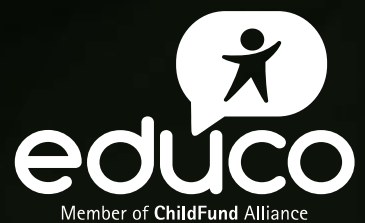




ANNUAL REPORT 2020

You make it possible



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Annual Report 2020

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LETTER FROM THE EXECUTIVE DIRECTOR

2020 will go down - it has already gone down - in history as the year in which we faced the most global health crisis with the most consequences for humanity, the year that brought us the SARS-CoV-2 virus that causes COVID-19. In November, I started at Educo alongside Guiomar Todó, Deputy Executive Director, and we experienced the intensity of how the organisation was adapting to this unexpected situation.

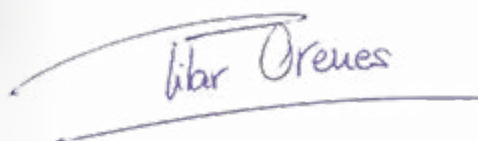
The pandemic led to important changes in the activities we had planned and, after assessing the needs, we reoriented a large number of our projects into activities that responded to the emergency situation, such as the distribution of food, hygiene kits and play kits, emergency education activities and support for online learning, psychosocial support and initiatives that included cash transfers for the most vulnerable families.

This year put our ability to adapt to the test, in order to find ways to stay close to the children we work with and respond to their needs at the most difficult times, those that involve humanitarian emergency situations. I am pleased to say that I have felt proud of how, in all the countries, in very difficult contexts, we have managed to rise to the challenge.

In 2020 we also started to implement projects in Niger, in Ouallam department, focused on offering an equitable and inclusive education to refugee and internally displaced children affected by the security crisis in the region, another good example of the importance and urgency of education in the most difficult contexts. And we also published our 2020-2030 Global Impact Framework to guide our actions and through them provide a response to the challenges of a changing world.

Yes, it has been a difficult year for all of us, but it is also important to acknowledge and be grateful for all the examples of solidarity that we have experienced. Everything we have achieved is thanks to the people who are part of Educo, who share the concern for the wellbeing of children and have decided to support our work in one way or another, who believe in education as a way of addressing the root of the situations of inequality that we are faced with. I am very happy to have this opportunity to take on the management of this organisation, and I am at your disposal to continue to work together.

Warm regards,

A handwritten signature in purple ink that reads "Pilar Orenes". The signature is written in a cursive, flowing style and is underlined with a single horizontal stroke.

Pilar Orenes

Executive Director



WHO WE ARE

We are a global development and humanitarian action NGO which has been working for more than 25 years in favour of children and in the defence of their rights, in particular the right to receive an equitable and quality education.

We are members of ChildFund Alliance, one of the main international NGO coalitions focused on child protection and which is present in more than seventy countries.



MISSION AND VISION

We work with children and their communities to promote more just and equitable societies which guarantee their rights and wellbeing. A world in which children fully enjoy their rights and have dignified lives.

BOARD

Chair: Antoni Isac Aguilar

Voice Chair: Imma Barral Viñals

Members: Anna Forés Miravalles, Anna M. Gibert Casasayas, Héctor Litvan Suquieni, Juan Luis Gimeno Gómez-Lafuente, Marcos Mas Rauchwerk.

Educo is a foundation registered as number 790 in the Catalan Government Foundations Register since 25th May 1994 under the name Fundación Educación y Cooperación.

OUR TEAM

| COUNTRY | EMPLOYED STAFF | WOMEN | MEN | UNDER 30 YEARS OLD | BETWEEN 30 AND 50 YEARS OLD | OVER 50 |
|--------------|-------------------|-------|-----|-----------------------|-----------------------------------|---------|
| Bangladesh | 249 | 132 | 117 | 46 | 193 | 10 |
| Benin | 54 | 14 | 40 | 19 | 35 | 0 |
| Bolivia | 22 | 10 | 12 | 0 | 17 | 5 |
| Burkina Faso | 105 | 39 | 66 | 8 | 90 | 7 |
| El Salvador | 143 | 75 | 68 | 45 | 82 | 16 |
| Spain | 115 | 73 | 42 | 3 | 84 | 28 |
| Philippines | 57 | 22 | 35 | 7 | 45 | 5 |
| Guatemala | 18 | 7 | 11 | 2 | 9 | 7 |
| India | 11 | 4 | 7 | 0 | 11 | 0 |
| Mali | 58 | 11 | 47 | 5 | 47 | 6 |
| Nicaragua | 17 | 6 | 11 | 1 | 11 | 5 |
| Niger | 1 | 1 | 0 | 0 | 1 | 0 |
| Senegal | 14 | 6 | 8 | 1 | 12 | 1 |
| TOTAL | 864 | 400 | 464 | 137 | 637 | 90 |

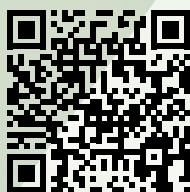
THE PANDEMIC THAT CHANGED THE WORLD

In March 2020 more than 400,000 children that participate in our projects were left without school from one day to the next. More than 1500 million students in 165 countries worldwide. Most of the three thousand schools we work with in thirteen different countries closed their doors. And in the light of this emergency situation we had to adapt our actions as quickly as possible. Focus on preventing the spread of the virus, guaranteeing access to education and protecting children.

It has been a huge effort and there is still much to do, but we are satisfied with what we have done so far to help the most vulnerable families in order to relieve their suffering and cover their basic needs, but also to support their recovery after the crisis.

Despite the difficulties, children have shown their strength and, just like they do every day, they have given us a valuable lesson. You are never too small, and problems are never too big. Whoever we are, we can contribute to changing the world.

They have the abilities, they have masses of creativity and energy, they are full of hope and their curiosity can move mountains. **Scan this QR code and listen to what they have to say.**



*We have a mission,
to change the world*





1137 soap dispensers
for handwashing
installed in schools



27,506 carers have
received training
about child protection



27,453 children
have received
learning materials



3973 children
have received
psychological support



36 games for the radio
in Burkina Faso



37,515 food packages
delivered



1514 play packs
for children



8000 radios distributed
in Burkina Faso



27,034 children have
received access to teaching
services online



65,111 hygiene packs
delivered to families



26,458 families
supported with
emergency cash transfers



1251 inputs
to recover livelihoods
(seeds, tools, etc.)

