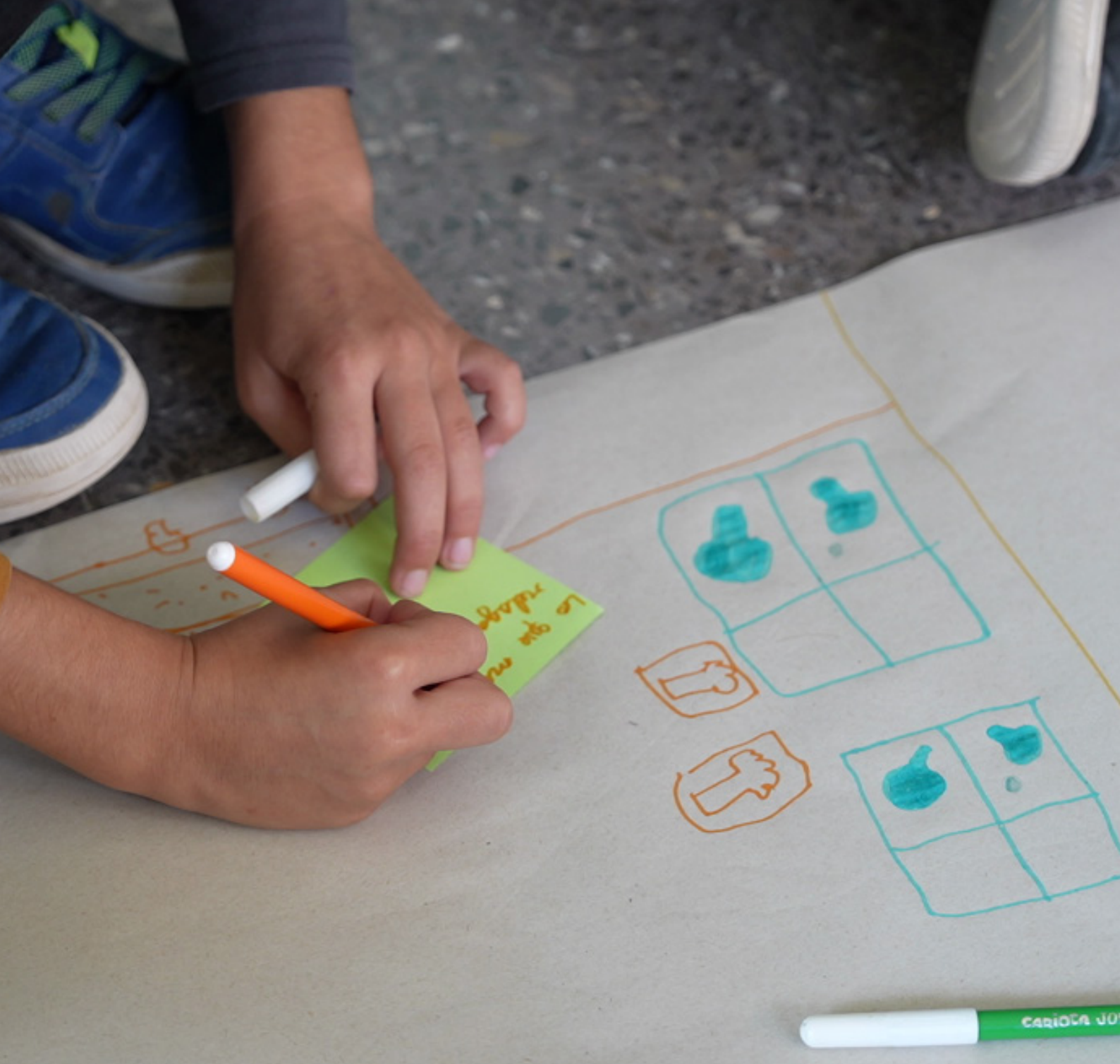




Suggestions, Complaints and Commendations

Annual Report 2025 and 2021-2025 Summary

Title: Global Suggestions, Complaints and Commendations Annual Report 2025 and 2021-2025 Summary

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Coordination and production: Laura Cantle, Clara Sainz, Anne Clément (Global Suggestions, Complaints and Commendations Commission)

Correction: Judith Escales

Photography: Educo Archive

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For more information about the issues covered in this document, please contact:

ComisionGlobalSQF@educos.org

Special thanks to the members of the National Suggestions, Complaints and Commendations Committees in the countries we work in.

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1. Presentation

Educo has a Suggestions, Complaints and Commendations (SCC) policy, which constitutes one of the pillars of its global institutional accountability system. It is the tool that provides the framework for all stakeholders, both internal and external, to submit their suggestions, complaints and commendations, and ensures that they are handled appropriately. The aim of this policy is to identify areas for improvement in our work as part of a continuous learning process.

In order to ensure the policy is properly implemented, Educo has two specific bodies: one is the Global SCC Commission, which is responsible for leading and supporting the implementation of the policy at a global level; and the other is the National SCC Committee in each country office, which are responsible for implementing, managing, promoting and evaluating the SCC mechanisms in their respective countries. Any report received through the SCC mechanisms is referred to the organisation's whistleblowing channel and is handled by the Compliance Committee.

This SCC annual report provides a summary of work carried out and the achievements obtained as a result of the implementation of the SCC Policy. This year, as well as an analysis of the SCCs received in 2025, we present a summary of the work carried out between 2021 and 2025, the period covered by our Global Programmatic Framework. In this summary, we highlight the most significant developments over the past five years, both in terms of the implementation of the policy in our country offices and how the SCC mechanisms are working, how we manage the SCCs received and, most importantly, how feedback from our stakeholders has led to improvements in our work.

This report is compiled on the basis of the data collected and the analyses carried out by all the SCC national committees in our country offices. We would like to thank them for their hard work and ongoing commitment to the implementation of the SCC Policy, and we hope that the information presented here will be of interest.

