

# **Accountability Report for Accountable Now 2024**



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**2024 Accountability Report for Accountable Now**

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# Introduction by our Executive Director

I am pleased to present our 2024 Accountability Report. In the current context of increasing misinformation and challenges to public trust, accountability is a central component of our work and takes on even greater relevance. At Educo, we believe that accountability is based, above all, on trust. We want to build solid and transparent relationships with our stakeholders because we believe this is the only way to have a positive impact on children's lives.

In 2024, Educo continued to expand and consolidate its expertise in humanitarian action, maintaining a strong commitment to education throughout all phases of an emergency. We are guided by our Global Strategy for Education in Emergencies, which sets out a framework to ensure that all children have access to safe, inclusive and quality education, including in crisis contexts. The strategy incorporates a robust community- and location-based accountability approach, committed to encouraging active community participation throughout the education response process. This is centred on ensuring a trusting relationship between the community, Educo's teams and partners, and on creating safe, protective and adapted environments to guarantee children's meaningful participation. Similarly, the strategy sets out our commitment to empowering local education organisations, prioritising their leadership and promoting equitable partnerships based on equality, transparency, complementarity of work and shared responsibility.

We continue to learn and grow through our partnership relationships, while strengthening our accountability mechanisms in relation to the organisations and entities we collaborate with. This year we have been evaluated by a number of local partner organisations, who have provided us with important feedback that compels us to review and adjust our practices. A specific example of this mutual learning is the new version of our Gender Policy, which is the result of reflections and discussions with the partner organisations, alliances and networks we belong to. These conversations have inspired us to pursue a more ambitious and transformative policy. We are also developing a position paper on localisation and decolonisation, which will guide our work in this area. Our active participation during the year in various networks dealing with localisation encourages us to continue to develop and increase our knowledge about this process.

The year 2025 marks the last year of our Global Programmatic Framework, as well as of the Country Programmatic Frameworks. We have therefore already engaged in a process to evaluate and reflect on what we have achieved in the past five years, listening to and taking into account the voices of all our stakeholders. On the basis of this analysis, we now need to define where we want to focus our programmatic action in the coming period, thinking about how best to use our knowledge and capacities to respond to the crises we face today.

We are very pleased to be part of the Accountable Now network. This gives us the opportunity to share and learn from the practices of other organisations, as well as join forces to further advance accountability in the sector.



Pilar Orenes, CEO, Educo

# Note on this report

This report is prepared annually by Educo to demonstrate our commitment to being accountable, open and transparent, as a full and active member of the Accountable Now community.

The report follows the Accountable Now reporting guidelines, which comprises a Core Report with five Core Questions and an Action Plan with a set of planned actions. The Action Plan is updated annually to show the progress we make towards achieving our goals.

This report is assessed by Accountable Now's Independent Review Panel, who provide us with feedback and recommendations for improvement. Both the report and the feedback are then published on Accountable Now's [website](#).

The process of putting this report together fosters organisational learning and reflection at different levels and is a way for us to publicly commit to taking specific steps towards enhancing our accountability.

# Answers to key questions

## 1. What have Educo's most significant achievements and impacts been this year and how have they been validated by its stakeholders?

During 2024, we conducted a participatory review process with all our country offices to evaluate the 2021–2025 Global and Country Programmatic Frameworks. This process also involved developing the new 2026–2030 Frameworks, which are a key period for Educo's strategic planning.

Throughout the process, each country office has been able to systematise the period's outstanding achievements and impacts, taking into account the monitoring and evaluation of implemented projects and the lessons learned as a result. It is worth mentioning that the evaluations are carried out using a participatory methodology involving stakeholders, which enables the analysis and results to be validated.

The analysis focused on the following objectives:

- Identifying lines of action/areas that have experienced greater or lesser progress.
- Identifying key success factors and good practices for replication or expansion.
- Specific recommendations

The following sources of information have been used for this purpose:

- Analysis and systematisation of evidence and learning from projects carried out between [2020 and 2022](#)
- [A meta-evaluation of 20 evaluations](#) carried out between 2022 and 2024 was carried out, which involved a strategic analysis of the findings for each area of intervention, as well as the most important recommendations for the next period.
- Data analysis of the social impact measurement test conducted during 2022 and 2023
- Internal spaces for reflection and evaluation by each country office on their Country Programmatic Frameworks and the Global Programmatic Framework.