WHERE WE WORK

Projects: **178**

Schools: **4800**

Children, adolescents and young people: **1,603,299**

Adults: **1,931,736**

Participating population: **3,535,035**

ASIA

Projects: **54**

Schools: **870**

Children, adolescents and young people: **213,122**

Adults: **220,535**

Bangladesh, Cambodia, India, Philippines

AFRICA

Projects: **45**

Schools: **1479**

Children, adolescents and young people: **1,210,190**

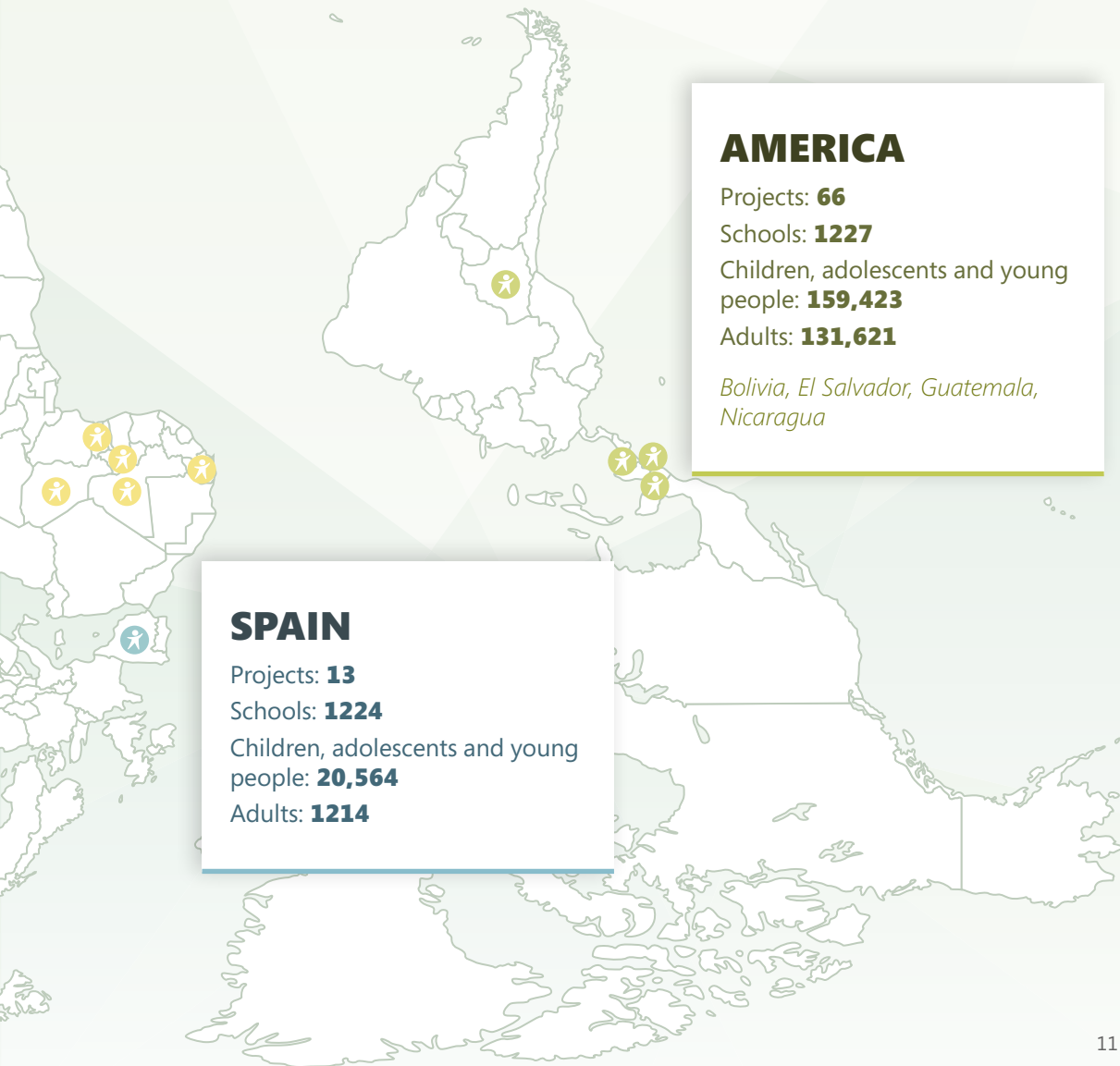
Adults: **1,578,366**

Benin, Burkina Faso, Mali, Niger, Senegal

A VISION OF THE WORLD

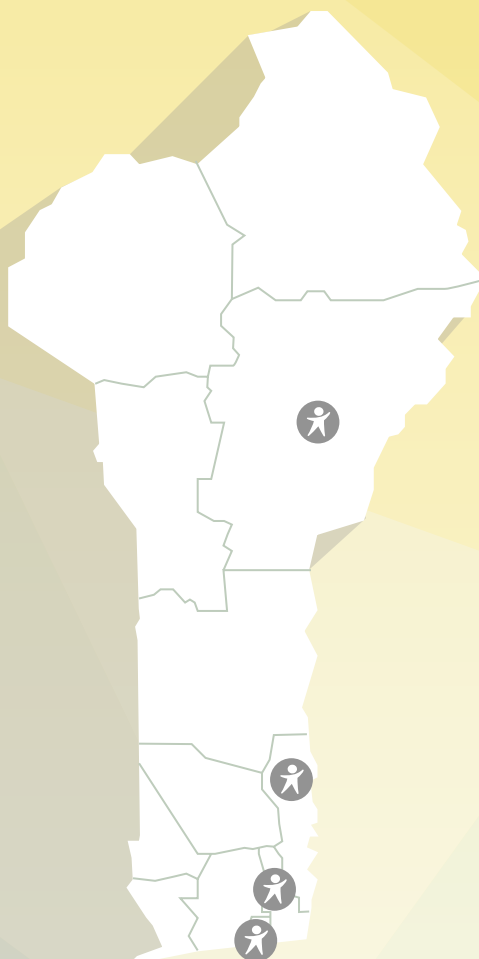
The Australian Stuart McArthur drew a map in 1979 with the south at the top in response to being teased while he studied in Japan by his American fellow students, who like to say that McArthur was from "down under". It was the first modern South-North map, the Universal Corrective Map.

There is no correct representation of the world. Any world map shows an ideological and political position and is a way of seeing, understanding and talking about the world. What if the north was the south, and the south was the north? Does our conception of the world have to do with how we represent it? A simple gesture like turning it upside down makes us rethink the world and look at it from a critical perspective.



BENIN

AFRICA



448,984
CHILDREN AND YOUNG PEOPLE

304,075
ADULTS

719
SCHOOLS



 Borgou, Ouémé, Plateau, Littoral

Unlike most countries in the world, Benin decided not to systematically confine the population to fight coronavirus, instead it established a *cordon sanitaire* to control the pandemic and fight against it better. This measure has affected people's lives, as they have been forced to restrict their movement, economic activities and social activity.

Faced with this situation we adapted our projects to the health context to mitigate its effects, especially in relation to the protection measures - mandatory use of masks and handwashing with soap and gel - and the closure of schools, which has affected the children's education.

Radio and television have been useful in this difficult context to cover the main activities of our projects. Awareness-raising about the virus and how best to protect oneself from it, as well as distance learning, has reached the population mainly through radio and social media.



A total of 60 children - including 23 girls - who work in the fishing port areas of Dantokpa and Ouando, in Cotonú and Porto-Novo, have received professional training and 22 of them have passed the professional certification exam.

We accompanied the creation of 322 school governing bodies and 291 school management committees to encourage the participation of children in Alibori in their schools and contribute to improving their learning conditions.



