



**EDUCO 2020-2030**

# GLOBAL IMPACT FRAMEWORK

**EXECUTIVE SUMMARY**

# A lighthouse to guide us through the next 10 years

Before you start reading this document, it is important to clarify expectations about the 2020-2030 Global Impact Framework. To do this, we must have a good understanding of the role of the Global Impact Framework within Educo's Institutional Planning Cycle (IPC), which replaces the methodology used for the last 5 years to generate the 2015-2018 Strategic Plan and the 2016-2019 Country Plans. Educo's new Institutional Planning Cycle represents a profound change in the way we plan and carry out our work. Therefore, to implement the Educo IPC we must work together to leave behind the previous methodology and learn and adopt this new way of planning and working. The IPC is built on results-based management, and it places impact measurement at the heart of what drives our social action. *The Educo 2020-2030 Global Impact Framework (GIF)* is the first element of the IPC, and the most significant one. The key purpose of the GIF is to define the Educo Theory of Social Change, which defines the **Social Impact Outcomes** that we will work to achieve globally over the next decade. Thus, the framework also describes the role we want Educo to play to achieve these social impact outcomes. The GIF is therefore the beacon that will guide us for the next 10 years. Lastly, the Global Impact Framework also articulates the alignment of Educo with the 2030 Sustainable Development Goals.

Sustainable, systemic social change does not occur overnight. It requires perseverance, focus, commitment, patience, and long-term thinking. The United Nations knew this when, back in 2015, it launched the 2030 Agenda for Sustainable

Development, also known as the 17 Sustainable Development Goals. The 2030 Agenda, ratified by all UN member states, represents the world's greatest collaborative effort, "a shared blueprint for peace and prosperity for people and the planet, now and into the future"<sup>1</sup>. At Educo, we believe the 2030 Agenda is humanity's best chance at achieving long-lasting social change to guarantee that all children and adolescents enjoy their rights and live a life of dignity. Moreover, we believe children and adolescents themselves can lead the rest of us on this path. Therefore, at Educo we have developed a new roadmap for our organization for the next 10 years, aligning ourselves with the 2030 Agenda in order to contribute to its success. In this document we outline the social impact we will work together to achieve over the next decade, the lighthouse that will guide all our actions and efforts.



---

1 Sustainable Development Goals, United Nations; <https://sustainabledevelopment.un.org/sdgs>

# Educo's identity

This era of **global interdependence** makes us all responsible for each other, whether we like it or not, and whether we come to terms with it or not. This perception of mutual dependence, fragility and vulnerability, has led to the emergence of an awareness of a **responsibility for humanity and its environment**. This responsibility, which the current climate crisis has brought to light, also coincides with our species' **interest in survival**, which at first glance looks like a promising scenario for social and environmental transformation. But paradoxically, now is when the 'annoying feeling that things are getting out of hand' appears: a feeling we have come to call 'globalization'.

This globalization is perceived as financial and economical, but it is incomplete in terms of the development of the universal political institutions needed to address the challenge of **a global culture and governance** aimed at building more just societies. This means that the basic aim of the idea of **Development, the broadening of opportunities so that people can live the life they value**, is currently under threat. Our **ability to act**, individually and collectively, is not on the same level as the new interdependence and vulnerability of the human species. *What horizon inspires us therefore, as a civil society organization with a will to transform, in this world without surroundings?*

A long and extensive participatory process of political, strategic and programmatic reflection in Educo has identified the complexity and interdependence of the existing social challenges in contemporary societies and the overwhelming challenges presented by the times we live in and the local and global contexts. With this in mind, we have identified **two significant areas of social change in which we can build paths of change towards a horizon of more just and equitable societies for children's wellbeing**.

The **first area** focuses on the idea of a **dignified life** and consists of three universal values, although their specific characteristics vary according to different periods of time and different places. The first value is **livelihood**, which relates to living conditions. The second is **dignity**, the sense that every person should be respected in a dignified way without being used as a mere instrument to achieve someone else's aim; that everyone's aims are equal and should be respected. It also means dignity in the sense of the value that each person can bring to society, leading to the consideration or acceptance of the **feeling of usefulness as a public asset**. The third, **freedom**, is the ability to act and the ability to be and do what you have reason to value, and the ability to act in a responsible manner to make the world a better place.