2. SCC Report 2025

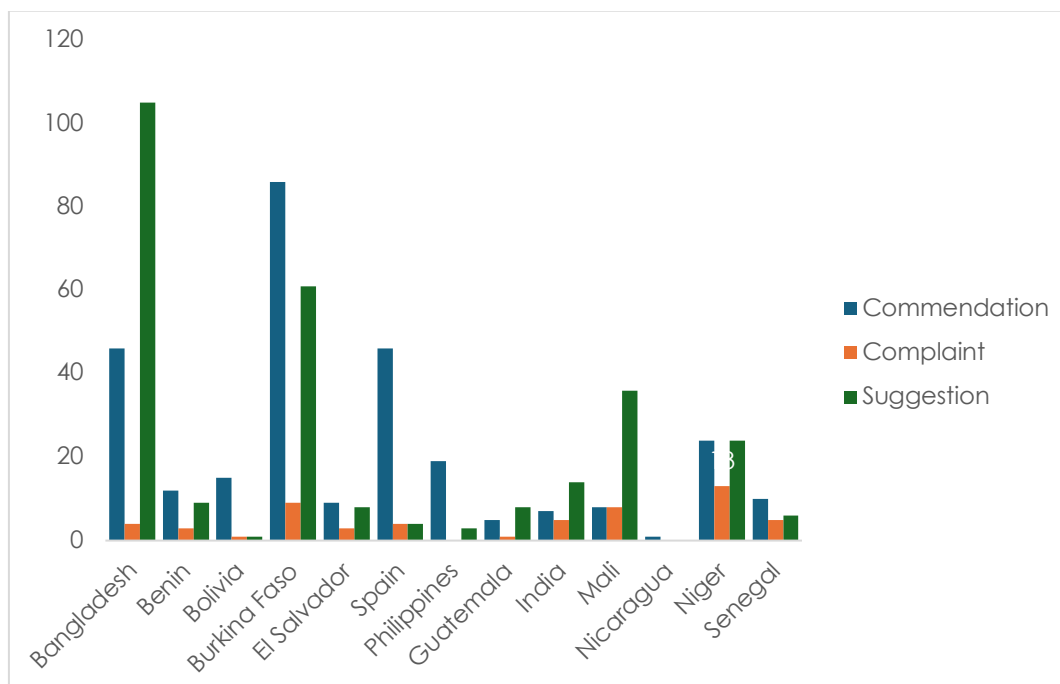
2.1 Overall analysis of SCC received in 2025

In 2025, Educo received **623 SCCs** through the various SCC mechanisms we implement in our country offices. In the following table we classify them by stakeholder (internal/external) and means of entry (mechanism used).

SCC received in 2025

	INTERNAL	EXTERNAL	TOTAL
SUGGESTIONS	16 physical suggestions box 2 email 4 in person 7 social media 1 telephone 4 others	104 physical suggestions box 99 in person 10 social media 17 telephone 15 others	279
COMPLAINTS	2 physical suggestions box 3 email 3 in person 2 others	4 physical suggestions box 24 in person 11 social media 6 telephone 1 others	56
COMMENDATIONS	6 physical suggestions box 11 email 2 in person 8 social media 7 others	58 physical suggestions box 107 in person 42 social media 14 telephone 33 others	288
TOTAL	78	545	623

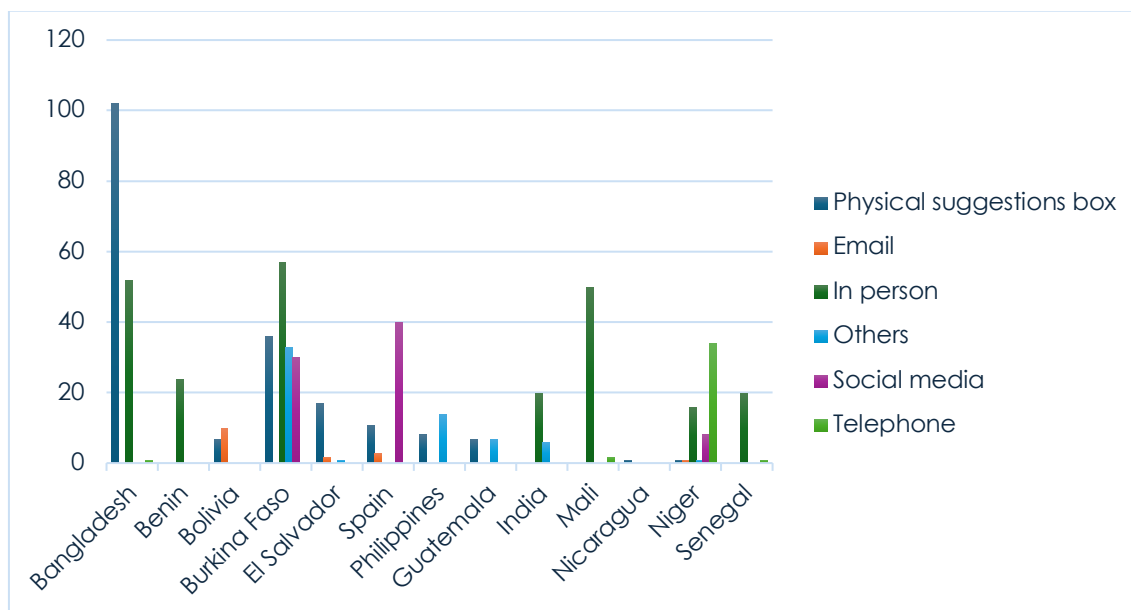
SCC type by country in 2025



The differences observed between countries in the number and types of SCC received may be due to local contexts, accessibility or the adoption of these mechanisms.