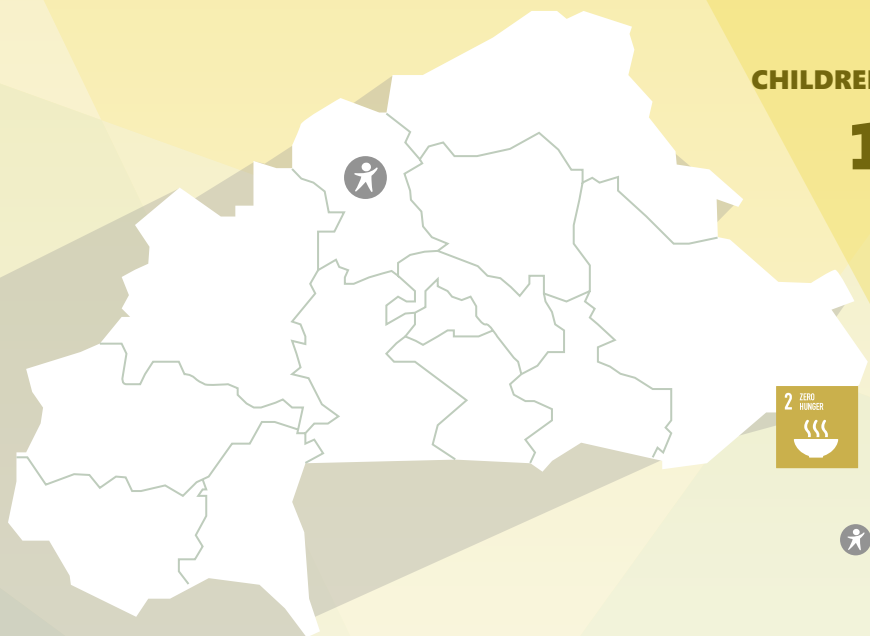
| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|--|---------------------------|
| Program for Protecting Adolescents and Young People on the Move in the Ouémé, Litoral and Atlántico Departments. | CIPCRE- Benin, IFMA, ONG Sonagnon, ASSOVIE, AFDB | 178,390.64 |
| Program for Strengthening National Systems of Education and Protection | ResPESD, CBO-EPT | 90,825.82 |
| Program for Supporting Education and Training for Children Excluded from the Education System (PAEFE) | Helvetas Benin | 41,359.86 |
| Program for Accessing an Adapted and Accessible Education for Vulnerable Children in the Department of Alibori | UNICEF | 337,710.87 |
| Program to Improve the Quality of Education in a Protective Environment in the Department of Borgou | Equi-Filles, FEE-D, APIDev-ONG, DEDRAS | 296,089.35 |
| Support for the Prevention of COVID-19 in schools in Borgou and Alibori | | 37,363.73 |
| Project for the Strengthening of the Right to Civil Registry for Children in the Departments of Borgou and Alibori (PRECIE) | FEE-D, ACDD / Unión Europea | 142,783.87 |
| Project for Improving the Living and Learning Conditions for Street Working Children and Young People in the Markets in Dantokpa, the Fishing Port and Ouando in Porto Novo | IFMA, ASSOVIE, AFDB / Agencia Suiza de Cooperación | 110,343.42 |

**The amounts are for direct project costs.*

Cercle Internationale pour la Promotion de la Création (CIPCRE), Institut des filles de Marie Auxiliatrice (IFMA), Association Vianvo et Environnement (ASSOVIE), Association Foyer Don Bosco (AFDB), Réseau des Structures de Protection des Enfants en Situation Difficile (ResPESD), Coalition Beninoise des Organisations pour l'éducation pour tous (CBO-EPT), Équité et Égalité entre filles et Garçons et entre Hommes et Femmes (Equi-Filles), ONG Femmes, Enfants et Environnement pour le Développement (FEE-D), Association pour la promotion des initiatives de Développement Durable (APIDev-ONG), Développement Durable, le Renforcement et l'Autonomisation des Structures Communautaires (DEDRAS), Actions Communautaires pour le Développement Durable (ACDD)

BURKINA FASO

AFRICA



390,099
CHILDREN AND YOUNG PEOPLE

1,254,020
ADULTS

277
SCHOOLS



 Yatenga Province, North Region

The difficult security conditions and the restrictive measures imposed by the authorities in the country to contain the pandemic - limitations on movement between cities and working groups of up to 30 people -, as well as the school closures, have significantly affected the development of our projects in favour of children's wellbeing in the country.

Similarly, Burkina Faso has been registering during the last year a significant increase in the number of internally displaced people and an increase of cases of domestic violence and violence against children, child labour exploitation, begging, children involved in armed groups and children without birth certificates.

As well as distributing among the population the tools to prevent the virus and mitigate its effects, we have adapted our work to reduce these violations of children's rights and, mainly, facilitate children so they can continue to enjoy this right to education through distance learning.

 Education

 Protection

 Governance

 Humanitarian Action

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Access to a Quality Education Project | | 154,327.43 |
| Project for Strengthening Resilience and Improving the Nutritional Status of Children and their Families in Yatenga Project for the Protection of Children and Adolescents in Situations of Abandonment or Negligence in Yatenga Province | INECO | 77,219.63 |
| Project for Vulnerability Reduction and Promotion of the Right to | | 145,003.03 |
| Protection for Children in relation to migration and the risk of labour exploitation (PREMET) in Yatenga | | 11,311.54 |
| Integral Project for Economic and Social Development in Séguénéga (PIDES) | | 160.83 |
| Integral Promotion of the Civil Registry for Children in Yatenga Province (LA PIECE) | Tabital | 1,414.83 |
| Project for Strengthening the Right to Social Promotion and Civil Registry for the Populations in North-Central, the North and the Sahel | Association Burkinabe pour le Bien-Être Familial, Terre des Hommes Lausanne, Children Believe / Unión Europea | 1,296,692.19 |
| Project for Strengthening of Social and Religious Dialogue in Communities in the North and North-Central | Centre Diocésain de Communication, Association Tabital Lobal, Children Believe / Unión Europea | 221,642.62 |
| Integral Project for Social Development in Séguénéga | | 84,934.66 |
| Strengthening of the Institutional and Community System for Child Protection in the peri-urban areas of Ouagadougou's 9th and 12th districts | AGIR | 39,697.41 |
| Project for Improving the Civil Registry System, especially for Births, in the Northern Region | UNICEF | 234,840.74 |
| Integral Promotion of the Civil Registry for Children in the Northern Region | Association Tabital Lobal / ECW | 18,883.97 |
| Inclusive and Quality Education in Emergency Situations | ECW | 8,787.64 |
| Contribution to the Education of Children Affected by the Security Crisis in the Northern Region | AGIR, Association Tabital Lobal | 55,394.45 |
| Contribution to the Education of Children Affected by the COVID-19 Pandemic | | 238,007.04 |
| Support for the Education of Children Affected by the Security Crisis in the Regions in the North and Boucle du Mouhoun Terre des Hommes | Lausanne, INTERSOS / Unión Europea - ECHO | 333,082.03 |
| Let's improve our lives! Sustainable Strengthening of Resilience to Food and Nutritional Insecurity and Social Cohesion in Rural Communities in Burkina Faso and Niger | CRUS / ProgettoMondo Mlal con fondos de Unión Europea | 19,012.39 |
| Reduction of the Vulnerability of Children and Young People Affected by Migration and Dangerous Work and Improving their Protection and Autonomy (PREMET2) | Terre des Hommes Lausanne con fondos de Lichtenstein Development Service | 8,412.53 |
| Inclusive and Safe Response for the Continuity of Education for Internally Displaced Children aged 3 to 17 years in the Northern Regions and Boucle du Mouhoun (RESCODE) | Association Tabital Lobal, AFDR, ADM / ECW | 65,352.83 |
| Support for the Access and Continuity of Education for Children Affected by the COVID-19 Crisis in the Regions Most Affected by Insecurity | UNICEF | 43,023.89 |

*The amounts are for direct project costs.