We can highlight several achievements and impacts of this participatory process:

- In the area of safe and inclusive educational processes: Innovative and critical methodologies have been promoted to improve learning. Gender and co-education have been incorporated, as have local languages and cultures. Safe and protective education has been encouraged, along with effective conflict resolution strategies.
- The capacity to adapt the intervention logic of the projects has been developed, as has the ability to propose alternatives such as remote learning and support from families and community learning spaces.
- The importance of teacher support has been emphasised, particularly in the post-Covid situation, in terms of providing psychological support and preventing dropouts.
- There has been progress in violence prevention initiatives and community protection mechanisms, which are often combined with education. Good practices and resources have been implemented.
- The projects have successfully raised awareness of women's and girls' rights, empowering them to challenge violence.
- The projects have significantly reduced the number of children engaged in hazardous or risky work through direct interventions and awareness-raising activities.

- There have been initiatives to promote greater child participation and agency for social change. The Advisory Council initiatives are being replicated at Educo globally.
  - Educo has promoted sustainable and environmentally friendly practices, thereby improving community resilience to climate change in a few projects focused on ecological transition.
  - In the Impact Measurement System, an assessment has been made on the information collected and processed from 18 projects. While this information comes from a testing phase and does not yet reflect Educo's overall intervention, the analysis shows positive trends in some indicators:
    - 1.1.1. Children and adolescents (CA) are able to learn what they need to know (88.9%)
    - 1.1.3. CA report having expanded their capacity to aspire and perceive their transition to adulthood positively (93.4%).
    - 2.2.1. CA have a confident and secure attachment (88.4%)
    - 2.2.2. CA feel safe and respected in their daily lives (85,8%)
    - 2.3.1. Children have self-protection capacities (86%)
- Others need reinforcement:
- 1.2.5. Children learn and are educated in inclusive and non-sexist educational spaces and processes, with trained educators and greater co-responsibility (38%).
  - 2.1.2. Adolescents, young people and men recognise the harmfulness of the hegemonic masculinity model (35%).

## 2. If applicable, how have your organisation's accountability processes been affected by significant internal or external changes during the reporting period?

Externally, 2024 was marked by a number of humanitarian crises, both long-term crises and disaster emergencies, many of them caused by the effects of climate change. Educo has responded to emergencies such as the floods that affected several Central American countries, heavy rains in the Sahel region, extreme heat waves in India and Bangladesh, as well as the DANA emergency in Spain, which caused a catastrophe never seen before in the country. These situations have prompted us to expand our capabilities and tools in the field of humanitarian action, as well as strengthening our networks with other stakeholders in the sector. We have focused our efforts on Education in Emergencies, with the launch of our [Education in Emergencies Strategy](#), the reference framework that establishes the principles, approaches, objectives and scope of Educo's work in this area. A key aspect of this strategy is active participation, especially from children, so that we can tailor our response to their specific needs. In Spain, for example, we have carried out several advocacy actions to highlight the importance of child participation in the recovery process following the DANA and we will continue to support the implementation of children's councils that participate in the whole reconstruction process.

On the other hand, the global context, characterised by political and economic turbulence, continues to compel us to seek a more diverse range of funding sources. One of the steps we have taken is the creation of a new Business Unit to work on other possible sources of funding, taking advantage of Educo's experience and expertise in the fields of education, child protection and child participation. One example of this is the development of a training and support programme to promote safe environments in sports and leisure organisations, educational centres, and other public or private organisations that work with children and young people. We continue to adapt our evaluation and impact measurement systems to make them more suitable for these types of projects and collaborations with different partners.

In relation to external reporting processes, the Spanish Cooperation Agency has launched a new accountability initiative aimed at consolidating data from all projects financed with institutional funds. The aim of this initiative is to achieve integrated accountability on behalf of all Spanish Development Cooperation actors, with a view to improving transparency, strengthening communication with key stakeholders and aligning the results of interventions with the indicators established in the 2030 Agenda. Educo has participated in the consultation sessions on the indicators, and we believe that this is a positive initiative for the sector. We believe it will give greater visibility to the work of organisations in the sector and promote access to clear and understandable data. We are currently assessing how these indicators can be integrated into our measurement system and other internal accountability mechanisms. We are also using this new requirement to inform the definition of the indicators that will be used to evaluate and hold accountable our 2026–30 Global Programmatic Framework.