For example, **Bangladesh** and **Burkina Faso** are the country offices with the highest number of SCC registrations, and they also receive the most suggestions from project participants. This reflects the active use of the system as a tool for improvement. In **Spain**, on the other hand, commendations predominate, which suggests that the tool is used more to recognise our work than to provide feedback. In **Niger**, where we received the highest proportion of complaints, users appear to have full confidence in the SCC mechanisms and feel comfortable expressing their views.

Mechanisms used by country



In 2025, the physical suggestions box was once again the most widely used method in several of the country offices. In second place, just as in 2023 and 2024 and due to socio-cultural factors, the 'in person' method was the most widely used in countries across the African region, except in Niger, where the telephone was the most widely used method. The most widely used mechanism in Spain was social media.

Although in general there are no significant changes compared with previous years, it is worth noting that the mechanisms most commonly used in each country may vary from year to year, because the committees are responsible for implementing the mechanisms best suited to the users and the circumstances at the time.

2.2 Improvements implemented in 2025

The SCCs we receive enable us to identify lessons and/or introduce improvements in our work, both in the projects we set up and in our internal management processes. Indeed, this is the main objective of the SCC policy and mechanisms.

It is important to bear in mind that, although we are aware of the responsibility Educo has in receiving SCCs and analysing them carefully, **it is not always possible to resolve the suggestion or complaint by implementing corrective measures or applying improvements.** The reasons for this are diverse. For example, because we do not have the resources at the time; or because, after reviewing the suggestion or complaint, we determine that it is not feasible or safe; because it is not an efficient use of resources; or because the requested improvement is not consistent with our mission, vision and values. In some cases, the SCC doesn't actually concern Educo but other stakeholders we work with. In these cases, we act as a bridge so that it reaches the people involved,

we refer it to the person concerned. In all cases, we always register the SCCs received and inform the people who submitted them about why the decision was taken, what corrective measures will be taken, whether it is impossible to offer solutions or if a referral will be made.

The following table provides some examples of the suggestions received in 2025, alongside the measures taken by the country office.

Suggestions

SUGGESTIONS	MEASURES TAKEN
I believe that the current location of our security guards may not be suitable for them. The area becomes extremely hot during the day. When it rains, they are also affected. The spot is very dusty due to its proximity to the road. Their well-being and potential health risks should be considered. <i>Staff member, Educo Philippines.</i>	Electric fans were provided in the guard's area to help them cool throughout the day. For the evening, they are relocated in the inner portion of the garage for better shelter and comfort for the duration of their shift.
Suggestion to explore opportunities for vocational training and consider referring skilled learners who could benefit from such programs. This will help strengthen learners' future prospects and create sustainable livelihood opportunities. <i>Project participant, Educo Bangladesh.</i>	Team agree that vocational training is important and will explore possible opportunities and consider referring skilled learners to relevant programs in the future.
Participant shared that early marriage and child harassment have decreased since the training; however, she emphasized the need to provide younger adolescent and youth club members with opportunities for vocational and computer training, noting that mobile phone addiction is increasing and requires timely intervention. <i>Project participant, Educo Bangladesh.</i>	The project manager informed that they are trying to coordinate with the government regarding this training and have submitted a proposal for next year's budget. These initiatives aim to raise awareness about the negative impacts of mobile phones.
We have received food, but we would prefer to be trained in a trade so that we can become self-sufficient. <i>Project participant, Educo Burkina Faso</i>	The suggestion was well received and taken into account when drawing up the new projects.

"I suggest visiting the pupils on the afternoon shift and involving them in some activities, as most of them are children who work alongside their parents and many come from low-income families." <i>Project participant, Educo El Salvador.</i>	School headteachers were informed that it was not possible to act on the suggestion at the moment due to a lack of resources.
We must take into account vulnerable people who are unable to engage in physical exertion, particularly pregnant women and the elderly, and prioritise fodder over water pumps. <i>Project participant, Educo Burkina Faso</i>	The suggestion was well received and taken into account when drawing up the new projects.
The Gram Panchayat Sarpanch (head of the village council) suggested increasing focus on adolescents and farmers to support career guidance for youth and reduce seasonal migration. The suggestion emphasized linking education, livelihoods, and youth development. <i>Project participant, Educo India</i>	The local partner (MSSWS) strengthened adolescent interventions by integrating career guidance and life skills sessions. Additionally, five women farmers' groups were created and supported for collective farming as an initial livelihood intervention.
"I suggest that Educo's internal committee for reporting possible cases of violence should be made up of one woman and one man, to ensure balanced representation and to take into account the perspectives of both genders. Many thanks." <i>Staff member from a local partner organisation, Educo Guatemala</i>	A woman was appointed to the committee with the aim of strengthening representation, promoting a more balanced participation and ensuring a diverse perspective in the analysis and handling of cases.
Increase the enrolment rates for tuition classes and the number of pupils. <i>Project participant, Educo Mali</i>	A decision was made to increase the budget allocation for catch-up classes in order to increase both the number of pupils benefiting from them and their capacity to provide support. This measure involves increasing the number of pupils enrolled, increasing the number of teachers assigned to these classes, and adjusting the associated costs, whilst adhering to budgetary constraints and the identified educational priorities.

The participant suggested that half-yearly project progress reports or updates should be formally shared with the Gram Panchayat (village council). These reports could be used by village council members during administrative and government review meetings, thereby strengthening coordination and support for the project. <i>Project participant, Educo India</i>	The local partner (MSSWS) accepted the suggestion positively and initiated the practice of sharing printed half-yearly reports with the Gram Panchayat. Earlier, updates were mostly shared verbally or through presentations; now structured written reports with activity details and results achieved are provided.
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Complaints

COMPLAINTS	DECISIONS MADE
One of the participants complained that they come from far away to attend the monthly meetings. The project provides them snacks, but not any travel expenses for attending the meetings. <i>Project participant, Educo Bangladesh</i>	Educo's project team has consulted with the SMT as well as the co-funding organization, Tearfund. During the budget revision discussion with Tearfund, travel expenses for participants were included in the budget.
The School Principal reported that the local partner (MSSWS) staff visits to the school were unplanned and occurred on different days, sometimes disrupting school schedules. <i>Project participant, Educo India</i>	The local partner (MSSWS) developed and shared a structured staff visit timetable with schools. Each staff member now follows a fixed schedule, ensuring coordination with school authorities.
The Department of Education must cover the cost of medical prescriptions for children who are unwell. <i>Project participant, Educo Mali</i>	-A discussion took place with the project manager to clarify the scope of the medical care. -An explanation was given to the parties concerned regarding the scope and procedures for Educo's involvement. -The referral of the cases in question to the appropriate healthcare centres is carried out, wherever possible.