Action, Gouvernance, Intégration, Renforcement (AGIR), Asociation Formation Développement Ruralite (AFDR), Association Donnons-nous la Main (ADM)

MALI

AFRICA

348,103
CHILDREN AND YOUNG PEOPLE

12,167
ADULTS

462
SCHOOLS



 **Ségou Region**

Although Mali has ratified all the international and regional agreements for child protection, studies show that children live in precarious situations due to poverty, which makes them much more vulnerable. Their family, community and education contexts are plagued with all kinds of violence, abuse, abandonment and exploitation.

Violence impacts on girls through practices such as child marriage, domestic labour, early and dangerous migration and sexual exploitation, among others. The education sector, on the other hand, is weakened by repeated strikes by teachers and students themselves.

The multifaceted crisis that began in 2012 and continues to shake the country has shaken the already fragile protection system, with very limited access to basic social services for children. Moreover, the emergence of the COVID-19 crisis has undermined the efforts made by child protection actors.

 **Education**

 **Protection**

 **Governance**

 **Humanitarian Action**

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|--|---------------------------|
| Program for Access to Education for All Children in Mali (PACETEM) | IADP, RARE / Education Development Center Inc. | 726,933.68 |
| Promoting the Rights and Protection of Domestic Workers in the Bamako District (Djiguitougou) | BNCE, ENDA | 150,708.82 |
| Project for Supporting School Canteens through Experimentation with Above-ground Vegetable Gardens in Three Schools in Farako, Souba and Sama-Foulala. | | 23,905.57 |
| Project for Supporting Children from Displaced Families in Eight Places in the Ségou Region (PAEFDIS) | | 60,848.19 |
| Project for Strengthening Community Protection Mechanisms for Children (PRMCPE) in Eight Communities in Ségou and Bako | | 59,017.86 |
| Project for the Protection of Children against Physical and Sexual Violence in the Ségou and Mopti Regions (ProFiG_Violences) | ASG / UNICEF | 664,463.84 |
| Child Protection due to the Crisis in Mopti | ENDA / ChildFund Korea | 128,970.79 |
| Project for Supporting the Prevention of the Spread of COVID-19 in Schools, Families and Communities in the Ségou and Mopti Regions and the Bamako District (PAPSC COVID-19) | | 43,319.16 |
| Support for the Protection and Education of Children Affected by the Crisis in the Mopti Region (APEEM) | ASG, ENDA / AECID | 129,615.94 |
| Project for Innovative Education and Development of Competencies for Young people at Secondary School in Mali and Spain ProEDIC | RARE, ROCARE, FARRAH / European Union | 61,117.25 |
| Project for Supporting the Education of Children Affected by the COVID-19 Pandemic in the Ségou Region | UNICEF - ECW | 50,134.61 |
| Joining Forces for Africa: protecting children during the COVID-19 crisis and beyond | Joining Forces for Africa: Plan International Alemania, Terre des Hommes, World Vision, Aldeas Infantiles SOS, Save the Children y ChildFund Internacional / Plan Internacional Alemania with European Union funds | 38,166.78 |

*The amounts are for direct project costs.

Initiatives Africaines pour le Développement et le Partenariat (IADP), Réseau d'Acteurs pour le Renouveau de l'Éducation (RARE), Bureau National Catholique pour l'enfance (BNCE), Environnement et développement du Tiers Monde (ENDA), Association Subaahi Gumo (ASG), Environnement Développement Action du Tiers Mondes (ENDA)

NIGER

AFRICA

1766

CHILDREN AND YOUNG PEOPLE

271

ADULTS

6

SCHOOLS



Tillabéri Region

Since February 2015, Niger is under pressure from violence by non-state armed groups on three main fronts: the Lake Chad basin, the border with Mali and Burkina Faso, and the border with Nigeria. This humanitarian crisis adds to the precarious socioeconomic conditions and has a devastating impact on the survival, education, protection and wellbeing of children, especially girls.

This context, which prevents the exercise of the right to an inclusive and quality education in a safe learning environment, was aggravated by the outbreak of the pandemic and the measures the government had to take to limit its spread, such as closing borders and schools and introducing a curfew.

These measures aggravated existing insecurity and led to a resurgence of forms of violence such as early marriages and school dropouts. Faced with this situation, at Educo we adapted our work to contribute to the national Humanitarian Response Plan for child protection and education.

Education

Protection

Governance

Humanitarian Action



The children participating, as well as educational staff, are more resistant to crises thanks to the Safe Schools approach, psychosocial and life-skills activities and social cohesion.

Thanks to the awareness-raising sessions about COVID-19 and the application of prevention and protection measures in the school environment, children who participate in the project are more resistant to the risk of catching the virus.



Health and nutrition monitoring and recreational activities facilitate schooling for children aged 4 to 6 in a safe environment, and during school closures, students can continue their learning via the radio.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|----------------------------------|---------------------------|
| Access to a Quality Education in a Safe Space for Children Affected by the Security Crisis and COVID-19 in the Tillabéri Region (ProAccES) | | 9,954.55 |

**The amounts are for direct project costs.*

SENEGAL

AFRICA

21,238
CHILDREN AND YOUNG PEOPLE

7833
ADULTS

15
SCHOOLS



Kolda Region

Just twelve days after detecting the first case of coronavirus, the Senegalese president announced the closure of schools, the banning of public demonstrations and even all the events planned to celebrate the 60th anniversary of the country's independence on 4th April. The following week the government declared a state of emergency, which included measures like the closure of air borders and a curfew for the population.

Despite the adopted measures, the risks were high in rural areas due to the population's lack of access to hygiene products; poor access to information on how to protect themselves from the virus; and a mostly outdoor lifestyle, with street vending, markets and agriculture as the main sources of income. Faced with this situation, we supported local authorities to prevent the spread of the virus by supplying cleaning materials, food and messages about hygiene and prevention on the radio and on television.

Education

Protection

Governance

Humanitarian Action



We supplied cleaning materials and products to a total of 2240 homes in 28 villages, we distributed collection hygiene kits to 32 public places and we gave hygiene kits to 36 rural schools.

We provided food to students in 36 schools, where it is common practice for students to go from house to house at lunchtime begging for food, with the risk factor of transmission that this entails.



We adapted the awareness-raising messages using the radio and the television for children, especially those with disabilities, so that they could understand them well and would not be left behind in the collective task of preventing the spread of coronavirus.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Project for Strengthening Local Governance for the fulfilment of Children's Rights in the Bouroucou and Ndorna Communes | Jeunesse Action / AECID | 61,226.75 |
| Collaboration Project for Innovative Education and Collective Impact | | 33,853.33 |
| Contribution to the Fight Against the Spread of the COVID-19 Pandemic in the Médina Yoro Foulah Department in the Kolda Region | Jeunesse Action | 52,282.39 |
| Project for Integrating the Gender Perspective in Governance Mechanisms and Structures in order to Fulfil the Right to Secondary Education for Girls and Adolescent Girls | Association Jeunesse Action, Forum des Educatrices Africaines (FAWE) / Agencia Vasca de Cooperación al Desarrollo | 5,021.63 |

**The amounts are for direct project costs.*

BOLIVIA

AMERICA

27,223

CHILDREN AND YOUNG PEOPLE

7154

ADULTS

69

SCHOOLS



Departments in La Paz

In 2020, Bolivia suffered multiple crises - political, economic, social and health-related - which affected the population in general and children, adolescents and young people in particular. Almost three million children and adolescents stopped going to school and many of them were unable to continue their studies with remote education because their families could not acquire equipment or access the internet.

