrates its presence in communities where its intervention is not only necessary, but strategically effective**, contributing to strengthening protective and sustainable environments for children.

To maximise the impact of our actions and move towards a more equitable and sustainable cooperation model, **EDUCO implements different modalities of action**, adapted to local realities and opportunities for collaboration with national actors. **These modalities respond to our strategy of localisation and decolonisation, which seeks to transfer greater leadership and autonomy to local communities and organisations**, promoting solutions rooted in the context and strengthening the capacity to respond from the territory.

Through this model, EDUCO reaffirms its commitment to a more horizontal and equitable cooperation, where local actors take a central role in decision-making and in the implementation of sustainable solutions. This approach not only allows for more effective and adapted responses but also contributes to breaking dependency dynamics and strengthening the leadership of communities in their own development. This allows EDUCO to play a strategic accompaniment role, boosting the autonomy of local organisations and reducing dependence on external structures.

We currently combine work in countries with EDUCO offices and local staff, with others where we work directly with Local Partner Organisations or with other members of the ChildFund Alliance (present in 70 countries as a whole) both on a sustained basis over time and on a more ad hoc basis, especially in contexts of humanitarian crises and emergencies.

In addition, to strengthen the effectiveness and sustainability of our actions, **we want to reinforce our regional approach in order to address shared challenges from a more strategic**, coordinated perspective, adapted to local contexts. This approach also allows us to maximise resources, generate synergies and scale effective solutions. In this sense, identifies opportunities for regional work in Africa and specifically in the Sahel region or in the Gulf of Guinea and also in Central America, as they share similar socio-cultural realities and face common problems. We also seek to promote



multi-country actions in contexts of proximity where supranational action provides added value thanks to the exchange of knowledge and experiences that are easily adaptable and contextualised.

Finally, during this new programmatic framework, **we will also seek to strengthen our regional presence through the expansion of strategic alliances** that enhance our networking with key actors to improve the sustainability, programmatic innovation and scalability of our solutions.

This three-pronged strategy allows us to move towards more integrated and efficient cooperation, ensuring that our actions not only respond to immediate needs, but also contribute to structural and long-term changes in the regions where we operate.

Programmatic strategy

Working with and for children

EDUCO's mission is to work with children and their environment to promote fairer and more equitable societies that guarantee their rights and well-being. Our ultimate goal is therefore that all children, without distinction of any kind, enjoy their rights and well-being. To contribute to this long-term vision, and in line with the child rights and well-being approach and the 2030 Agenda, our focus is primarily on those children whose rights are systematically violated and who are at particular risk (and vulnerability). During this programmatic framework, our attention will be particularly prioritised towards:

- Children and adolescents out of school or at risk of **dropping out**;
- Children and adolescents at risk or in a situation of **unsafe mobility**

Life stages and transitions

We will design programmes appropriate and adapted to the age of the children, adolescents and young people, considering four broad stages of child development, taking into account the particularities of each one of them and beyond that, the singularities of the children and young people we work with, their life experiences and the evolution of their own capacities. Precisely to show this diversity and the porosity between the different life stages, they are presented in such a way that each one overlaps with the next, with the purpose of representing both the porosity to which we refer and the transitional periods. The four major stages are:

Stage 1: Early Childhood, 0-6 years.

Stage 2: Childhood 6-12 years.

Stage 3: Adolescence, 12 to 18 years.

Stage 4: Youth, 18-24 years old.

EDUCO maintains, in the present programmatic framework, the priority work with early childhood, infancy and adolescence and integrates the youth stage, between 18 and 24 years of age, to ensure an adequate transition of adolescents to adult life.

Accompanying transitions

At EDUCO we see transitions between life stages as processes of change that open up opportunities for learning and personal growth and as part of promoting the optimal development of children, adolescents and young people.

We recognise, from a relational perspective, that, rather than one-off events, they are structured processes deeply marked by children's own experiences, their ways of relating to each other and their social interactions. Through the evidence gathered, we have observed that transitions involve periods of particular sensitivity in which gaps in the enjoyment of children's rights can occur. Transitions from one stage of life to another are particularly sensitive and require specific tailored strategies. We have therefore identified transition periods and defined a series of articulating elements and supporting factors that can facilitate these transitional experiences.



Comprehensive and integrated action

A humanitarian, development cooperation and social action organisation

EDUCO's humanitarian mandate aims to protect lives, alleviate suffering, preserve human dignity and ensure the rights of children, adolescents and young people in situations of humanitarian crises and disaster risk, both sudden-onset and long-term.

Our humanitarian work is guided by children's rights and international humanitarian law, as well as the fundamental humanitarian principles of humanity, impartiality, neutrality and independence. We are also guided by international standards³¹ aimed at improving the quality of humanitarian work and accountability to affected populations and children and are aligned with the Grand Bargain commitments.

We apply the "Do no Harm" principle, assessing the risks of our interventions and taking measures to avoid unintended negative effects. We also incorporate a conflict-sensitive approach to our actions, designing them to prevent the exacerbation of tensions and contribute to peace. Finally, protection and the application of

its principles³² is not only a programme area, but also a cross-cutting issue in all our humanitarian interventions. We also know that humanitarian crises and disasters do not affect girls and boys or children with disabilities in the same way, and that other factors of discrimination are also present. Therefore, at each stage, we will analyse the situation and needs through a gender and inclusion lens, while at the same time we will analyse and fight, following the nexus approach, against the root causes that generate such discrimination.

On the other hand, EDUCO, which started out **as a development organisation**, maintains its work in this field. Therefore, in addition to responding to needs and gaps in the fulfilment of rights in emergency and crisis situations, **it works in any context, identifying the structural causes that give rise to gaps in the realisation of children's rights and seeks to address them by providing lasting and sustainable solutions and impacts.** The idea of development is, as our Global Impact Framework sustains, deeply linked to our desire to build fairer societies for the well-being of children and to Educo's unique perspective on child well-being, which was born as a transformative practice that views Development as Freedom, and in particular as the opportunity for children and adolescents to *be* and *do* what they value. This is achieved through a work of

³¹ These standards are: the Humanitarian Charter, the [Core Humanitarian Standard](#), the Sphere [Manual](#), the INEE Minimum Standards for Education: Preparedness, Response and Recovery ([INEE Handbook](#)) and the ACPHA Minimum Standards for Child Protection in Humanitarian Action ([CPMS Manual](#)).

³² Humanitarian Charter and Protection principles: [Sphere Manual](#)



proximity and capacity building that begins with children and young people themselves, encouraging their participation in the different phases of the project cycle and contributing to the development of their capacity for agency. We start from a deep conviction that children and young people are full citizens and agents capable of achieving changes for a better life, a life of dignity, so they must be the protagonists of their own development. Moreover, achieving lasting impact means reinforcing our collaborative and mutually reinforcing work with those with whom we share goals and principles. It commits us, therefore, to seek complementarities and synergies to multiply the effect of our actions and

thus consolidate the processes of transformation both locally and globally.

Finally, at Educo, **we cannot separate our international action from the action we carry out at the national level, which is where Educo's social action takes shape.** This focuses on guaranteeing the rights of children and their families in contexts of vulnerability within the local environment. Through direct interventions and alliances with community actors and public administrations, we work to reduce inequalities, promote equity and ensure the effective exercise of fundamental rights such as education, food and protection from violence.

Our approach is characterised by its proximity to the territory, a comprehensive approach that connects the educational with the social, and the active participation of children and adolescents, who are involved in the design, implementation and evaluation of the actions.

Educo's social action not only responds to immediate needs but also seeks to transform the structural conditions that perpetuate exclusion, strengthening community networks and promoting fairer and more sustainable public policies.

These three dimensions, work in the humanitarian and development fields, intertwined in the continuum facilitated by the triple nexus approach, and social action at the Spanish state level, give concrete expression to Educo's unwavering commitment to the promotion of children's rights in any context and in any situation.

An integrated action

EDUCO remains committed to an integrated and coherent programmatic approach, combining the implementation of programmes and projects, which integrate innovation, with influential action through research, social mobilisation and advocacy processes and projects, and with accountability to all stakeholders, especially children, adolescents and young people.

In order to bring about the systemic and behavioural changes we seek for children's rights and well-being, and for these to be lasting, it is essential to influence those individuals or groups who can promote changes in policies, beliefs, perceptions and misconceptions at all levels (children, adolescents, families, schools, communities and governments).