In 2024, we achieved the Level 1 Keeping Children Safe certification for our head office, which assesses our organisational child protection framework. This evaluation process includes an accountability pillar that measures transparency towards key stakeholders, among other things.

On the other hand, we are accountable to our institutional donors for organisational child protection and protection from abuse, harassment and sexual exploitation. In 2024, UNICEF's Protection from Sexual Abuse, Harassment and Exploitation (PSEA) assessments were conducted on behalf of the UN system in relevant country offices. In addition, the obligation to carry out a global SEAH assessment, which we have completed with a score of 8/8, will be implemented from 2024 onwards, pending the final results from the United Nations.

### **3. How has your organisation learned from the incidents, complaints and claims received in the last year? (These may include safeguarding, fraud, corruption, whistleblowing, integrity violations, etc.)**

Educo has two separate systems for reporting and managing complaints and feedback. They are independent but interconnected channels, ensuring that all stakeholders have access to a mechanism for communicating an issue or providing feedback.

First, we have a [specific whistleblowing channel](#), which is managed through the Whispli platform. During 2024, we were informed of the following incidents through our whistleblowing channel:

ISSUE	NUMBER OF REPORTS
Abuse of authority	2
Hostile environment	2
Conflicts of interest	1
Corruption and bribery	3
Discrimination	1
Fraud	3
Child Safeguarding Policy	1
Policy on Protection Against Sexual Exploitation, Abuse and Harassment	5

Theft or misuse of company property	2
Other issues	4
Related cases	13
Security incidents	27
<b>TOTAL</b>	<b>64</b>

These figures show a significant increase in the number of reported cases compared to last year (64 cases in 2024, 43 in 2023). Although it is impossible to know exactly why there has been an increase, we believe that raising awareness of the channel and the secure, independent management and effective handling of reported cases offered by Whispli are important factors that have boosted people's confidence in the channel. Although reporting through our whistleblowing channel is anonymous and confidential, from 2025 we will require basic information about the profile of the whistleblower in order to understand how we might improve the channel's internal and external outreach.

In 2024, reported incidents received prompted the identification and implementation of several improvement and prevention measures. Firstly, a new psychosocial risk assessment tool is being developed, with the aim of understanding and optimising the conditions of the working environment and achieving a safer and healthier organisation. At the same time, preparations are underway to launch a wellbeing space for Educo staff, with resources, courses and training on mental health and wellbeing in different languages. This initiative will include a helpline with psychological support.

In addition, a number of measures were identified to improve case management and the investigative process further, adapting them to the organisation's needs and the increased volume of cases. Following an analysis of case management, it was decided that training on the use of the whistleblowing and SCC channels should be reinforced in the country offices, with a focus on the purpose and functions of each channel. In addition, we continue to expand our network of local lawyers in the countries we operate in, who provide us with legal advice, management and defence services. Another planned action that we are working on is identifying child protection and gender-based violence mechanisms (such as referral and victim care) at the country office level and developing a guide on implementing a victim-centred approach. In the medium term, we will also develop a research methodology to ensure compliance with international best practices and standards.

On the other hand, in 2024 we received 101 complaints through our suggestions, complaints and commendations (SCC) mechanisms. Of these 101 complaints, 42% were related to programs and projects, 17% to fundraising campaigns, 8% to administrative issues, 17% to human resources, and 16% to other issues. On our website, we publish an [annual report](#) with a detailed analysis of the SCCs received and the actions taken.

#### 4. Internally, how has your organisation practised a dynamic accountability approach?

In 2024, we continued to expand and strengthen the Child-Centred Leadership (CCL) program. This initiative seeks to transform organisations into entities that are more inclusive, equitable and humane. The program promotes collaboration between individuals and teams, trust, ongoing learning, and the wellbeing of team members. So far, our focus has been mainly on the first module of the program, which



is centred around personal transformation and involves Educo team workshops. One of our objectives for the future is to be able to offer the program to other NGOs, companies and the general public.

Every year we carry out an evaluation of the impact of the actions we have carried out in the framework of the program. In the 2023 evaluation<sup>1</sup>, 97% of participants indicated that the program had made a great or clear contribution to their professional development. 67% said they had seen a lot or quite a few changes in the office, thanks to the program. The results of the program are shared with the entire Educo team through the ambassadors and the news we publish on our intranet.