The **second area** of thought and action refers to the challenge of global governance and environmental sustainability. It emerges from the idea of a **shared planet** based on three considerations. The first one **involves considering humanity as a reference point for politics**. Humanity and the environment need the impetus of effective political institutions that can rival the power of entrenched global economic forces, and subject them to political scrutiny and ethical oversight. The solidarity of our fate cannot rely today on goodwill alone. And the reconciliation of humanity with its own incorrigible diversity is essential, because this generates the power to transcend current horizons. The second is the importance of placing children and adolescents in the center of all development processes and not as instruments of them. The third consideration is the importance of building a global, human, ecological, altruistic and responsible culture which holds, like magma, all the previous transformations. The three ideas, but in particular the last one, see the reconciliation of humanity with its diversity as fundamental, because that is where the power is generated to transcend contemporary horizons in search of a new period of history.

This process of political, strategic and programmatic reflection in Educo has enabled a thorough review and interpretation of the substratum of Educo's Mission and how to expand the scope of the action it requires in increasingly complex, dynamic and interrelated societies.

**Educo Mission (2014):**  
We work **with** children and their communities to promote **just and equitable** societies that guarantee their **rights** and **wellbeing**.

**Educo Vision (2014):**  
A world where **all** children fully **enjoy** their **rights** and lead a **life of dignity**.

**Educo Identity Statement (2016):**  
Educo works as a catalyst and is part of a **global** movement committed to the enjoyment of children's rights for their wellbeing.

Over the last seven years, at Educo we have seen our thinking, feeling and will as an organization evolve and grow. At the same time, our vigor for and interest in a crucial issue of our time has also grown; this issue is better summarized as a question: **how can we live better together?** In 2013 at Educo we set out to strengthen our interpretation of current social issues and our practices with the **will to build more just societies for the wellbeing of children**. This is how Educo's approach to the wellbeing of children was born: as a transformative practice that contemplates *Development as Freedom*, and in particular as the opportunity for children and adolescents to **Be and Do** whatever it is that they value. On the other hand, this action is not neutral, because it emerges from Educo's Mission, which promotes political action by emphasizing one of the pillars of Child Wellbeing: **Children's Rights**. On the other hand,

Educo's **Identity Statement** argues that the **child rights approach is necessary**. It is also understood that the child rights approach is not **sufficient** as a holistic understanding of what people understand as a **good life**, an understanding that at Educo we intend to complete with the evolution of the Child Wellbeing Approach.

Lastly, the Theory of Change (ToC) process has also helped move Educo forward, from being understood as an organization that works with children and adolescents for their wellbeing, to an organization that also promotes, sustains itself in, and values their capacity to act as agents of social transformation. This **agency**, this ability to transform the world, contributes directly to their wellbeing, and the dignity of their lives and the lives of those around them. It also has the potential to forge them as the main builders of a shared planet.

## Development as Wellbeing

For Educo, child wellbeing has provided a starting point for finding answers to the following question: **How can we live better together?** The development of the Children's Wellbeing Approach at Educo has meant, generally speaking, working to connect the ideas behind the concept of Development as Freedom with the concept of the Ethics of Development – Development as Dignified Lives–, while also adding the substratum of the age-old human desire of universalization.

**Human wellbeing, for Educo, is the fulfilment of rights and the opportunity to have a dignified life.**

**Children's wellbeing** "means the fulfilment of children's rights and opportunities so that every child can be and do what they value, in the light of their abilities, potential and skills".

Connecting the **child rights approach** with the **child wellbeing approach** presents many theoretical, methodological and practical challenges. However, at Educo we know that the first approach is **necessary**, but not **sufficient** for a holistic understanding of a good life which the wellbeing approach aims to achieve. In other words, the wellbeing of children and adolescents starts with the recognition of their rights in order to be able to see the specific characteristics of the definition of a dignified life, according to each local context. The detection of gaps, deficits

and deprivation, characteristic of the rights-based approach, combines with how children, adolescents and the people around them value the strengths, aspirations and assets of people, their relationships and their communities. This is why we insist that one of the pillars of the Child Wellbeing approach is the legally binding nature of the 1989 Convention on the Rights of the Child. However, **working to guarantee children's rights** in this era has more to do with to the **effective fulfilment** of rights rather than their **enshrinement**.