Influence in Educo

- **Social research** allows us to know the reality of the environments in which our programmes operate, to understand the nature and elements that underlie the changes produced in them, and to contribute to the identification of effective practices to achieve the desired impacts. Knowledge is necessary for any process of influence and therefore we manage it not only to improve our intervention but also to draw attention to data and evidence combined with the human stories that give meaning to our work.
- **Advocacy** is a strategic, systematic and deliberate process to influence the political agenda and decision-making spaces in order to develop or modify public policies and achieve changes in the structural causes that impede the rights, well-being, protection and participation of children and adolescents. It is based on a deep knowledge of the reality and evidence that supports it. The specialised knowledge provided by the ongoing work we carry out in the contexts in which we are present, the consultation processes we develop, the social research, the lessons learned from experience, as well as the evaluations and studies provide us with the necessary evidence to support our advocacy agenda.
- **Social mobilisation** is a process that promotes the participation of society and especially children and adolescents to bring about changes in culture, beliefs and ways of thinking in order to achieve the maximum wellbeing of children and respect for their rights. It seeks to generate a social base committed to our causes and is aligned with the political advocacy agenda.

Furthermore, in order to foster these systemic changes, especially given the complexity of the challenges we face, Educo promotes the **development of creative and innovative solutions**. To this end, we will strengthen the identification of social innovation processes and practices that can provide new methodologies and tools to achieve our impact in accordance with the different emerging needs.

Finally, working in an integrated way requires us to close the loop of ownership and participation

by **promoting a culture of accountability** throughout all phases of our work. We believe this commitment begins with building an ongoing, relevant and meaningful dialogue with our stakeholders, especially the children, families and communities we work with and for. Building this dialogue involves implementing mechanisms that encourage transparency, participation and feedback, and that are adapted to the diverse needs and preferences of our stakeholders.

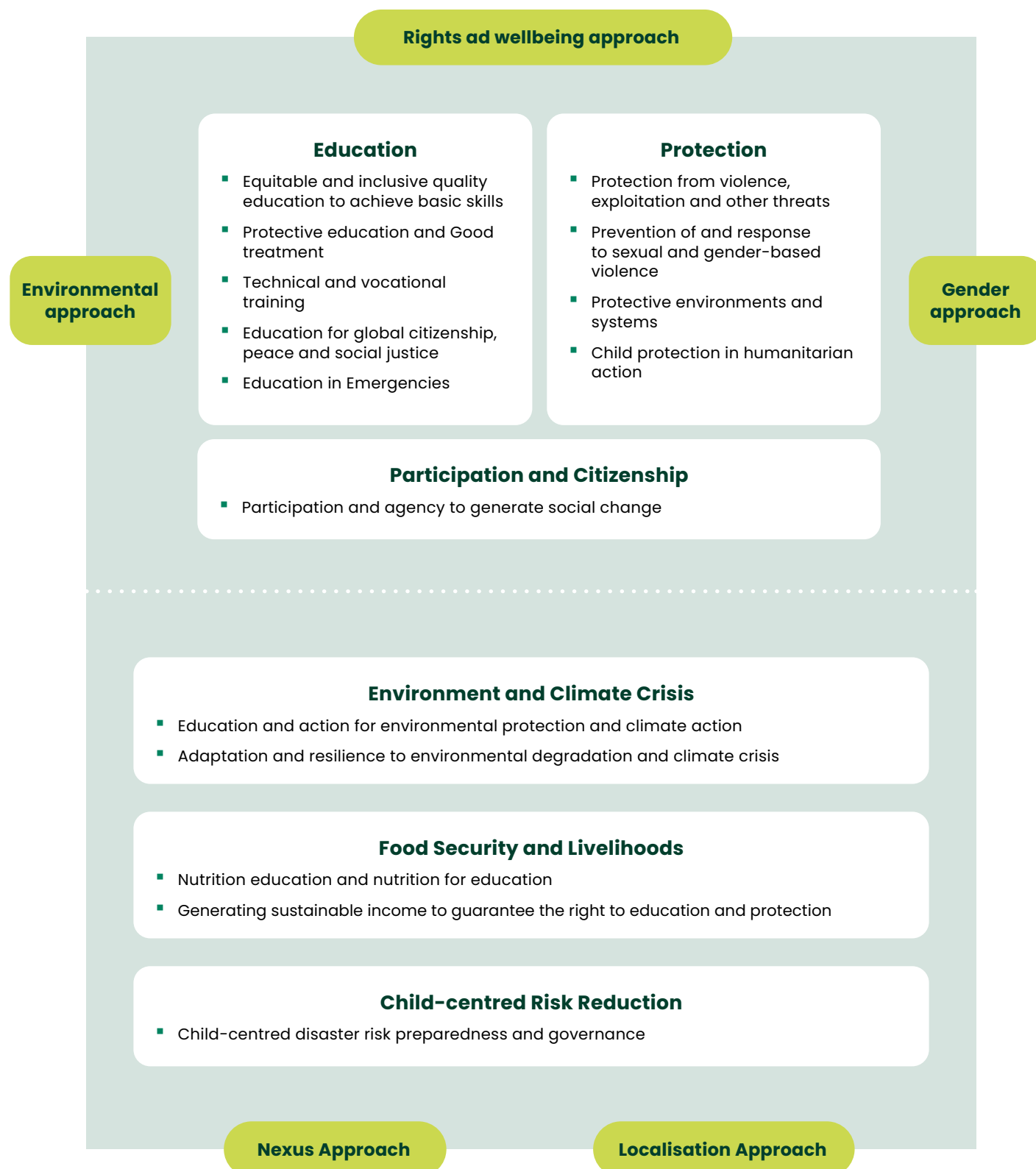
Guiding principles

1. Renew and strengthen our commitment to **promoting children's rights and well-being**.
2. **Consolidate the experience and know-how** for which Educo is known and recognised, while incorporating **emerging themes and approaches**.
3. Consider different forms of funding and ensure high levels of transparency and accountability.
4. Ensure that **structural causes** are addressed and that a **high** measurable and sustainable **impact** is generated.
5. Embrace **an integrated and coherent programmatic approach**, combining action with children and their communities, research, advocacy and social mobilisation.
6. Ensure **active listening** and **participation** of children.
7. Integrate a focus on **social innovation and continuous improvement** of our work.
8. **Flexibility and capacity to adapt** to each context and its changes.
9. Integrating the **triple nexus approach** in crisis contexts, addressing immediate needs while working towards sustainable development and peacebuilding.
10. Integrate **co-construction and complementarity** with other actors, locally, nationally and internationally.
11. Prioritise the fight against **gender** discrimination and promote **diversity** and **inclusion**, working with the most vulnerable people.

Life Stages		Target Population
Early Childhood	0-6	Girls, boys, adolescents and young people in situations of vulnerability and risk. With a particular focus on: ▪ Girls, boys and adolescents who are out of school or at risk of dropping out; ▪ Girls, boys and adolescents at risk or in a situation of unsafe mobility.
Childhood	6-12	
Adolescence	12-18	
Youth	18-24	

Programme model

Humanitarian Action – Development Cooperation – Social Action



Priority programme areas

Education

Goal: Children, adolescents and young people enjoy their right to an equitable, safe and transformative quality education.

Education is a fundamental human right, inherent to the entire life cycle, which enables and reinforces the realization of other rights, the enjoyment of well-being and a dignified life. Educo promotes comprehensive, inclusive and quality education that goes beyond schooling and is carried out on

the basis of equity in order to strengthen people's capacities, autonomy and freedom, and also to transform their surroundings, building more just societies, both socially and environmentally.

However, the right to education remains a violated right. 272 million children and adolescents are still out of school. In fact, enrolment at age 5 has stagnated at around 75% for the last decade. In some countries, such as Niger, this figure is as high as 6 out of 10 children or adolescents. Free



and universally available education coverage remains particularly deficient in early childhood and post-primary education. Moreover, even guaranteed access does not ensure the construction of learning, as a large proportion of teachers do not have the minimum qualifications required and public funding for education is shrinking. Spending on education per child has remained virtually unchanged since 2010. As a result, there is a persistent learning gap with outcomes showing a declining trend in recent years. For example, in Sub-Saharan Africa only 1 in 10 pupils reached the minimum proficiency level in reading and 2 in 10 in mathematics.

In addition to this, gaps have widened in recent years as a result of, among other factors, the environmental and climate crises, the deepening digital divide and the backlash on gender justice and human rights issues.

The right to education is therefore still not a reality and this, in addition to constituting a clear and direct violation of a universally endorsed right, implies the impossibility for millions of girls and boys to achieve self-fulfilment and other rights that are essential to live a dignified life. For this reason, Educo will focus on the following programmatic results over the next five years:

Common Education Indicators

Number (and %) of children and adolescents who enrol in and complete a full cycle of education, whether regular (in schools, educational centres, family programmes, etc.) or alternative (in accelerated courses, adapted courses, etc.)