In addition, Educo conducts an annual organisational culture survey, which collects data from the entire team on topics such as leadership, gender equity, efficiency, organisational learning, participation, decision-making, communication, and empowerment, among others. From this year onwards, the survey results will be analysed and addressed primarily within the context of LCI Module 2, which centres on creativity and organisational transformation. The lowest scoring dimensions of the survey will be addressed in workshops involving the entire country office team. These topics will be explored through participatory and creative processes. The results will be analysed and possible changes to improve the situation will be proposed. We piloted a workshop of this kind in El Salvador at the beginning of 2025. This experience gave the team an opportunity to bond more closely and prompted some profound reflections on the challenges facing the organisation. As actions for improvement, the team agreed to unlearn practices that do not allow us to move forward, to generate more spaces for coordination and communication and to think of different ways of working and relating to each other, over and above the challenges that exist. This process is key to creating and strengthening the organisational culture.

At the same time, each country office analyses the results of the organisational culture survey annually within the framework of a global KPI ("Assessment of the dimensions of organisational culture"). In the institutional KPI report, each country office identifies strengths and areas for improvement and defines the targets for the next two years. In India, for example, the following improvement objectives have been identified: strengthening work-life balance mechanisms, improving interdepartmental coordination and developing mentoring programmes to enhance organisational learning. In Senegal, there is a need to improve the decision-making process by involving relevant staff in decisions that affect them.

In 2024, significant efforts were made to promote the sharing of SCC mechanisms among Educo staff and to collect their feedback on how they work. Various activities were carried out in the country offices, including training sessions, coordination meetings with management teams, and evaluations of the available SCC mechanisms. In Bolivia, for instance, staff evaluations revealed that 80% of employees had used at least one of the mechanisms at least once and believed that improvements had been made to the office's internal functioning.

Of the 828 SCCs received in 2024, 85 were submitted by internal stakeholders. The measures taken include improving working conditions and office facilities, simplifying internal procedures, promoting the application of institutional policies, implementing training on specific topics and reinforcing the visibility of Educo's work, among others. In addition, individuals and teams were congratulated for their commitment and good handling of specific situations.

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<sup>1</sup> We are currently in the process of finalising the 2024 assessment.

## **5. In what ways has your organisation applied a dynamic accountability approach towards external stakeholders, such as partners, communities and project participants?**

For Educo, forming partnerships with other organisations is key to creating a fairer world for children. We believe that we can only achieve our strategic objectives and have a lasting impact if we build effective partnerships based on commitment, fairness, respect, and mutual accountability.

As part of our Global Organisational Development Plan, one of the KPIs we introduced in 2023 is measuring the satisfaction of local partner organisations with the quality of our work. The level of satisfaction is calculated based on responses to a survey provided by the country office and structured into six assessment domains. Strategic guidance and program co-creation; Fostering dialogue and consultation; Ethics and institutional policies; Technical capacity building; Project monitoring and evaluation; Catalyst and reputation. At the same time, qualitative analysis of the results enables evidence of success and learning within the relationship between Educo and the LPOs to be identified.

In 2024, we were assessed by a total of 16 LPOs, from Bolivia, El Salvador, Spain and India. They indicated a very high level of satisfaction with Educo's work and expertise in general (90%) and provided us with interesting feedback on the most valued aspects and the aspects in which they think we could improve. The feedback varied between different countries and contexts. At the global level, however, the following were valued positively: fluid communication with Educo; continuous accompaniment through technical training and monitoring of strategies, activities and results; a constructive attitude towards establishing synergies; "child-friendly" standards and policies; and program strategies. The following were highlighted among the lowest rated points: prior clarity on the requirements for compliance with regulations or guidelines; actions to promote environmental sustainability; tensions between the general strategy and the local strategy; decision-making spaces. Each country office analyses the results, identifies relevant lessons learned, and sets improvement targets based on this analysis. The global analysis of the KPIs is presented to the Management Committee and the Board of Trustees and published internally in an institutional report. The challenge now is to promote the systematic application of the tool in all country offices worldwide.

Another accountability mechanism involving local partner organisations are the 'mixed commissions' — shared decision-making spaces made up of representatives from Educo and the LPOs. In fact, these have been highlighted by the LPOs in the evaluation survey mentioned in the previous paragraph. Mixed commissions are part of our project monitoring process and allow us to monitor the evolution of the project closely in a collaborative way, promoting learning and mutual accountability between Educo and the LPO. The mixed commissions are in charge, for example, of managing the project and making strategic decisions, promoting coordination between the different actors, monitoring the actions carried out in each phase of the project, ensuring the correct management of the budget and socialising the progress achieved by the project, among other things.