In the village meeting one of the female members of Village Child Protection Committee complained that PREM- Educo staff is not coming regularly to the village to organize different activities. She also requested to regularise the staff visit of to the village. <i>Project participant, India</i>	After this complaint, the project manager discussed this issue with staff and prepared an action plan to make regular visits to the villages concerned. Now project staff visit the villages regularly and organise village level awareness meetings and home visits for the care, protection, education and development of children.
The female members of the VSLA (Village Savings and Loan Association) in Saré Bidji are calling for savings and loan cards to be issued to them to make it easier for them to make their contributions. <i>Girl project participant, Senegal</i>	The complaint has been addressed, and the women now have all the tools they need to carry out their activities effectively within their VSLA.
A leader (neighbourhood leader) has complained about a lack of respect shown by a staff member of the local NGO we are working with on a project (as part of a consortium). <i>Project participant, Educo Niger</i>	A meeting was held with the partner NGO (the staff member in question and their line manager) to gain a better understanding of the situation and hear their account of events. Following the discussion, the agent was asked to apologise to the leader and to promise not to behave in that way again.
One of the members of Village Child Protection Committee raised the complaint that project staff who is going to his village is not explaining detail about the program and activities of project. So they requested to project staff to explain details about the project activities and program in the villages to the participants. <i>Project participant, India</i>	The project manager clearly instructed the relevant staff to organise effective meetings in the villages regarding the program and activities of project to the participants. The project is also strictly monitoring the village level meeting with the village child protection committee members.

Commendations

COMMENDATIONS

(Regarding the Educo gift catalogue): "A great idea for Christmas. Well done, Educo NGO!"

Member of the general public, Educo Spain

The participation of the local private sector in funding municipal children's councils is very positive. This initiative offers hope for the mobilisation of local resources to support these councils.

Project participant, Educo India

The training has been excellent in every aspect, so I would like to express my sincere thanks for such an informative session on disaster risk reduction (DRR).

Project participant, Educo Philippines

My daughter was very addicted to watching TV and looking at her mobile phone. After attending the learning centre, this addiction has reduced significantly. Now I can rest at home with peace of mind, manage some time for myself, and feel assured knowing that my daughter is in a safe place and learning something.

Project participant, Educo Bangladesh.

Positive feedback on the "Lab on a Bike" initiative, highlighting improved understanding of science concepts and practical learning among students.

Project participant, Educo India

We are satisfied with the catch-up classes provided over a three-month period to internally displaced pupils and host communities.

Project participant, Educo Mali

I would like to thank Educo for the work they have done at my school (where I am a teacher), particularly for the training on managing large groups and drawing up preparedness and response plans.

Project participant (teacher), Educo Niger

One female member of village child protection committee expressed in the village meeting that, thanks to PREM (the local partner) and Educo, most of the vulnerable children and families in the operational area have been linked with different governmental social protection schemes.

Project participant, Educo India

"I would like to congratulate the Educo Foundation on a lovely morning (Open Day), and on all the activities and the respect shown by all the staff at Educo. Thank you very much!"

Project participant, Educo El Salvador

“Congratulations on the organisation and logistics, and for providing opportunities for open days where we can learn about what Educo’s other partners do and the impact this has on the lives of the children in the department.”

Staff member from a local partner organisation, Educo Guatemala

2.3 Lessons learned in 2025

As well as implementing improvement measures, the SCCs we receive enable us to learn and grow as an organisation. Every year, the SCC committees reflect on the lessons learnt, both at an operational level and at a more strategic level, thanks to the SCC assessments carried out. Below are some examples of these lessons learned.

India

- Some children expressed hesitation in using formal reporting mechanisms due to lack of clarity or fear of repercussions. This highlighted the need for more accessible and child-sensitive approaches. In response, awareness sessions were redesigned using child-friendly IEC materials, simplified language, and participatory methods. Open Days and regular village visits were organized to create safe spaces for dialogue. These measures improved children’s confidence, participation, and trust in the SCC system.

Benin

- The involvement of village leaders, U-Reporters and Village Monitoring Committees (VMCs) in community selection processes helps to build acceptance and reduce the risk of conflict. Local validation of the lists by village authorities is a good practice that should become systematic.

Bangladesh

- Participants consistently rated training in practical skills (self-employment, driving, tailoring, sport, leadership and technical training) highly, indicating that livelihood-oriented learning is a key factor in participation.

Bolivia

- Working closely with the communications department to create messages to be sent via WhatsApp to the Educo group as reminders about the use of SCC mechanisms has helped to increase their use amongst all Educo staff.

Guatemala

- Creating and implementing an internal travel procedure that brings greater clarity and organisation to institutional planning.

El Salvador

- In order to ensure the safety of field teams and the efficient management of resources, it is essential to conduct a timely assessment of the condition and remaining useful life of the vehicle fleet. This will prevent risks to staff and higher maintenance costs, while also evaluating options for replacing vehicles in line with fieldwork requirements.

Mali

- Several lessons learned are related to improving the quality of educational responses in emergency situations. It is recommended that catch-up classes be systematically incorporated for internally displaced children (IDCs), that recreational activities be promoted to support their psychosocial wellbeing, and that awareness-raising initiatives be carried out targeting families with the aim of encouraging children to enrol in school and continue their studies.