Number (and %) percentage of out-of-school children of school age who are reintegrated in a formal or informal education process

Number of teaching staff receiving training to improve their competences and the quality of teaching (disaggregated by educational stages: pre-primary, primary, secondary, VET and educational alternatives)

Number of educational centres that have implemented regular and systematic mechanisms and procedures for the participation of children and adolescents in educational governance

Number of educational institutions/ environments where guidelines or orientations are promoted to implement protective and well-treatment education through coexistence plans, protection policies, or similar measures

* Number of children who have received school materials (and number of school kits distributed)

* Number of educational infrastructures enabled or rehabilitated

Equitable and inclusive quality education to achieve basic competences

| Outcome: Children and adolescents achieve competencies through equitable and inclusive quality education processes.

Educo works to ensure that all children, adolescents and young people, without distinction, develop the fundamental learning and skills that will enable them to develop fully as individuals and live a life of dignity. This implies that, by the end of the program cycle, every child with whom we work, without distinction, has acquired basic competencies with a priority focus, without losing an integral perspective, in basic literacy and mathematics as foundational learning.

To achieve this, the action strategy will be articulated along two key axes. Firstly, the (re)incorporation and permanence of girls and boys in the education system will be promoted, strengthening mechanisms for equitable access, strategies for levelling and recovery of learning, and accompaniment in the transitions between stages to minimise the risk of dropping out. Secondly, work will be done to strengthen inclusion and improve the quality of the teaching-learning process through actions both in the educational sphere and in the community and family spheres.

The fulfilment of the right to education continues to be conditioned by discriminatory factors that

hinder its availability and access. Poverty and class remain the main obstacle, but conflict, health and nutrition conditions, disability and gender continue to create significant gaps. Educational quality encompasses aspects of educational content, teacher preparation, teaching-learning methods, the learning environment, governance and people-to-people relations, and evaluation. Educo will ensure that all these aspects, considered under a human rights-based approach to learning, take into account their different capacities, ways and paces of learning. In this sense, inclusive education will continue to focus on achieving greater gender justice through co-education and promoting a truly inclusive approach to working with children, adolescents and young people with disabilities, where change is system-centred and not individual-centred.

In terms of deepening educational improvement for the achievement of basic competencies, Educo will prioritize three major strategies over the next five years in order to achieve this improvement. Firstly, it will promote early childhood education and care as a fundamental stage of development in which the foundations of learning and personality are built. Furthermore, it will promote innovative education centred on children, who are the subject of education: ensuring their active participation throughout the educational process; considering their opinions and interests; reinforcing their autonomy and diversity; embracing their culture and the use of their language as a vehicular language; and, committing to collaborative and dialogical models of learning. This innovative

vision will also take into account the possibilities offered by digital educational technologies as a complement to learning. Thirdly, it will focus on teacher training, which is the backbone of any educational improvement process. Our action will prioritise the continuous training of teachers and the reinforcement of educational support from the educational administration and school management. This is key to promoting reflective teaching practice, active critical learning, as well as innovation and creativity in educational spaces, so that its impact on educational improvement is long-lasting and sustainable.

Indicators

Percentage (%) of children and adolescents, especially girls, who report enjoying safe and equitable educational opportunities without discrimination

Percentage (%) of children who have achieved at least a minimum level of proficiency in reading and mathematics (disaggregated by gender and by level of education)

Total number of pupils benefiting from improvements in access to education and in the quality of education



Protective education and positive treatment

| Outcome: Children and adolescents participate in protective and positive treatment educational processes.

Protective and positive treatment education not only seeks to prevent violence such as bullying and abuse but also promotes ecosystems of well-being in the different learning spaces that surround children and adolescents. In these spaces, interpersonal relationships between children, adolescents and adults promote skills and behaviours for the recognition of emotions, resilience, community participation for social development, restorative practices, empathy and non-discrimination for a culture of peace.

However, globally, major challenges persist. School violence such as bullying and harassment are widespread phenomena that affect large numbers of children and adolescents in or out of the classroom, on the way to or from school, as well as in various digital environments. Approximately one in three students worldwide has been bullied every month and physically assaulted at least once during the school year (UNESCO, 2024). School-aged girls and adolescents are more susceptible to cyberbullying³³, exposing them to bullying and humiliation, leading to problems such as anxiety and depression that directly affect their learning and social development.

In order to guarantee protective and positive treatment education, it is essential to promote a culture of positive treatment in which the well-being of children and adolescents is at the centre of all actions. At Educo, we implement advocacy strategies to strengthen regulatory frameworks and guarantee their effective implementation, ensuring that protective education policies are coherent and operational in each country. We offer technical assistance and advice to educational institutions and governments for the implementation of training and awareness-raising programmes in protective, inclusive and positive treatment education for the prevention of violence. We also promote the continuous training of teachers and operators of the protection system in methodologies that address inclusion, equity and diversity to promote the construction of more just and sustainable societies. We ensure that civil organisations have practical tools for the acceptance of diversity in its multiple dimensions without taking adult-centric positions. Another central axis of our action is the promotion of participatory actions in which children and adolescents have a voice and decision-making power in issues that affect them, in the co-creation of safe spaces and in the formulation of public policies, recognising the importance of non-verbal forms of expression (art, play, visual narratives, etc.) as legitimate means of participation.

³³ See the Global Education Monitoring Report 2024, Gender Report: Technology on their terms. <https://unesdoc.unesco.org/ark:/48223/pf0000391983>



The focus of our action is to ensure that every child and adolescent learns without fear, in a safe and protective environment based on respect and care. Through a comprehensive approach to prevention, capacity building and child and adolescent participation, Educo reaffirms its commitment to an education that promotes the principles of mutual respect, equal opportunities and peaceful conflict resolution.

Indicators

Number of children and adolescents who learn and are educated in inclusive and non-sexist educational spaces and processes, with trained educators and with greater family and parental co-responsibility (infrastructure, materials, technologies, special educational needs, etc.)

Number of teaching staff trained in protective education

Percentage (%) of children, caregivers, and/or teachers who strengthen their digital skills and use the internet and digital applications safely

Technical and vocational training

| Outcome: Children and youth are better equipped to transition to a dignified adult life through access to technical and vocational training opportunities.

Educo promotes quality educational alternatives that facilitate successful transitions to adult life, strengthening the development of key skills for autonomy and employability in conditions of dignity. We promote lifelong and meaningful learning throughout the different stages of life, fostering the development of competencies that enable access to decent, fair and sustainable jobs and entrepreneurship, thus contributing to the well-being and development of communities and promoting more equitable and resilient societies.

In an increasingly challenging context for the new generations, the integration of young people into the labour market, as well as their technical and/or professional progression, are facing serious difficulties. Currently, some 65 million young people between 15 and 29 years of age are unemployed, while 64% of the world's youth live with the constant worry of losing their jobs (ILO, 2024). Today, young people are exposed as never before to a range of challenges, both local and global, ranging from climate change, presence and image in digital environments, to increased conflict, violence and socio-economic inequalities. Against this backdrop, the development of transversal competences and skills that foster respectful, just and sustainable living becomes an unavoidable priority.

At Educo, we promote technical and vocational training as a key strategy for expanding educational alternatives aimed at both those who have been out of the education system, facilitating their reincorporation and permanence through school levelling and accompaniment programs, and young people who require tools for a successful transition to adult and working life through quality vocational training. To achieve this, we develop actions adapted to local needs and the demands of the labour market, ensuring their inclusion in public policies and their accessibility to vulnerable populations. In addition, we promote the development of life skills through cross-cutting approaches to gender equity, environmental sustainability and protection, integrating strategies for the prevention of violence and the eradication of the worst forms of child labour. Through a territorial approach and the strengthening of alliances with governments, civil society and the private sector, we guarantee the sustainability, relevance and quality of our actions in each context, promoting decent educational and employment opportunities for new generations.

Indicators
Percentage (%) of children who report having expanded their capacity to aspire and positively perceive their transition to adulthood
Children and youth are better equipped to transition to a dignified adult life through access to technical and vocational training opportunities
Number of pupils benefiting from vocational-technical training

Education for peace, global citizenship and social justice

| Outcome: Children and youth build capacities and develop competencies to foster peace, global citizenship and social justice.

Educo promotes educational processes that live and bring rights to life; an education that, in addition to unfolding the full potential and capacities of learners, seeks to generate the changes necessary to achieve greater social justice. In short, it promotes an education that is based on and promotes rights and dignity, which, through the care for life and the empowerment of learners, fosters a culture of peace and greater social justice and well-being for all.