Each country office implements different actions to help achieve Goal 3.7 of our Organisational Development Plan: "Define and adopt the localisation model in Educo". In Bangladesh, for example, a partnership management guide with a localisation approach has been developed, which clarifies the roles and responsibilities of both parties in all phases of the project cycle. Annual meetings (Partners' Meet) are organised to promote trust and collaboration between Educo and the CSOs, and to collect feedback to help us improve on an ongoing basis. One of the notable actions in Benin is the reinforcement of transparency mechanisms for LPOs through periodic reports, surveys, dialogue, accountability sessions and strengthened monitoring mechanisms.

# Action plan

The following action plan sets out five commitments that will contribute to improving our accountability practice. We will report on progress on these commitments over the next two years.

Action 1		
Objective + What do we mean by success?	Develop a guide for child participation in the project cycle to guide the implementation of Educo's new Child Participation Policy.	
	Actions planned	Updates
Key steps to achieve the objectives	<ul style="list-style-type: none"> <li>- Hold consultations with children about their participation in the project cycle in Bangladesh, the Philippines, Benin, Mali, Spain, El Salvador and Bolivia.</li> <li>- Review existing documentation (guides, manuals, etc.) on this issue.</li> <li>- Develop, validate and translate the guide.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Completed.</b> We have held consultations with children in all the countries we planned for (Bangladesh, the Philippines, Benin, Mali, Spain, El Salvador and Bolivia).</li> <li>- <b>Completed.</b> We have carried out a bibliographical review of existing sources.</li> <li>- <b>Partially completed.</b> We have developed a first draft of the guide, based on the information we gathered from the children who participated in the consultations. Because the children made valuable recommendations for adults to support them to participate more and better in projects, it was decided that the guide would take the format of a dialogue between a girl and a boy. In addition, all participating country offices will be asked to validate the guide, including technical staff and children.</li> </ul>
Calendar	<p>2024:</p> <ul style="list-style-type: none"> <li>- First semester: Consultations with sponsored children in Bangladesh, the Philippines, Benin, Mali, Spain, El Salvador and Bolivia.</li> <li>- First semester: analysis of consultation results</li> <li>- Second semester: first draft of the guide</li> <li>- Second semester: review of the draft guide by the Child Participation Commission and other Educo experts</li> </ul> <p>2025:</p> <ul style="list-style-type: none"> <li>- First semester: translation, layout and distribution of the guide</li> </ul>	<p>2025:</p> <ul style="list-style-type: none"> <li>- First semester: review the draft guide and validate it with children and adolescents. Translate the draft guide.</li> <li>- Second semester: design the guide and distribute it throughout the organisation.</li> </ul>
Lessons learned and other reflections	<ul style="list-style-type: none"> <li>- From the children's comments, it is clear that they need to understand how we operate and the implications of each project phase in order to participate in the organisation's projects. This must be combined with an understanding of the conceptual and practical issues surrounding the right to participation.</li> </ul>	

Action 2		
Objective + What do we mean by success?	Consolidate Educo's impact measurement system to better understand, adjust and account for the impact of our work.	
	Actions planned	Updates
Key steps to achieve the objectives	<ul style="list-style-type: none"> <li>- Sharing of the updated version of the questionnaire</li> <li>- Completion of the data model and digitalisation</li> <li>- Sampling of projects to apply impact measurement in 2024 and 2025</li> <li>- Technical support and training for teams</li> <li>- Data processing, quality review and data analysis</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Completed.</b> The updated version of the questionnaire has been shared and is now in force.</li> <li>- <b>Completed.</b> The data model and digitalisation have been completed. Visualisation in Power BI is currently being finalised before being made widely available to teams (planned for June-July 2025).</li> <li>- <b>Completed.</b> The representative sample of projects for the application of impact measurement in 2024 and 2025 has been carried out, in coordination with the country offices, setting up a sample group that will provide us with global information that is representative of the progress of our social impact results.</li> <li>- <b>Completed.</b> Training capsules and meetings have been held for the teams and ongoing support for preparing tools to apply impact measurement.</li> <li>- <b>Completed.</b> The quality review of the data collected has been carried out, and the information resulting from the projects that measured impact between 2022 and 2024 has been processed and analysed. This information, because it is a test, has not been found to be representative, so the data cannot be taken as global data. However, the results of the measurement of each project have been taken into account in the analysis of evidence.</li> </ul>
Calendar	<p>2024:</p> <ul style="list-style-type: none"> <li>- First semester: completion of the data model and digitalisation</li> <li>- First semester: project sampling</li> <li>- Ongoing: technical support and training of teams, data processing and quality review.</li> </ul> <p>2024 and 2025:</p> <ul style="list-style-type: none"> <li>- Application and analysis of data</li> </ul>	<p>2025:</p> <ul style="list-style-type: none"> <li>- Ongoing: Application and analysis of data from a sample group of representative projects</li> <li>- Ongoing: technical support and training of teams, data processing and quality review.</li> <li>- June-July: Sharing of access to Power BI visualisation of impact measurement data</li> <li>- Second semester: data analysis in the framework of the 2021-2025 Global Programmatic Framework evaluation</li> </ul> <p>2026:</p> <ul style="list-style-type: none"> <li>- Publication of impact measurement data</li> </ul>