Violence against women and children amounted to more than 30,000 cases, representing an increase in femicides and infanticides during the isolation of families in their homes. Additionally, social services assistance for families were also partially or totally closed.

Therefore, we reformulated our projects to adapt them to the context and strengthen child protection systems against violence; we taught digital violence prevention courses with adolescents; we worked virtually with families on positive parenting and emotional education; and we supported the training of teachers.



Education



Protection



Governance



Humanitarian Action

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|---|---------------------------|
| Improving Education Quality in Tamat | | 106,110.49 |
| Pilot Educational Unit | | 75,393.09 |
| Strengthening Integral Systems for Protecting Children and Adolescents from Trafficking and Smuggling for the Purpose of Commercial Sexual Exploitation, Contributing to the Exercising of the Right to a Life Free from Violence. | "Fundación Munasim Kullakita, Centro de Estudios y Apoyo al Desarrollo Local, Fundación Estrellas en la Calle, Federación de Asociaciones para la Prevención del Maltrato Infantil" / AECID | 398,603.17 |
| Building of the El Alto School | | 74,977.50 |
| Strengthening of the Abilities of Children and Adolescents in the Safe and Responsible Use of Information and Communication Technology in the La Paz Municipality | Gobierno Autónomo Municipal de La Paz (GAMLP) | 49,964.90 |
| Institutional Strengthening of the Municipal Defender's Office for Children and Adolescents as a Local Authority for the Protection of the Rights of Children and Adolescents in the La Paz Municipality | Gobierno Autónomo Municipal de La Paz (GAMLP) | 42,067.85 |
| Strengthening and Measurement of the Impact of the Emotional Intelligence Program for Preventing Violence in the Educational Communities of the La Paz Municipality | Gobierno Autónomo Municipal de La Paz (GAMLP) | 25,180.63 |
| Strengthening Municipal Public Policies that Promote Good Parenting, Skills Development and Advocacy for Children and Adolescents in the La Paz Municipality | Gobierno Autónomo Municipal de La Paz (GAMLP) | 36,107.78 |
| Promoting the Exercising of the Rights to Education and Protection in Early Childhood Phase II | Fundación Centro de Cultura Popular (FCCP) | 142,131.71 |
| Promoting a Culture of Peace for the Prevention of Violence in Educational Units, based on Exercising the Rights of Children and Adolescents | UNICEF | 9,563.77 |
| Dialogues among Young People for Informed, Democratic and Peaceful Participation in the Bolivian General Elections 2020 | | 24,081.80 |

*The amounts are for direct project costs.

EL SALVADOR


AMERICA

21,872
CHILDREN AND YOUNG PEOPLE

13,277
ADULTS

848
SCHOOLS



 Departments of Morazán, San Vicente, Usulután, La Paz, La Libertad, San Salvador

2020 was an atypical year for all countries in the world, marked by mobility restrictions, social distancing and bio-sanitary protective measures for the prevention of COVID-19. Additionally, El Salvador suffered two tropical storms, which have had profound repercussions on the education, health and economies of families in El Salvador.

Children's health was affected both physically and emotionally and they had to adapt to a different way of learning. At the same time, many families experienced a loss of jobs and income due to the closure of companies, businesses or because of limitations affecting the development of their livelihood activities; while others lost their harvests and material goods as a result of the tropical storms. In this situation, we proposed four humanitarian response projects, we exploited all the social capital built in the territories, we simplified processes and adapted methodologies by introducing communication and information technologies, and we managed to maintain our intervention and closeness to children and their families.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|---|---------------------------|
| Prevention of Irregular Migration of Children in Central America | ChildFund International, Children Belive con fondos del Gobierno de Canadá | 469,007.58 |
| Building my Future | | 1,064.58 |
| Growing and Learning Together | | 281,953.21 |
| Centers for Young People | | 183,296.87 |
| Living my Rights in my Family | | 265,685.32 |
| From School Vegetable Garden to Entrepreneurism | Ministerio de Educación | 592,037.31 |
| Technical Assistance for the Implementation of Curriculum Strengthening Activities that Improve Learning for Students from the SI-EITP | FOMILENIO | 667,809.99 |
| Prevention of Domestic Violence, using the method I am a person too (También soy persona, TSP, in Spanish) | UNICEF | 73,700.33 |
| Centers for Children and Young People (Phase II) | CIDEP / Ayuntamiento de Barcelona | 67,874.64 |
| Thousands of Hands for Prevention | | 19,653.95 |
| Humanitarian Assistance for Children and their Families Affected by Other Forms of Violence in El Salvador | Plan El Salvador / AECID | 240,492.46 |
| Impact of Climate Change on Guaranteeing Children and Adolescents' Rights | | 8,344.53 |
| Research on the Situation of the Rights of Children and Adolescents with Disabilities in the Paracentral Region. | | 5,781.38 |
| Youth Network of Environmental Observers | | 10,266.20 |
| I Live in Peace at my School | | 109,498.75 |
| Prevention of Sexual Violence and Pregnancy for Adolescents | UNFPA | 319,477.56 |
| Advocating for Societies that Guarantee Children's and Adolescents' Rights | | 10,828.84 |
| Food Assistance for Families Participating in the Living my Rights in the Family Project | | 1,450.29 |
| Reducing Food Vulnerability of Children and Adolescents during COVID-19 | | 59,321.67 |
| Reducing Vulnerability in Communities Caused by the COVID-19 Pandemic in El Salvador | | 54,407.45 |
| Safe and Protective Environments | | 260,755.61 |
| Response to the Tropical Storm | | 23,344.25 |
| Empowerment of Girls, Adolescent Girls and Women for a Life Free from Violence | Movimiento Salvadoreño de Mujeres / Agencia Catalana de Cooperación al Desarrollo | 27,973.85 |
| Protection and Humanitarian Assistance for Children and their Families Affected by Violence in the San Miguel Municipality | CIDEP / Diputación Foral de Bizkaia | 42,364.72 |
| Food Assistance to Families Affected by Tropical Storm Amanda and Cristobal in the COVID-19 Context | PMA | 1,326.89 |
| Living my Right to Early Education | Pestalozzi Children's Village Foundation | 13,661.71 |

*The amounts are for direct project costs.

Asociación Intersectorial para el Desarrollo Económico y el Progreso Social (CIDEP)

GUATEMALA

AMERICA



39,600
CHILDREN AND YOUNG PEOPLE

3570
ADULTS

225
SCHOOLS



Quiché Department

The COVID-19 pandemic and the incidence of meteorological phenomena has made the socio-economic inequalities of Guatemalan society even more evident during 2020, particularly among the most excluded and vulnerable population.