In a global context marked by the advance of authoritarianism, violence and regression in terms of human rights and democracy, Educo promotes education that is transformative, understood as a deeply reflective and empowering process. Thus, beyond the acquisition of a series of knowledge, it seeks to develop a critical view of society and the power relations that impede the full realization of rights so that learners can act on their own to transform themselves as full citizens in a shared world. This approach leads us to renew and intensify our commitment to co-education and gender justice from an intersectional perspective and more broadly to inclusion and the fight against all kinds of discrimination.

In a context in which radicalisation, extremism and hate speech are worryingly on the rise, Educo is committed to peace education based on dialogue, democratic participation, active non-violence, peaceful conflict resolution and good treatment as a relational model as a strategy to reverse this situation and enable a profound cultural change that will lead us towards peace and social cohesion. As Fraser argues, *justice requires social agreements that allow everyone to participate as equals in social life*. This inevitably leads us to participation, i.e. the right of children to be consulted and to have their views taken into account. The construction of global citizenship cannot take place without this fundamental principle, which in turn is closely linked to democratic culture. In this sense, Hammarberg states that *a democratic school* is one that *gives students power over their own learning process*, which leads us to two clear strategies: on the one hand, to influence, on the one hand, to have a curriculum that provides learners with democratic knowledge and experiences and, on the other hand, to contribute to creating democratic structures and processes that shape life in educational spaces.

Finally, citizenship and rights in the digital sphere cannot be left out. The Convention on the Rights of the Child states that children's rights *must also be respected, protected and fulfilled in digital environments*. This implies not only maximising the opportunities offered by digital technologies for learning and participation, but also managing the associated risks, ensuring safe and responsible use to prevent potential harm and rights violations.

Indicators

Percentage (%) of children, and members of the education community, who report having meaningful and democratic participation in school governance

Percentage (%) of children and adolescents with good knowledge of their rights



Education in emergencies

Outcome: Children and youth in crisis and disaster situations have the opportunity to continue relevant educational processes and learn in safe and protective spaces.

It is currently estimated that 234 million children are in need of education support due to conflict, natural disasters and protracted crises, 85 million of whom are out of school. Education is a fundamental right that must be guaranteed at all times, including, of course, in crisis contexts, where, in addition to being a right in itself, it acts as an essential means of protection, enables and reinforces the exercise of other human rights, enhances the enjoyment of well-being and promotes a life of dignity.

For EDUCO, ensuring education and reducing the present and future vulnerability of children in these contexts is a priority. We have an Education in Emergencies (EiE) strategy³⁴ that presents the principles, approaches and objectives of our work, adopting an approach based on the three dimensions of the right to EiE.

The **right to EiE** consists of guaranteeing equitable access and educational continuity in safe spaces through actions such as the rehabilitation of school infrastructures, the provision of learning materials, the elimination of socioeconomic barriers,

³⁴ EDUCO. Global Strategy for Education in Emergencies: [estrategia-global-educacion-en-emergencias_2023.pdf](#)

and the promotion of educational alternatives such as distance education, temporary learning spaces, accelerated course programmes or community-based learning. Educo also carries out rapid response interventions (RRM) within 3 to 14 days to respond to children’s needs and promote educational continuity. The **rights in EiE** ensures that educational processes are quality, inclusive, protective and positive treatment. To this end, we prioritise relevant and crisis-adapted curricula, inclusive methodologies that address diversity, gender equity and human mobility, and support teachers with tools for teaching in crisis. In addition, we incorporate psychosocial support and socio-emotional learning, while reinforcing child protection in educational spaces, promoting good treatment and prevention of risks such as violence or exploitation.

Finally, the **rights through EiE** promotes EiE as a means to guarantee other rights. We promote children’s participation, ensuring that their voices are heard and taken into account, and we strengthen education in ecological transition in the face of environmental degradation and the climate crisis. We also work to ensure access to school feeding programmes, as well as the provision of water, sanitation and hygiene in schools. These basic rights and services, fundamental in humanitarian crises, are essential for children and adolescents to access and remain in education.

Indicators
Number of children and adolescents affected by humanitarian crises benefiting from educational alternatives and transitioning to the formal system or to technical and vocational education
Number of children and adolescents affected by humanitarian crises benefiting from educational alternatives and transitioning to the formal system or to technical and vocational education
Number of children and adolescents who have participated in education in emergencies projects
Number of children and adolescents in humanitarian settings who have received psychosocial support and/or socio-emotional learning



Protection against risk³⁵ and harm

Objective: Children and youth are protected from risk and harm through a comprehensive approach that prevents, detects and responds to protection concerns, strengthening their resilience and ensuring their well-being.

Exposure to protection risks remains an alarming reality for children, adolescents and youth around the world. It is estimated that more than half of all children and adolescents, approximately one billion, have been victims of maltreatment, physical punishment, bullying, exploitation, emotional or sexual abuse (WHO, 2024). However, this problem remains largely invisible and underestimated: less than half of affected children and adolescents tell anyone and less than 10% receive adequate assistance.

Beyond their lack of visibility, experiences of violence, abuse and exploitation have profound and irreversible consequences on the physical, emotional and social development of children and adolescents. Every 13 minutes, a child or adolescent loses his or her life to homicide, which equates to approximately 40,000 preventable deaths per

year (WHO, 2024). For many others, continued exposure to unsafe environments leaves lifelong consequences such as anxiety, depression, risky behaviours and difficulties in their educational and social development.

This reality not only constitutes a serious violation of the rights of children, adolescents and youth, but also represents a structural challenge that requires a comprehensive response. The lack of protection of children, adolescents and young people does not occur in isolation, but is determined by structural and contextual factors - such as the socio-economic situation, cultural and social norms, forced displacement and climate and humanitarian crises - that aggravate their vulnerability to multiple threats. The absence of effective policies, coupled with the normalisation of various forms of abuse in different settings, perpetuates these situations and makes it difficult to prevent and respond to them.

To face this challenge, and in line with the ecological-social model, Educo adopts a holistic approach to well-being in all its dimensions. This approach not only seeks to identify and mitigate threats³⁶, but also to analyse vulnerabilities³⁷ and

³⁵ The probability of harm occurring due to exposure to hazards, taking into account pre-existing vulnerabilities and available coping mechanisms or capacities.

³⁶ Actions, behaviours or policies, potential or actual, that may cause harm to individuals, communities or systems, including violence, natural and man-made disasters, persecution and systemic discrimination. IASC

³⁷ The conditions determined by physical, social, economic and environmental factors or processes that increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards. UNDRR



strengthen the capacities³⁸ of children, adolescents and youth, as well as their families and communities. Only through this approach will it be possible to develop sustainable strategies to prevent and detect harm, promote resilience and child empowerment, and respond effectively to any risk of neglect. This is in line with the Convention on the Rights of the Child, the 2030 Agenda and the WHO INSPIRE framework for action.

Over the next five years, Educo will focus its work on the following programmatic outcomes:

Common Indicators of Protection

Percentage (%) of people at risk who report improved access to safety, legal protection or essential protection services

Percentage (%) of people reporting increased confidence in and access to local protection mechanisms

Number of educational institutions/ environments where guidelines or orientations are promoted to implement protective and well-treatment education through coexistence plans, protection policies, or similar measures

Percentage (%) of children, caregivers, and/or teachers who strengthen their digital skills and use the internet and digital applications safely

³⁸ Capacities refer to the existing skills, resources and coping mechanisms that enable individuals and communities to resist, recover from and adapt to hazards. IASC

Protection from violence, exploitation and other threats

Outcome: Children and youth are protected from violence, exploitation and other threats through actions that prevent, reduce risks and ensure effective responses.

Children, adolescents and young people face multiple risks that threaten their safety and well-being, both from their immediate environment and from external factors that aggravate their vulnerability and limit their coping capacities. Violence in its various forms - physical, psychological, emotional and institutional - remains one of the main threats, along with abuse, neglect, exploitation and discrimination, which disproportionately affect the most vulnerable. However, these risks go beyond direct violence to include structural factors such as extreme poverty, food insecurity, forced displacement, climate change and humanitarian crises. These factors not only intensify threats, but also restrict access to protection, education and health care, further exposing children and young people to severe forms of violence such as exploitation, the worst forms of child labour and trafficking. In addition, risks in digital environments have increased exponentially, with alarming growth in online exploitation, digital violence - including cyberbullying - and misinformation, further amplifying threats to their safety and well-being.

To address these challenges, Educo will adopt a comprehensive approach based on prevention, mitigation and response to any type of threat,

guaranteeing the protection of children, adolescents and youth from a holistic perspective. This approach will not only consider their vulnerability factors, but also their individual capacities to cope with risks. Both individual and collective interventions will be implemented, with special priority for those who are at high risk of vulnerability or whose rights have been violated. Their access to essential services tailored to their needs will be ensured, including psychosocial support, legal assistance and other resources essential to their emotional and relational well-being.