Philippines

- For internal stakeholders, suggestions raised through the SCC mechanism highlighted the need for improvement in workplace organization and environmental conditions. Hence, a notable improvement on the cleanliness and arrangement of office and shared spaces was observed following a suggestion received through the SCC channel. This demonstrates the effectiveness of utilizing SCC as an internal feedback mechanism and its contribution in creating a safe and conducive working environment.

Senegal

- Public recognition of the support from the private sector (the signing of a partnership agreement between the private sector and local representatives) has encouraged the private sector to get involved and has strengthened its motivation to commit to the initiative.

Burkina Faso

- An effective selection of beneficiaries is essential for the successful implementation of projects. This statement, which appears repeatedly as a recurring theme, suggests a strong awareness (or deep concern) on the part of both the teams and the participants: the success of a project does not depend solely on the resources available, but on how accurately the most vulnerable and most relevant participants are identified. This solid consensus calls for a strengthening of the vulnerability criteria and community-based selection processes.

3. SCC Summary 2021 – 2025

Between 2021 and 2025, Educo has made significant progress in implementing the SCC Policy, reinforcing its strong commitment to accountability towards all stakeholders. Above all, we value the joint efforts of the Global SCC Commission and the National SCC Committees in implementing SCC mechanisms for project participants. We would also like to highlight the joint development of new tools designed to meet the evolving needs of the SCC Committees, with a view to facilitating their work in this area.

3.1 Progress on the implementation of the SCC Policy between 2021 and 2025

Below, we set out the main milestones achieved between 2021 and 2025, as well as the challenges we anticipate in the coming years:

Milestones achieved

- ✓ The revision, updating and sharing of the **Suggestions, Complaints and Commendations Policy**
- ✓ **Close and ongoing support for the national SCC committees** from the SCC Global Commission
- ✓ The gradual implementation of **SCC mechanisms for external stakeholders**, particularly **children and young people**
- ✓ The **digitalisation of SCC mechanisms** using a **taylor-made app**, developed in collaboration with the national SCC committees
- ✓ The development of a tool to guide the implementation of **consultations on SCC mechanisms** (MEAL 6.4)
- ✓ **Consultations on SCC mechanisms with project participants** in various country offices, enabling the implementation of SCC mechanisms tailored to the participants' circumstances
- ✓ The gradual integration of **SCC mechanisms into project frameworks**, so that they are systematically incorporated into the design of new projects
- ✓ The launch of a **trilingual online training module on the SCC Policy**, available on the Educo Campus to all staff within the organisation
- ✓ The development of a tool to **assess the performance of SCC mechanisms** (MEAL 6.8)
- ✓ **External recognition of our SCC system** and our position as a **leading organisation** in this field: our approach to SCC was the most frequently cited practice in Accountable Now's good practice library, and our annual SCC report, among other initiatives, has been identified as a good practice by Accountable Now.
- ✓ Delivery of **regional training workshops** with all the SCC committees in collaboration with the Compliance team, to reinforce the **coordinated management of SCCs and reported incidents**.

- ✓ Elaboration of a **SCC procedure template for each country office** (MEAL 6.3) in line with the CHS Alliance requirements.

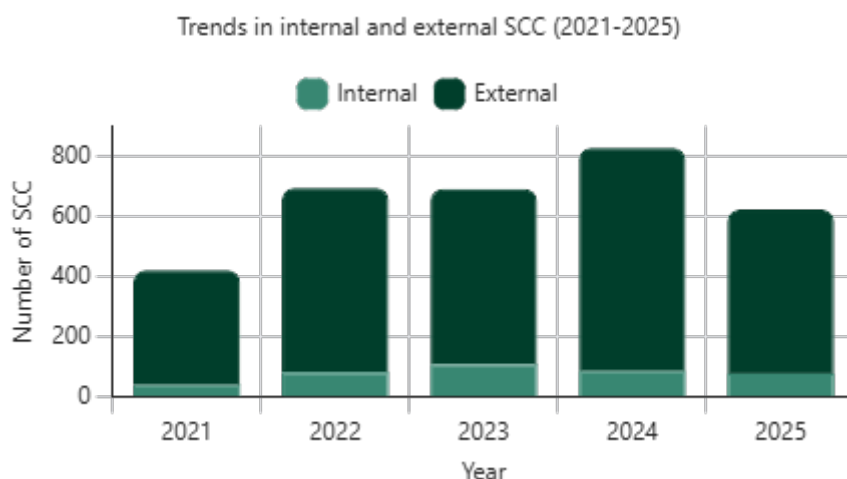
Challenges for the next few years:

- Ensure the **systematic inclusion of SCC mechanisms in all project proposals**, from their implementation through consultations to their management, distribution and evaluation.
- Strengthen the **use of SCC** across all areas of the organisation to **improve our work**, promote learning and **support decision-making**.
- Assist national SCC committees in the **use of SCC tools** set out in the MEAL Manual, to ensure compliance with minimum standards in the implementation of the SCC Policy.
- Make sure that all national SCC committees provide data that enables the measurement of **user satisfaction with the management of their SCC**.
- Ensure that **all national SCC committees** have an **SCC management procedure that is up to date and tailored** to the needs of their country office
- Prepare and deliver a **second training module** for the Compliance team on the management of SCC and complaints, through regional sessions.
- Lead the **systematisation and sharing of best practice within the SCC system**, both internally and externally.

3.2 Analysis of SCC received between 2021 and 2025

Below, we present an analysis of the SCCs received over the last five years, with the aim of identifying trends and extracting lessons learned. This period coincides with the launch of our Global Programmatic Framework 2021–2025, and we would like to contribute to the discussion about our work during this time.