## Educo's Theory of Social Change



Based on our identity as an International Development NGO and taking into consideration the global trends that will have the strongest impact on the lives of children and adolescents, we have developed the Educo Theory of Social Change (TSC) for the next 10 years. The TSC is the central element of the *2020-2030 Global Impact Framework*, because it articulates and describes the path that we must take together in order to achieve our Mission and Vision. Having our TSC is also an essential step for materializing the Impact-driven & Organizational Learning approach, since the TSC facilitates the identification of global indicators of social impact. In this sense, the Educo TSC allows us to place the social impact we wish to achieve at the center of our action.

Educo's Theory of Social Change also facilitates partnerships and collaboration between organizations

and sectors. Although the TSC itself demonstrates that there is no single way to achieve children's wellbeing, it serves as a foundation for building consensus on the actions needed to contribute to children's wellbeing in the long term. It also establishes the basis for the formulation of the *1st Educo Global Programmatic Framework 2020-2025*. The Theory of Change is therefore both a mirror of what Educo is today and the expression of our dream for the next 10 years; it is also a tool for finding answers to existing questions, and at the same time for asking new questions about our action that will help us continue to learn and improve. We hope that the Theory of Social Change will become a useful tool that is used by the global Educo community and by all the local, national and international organizations and partners we work with.

<b>VISION</b>	<b>A world where all children fully enjoy their rights and lead a life of dignity.</b>			
<b>SOCIAL IMPACT</b>	Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet.			
<b>SOCIAL IMPACT OUTCOMES</b>	<b>SIO 1.</b> Children and adolescents fully develop their personality and abilities.	<b>SIO 2.</b> Children and adolescents live free from violence in safe and positive treatment environments.	<b>SIO 3.</b> Children and adolescents drive social change in their social and natural environment.	
<b>SOCIAL IMPACT OUTCOMES: GLOBAL INDICATORS</b>	<p><b>SIO 1</b></p> <p><b>1.1.</b> C&amp;A develop their life project and their ability to aspire, thus fulfilling their life expectations.</p> <p><b>1.2.</b> C&amp;A enjoy a relevant, equitable, safe and inclusive education.</p> <p><b>1.3.</b> C&amp;A enjoy a critical, collaborative and creative education aimed at social transformation.</p> <p>SIO 1 contributes to achieving SDG Targets: 4.1. / 4.2. / 4.3. / 4.4. / 4.5. / 4.6. / 4.7. / 4.A.</p>	<p><b>SIO 2</b></p> <p><b>2.1.</b> C&amp;A enjoy positive, empathic relationships based on respect for their attachment figures, adult role models and peers.</p> <p><b>2.2.</b> C&amp;A fully confide in the people in their surroundings and feel safe and secure in their community and school environment.</p> <p><b>2.3.</b> C&amp;A enjoy effective child protection systems that prevent and eradicate all forms of violence and protect them from extreme vulnerability, crises and disasters.</p> <p>SIO 2 contributes to achieving SDG Targets: 1.5. / 4.A. / 5.2. / 5.3. / 5.6. / 8.7. / 13.1. / 13.3. / 16.2. / 16.9.</p>	<p><b>SIO 3</b></p> <p><b>3.1.</b> C&amp;A organize themselves and act as agents of social change.</p> <p><b>3.2.</b> C&amp;A promote awareness about sustainable development in their communities and local environment.</p> <p><b>3.3.</b> C&amp;A promote changes in values, beliefs and social norms in their communities and social environments.</p> <p>SIO 3 contributes to achieving SDG Targets: 5.5. / 5.C. / 11.7. / 12.8. / 13.2. / 13.3. / 16.7.</p>	
<b>CROSS-CUTTING PATHS FOR CHANGE (CPC)</b>	<p><b>CPC 1. EMPOWERING C&amp;A:</b> Know about and take into account children and adolescents' perceptions, aspirations and evaluations of their lives and their environment in order to strengthen their own development and resilience, empowering them to seize the opportunity to be and do what they have reason to value as a good life.</p>	<p><b>CPC 2. KNOWLEDGE:</b> Generate and share knowledge around the improvement of C&amp;A rights and wellbeing in a specific context, culture, and period in order to connect the efforts of different actors working towards building a shared planet where we live better together.</p>	<p><b>CPC 3. INFLUENCING:</b> Advocate for public policies aimed at building more just societies with governance systems committed to children &amp; adolescents.</p>	<p><b>CPC 4. SOCIAL &amp; CULTURAL NORMS:</b> Promote values, beliefs and social norms that encourage communities based on equitable, respectful, and enriching relationships.</p>
<b>THE ROLE OF EDUCO</b>	Educo works in an agile and innovative way, catalyzing the work of stakeholders from different sectors to collectively create systemic change in favor of the Social Impact Educo aims to contribute to.			
<b>SOCIAL PROBLEM</b>	The lack of awareness of a shared planet, together with the profound asymmetries in current power relations, perpetuate the social and environmental crises that generate a devastating impact on the wellbeing and dignified life of children and adolescents.			