Indicators
Percentage (%) of children involved in cases of violence, neglect and/or exploitation in the areas where we work
Percentage (%) of children whose protection and psychosocial well-being needs are met and who, where necessary, have been successfully supported by protection systems, including community-based mechanisms
Percentage (%) of identified security risks that were addressed by safe and timely security responses
Number of children withdrawn from the worst forms of child labour or exploitation
Number of children who have received training or counseling on child protection and wellbeing issues

Preventing and responding to sexual and gender-based violence

| Outcome: Children and youth are protected and prevented from sexual and gender-based violence through an intersectional, survivor-centred approach with special attention to the impact of trauma.

Sexual violence and gender-based violence (GBV) are two of the most serious forms of abuse against children and adolescents, affecting people of all gender identities and sexual orientations, though disproportionately girls and women. While interconnected, they are distinct realities that require specific prevention strategies and responses.

Sexual violence manifests itself through direct aggression, such as abuse, exploitation and coercion. In contrast, GBV is structural and sustained over time, rooted in patriarchal norms, gender inequalities and discrimination. Although sexual violence is not always linked to gender inequalities, it can affect anyone and has devastating consequences, with increasing use as a weapon in armed conflict. On the other hand, GBV disproportionately impacts women, girls and people of diverse gender identities, manifesting itself in multiple forms, including physical, psychological, domestic and sexual violence, child marriage, forced unions, early pregnancy and harassment. This violence perpetuates exclusion and inequality, affecting the integral development, integrity and mental health of those who suffer it. In addition, both sexual violence and GBV occur in a variety of settings, including schools, communities and digital spaces, where harassment, exploitation and sexual violence have increased significantly.





To address these challenges, Educo will ensure access to care, protection, health and justice through an intersectional, survivor-centred and trauma-informed approach. The safety, well-being and autonomy of those who have suffered violence will be the priority, ensuring responses tailored to their physical, psychological and social needs. The empowerment of girls, boys, adolescents and youth will be promoted through access to safe education and development opportunities, while promoting changes in norms and practices that perpetuate violence. It will also promote equitable masculinities and relationships based on respect and equality from childhood, contributing to the construction of safer and violence-free environments.

Indicators

Percentage (%) of GBV survivors who accessed services and reported feeling safer, more respected and supported during service delivery

Number of child marriages prevented (and percentage reduction in child marriage cases)

Percentage (%) of people (disaggregated by gender and age) who demonstrate that they have improved their knowledge or attitudes about GBV prevention and available support services

Number of adolescent girls who have experienced or are at risk of early child marriage referred to protection services or safe alternatives

Protective environments
and systems

**| Outcome: Children and youth
grow up in safe environments with
strengthened protection systems that
guarantee their development, access
to protection mechanisms and a life
with dignity.**

Protection must go beyond individual interventions and focus on creating safe environments and sustainable systems capable of preventing and responding effectively to violence, including sexual and gender-based violence. Families and communities, including educational institutions, represent the first circle of protection, but they can also become spaces of violence and neglect due to the normalisation of abuse, lack of information or lack of adequate support. Furthermore, many institutions lack the necessary resources and capacities to care for the most at-risk children and adolescents, limiting their access to protection and essential services. Educo will work to strengthen child protection systems at the local, community, educational and institutional levels, promoting policies and programmes that guarantee safe and accessible environments. This will include the implementation of effective mechanisms for early identification and appropriate response to violence, exploitation and sexual abuse, ensuring comprehensive protection for children and adolescents.

We will work with families and communities to strengthen their protective role, reduce

vulnerabilities and foster safe practices, promoting positive parenting, non-violent conflict resolution and psychosocial support. In education, we will promote the creation of safe schools, free of violence and discrimination, with effective systems to prevent, detect and respond to sexual and gender-based violence. At the institutional level, advocacy on public policies related to protection against violence will be carried out. In addition, the capacities of government actors and local organisations will be strengthened to improve prevention and case management, guaranteeing access to protection, health and justice services that are accessible, friendly and focused on the needs of children, adolescents and young people. In addition, the active and inclusive participation of children, adolescents and youth will be promoted, ensuring that they can be agents of change through the implementation of their own initiatives. This will enable them to report abuses; access protection mechanisms adapted to their realities and contribute to building safer communities.

Indicators
Percentage (%) of children and adolescents who feel safe and respected in their daily lives
Percentage (%) of community or institutional protection actors demonstrating sustained use of established protection procedures or referral pathways
Number of functional community protection centers created and strengthened (formal or informal) for the protection of children and women



Child protection in humanitarian action

| Outcome: Children and youth are protected in humanitarian contexts through adapted and effective systems that ensure life-saving assistance in crises and strengthen their resilience.

In recent years, the intensification of armed conflict, the impact of climate change and the increase in forced displacement have created an unprecedented child protection crisis. Currently, 473 million children live in conflict zones³⁹, facing grave violations of their rights, including violence, exploitation and forced displacement. Humanitarian crises have significantly increased protection risks for children, exposing them to threats of all kinds, recruitment by armed groups, gender-based violence, family separation, trafficking and labour or sexual exploitation. In addition, trauma resulting from prolonged exposure to violence, insecurity and loss of family or community references have devastating effects on their development and emotional well-being. In this context, child protection systems are often overwhelmed or weakened, further limiting the capacity to respond to these risks and leaving children extremely vulnerable.

Against this backdrop, EDUCO considers the protection of children in humanitarian action a

³⁹ UNICEF: [For children in conflict zones, 2024 has been "one of the worst years in UNICEF's history" - we cannot let this be the new normal](#)

priority sector and works to ensure that children and adolescents in crisis can strengthen their resilience and well-being. To this end, we provide comprehensive support that includes psychosocial care, legal support, the creation of safe spaces and peer support networks, which are essential to help children cope with traumatic experiences during conflict, displacement or disasters. Recognising that child protection cannot be separated from their family and community environment, we also work with families and communities to strengthen their capacities and reduce risk factors that may expose children to violence, exploitation or neglect. Finally, we promote the reinforcement of child protection systems, strengthening capacities and promoting inclusive and accessible services to ensure effective and adapted responses before, during and after crises. Through this comprehensive

approach, EDUCO contributes to a humanitarian response that not only protects children in the present but also lays the foundations for their long-term recovery and development.

Indicators
Percentage (%) of beneficiaries of emergency protection assistance who say that the assistance met their most urgent needs
Percentage (%) of emergency child protection cases addressed within 72 hours through appropriate care, referral or service provision
Number of children and youth in humanitarian contexts who have received psychosocial support and/or socio-emotional learning



Participation and citizenship

Objective: Empowered children, adolescents and young people exercise their citizenship and agency to transform their environments.

The Convention on the Rights of the Child recognizes child participation in its double connotation as a right and a principle. Therefore, Educo, as an organization that promotes the rights and well-being of children, has the responsibility to respect, promote and demand this right and to assume it as a principle.

Consequently, Educo will promote participation in a two-fold manner in this Programmatic Framework: transversally across all programme and organisational objectives, and also as an exclusive objective, focusing participation on the empowerment and citizenship of children in order to promote and strengthen their agency so that they themselves generate the changes linked to both social and environmental justice that they consider important for living a life of dignity.

Most societies continue, however, with an adult-centred vision, denying or marginalising this fundamental right of children both in the public sphere and in the closest environments, such as the family or school. A cultural and systemic change in terms of rights and justice is therefore necessary to advance in the recognition and realisation of children's right to participation and citizenship, and it is the children and adolescents themselves who must lead this change. This change must be

brought about in any context, including those of crisis and emergencies, and conquer all vital spheres for children, bearing in mind the digital space, which, while preserving their safety, must serve as a space to empower their citizenship and agency and to deploy their rights.

With this in mind, Educo will focus its work on the following programmatic outcomes over the next five years:

Common Indicators of Participation

Percentage (%) of children and young people participating in individual, collective or community actions (considered by them to be effective) in favour of their rights and well-being

Number of regular and systematic mechanisms for child and youth participation implemented by public and private entities

Participation and agency
for social change

Outcome: Children, adolescents and young people develop their capacity for participation and agency and bring about social change.

Child participation and citizenship operates both in a cross-cutting manner and as a programme objective in its own right, which is broken down into two intermediate outcomes/action lines. This first outcome focuses on facilitating spaces and processes for children’s voices to be heard and to influence decision-making on issues that affect them. Based on listening as a foundation, we seek to strengthen the meaningful participation and agency of children and adolescents so that, as citizens with full rights, they can promote social transformations that contribute to building fairer societies.