Lessons learned and other reflections	<ul style="list-style-type: none"> <li>- The digitalisation and data visualisation process involves a certain degree of technical complexity and well-coordinated cooperation between different areas. We have a person in the MEAL team who has a digital programming profile, which has allowed us to make an exponential leap in the progress of this action.</li> <li>- The resources required (time, budget, people) for the implementation of impact measurement need to be planned.</li> </ul>
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Action 3		
Objective + What do we mean by success?	Define and adopt Educo's localisation model through a reflective process that will conclude with the organisation's institutional positioning and the implementation of a roadmap.	
	Actions planned	Updates
Key steps to achieve the objectives	<ul style="list-style-type: none"> <li>- Global reflection on localisation through surveys and focus groups</li> <li>- Development of an internal position on localisation and decolonisation</li> <li>- Development of a work plan to guide decentralisation actions and transformation of internal relationships</li> <li>- Subscribe to "Charter for Change"</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Partially completed.</b> Participation in external networks and working groups, mainly the Acapacá Learning Network on Decolonisation, the Spanish NGDO Coordinating Committee and the CFA's Locally Led Development working group, which has informed Educo's thoughts on this issue. In 2025 we plan to carry out a reflection with internal staff in the framework of the planning workshops for the new GPF.</li> <li>- <b>Partially completed.</b> We have drafted <i>Educo's Vision on Localization and Decolonization</i>, with input and participation from the localisation working group. The document is pending discussion, review and input from the Global Executive Committee (GEC), which is scheduled for 2025.</li> <li>- <b>Action modified.</b> We will take the steps proposed by Charter for Change as a global roadmap and from there, each country office will move forward according to its context and needs. The agreed localisation aspects will be included in the Country Programmatic Frameworks (CPFs).</li> <li>- <b>Partially completed.</b> Progress has been made in the submission of our application to register with Charter for Change. This has taken longer than expected, but it will finally materialise in 2025.</li> </ul>
Calendar	2024: <ul style="list-style-type: none"> <li>- Internal reflection on localisation and decolonisation</li> <li>- Subscription to "Charter for Change"</li> </ul>	2025: <ul style="list-style-type: none"> <li>- Subscription to "Charter for Change"</li> </ul>

	<p>2025:</p> <ul style="list-style-type: none"> <li>- Development of an internal position on localisation and decolonisation</li> <li>- Development of a work plan to guide decentralisation actions and transformation of internal relationships</li> <li>- Include agreed localisation aspects in the Global Programmatic Framework (GPF).</li> </ul> <p>2026:</p> <ul style="list-style-type: none"> <li>- Distribution of the position paper and work plan</li> <li>- Updating of relevant documents and tools to align them with Educo's positioning.</li> <li>- Inclusion of agreed localisation aspects in the Country Programmatic Frameworks (CPFs).</li> </ul>	<ul style="list-style-type: none"> <li>- Internal reflection on localisation and decolonisation in the framework of the planning workshops for the new GPF</li> <li>- Review and approval of the institutional position paper on localisation and decolonisation</li> <li>- Inclusion of agreed localisation aspects in the Global Programmatic Framework (GPF).</li> </ul> <p>2026:</p> <ul style="list-style-type: none"> <li>- Distribution of the position paper and work plan</li> <li>- Updating of relevant documents and tools to align them with Educo's positioning.</li> <li>- Inclusion of agreed localisation aspects in the Country Programmatic Frameworks (CPFs).</li> </ul>
Lessons learned and other reflections	<ul style="list-style-type: none"> <li>- Given the very uncertain context that the sector is currently experiencing, it is necessary to evaluate and adjust the actions that we have planned in this area. Restrictions on public spaces, new legislation in some countries and funding cuts affect how we define our localisation model and how we integrate it into our work. At the same time, we must consider the evolving conversation around localisation and decolonisation within the sector.</li> </ul>	