# Educo's contribution to systemic change and collective impact



## Our Organizational Approaches

Key Approaches	Supporting Approaches
Child Rights	Social Innovation
Child Wellbeing	Multi-Stakeholder Partnerships
Capability	Impact Driven & Organizational Learning
Gender and Development	Accountability

## Educo as a Catalyst of Change

Educo's Theory of Change explicitly describes the specific role we want to embody as an organization over the next decade. This statement of Educo's role is a critical one, as it reflects on the specific characteristics we need to embrace as an organization in order to successfully achieve the Social Impact Outcomes outlined in this *2020-2030 Global Impact Strategic Framework*. Particularly, the statement captures the desire to become a catalytic organization.

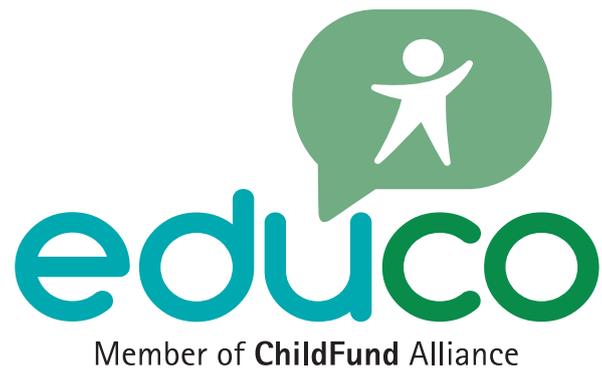
Catalytic organizations are intently interested in creating knowledge for the betterment of their entire field. In the past, Educo's added value has been for the most part efficient project implementation, both through partnerships with local partners and via direct implementation. Moving forward, our added value must consist in our ability to leverage the programs we engage in to generate new and useful knowledge through Action-Research. We

need to be able to build upon this knowledge and use it to improve and catalyze the work of every stakeholder working towards child and adolescent wellbeing. A catalytic organization produces the desired results in unpredictable ways; it requires agile, flexible structures that foster trust, collaboration and continuous change as opposed to bureaucracy, linear decision-making, and rigidity. This means that decision-making processes and strategic and operational plans are based on the principle of permanent change.

## Continuous learning and accountability

In order to ensure accountability and continuous improvement during the 2020-2030 GIF, we will develop Educo's Social Impact Measurement System, which will draw upon the Global Indicators for each Social Impact Outcome (SIO) defined in the GIF in order to generate a specific methodology for measuring them.

Moreover, it will also help us determine how Educo's global SIO indicators can facilitate measuring our contribution to the achievement of the 2030 SDGs. Lastly, in order to achieve more effective and enriched learning, it will be key to commit ourselves to fostering the participation of children and adolescents in all these evaluation processes, as they are the basis of all our interventions. We will strive to make Educo an *organization that learns and improves continuously*.



900 535 238 | [www.educo.org](http://www.educo.org) | [f @educoONG](https://www.facebook.com/educoONG)  
[@educo\\_ONG](https://www.twitter.com/educo_ONG) | [@educo\\_ong](https://www.instagram.com/educo_ong)