This involves promoting the development and implementation of public policies that guarantee their citizenship and promote and protect these spaces for participation; generating changes in social norms that enable their leadership in these processes of change, especially in the family, educational and community spheres; and, promoting their own self-organisation and creation of their own associations to pursue these social goals as they see fit.

This will be done in an inclusive and equitable manner, taking into account the evolving capacities of children, the uniqueness and diversity of circumstances of each child, and an intersectional

perspective that takes into account the different factors of discrimination in their lives. It will also take into account the valuable opportunities offered by the digital environment to expand the capacity for encounter and dialogue and, of course, to amplify the voice of children to be heard by decision-makers and other stakeholders.

Indicators
Percentage (%) of children and youth involved in participation mechanisms for accountability related to the exercise of their rights
Percentage (%) of children and youth with good skills to organise, participate, demand accountability and exercise agency
Percentage (%) of children and youth involved in individual, collective or community actions (considered by them to be effective) in favour of a culture of peace
Percentage (%) of adults who positively value the role of children and youth as agents of social change

Programmatic support
areas

Programmatic support actions refer to those actions that integrate sectors that are not priorities for Educo, but which are key due to the influence they exert on the realization of the right to education, protection and participation. They are therefore actions that serve the prioritised sectors and must be integrated into the logic of the programmatic areas defined in this framework and in the country frameworks.

Environment and climate crisis

Education for environmental protection and climate action

Outcome: Children and youth build capacities and develop competences for environmental protection and climate action.

It is increasingly evident that environmental degradation and climate change are compromising the rights and well-being of children and young people, not only now, but also in the future.

It is therefore essential to support children, adolescents, young people and their environment

to strengthen the knowledge, skills, connections and confidence needed to become agents of environmental and climate change.

And one of the pillars on which to build for this purpose must be *education for the protection of the environment and in the face of the climate crisis*, understood in a holistic sense that includes:

- Environmental education in formal, non-formal or informal settings.
- Training in topics related to green jobs, triple impact entrepreneurship or circular economy.
- Broader awareness-raising processes.



Participation and agency for environment protection and climate action

| Outcome: Children, adolescents and young people participate and exercise their agency for environmental protection and climate action.

Environmental degradation and climate change are a major concern for children, adolescents and young people today, who recognise the natural environment as one of the central components of their well-being, given all the implications it has for human beings.

And, given that at Educo we firmly believe in the right of children, adolescents and young people to act on the problems that affect them, we are committed to strengthening their capacity for agency and their participation in favour of the environment and in the face of the climate crisis:

- Contributing to amplifying their voice in decision-making, strategy design and accountability spaces.
- Strengthening their leadership skills and supporting them to claim, promote and lead actions (campaigns, projects, etc.) for environmental protection and to address the climate crisis.
- Advocating for public policies and plans that prioritise environmental sustainability, the fight against climate change and the strengthening of resilience to its effects, especially with a focus on children, adolescents and youth.

Adaptation and resilience in the face of environmental degradation and climate crisis

| Outcome: Children, adolescents, youth and their communities have strengthened adaptive capacities and resilience to environmental degradation and climate change.

Environmental degradation and climate change are shaping an increasingly changing and unpredictable environment. This impacts on the effective enjoyment of many rights, increases vulnerability, undermines resilience and exposes people to higher levels of risk, with particular emphasis on population groups such as children and youth.

It is therefore necessary to work towards more resilient communities that are able to prepare for, adapt to, anticipate, absorb, respond to and recover from the effects of environmental degradation and the climate crisis.

The main, but not exclusive, lines of action in this regard would be:

- Development of adaptive skills, both for children, adolescents and young people and for their entire environment. (families, communities, public administration).
- Children, adolescents, young people and their environment must strengthen the skills necessary to face the challenges posed by a changing environment such as the one we currently find

ourselves in, and be prepared to apply them in the short, medium and long term.

- Actions to improve environmental management at community level.
- Implementing nature-based solutions⁴⁰, which help communities adjust to and overcome the challenges of environmental degradation and climate change.

Nature-based solutions are the set of actions that use natural processes and elements to address and provide solutions to some of the main challenges posed by environmental degradation and climate change, such as water availability, sanitation management, waste management, air quality, etc. These solutions involve protecting, restoring and sustainably managing ecosystems and natural resources in ways that increase their resilience and can simultaneously provide environmental, social and economic benefits.

- Promotion of innovative solutions, including the recovery and valorisation of traditional and indigenous knowledge.

Strengthening resilience in the face of the emerging reality shaped by environmental degradation and the climate crisis necessarily involves taking a fresh look and implementing transformative solutions, ranging from the revitalisation of practices based on traditional and indigenous knowledge to the development

of technological proposals, as well as proposals in the fields of green jobs, triple-impact entrepreneurship and the circular economy.

- Strengthening public policies and service systems to support resilience building for children, adolescents, young people and their environment.

Environmental Indicators

Percentage (%) of children and youth involved in individual, collective or community actions (considered by them to be effective) in favour of ecological transition

Number of people (children, youth or adults) who have had their capacities for environmental protection and climate action strengthened through information, awareness raising and/or environmental education processes

Number of initiatives for improved environmental management and/or climate change adaptation implemented at community level (may include nature-based solutions, innovative solutions or recovery of traditional and indigenous knowledge)

⁴⁰ [Nature-based Solutions | IUCN](#)

Food security and livelihoods



Healthy and sustainable nutrition integrated into the educational development of children and adolescents is key to contributing to the right to education and guaranteeing inclusive and quality learning. At Educo, we encourage children and adolescents to access education from its roots, promoting sufficient, nutritious and sustainable food that allows them to grow up healthy, learn in optimal conditions and fully exercise their rights. We also promote the strengthening of livelihoods, recognizing the fundamental role of families and communities in the creation of stable and dignified living conditions that guarantee access, permanence and continuity in education for children and adolescents.

However, millions of children face food insecurity as a result of the climate crisis, armed conflict, economic inequality and lack of sustainable policies. The effects of climate change are of particular concern, affecting agricultural production, altering dietary patterns and reducing the availability of fresh and nutritious food. This has led to increased consumption of ultra-processed foods with devastating consequences for the health of children and adolescents. In community spaces and educational centres, the lack of adequate nutrition affects the development of the neurocognitive system of children and adolescents, which has repercussions on their concentration, academic performance and school

attendance, increasing the risk of absenteeism and dropout. In addition, food insecurity deepens gender inequalities, exposing girls to greater risks of violence, including child marriage as an economic survival strategy in situations of poverty, thus perpetuating a cycle of exclusion, malnutrition and vulnerability.

To address these realities, we integrate food security into our programme areas through actions such as nutritional food education and healthy habits, strengthening school canteens, sustainable gardens, and promoting policies that guarantee the right to school food. In addition, we promote actions such as local food production and farms that strengthen sustainable livelihoods, especially in vulnerable communities, as a fundamental strategy to improve food security in the long term. Through technical training in organic farming, entrepreneurship and circular economy, we promote sustainable income generation, empowering women and youth to strengthen their economic autonomy and the resilience of their communities. Our approach integrates gender equity, environmental sustainability and child well-being in a cross-cutting manner. We place special emphasis on the leadership of girls, boys and adolescents as agents of change, encouraging their participation in the transformation of their communities, through innovative local solutions in harmony with nature that contribute to food justice and child well-being.

In a world where the climate crisis and economic inequalities are exacerbating food insecurity, contributing to adequate food is key to ensuring children’s right to education, protection and participation and building more just and sustainable societies.

Food security indicators and livelihoods
Number of children and adolescents who have received canteen scholarships or support for healthy eating to favour access to and permanence in education
Number of people supported through Food Security and Livelihoods activities
Number of learning spaces in emergency contexts that provide school feeding
Number of people that have received food support in emergency contexts
Number of people receiving direct financial assistance to meet their first needs (cash transfer or vouchers) in emergency contexts

Child-centred disaster risk reduction

Result: Strengthened child-centred disaster risk preparedness and governance.

Child-centred disaster risk reduction (DRR) is crucial given the increasing impact of disasters, exacerbated by the climate crisis, environmental degradation, uncontrolled urbanisation and protracted conflicts. Today, one billion children are at high risk of suffering the consequences of these disasters. Events such as hurricanes, droughts, floods, earthquakes and epidemics have devastating consequences, particularly affecting children and young people, who face differentiated risks and more complex recovery.

DRR is a strategic priority that needs to be addressed in a comprehensive manner, aligned with the Sendai Framework for DRR and the Comprehensive School Safety Framework. In this regard, it is essential to promote a clear understanding of risk, ensuring that children and youth, in accordance with their evolving capacities, understand the hazards present in their environment, such as floods or earthquakes, and how these may affect their safety. This should include an approach that considers children's specific vulnerabilities, such as exposure to hazards at school, home or in the community. It is also key that children themselves are able to participate in these analysis processes and contribute to the mitigation of identified risks.