Action 4		
Objective + What do we mean by success?	Implement Educo's new Transparency Policy in order to promote transparency and access to information for all our stakeholders.	
	Actions planned	Updates
Key steps to achieve the objectives	<ul style="list-style-type: none"> <li>- Incorporation of new members in the Commission</li> <li>- Updating of the Commission's terms of reference</li> <li>- Development of the Commission's action plan for 2025</li> <li>- Coordination with relevant teams to ensure that key actions are incorporated into their action plans.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Completed.</b></li> <li>- <b>Completed</b></li> <li>- <b>Completed</b></li> <li>- <b>Pending.</b> This will be added into the planning process for 2026.</li> </ul>
Calendar	<p>2024:</p> <ul style="list-style-type: none"> <li>- Renewal of the Transparency Commission</li> </ul> <p>2025:</p> <ul style="list-style-type: none"> <li>- Updating of the Commission's terms of reference</li> <li>- Development of the Commission's action plan for 2025</li> <li>- Coordination with relevant teams to ensure that key actions are incorporated into their action plans.</li> </ul>	<p>2025:</p> <ul style="list-style-type: none"> <li>- Drafting of a survey on transparency at Educo, to guide the implementation of the Transparency Policy.</li> <li>- Preparation and production of information capsules on the Transparency Policy and its implementation.</li> <li>- Coordination with relevant teams to ensure that key actions are incorporated into their action plans.</li> </ul>
Lessons learned and other reflections	<ul style="list-style-type: none"> <li>- We have seen that there is a need for greater distribution and awareness of the Transparency Policy, so that the entire team knows what Educo's framework of reference is and understands what the implications are for their work.</li> </ul>	

Action 5		
Objective + What do we mean by success?	Integration of the Diversity, Equity and Inclusion (DEI) Framework into Educo's organisational culture	
	Actions planned	Updates
Key steps to achieve the objectives	<ul style="list-style-type: none"> <li>- Translation and design of the DEI Framework</li> <li>- Digitalisation of training on the DEI Framework</li> <li>- Launch of the new e-learning platform, Campus Educo</li> <li>- Sharing of the Framework through institutional channels</li> <li>- Global launch of training on the DEI Framework</li> <li>- Inclusion of the DEI Framework in the induction process for new team members</li> <li>- Follow-up of training courses and awarding of diplomas</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Completed.</b></li> <li>- <b>Completed.</b></li> <li>- <b>Completed.</b> The new platform, Campus Educo, was launched. Training on the DEI Framework was included on the platform and in the digital induction process.</li> <li>- <b>Completed.</b> The DEI Framework was distributed globally.</li> <li>- <b>Partially completed.</b> During the first semester of 2025, the DEI training course will be launched on the Educo Campus.</li> <li>- <b>Partially completed.</b> The course is in the process of being included in the induction process for new recruits in 2025.</li> <li>- <b>Partially completed.</b> We are starting to follow up on the training courses.</li> </ul>
Calendar	<p>2024:</p> <ul style="list-style-type: none"> <li>- Translation and design of the DEI Framework</li> <li>- Digitalisation of training on the DEI Framework</li> <li>- Launch of the new e-learning platform, Campus Educo</li> <li>- Sharing of the Framework through institutional channels</li> <li>- Training (online) for the whole active team</li> </ul> <p>2025:</p> <ul style="list-style-type: none"> <li>- Inclusion in the induction process for new team members</li> <li>- Follow-up of training courses and awarding of diplomas</li> </ul>	<p>2025:</p> <ul style="list-style-type: none"> <li>- Training (online) for the whole active team</li> <li>- Inclusion in the induction process for new team members</li> <li>- Follow-up of training courses and awarding of diplomas</li> </ul>
Lessons learned and other reflections	<ul style="list-style-type: none"> <li>- We believe that all areas of Educo need to take ownership of the DEI Framework and understand how it impacts their work. To prevent gender discrimination, the organisation must continue to work to prevent it and take action when it occurs.</li> </ul>	