Specifically with regard to children, the prevalence of chronic malnutrition, poor health coverage and limited access to quality education due to the technological gap have been the greatest difficulties that continue to be a pending agenda for the state. The pandemic has left a legacy of pain, death and loss of income that will have an impact on the economy of families, especially in terms of meeting their basic needs.

In this context, we were able to reformulate our projects to respond to the situation and provide humanitarian assistance, improve access to water and sanitation as well as nutritious food, promote good treatment within the family and contribute to access to education through technology.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Improving the Productive, Political and Organisational Abilities of Maya-kiché Women in the Municipality of Chichicastenango in the Quiché Department, for the Full Exercise of their Right to Participation and to Food | Asociación Comité Campesino del Altiplano - CCDA / Xunta de Galicia | 3,620.53 |
| Empowering farming maya-kiché women from the exercise and promotion of their human rights and the construction of equitable gender relations in the municipality of Santa Cruz del Quiché | PRODESSA / Agencia Andaluza de Cooperación | 98,800.74 |
| Thousands of Hands for Prevention | | 11,566.20 |
| Promoting Child and Adolescent Wellbeing in the Full Enjoyment of their Rights | Verde & Azul | 197,138.04 |
| Contributing to Reducing Malnutrition of Children and Adolescents and their Families to Promote Wellbeing and Exercise their Right to Food Sovereignty and Food Security in Chiché and San Pedro Jocopilas (Quiché) | Asociación Unidos Por la Vida (ASUVI) | 75,663.85 |
| Promotion and Protection of Sexual and Reproductive Rights of Children and Adolescents in Three Municipalities in Quiché | Asociación para la Promoción, Investigación y Educación en Salud en el Occidente de Guatemala (PIES de Occidente) | 78,394.41 |
| Learning through Technology Improving the quality of education through Information and Communication Technology (ICT) as an educational tool | Fundación Sergio Paiz Andrade (FUNSEPA) | 13,264.89 |
| I'm in. Ri in kin tz'ib'aj wib' (in K'iche' language) | Asociación COMUNICARES | 57,238.55 |
| I Play and Learn from an Early Age | Asociación para el Desarrollo Integral y Multidisciplinario (APPEDIBIMI) | 80,243.96 |
| Clean Hands, Healthy Children and Communities Project for the Prevention of Respiratory Illnesses related to COVID-19 through the Implementation of Water, Sanitation and Hygiene Actions in Four Municipalities in the Quiché Department | Water for People | 58,478.02 |
| Assertion and Political-economic Positioning for the Defence, Promotion and Exercise of the Right to Food for Ixil Families in the Quiché Department | FUNDEBASE / Unión Europea | 85,207.75 |
| Project to Strengthen Political Advocacy Capacities and Generate Sustainable Productive Alternatives for Mayan Mam Women Linked to the Small-scale Agricultural Sector in the Santa Barbara Huehuetenango Municipality | ONG para el Desarrollo Humano Integral Sostenible, TIERRA NUEVA ONG / Xunta de Galicia | 71,218.61 |

*The amounts are for direct project costs.

NICARAGUA

AMERICA



70,728
CHILDREN AND YOUNG PEOPLE

107,620
ADULTS

85
SCHOOLS



*Departments of Jinotega,
Matagalpa and Managua*

2020 has been a decisive year for the country. In addition to the socio-economic context that has been getting worse since 2018, the pandemic affected citizens' finances, especially in rural areas. The country was also affected by the occurrence of two hurricanes, particularly in the most vulnerable areas.

In the light of the COVID-19 pandemic, we responded by delivering hygiene and disinfection materials to more than 7000 families and school supplies and protection kits to schools we work with so that children and their families could put prevention measures into practice.

In the wake of the emergency caused by hurricanes Eta and Iota, we provided accompaniment to the families affected. Initially, we delivered protection, hygiene and food kits to guarantee the basic needs of the population and, later, we developed actions for the rehabilitation of spaces in the affected areas and provided accompaniment through sessions and the delivery of materials.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Attention to Children in Sponsored Schools | | 188,361.16 |
| Prevention of Irregular Child Migration in Central America | ChildFund International, Children Belive con fondos del Gobierno de Canadá | 47,410.74 |
| Citizenship Committed to Gender Equality and Sexual Diversity as a Human Right | Asociación Proyecto Miriam / Diputación Foral de Bizkaia | 73,686.68 |
| Resilient Roots | | 22.57 |
| Strengthening Quality Values and Services for the Restitution of Rights and Family Harmony | Ministerio de la Familia, Adolescencia y Niñez (MIFAN) | 80,240.57 |
| Children Lead on the Promotion of their Rights | Asociación Infantil de Niños/as Trabajadores de Jinotega, Tuktan Sirpi | 68,411.41 |
| Right to a Dignified Education in Early Childhood (Phase II) | Campaña Latinoamericana por el Derecho a la Educación (CLADE) | 63,628.04 |
| Playing is Fun, when my Community gets Involved | | 1,373.22 |
| Share your Talent, Make your Dreams Come True | | 21,628.47 |
| Education with Imagination, Experimentation and Creativity | | 5,859.91 |
| Preventing Adolescent Pregnancies with Social Communication | | 4,921.17 |
| Community Spaces for Creative Reading "Once Upon a Time..." | | 12,719.38 |
| Protective Environments, Safe Communities | | 841.07 |
| Strengthening Families and Sponsored Children in Preparation for the COVID-19 Crisis | | 93,246.16 |
| Rapid Response to the Humanitarian Crisis Caused by the ETA and IOTA Hurricanes | | 70,955.57 |
| Empowerment and Development with a Rights-based Approach and Gender Equity for Rural and Urban Women in the Central North | Instituto de Formación Permanente (INSFOP), Fundación Mujer y Desarrollo (FUMDEC), Proyecto Miriam / Agencia Andaluza de Cooperación | 134,706.59 |
| The Resilience of Children and Adolescents and their Families During the COVID-19 Pandemic | Children Belive, Horizont3000, World Vision, Centro Cultural Batahola Norte, Inhiambia, Nitca, BICU, Los Pipitos, Casa Alianza, Tuktan Sirpi, Proyecto Miriam / Unión Europea | 1,214,382.46 |

*The amounts are for direct project costs.

BANGLADESH


ASIA

112,520
CHILDREN AND YOUNG PEOPLE

162,194
ADULTS

367
SCHOOLS



 Dhaka District, Moulvibazaar District and Cox's Bazaar (Chittagong District).

The violation of children's rights continues to be an alarming problem for Bangladesh. Despite a comprehensive policy and legal framework to safeguard them, children face various forms of physical, sexual and psychological violence and abuse, including corporal punishment in educational institutions, on a daily basis.

The COVID-19 outbreak has negatively affected children, particularly the most vulnerable, by disrupting their health care, nutrition, protection and education. The current pandemic has had a huge impact on the rate of school dropouts, despite initiatives from the government and educational institutions to help students to continue their studies in the midst of the crisis.

Families have been faced with food crises, as they have been unable to focus on earning money for a long time because of the confinements, which has had a negative impact not just on their education, but also on their need for recreation, protection and mental health.