There is also a need to strengthen governance and increase investment in DRR measures that protect children from disasters and facilitate their participation so that their own voice can be heard and taken into account. This implies that national, regional and local risk management policies and plans include specific measures for child protection and resilience, such as integrating DRR into school curricula, improving school and community infrastructure, and creating child-friendly early warning systems.

Disaster preparedness must be a priority, ensuring that communities and children and youth are equipped with practical knowledge to act before, during and after a disaster. This is achieved through training activities, safe infrastructure, appropriate curriculum development and the development of validated protection plans through drills adapted to their age and capacities.

Finally, it is essential to ensure adequate response and recovery for children, ensuring that their rights, such as education, protection and participation, are maintained even in emergency situations. In addition, recovery efforts must focus on restoring their well-being and development opportunities.

Child-centered risk reduction indicators

Percentage (%) of children and adolescents who say they feel prepared to act in an emergency at their school or in their community after participating in disaster preparedness activities

Number of schools, communities, and/or municipalities that have developed and implemented a risk management plan that includes mechanisms for child participation and a rights-based approach

Number and percentage (%) of schools, communities and/or municipalities supported by Educo that have a functional early warning system that is adapted and understandable for children and adolescents and shared with the community

Number and percentage (%) of schools, communities and/or municipalities supported by Educo that have organized emergency drills integrating the active role of children and adolescents according to their abilities and stages of development

Transversal indicators for all areas

These are transversal indicators focused on relevant advocacy achievements, adapted for all of Educo's areas of action.

- Number of proposals, initiatives or amendments to legislation, policies, programmes or public budgets made during the implementation of the programme/project.
- Number of policy-makers whose capacities have been strengthened.

Cross-cutting approaches

➤ Human rights and well-being approach

The Child Rights and Well-Being Approach (CRWA) is one of Educo's most important hallmarks. Through this programmatic framework, we reaffirm and strengthen our commitment to children, taking the Convention on the Rights of the Child and the 3D Approach to well-being (material, relational and subjective) as a fundamental reference. From a rights-based perspective, the *"well-being of children and adolescents implies the recognition and realisation of their rights and is completed by revealing the specificities of the meaning of a good life, according to each cultural context"*.

Through this powerful approach we manage to combine the fundamental principles of Child Rights (non-discrimination; survival and development; best interests; and, participation), with the wellbeing approach, which complements and expands it from the humanism of the desires, aspirations and assets of children themselves to contribute to their development and that of society in general.

The CRWA will be cross-cutting in the programming cycle and also in the impacts of our programmes. Since well-being *is something that happens in relationship*⁴¹, its implementation must ensure



that children strengthen their relationships with key actors who influence the effective realisation of their rights.

To ensure its programmatic integration, the CRWA must be concretised as a methodological tool applicable in different contexts and populations, allowing for implementation adapted to cultural, social and economic diversity. This requires articulating the universal notion of human rights with the local specificities of well-being and the structural conditions that affect their fulfilment.

⁴¹ Embedding Wellbeing in Development Practice, Sarah C. White, August 2009

In relation to programme priorities the strategies to be pursued are:

- Start from situational analyses of rights and well-being (SARW), through evidence-based diagnoses that integrate the normative fulfilment of children's rights and their correlation in the perception and experiences of children, in accordance with the current legal framework, and also considering the 3D approach to well-being, in order to assess their material conditions, interpersonal relationships and the subjective dimension of their well-being. In this process, local conceptions of well-being and the exercise of rights will be analysed; the existing resources will be known; the relationships between the different stakeholders and between them and the resources; and the perception of the parties involved on their participation and the state of fulfilment of children's rights, with emphasis on the assessments of the aspirations of girls, boys, adolescents and young people and their evaluation of their lives in their contexts.
- Prioritise the reduction of the main structural gaps in access and guarantee of rights, while reinforcing the achievements and positive findings and consolidating good practices, promoting community resilience and empowerment and strengthening local actors to ensure the sustainability of positive changes.
- Adopt a multi-sectoral and systemic approach through differentiated strategies oriented towards different entitlements, ensuring a comprehensive intervention that addresses the structural causes

of rights violations and generates synergies with other sectors, taking into account the indivisibility and interdependence of rights.

- Include a risk management approach, ensuring that all interventions include a specific analysis of risks affecting children, with appropriate prevention, mitigation and response measures, especially in the context of emergencies and protracted crises.
- Establish mechanisms for accountability and impact evaluation, designing participatory monitoring and evaluation systems that measure not only the fulfilment of rights, but also children's perception of well-being, guaranteeing accessible feedback spaces where children, adolescents and young people can express their level of satisfaction with Educo's interventions, thus ensuring transparency and the continuous improvement of our actions.

Gender approach to development

Gender mainstreaming in all our actions is essential to ensure equitable access to the project's interventions and benefits and thus contribute to ensuring that all people, girls, boys, women and men, have equal opportunities for their integral development and well-being and for the full exercise of their rights.

No project is gender-neutral. Gender roles determine the position women and men occupy in all spheres of society, as well as their experiences and needs.

These different realities mean that the impacts of the project affect women and men differently. Hence the need to systematically consider the particular and different situations and needs of women and men, girls and boys, in order to assess the potential gender impacts of the project.

It should also be noted that the experiences and realities of girls, boys and adolescents are determined not only by their gender and age, but also by other variables of discrimination that are superimposed on the same individual or group of individuals and that place them in a position of clear inequality in relation to others in terms of opportunities for development and the enjoyment of their rights. Hence, our gender approach also assumes intersectionality, based on the recognition of the different and particular realities of each person, each girl, each boy and each adolescent.

In relation to programme priorities the strategies to be pursued are:

- Promote the participation, organisation, leadership and empowerment of girls, women and their organisations.
- Involve men in gender equality, promoting alternative, egalitarian, respectful and non-violent models of masculinity to the hegemonic one.
- Accompany and strengthen the capacities of gender responsibilities holders and duty bearers for the elaboration and implementation of public policies on gender and advance in the defence and promotion of the rights of women and girls.

- Promote a change in values, beliefs and social norms that restrict the rights of women and girls because of their gender.



➤ Environmental approach

As is widely recognised and demanded in the field of international development cooperation, the integration of the environmental variable in a cross-cutting manner in all actions carried out is essential to guarantee the effectiveness and quality of aid and thus achieve a sustainable impact.

Environmental degradation and climate change imply a huge deterioration in human well-being and can be seen as a key constraint to development, as they entail serious social and economic costs (just think, for example, of the huge contribution of ecosystems to the livelihoods of vulnerable households in rural areas, and thus the importance

of environmental conservation efforts for poverty reduction).

Technically speaking, environmental mainstreaming is a process that involves systematically considering the environmental effects that a given action may generate, with the aim of making the expected results sustainable from an environmental point of view.

It must be carried out in every project that the organisation implements, regardless of the thematic area to which it belongs (education, protection, etc.), through the application of specific methodologies and tools that exist for this purpose.



In relation to the programmatic priorities, the basic strategy for mainstreaming the environmental approach in the projects is:

- Carry out an analysis to identify the environmental implications of the proposed action, through which existing threats and risks of negative environmental impact are detected.
- Based on such risks, consider appropriate measures to respond and minimise the potential negative impact.
- This analysis should also provide information on the potential environmental improvement opportunities offered by the project (if any), so that arrangements can be put in place to take advantage of them.

Finally, it is worth noting that this is a process on which donors are becoming increasingly demanding, a demand that is sure to increase in the future.

Nexus Approach

This Global Programmatic Framework (GPF) integrates the Humanitarian-Development-Peace Nexus (HDP Nexus) approach as a fundamental strategy to ensure sustainable impact on children's lives. Educo recognizes that in contexts of protracted crises, structural inequalities and fragility, humanitarian responses must be interconnected with development strategies and peace-building actions. This approach seeks not only to address the immediate needs of children, but also to transform their environments so that they can grow up in more equitable, resilient and peaceful societies.

Educo's application of the Nexus approach is based on the interdependence of these three pillars. Humanitarian action responds to crises and emergencies by ensuring the survival and well-being of children in situations of high risk and extreme vulnerability. However, without a link to development, the risk of aid dependency persists, and solutions remain temporary. Educo therefore strengthens basic systems and rights for children, promoting equity and inclusion in its interventions. Development is a key component of the nexus, as it strengthens local capacities and addresses the underlying causes of poverty and inequality, ensuring that children have access to sustainable opportunities throughout their lives.