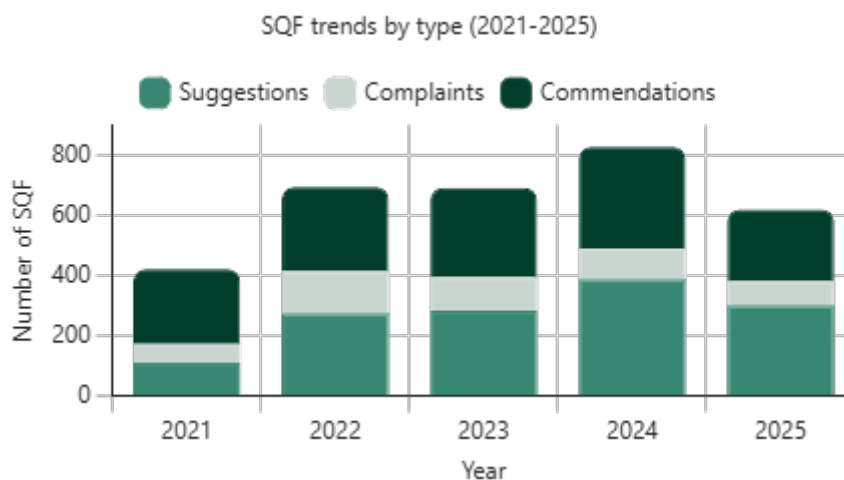
Comparison of internal and external SCCs between 2021 and 2025



The chart shows that more than 85% of the SCCs came from external stakeholders during this period. In terms of internal stakeholders, although fewer SCC assessments are received, they still represent an opportunity for organisational improvement and a means of strengthening an internal accountability culture.

Although the general trend is an increase in the number of SCCs received, in 2025 there is a decline. This may be due to changes in the criteria used to determine whether a message is a suggestion, a complaint or a commendation. These changes are intended to improve the quality of the SCCs collected. However, this decline does not alter the upward trend in the use of these mechanisms observed over the last four years. The SCC mechanisms are an important channel for participation by external stakeholders, which reflects the level of trust they place in them.

Comparison of SCCs received 2021–2025

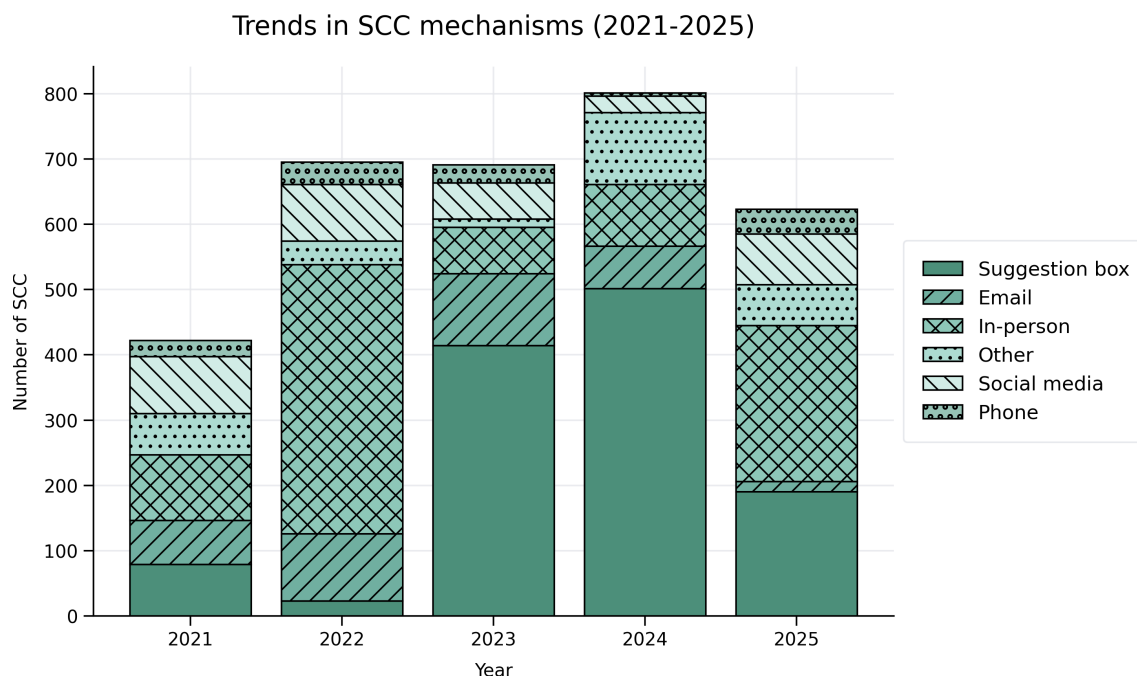


An analysis of the evolution of SCCs received between 2021 and 2025 **confirms the consolidation of the implementation of the SCC Policy** as a key process for accountability and continuous improvement at Educo.

From a qualitative perspective, **the use of SCC mechanisms** is clearly constructive in nature, as suggestions and commendations account for the vast majority of communications throughout the period. This reflects a high level of trust among stakeholders and their active involvement in improving interventions.

The data show **a positive trend towards a participatory model based on dialogue and learning**, in which **SCC mechanisms have consolidated themselves as a strategic lever** for enhancing quality, transparency and relationships with stakeholders.