 Education

 Protection

 Governance

 Humanitarian Action

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Reducing Child Labour and Exploitation in Domestic and Transport Sector in Dhaka City | ESDO / ChildFund Korea | 106,032.66 € |
| Safe Access to Sanitation and Tubewell Operation | ChildFund Korea | 82,411.50 € |
| Building Active Communities for Humanitarian Engagement (BACHE) | | 987.08 € |
| Promoting protective and safe environments for children's overall well-being through Ending Violence Against Women and Girls | | 95.03 € |
| Accessing learning opportunities to the young, adolescents and livelihood options for women (ALOW-ALOW) | BTS, IDEA, MSED, PROCHESTA / ChildFund Korea | 547,570.95 € |
| Advocacy & Strategic Partnership | | 2,366.37 € |
| Mainstreaming program for Adolescents and Youths of ESN | | 11,879.16 € |
| Adolescents and Youth Development for Social Change | | 1,395.61 € |
| Children agencies makes system accountable to child protection | | 3,625.43 € |
| Reduction of child labour in urban areas through education and awareness | | 87,576.42 € |
| Promote ECD Opportunities and Quality Primary Education in Bangladesh | | 609,883.32 € |
| Strengthening Quality Education in Government Primary Schools at Bhaluka | | 373.45 € |
| Rohingya Response Program | JJS / ChildFund Korea | 245,524.05 € |
| Emergency cash/food and hygiene materials supports for the COVID-19 affected most vulnerable children and communities in Bangladesh | ESDO, SACHETAN, SMS | 92,376.44 € |
| Humanitarian Assistance to the Amphan Affected People Living in Southern Parts of Bangladesh | JJS, UTTARAN | 112,876.64 € |
| "COVID-19 Emergency Response for Rohingya Refugee and Host community" | SKUS / ChildFund Korea | 134,884.41 € |
| Emergency cash/food and hygiene materials supports COVID-19 | ESDO, Institute of Development Affairs (IDEA), BTS, MSED, Prochesta, SMS, SACHETAN" / ChildFund Korea | 86,534.23 € |
| Emergency response to the flood affected people in Bangladesh | National Development Program (NDP), Shariatpur Development Society (SDS) / ChildFund Korea | 82,253.60 € |

*The amounts are for direct project costs.

Eco Social Development Organization (ESDO), Breaking the Silent (BTS), Multipurpose Socio Economic Development Association (MSED), Jagrata Juba Shangha (JJS), Shapla Mohila Sangstha (SMS), Samaj Kalyan O Unnayan Shangstha (SKUS)

CAMBODIA

ASIA



5326
CHILDREN AND YOUNG PEOPLE

3162
ADULTS

31
SCHOOLS



Battambang and Phnom Penh Provinces

The COVID-19 pandemic has had serious consequences for many poor working families in Cambodia, as they were already financially vulnerable due to low salaries and job insecurity. In rural communities, additionally, many young people continue to not receive an education and feel that they have very few opportunities to have their voices heard and contribute in a significant way to society.

Our work in the country, which we carry out alongside ChildFund Cambodia, is focused on the protection and resilience of children, quality education, reducing the risk of catastrophes, adaptation to climate change, improving local governance, water and sanitation, and empowering young people.

During the pandemic, children and young people in rural areas have received training about the virus and have learnt what measures they need to take to protect themselves and protect others. We have also provided school supplies, food and economic support for families.



Education



Protection



Governance



Humanitarian Action



A total of 165 teachers from five special schools and teacher trainers from eight provincial and regional centres receive ongoing training in special education and inclusive education.

1350 boys, 1328 girls and 129 teachers from 28 schools in Samlout and Rukh Kiri, in the Battambang province, participate in the project to improve access for children to an equitable and quality education.



Enrolment in pre-school education has reached 505 children, 287 of whom are girls, 1782 children have enrolled in primary school, 881 of whom are girls, and the school drop-out rate has reduced from 4.7 per cent to 2 per cent at the end of the project.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|----------------------------------|---------------------------|
| Improve equitable access to quality education for the underserved children in Rukh Kiri District | Khmer NGO for Education (KHEN) | 744,046.87 € |
| Improve equitable access to quality education for the underserved children in Samlout District | Khmer NGO for Education (KHEN) | |
| Building a Safe Learning Environment for Children in Sangkae District | | |
| Safe community for children in Sangkae District, Battambang Province | Komar Rik Reay Association | |

**The amounts are for direct project costs.*

PHILIPPINES

ASIA

60,071
CHILDREN AND YOUNG PEOPLE

19,684
ADULTS

220
SCHOOLS



 *Bicol Region*

The Philippines has experimented many changes in 2020 due to the COVID-19 pandemic, quarantines and other measures that have been applied to stop the spread of the disease, which has had a drastic effect on the lives of children and their families. Additionally, the country -specifically the Bicol region- experienced various natural disasters, like the impact of the Goni typhoon.

In the Philippines, the health crisis has made aspects of people's lives that were already a hardship before even worse: weak social protection mechanisms, challenges in children's education and, above all, a lack of opportunities for families to find and secure a stable source of income.

In response to this situation, we adapted our work in the country to respond to the emergency and contribute to the control of the pandemic by educating the population about the virus and how best to protect themselves, promoting handwashing and the use of personal protective equipment, among other aspects.

 *Education*

 *Protection*

 *Governance*

 *Humanitarian Action*

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|--|---|---------------------------|
| Local Governance in the Interest of Children | | 654.62 € |
| Crafting the Local Community Framework for a Child-Friendly Community- Manito & Legazpi City, Philippines | Bicol Center for Community Development Inc./ AECID | 73,609.86 € |
| Strengthening Accountability for Girls and Boys in Educo Partner Schools and Communities (SAFE) | ChildFund Korea | 192,923.33 € |
| Building Resilience and Accountability for Child-Centered Disaster Risk Reduction and Management in Educo Partner Schools and Communities in DonPiCaSo (BRACED) | Coastal Community Resources and Livelihoods Development, Inc. Costal Core | 117,672.91 € |
| Learner's Easy Access to Reading and Numeracy (LEARN) | | 26,737.35 € |
| Children Leading, Engaging and Advocating for Community Development and Social Reform (LEAD) | | 49,227.10 € |
| Partnership for Access to ECCD Services (PACES) of Children 36-59 Months Old in Educo's (GIDA) and Least Served Communities | | 53,860.18 € |
| Integrate pilot Project | | 1,518.13 € |
| Building Strategic Partnerships for Child-Friendly Local Governance in Catanduanes Province, Bicol Region | | 13,123.82 € |
| Building Strategic Partnerships for Child-Friendly Local Governance in Zamboanga City, Mindanao | Ateneo de Zamboanga University | 46,968.06 € |
| Changing Society to be Child-Friendly through Advocacy | Water Org | 15,797.29 € |
| RICcE (Relevant, Inclusive and Child-centered Education) for PARDOs (Pupils-at-risk of dropping out) and Children with Disability (CWDs) at Least Served Communities of Manito | | 21,578.92 € |
| Sama Bajau Education Support Project (SBESP) | Community and Family Services International | 108,132.05 € |
| Educo COVID-19 Response Communities with Sponsored Children | | 267,225.96 € |
| Project Kammuri Response | ChildFund Korea | 105,553.04 € |
| COVID-19 Response | ChildFund Korea | 75,191.25 € |
| STY Rolly Emergency Response | ChildFund Korea | 90,459.04 € |
| Assistance to sty roly-affected population in Catanduanes and Albay | "The World Food Program WFP" | 370.74 € |

*The amounts are for direct project costs.