Peace is the third pillar that Educo integrates into its strategies to break the cycles of violence that affect children. Armed conflict, social violence and discrimination have a profound impact on the well-being of children, not only at the individual level but also in their communities. Building peace into the nexus means fostering social cohesion, preventing violence and strengthening community resilience, ensuring that future generations can grow up in a safe and stable environment.

To make this approach operational, Educo works under the principles of coordination, coherence, complementarity and localisation. Coordination involves articulating efforts with other humanitarian, development and peace actors to avoid duplication and maximise the impact of interventions. Coherence ensures that all of the organisation's actions, from immediate response to long-term strategies, are aligned with

the same objective: to guarantee the well-being and rights of children in any context. Finally, complementarity ensures that each intervention does not operate in isolation but reinforces structural processes that benefit children beyond immediate crises and challenges. In terms of localisation, the importance of working with organisations and communities is recognised, adapting interventions to their realities and ensuring long-term ownership and sustainability.

Furthermore, in order to effectively operationalize the Nexus approach, Educo works actively to reinforce the reduction of inequalities, ensuring that responses not only address immediate needs, but also tackle the structural causes of inequity that perpetuate cycles of poverty and exclusion. Integrating peace more effectively reduces violence, promotes social cohesion and ensures that children can grow up in a stable and safe environment. In contexts of violence, it is crucial to improve the identification and design of projects and ensure that initiatives do not perpetuate or aggravate existing tensions but rather contribute to the transformation of communities towards peaceful coexistence. Finally, promoting long-term planning ensures that solutions are not only immediate, but that they contribute to the structural transformation that contexts of crisis and fragility require, strengthening the long-term resilience of communities and that the progress achieved is sustainable over time.

Localisation approach

At EDUCO, we strongly believe that localisation is an essential step in transforming both international cooperation and humanitarian action into more equitable, sustainable and inclusive practices. It is not only about transferring resources, but also about recognising and strengthening the leadership, knowledge and capacity of local actors. We are committed to relationships based on trust, co-responsibility and mutual respect.

Over the next five years, EDUCO will be committed to **strengthening and consolidating our work in the field of localisation and decolonisation**.

This commitment implies not only transforming our practices, but also revising our beliefs, perceptions and ways of acting as an international organisation. We know that this path requires listening, continuous learning and adaptation to the contexts, always with the aim of guaranteeing access to rights and the well-being of the children and young people with whom we work.

We will continue to work in partnership with a diversity of actors - local and national NGOs, networks, research centres, volunteer groups and child-led organisations - through direct funding, capacity building, technical support and advocacy.

As signatories to the **Charter for Change**, we will focus our work on localisation by committing to:

- Channelling at least 30% of our funds directly to local and national organisations.
- Apply the Partnership Principles: equality, transparency, shared responsibility and complementarity.
- Ensure transparency in the transfer of resources and accountability.
- Prevent the erosion of local capacities through fair recruitment policies.
- Promote the active participation of our local partners in decision-making from the outset.
- Support organisational strengthening based on the needs identified by the local organisations themselves.
- Making local leadership visible in our public and media communications.

In addition, we will continue to place children, adolescents and youth at the centre of our strategy. We recognise their role as agents of change and are committed to facilitating their meaningful participation, strengthening their organisations, promoting their leadership and measuring the impact of our actions on their well-being.



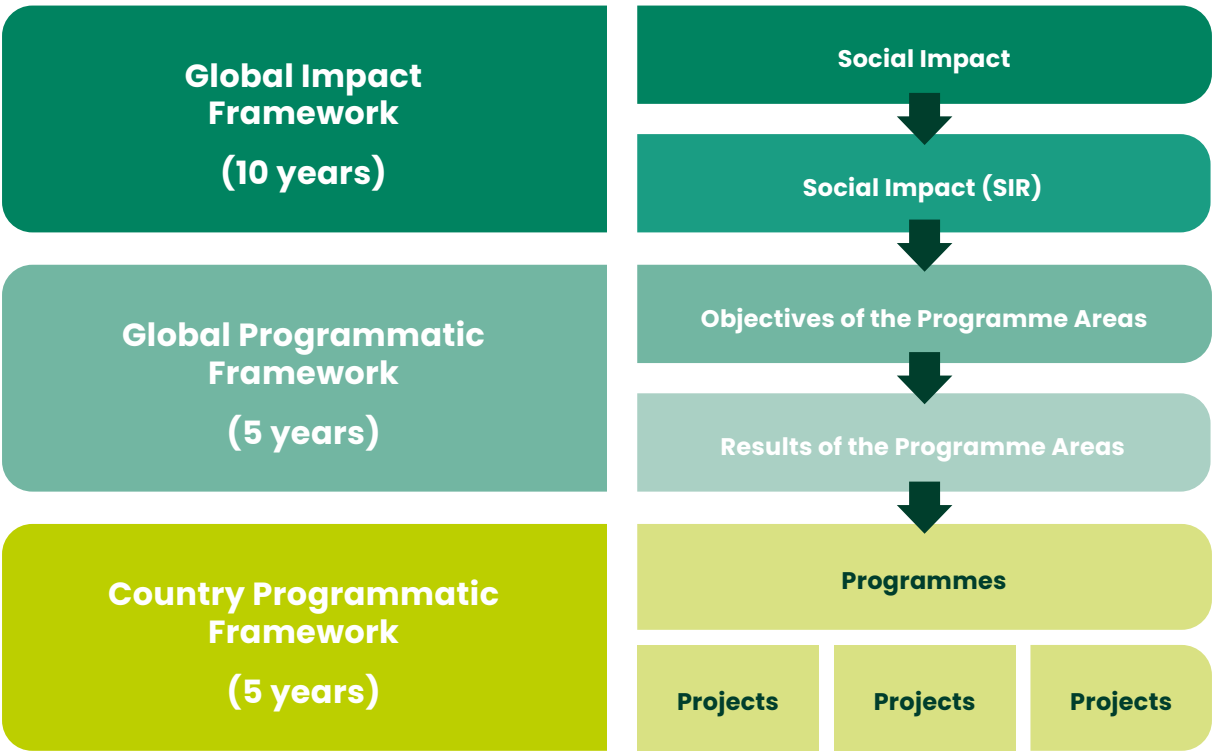
Results framework and impact measurement

The Global Impact Framework 2020-2030 establishes and formalizes the strategic priority of orienting all Educo's actions towards the social impact we wish to achieve, as described in the same document. This priority is materialized through the adoption of the Impact Measurement and Organizational Learning Approach and the implementation of the SEAL procedures and tools and Educo's Social Impact Measurement System. This system is based on global indicators for measuring and contributing to the Sustainable Development Goals, associated with the Social Impact Results (SIR) of the Global Impact Framework 2020-2030 and the objectives and results of the programme areas of this Global Programmatic

Framework 2026-2030. Through a multi-level measurement system, common indicators provide the backbone and focus for our actions, enabling programmes to contribute to measuring and achieving impact results.

Results framework and programme logic:

With the Social Impact Results (SIR) horizon, each programme area and its lines of work has its own objectives and results, which guide the contribution of projects and programmes towards the desired impact.



Strategic monitoring and impact measurement:

As part of our commitment to continuous improvement, accountability and learning, we have developed a system of indicators that allows us to comprehensively monitor and evaluate the implementation of our Programmatic Framework.

This system includes impact indicators, which allow us to observe the long-term changes we aspire to generate in the populations and territories we work with. In addition, we have indicators at different levels (multilevel), associated both to our programme areas and to specific lines of action. These indicators allow us to:

- Measure progress in implementing our strategies and activities.
- Learning on a continuous basis, identifying what is working, what needs to be adjusted and where innovations are required.
- Communicate more effectively the results, achievements and challenges of our work to key audiences, including partners, donors and communities.
- This multi-level approach provides us with a more comprehensive and dynamic view of progress, facilitating evidence-based decision-making and strengthening our capacity to adapt in changing contexts.

The complete indicator framework is presented in the annex to this document, where the indicators are detailed by level, programme area and line of action. This framework will serve as a common reference for the monitoring and evaluation of programmatic frameworks at country level, as well as for the different programmes and projects developed within the framework of our institutional strategy. Its consistent application will align efforts, facilitate the systematisation of results and strengthen comparability and learning across contexts.





**We are Educo, an NGO that works in more than 18 countries
for the wellbeing and rights of children, specially the right
to receive a quality education.**

We stand with children all over the world, especially those who
live in situations of vulnerability, poverty, or lack of opportunities.
Whatever happens, nothing can stop us: in any crisis, armed conflict
or emergency, education cannot stop. Because education is urgent:
it heals, empowers, and protects.



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