Comparison of mechanism type used, 2021–2025

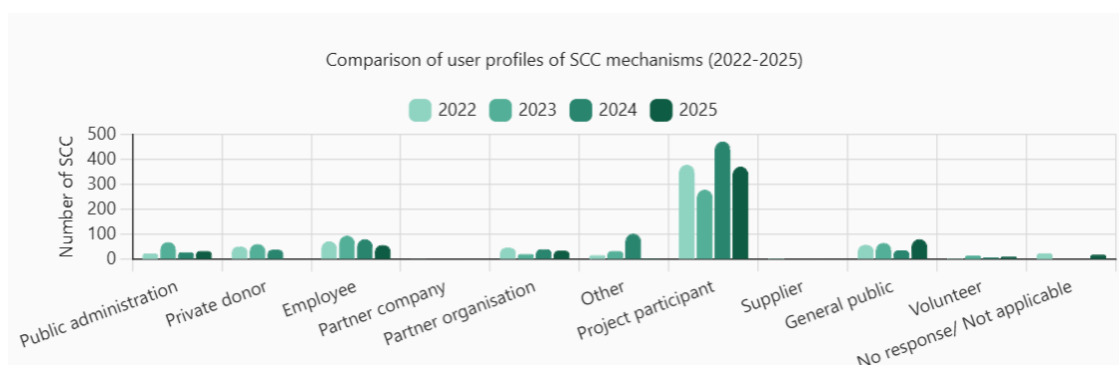


An analysis of the mechanisms used between 2021 and 2025 reveals three shifts in trend. From 2021-2022, most of the SCC were presented in person. In 2023-2024, the physical suggestions box was the most popular mechanism. This demonstrates the standardisation of the use of this mechanism, which makes it easy to submit anonymous SCCs and ensures that the user's written consent is obtained.

In 2025, submissions of SCCs both in person and via digital channels such as social media increased once again.

Together, these changing trends in the use of SCC mechanisms demonstrate their ability to adapt to different contexts, balancing operational efficiency with accessibility for stakeholders. It is highly likely that the results of consultations with external stakeholders, in which they express their preferred SCC mechanisms, will contribute to the diversity of mechanisms and increase their use.

Analysis by user profile



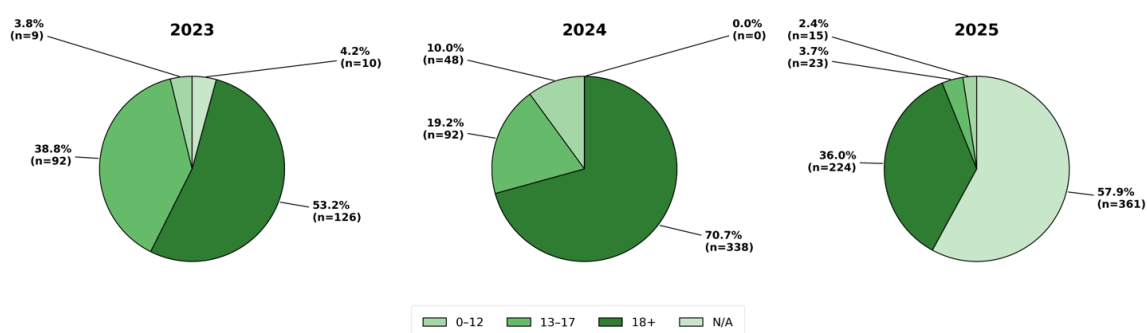
It should be noted that data on user profiles began to be collected in 2022, with the aim of improving the quality of the analysis of the SCCs received.

The trend over the last four years shows that **project participants** are the group that submits the most SCCs to Educo. This is because a large proportion of the messages are received during the implementation of our projects or at meetings with groups of project participants, such as the Open Days organised by some country offices each year.

In terms of the other categories, the trend for **employees, the general public, private donors and the public administration** remains stable, despite slight variations from year to year.

Analysis by age

We would like to point out that this data began to be collected in 2023, with the aim of improving the quality of the analysis of the SCCs received. Below are the trends for the period 2023–2025.



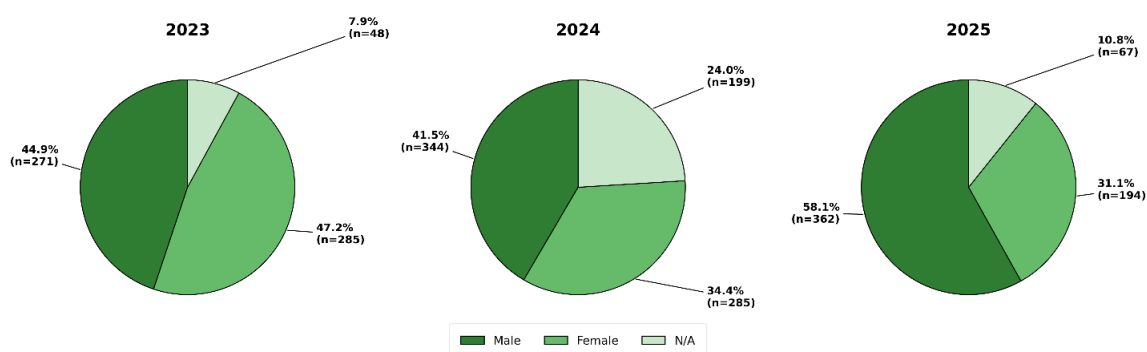
As shown, there is a clear trend in the use of these mechanisms by adults. The use of these mechanisms by children and young people varies from year to year.

In 2023, SCCs by children and adolescents accounted for 43 per cent, demonstrating a balance supported by the introduction of new mechanisms tailored to children. However, despite an almost 50 per cent increase in the absolute number of complaints from children and young people in 2024, their relative share fell to around 30 per cent.

In 2025, there was a sharp fall, in both absolute and relative terms, in the number of SCCs submitted by children and adolescents (38 cases compared with 140 in 2024), as well as a significant increase in records with no age information ('No response'/'Not applicable'), which made it impossible to analyse trends. To address this, an app has been developed that will require the registration of all data, which will enable this analysis to be carried out.

Overall, there is a clear need to continue strengthening both the strategies for children and young people to access and use SCC mechanisms, and the quality of the data collection process.

Analysis by gender

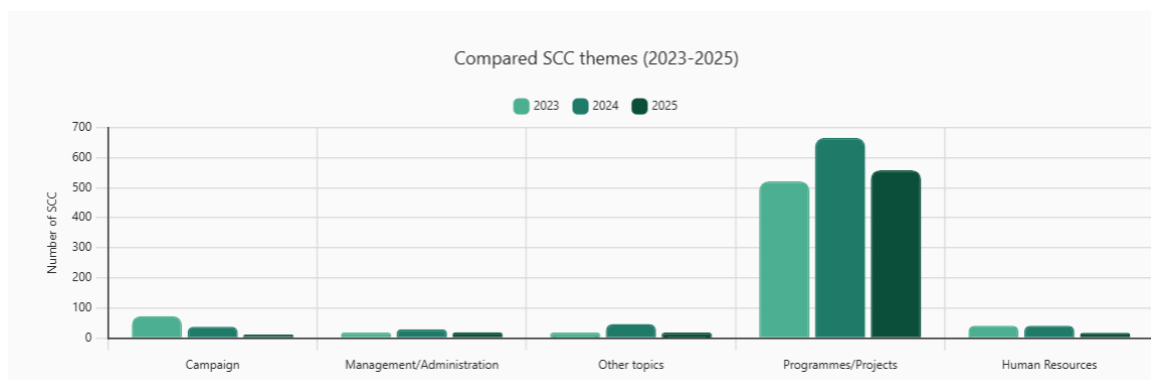


Gender data on people presenting SCCs also began to be collected in 2023, again with a view to improving the quality of trend analysis.

Although the data suggest that there may be a balance in the use of these mechanisms between men and women, the lack of information in 2024 makes it difficult to confirm this trend.

As with the data on age, the app being developed will provide sufficient information to enable a more reliable analysis of trends relating to the gender of users.

Analysis by topic



The trend over the three years in terms of subject matter indicates that **project-related SCCs** continue to be the most prevalent. The data is **consistent with that of the profile of the people** who submit SCCs, the majority of whom are project participants. Meanwhile, cases relating to internal affairs account for a smaller number of cases, although they do show a relatively consistent trend across the various years.

32 Trends for the period (2021 to 2025)

To mark the end of our 2021–2025 Global Programmatic Framework, the SCC Global Committee would like to take this opportunity to analyse the trends in the SCC applications received during this period. In other words, to identify the main demands of our stakeholders, what they like most about what we do, and where they think we could improve.

The data has been drawn from the records of SCCs received by each country office, from the qualitative information documents shared with us by the National SCC Committees, and from the annual global reports.

The following criteria have been cross-referenced: recurrence of the issue across **several countries and/or years**; the issue appearing in **different types of communication (suggestions, complaints or commendations)**; and/or the issue **being mentioned in qualitative data documents**.

An analysis of the topics covered by the SCC shows that some of them recur consistently across different countries, suggesting issues that could lead to organisation-wide learning.

Below, we list the main recurring themes and a possible learning point for each one.

Quality and relevance of project activities.

- Adjustments to methodologies.
- Appropriateness of activity timetables and venues.

- Content that is more relevant to local needs.

Stakeholders also use the SCC mechanisms as an **active space** for **improving the quality of the intervention**, rather than simply for highlighting problems.

Access, coverage and resources.

- Requests to extend coverage to other people.
- Requests for more materials, support or infrastructure.
- Expectations regarding the continuation of certain projects.

There is a positive perception of the projects, accompanied by a growing expectation of **greater reach and sustainability**.

Relationships with and treatment by project staff.

- As a commendation, acknowledgement of commitment, warmth and respect.
- As a complaint or suggestion, specific comments regarding attitudes or communication styles.

The human factor is central to how Educo's work is perceived and to the trust placed in the organisation.

Communication and information

- A need for greater clarity regarding organisational processes, criteria or decisions.
- Requests for more timely and easier-to-understand information.

Communication is a key component of accountability and influences stakeholder **satisfaction and trust**.

Participation and listening

- A desire to be consulted more often.
- Proposals for involving communities, children and young people in decision-making.

The SCC mechanisms appear to reinforce expectations of meaningful participation, going beyond the provision of feedback.

Equity and inclusion

- Equitable access to activities and resources.
- Support for specific groups (girls, adolescents, people in the most vulnerable situations).

Stakeholders value not only access, but also **fairness and equity** in implementation.

Operational and logistical conditions

- Improved activity organisation.
- Logistics, transport, timings and coordination.

Operational aspects have a direct impact on the perceived quality of interventions and on the functioning of the system.

4. Related Documents

The SCC Policy is available [here](#) on the Educo website. You can find global SCC reports from previous years [here](#).

The following reference documents are available on demand by sending an email to the Global SCC Commission: (ComisionGlobalSQF@educo.org):

- Terms of reference for the Global Suggestions, Complaints and Commendations Commission.
- Monitoring, Evaluation, Accountability and Learning (MEAL) Manual, which includes the following tools:
 - MEAL 6.3 ToR National SCC Committee Template
 - MEAL 6.4 Guidelines for consulting about SCC mechanisms
 - MEAL 6.5 Guide to designing and implementing SCC mechanisms
 - MEAL 6.6 SCC management internal procedure template
 - MEAL 6.8 Evaluation forms for SCC and transparency mechanisms

5. Contact

Below is a list of the contact details for submitting an SCC via email to each Country Office:

Country office	SCC email address
Bangladesh	myopinioncounts.bd@educos.org
Benin	monaviscompte.bj@educos.org
Bolivia	miopinioncuenta.bo@educos.org
Burkina Faso	monaviscompte.bf@educos.org
El Salvador	miopinioncuenta.sv@educos.org
Spain	miopinioncuenta.es@educos.org
Philippines	myopinioncounts.ph@educos.org
Guatemala	miopinioncuenta.gt@educos.org
India	myopinioncounts.in@educos.org
Mali	monaviscompte.ml@educos.org
Nicaragua	miopinioncuenta.ni@educos.org
Niger	monaviscompte.ne@educos.org
Senegal	monaviscompte.sn@educos.org



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