INDIA

ASIA

35,205

CHILDREN AND YOUNG PEOPLE

35,495

ADULTS

252

SCHOOLS



State of Maharashtra

The much-needed closure to prevent the spread of the virus unleashed a series of uncertainties and extreme situations in the country's most vulnerable communities, those most affected by the pandemic. One of the most alarming consequences of the crisis in India has been the increase in cases of violence against children such as child abuse and child marriage.

During this period, Educo has dedicated its efforts to helping families survive and attending to the immediate protection needs of children, adolescents and their families. Therefore, during the first few months of the emergency we supplied food and hygiene kits to families in the Latur, Beed, Palghar and Pune districts, and the poorer neighbourhoods of Mumbai, in Maharashtra.

We have also worked in child protection adapting to the situation with, for example, the monitoring of children via the telephone when in-person monitoring was not possible, online sessions or webinars for the community.

● Education

● Protection

● Governance

● Humanitarian Action



We strengthened child protection committees in 50 villages in the Latur and Beed districts in Maharashtra state with training to work on preventing child marriage and violence.

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Empowered to end violence - when women and children are heard | Coro for Literacy | 64,558.35 € |
| Night school transformation program | Masoom / Ayuntamiento de Barcelona | 38,180.60 € |
| Night school transformation program | Masoom | 5.57 € |
| SAKSHAM | Save The Children India | 146,971.84 € |
| Developing a conducive environment for children to seek and learn | Pratham | 64,670.94 € |
| Creating and enabling access to quality education for children in Block Palghar | Matru Schaya Social Welfare Society | 15,798.42 € |
| Education For Dignity - Pratham | Pratham | 12,355.03 € |
| Education For Dignity - STCI | Save the Children India | 17,052.10 € |
| Reducing child marriage through CSO action, empowering adolescents and youth & responsive child protection system, in two districts of Maharashtra | Kalapandhari Magasvargiya, Adivasi Gramin vijas Sanstha | 36,680.27 € |
| Sanmaan (Protecting children found in begging) | Prerana | 23,927.43 € |
| Increasing resilience among affected children and their families from COVID-19 in 50 villages of Latur and Beed Districts of Maharashtra | Kalapandhari Magasvargiya, Adivasi Gramin vijas Sanstha | 24,785.49 € |
| Emergency support to the 600 COVID-19 affected marginalized families of the Velhe Block in Pune District of Maharashtra | Pratham | 26,358.27 € |
| Emergency support to the 1.200 COVID-19 affected tribal families of the Palghar District, Maharashtra | Matru Schaya Social Welfare Society | 18,318.89 € |
| Provisioning of Relief Material for the Most Marginalized Population of Chembur and Ghansoli Community during COVID-19 crisis | Prerana | 5,817.28 € |

**The amounts are for direct project costs.*

SPAIN

EUROPE

20,564

CHILDREN AND YOUNG PEOPLE

1214

ADULTS

1224

SCHOOLS



Andalucía, Aragón, Asturias, Canarias, Cantabria, Castilla la Mancha, Castilla y León, Catalunya, Comunidad Valenciana, Euskadi, Extremadura, Galicia, Illes Balears, La Rioja, Madrid, Murcia, Navarra y Ceuta.

Measures to reduce the incidence of coronavirus have had an uneven social impact on the Spanish population, exacerbating many existing problems and increasing inequality. For children, the closure of schools has highlighted the importance of education, not only as a tool for children's education, but also as a guarantee of their physical, relational and emotional development.

At Educo, we worked from day one of the health emergency to protect children's rights. We adapted our school meal grant program to guarantee at least one nutritious and complete meal a day both during confinement and during the summer holiday period. We also collaborated with companies to provide technological devices to vulnerable children to ensure that they could follow classes remotely. And, through the entities we work with, we provided educational accompaniment for families to guarantee safe spaces and good treatment.

● Education

● Protection

● Governance

● Humanitarian Action

| PROJECT | PARTNER ORGANISATIONS/ FUNDER | EXECUTED AMOUNT 2020 (€)* |
|---|---|---------------------------|
| Summer Program | Pepsico, Kellogg's, Zurich, Kovyx, Fund. Pryconsa, Fund. Along, Jot Internet Media, Santillana, Inesem, McMillan, Deiser, Xanela | 386,083.03 |
| School Meal Grants 2019-2020 | | 559,603.67 |
| School Meal Grants 2020-2021 | | 341,728.41 |
| Global Campaign for Education (GCE): contributing to education for social transformation locally and globally | Agencia Vasca de Cooperación al Desarrollo | 131,221.49 |
| Project for the Integration of International Child Protection Standards in Social Organisations Participating in the Pro-Infant Program | Obra Social Fundación La Caixa | 13,279.30 |
| Global Campaign for Education | | 11,702.76 |
| Planting Participation - Promoting Child Participation in the A Coruña Council | Ayuntamiento de A Coruña | 6,211.75 |
| Program for Children Spain | El Arca Asociación, Hezikerb Elkartea, Fund. Canaria Farrah, Asociación Barró, Fund. Salut Alta, Asociación Entre Amigos de Sevilla, Fund. Mar de Niebla / Fund. AMA, Sage Global Services | 225,544.33 |
| Listening Campaign | | 22,755.76 |
| Premios Aprendizaje y Servicio | | 5,220.50 |
| Meal grants at home | Pepsico, Mondelez, Asociación Día Solidario, Amazon, Walt Disney, Indra, La Liga, Fund. Nuria, Fund. PUE | 717,973.37 |
| School Support 2020 | Fund. Mapfre, Endesa, Sacyr e Igalia | 194,008.10 |
| Global Campaign for Education 2021 in Galicia | Axuda en Acción, Fund. Entreculturas- Fe y Alegría, Taller de Solidaridade, Universidades de Santiago de Compostela / Xunta Galicia | 20,547.34 |

*The amounts are for direct project costs.

HOW WE WORK

NOBODY CAN BE LEFT BEHIND

Our priority is to work for and with children and adolescents, as well as their families and communities, especially with those who are in situations of increased vulnerability, whether they are part of the institutional child sponsorship program or do not participate directly.

Our proposal to not leave anyone behind, the central and transformative approach for the 2030 Agenda, guides our work with those children and adolescents who are at risk from or affected by: being out of school, or at risk from dropping out of school; the worst forms of child labour and exploitation; child marriage and early pregnancy; unsafe mobility; and humanitarian and natural disasters, in particular internally-displaced people, refugees, asylum seekers, returnees, and those belonging to host communities or others.

He could be
Mariam





They could be
Mariam

Over the next few pages we will present some of the projects we carry out in the 14 countries we work in since 2020 in the area of child wellbeing and their right to education, protection and participation.

And we also get to know **Mariam**, a girl who represents all the girls who motivate our work on a day-to-day basis and everything we fight for.

A girl who lives the life we want for all girls and boys wherever they live in the world, with education as a fundamental right that enables and reinforces the exercise of all other rights. Children who enjoy spaces for **participation**, and live in societies who are concerned about their **protection** and guarantee that they grow up in healthy environments free from all types of violence.

And, most importantly, for all of this to continue when there are **emergencies**, conflicts or natural disasters, when children must be able to continue their **education** in safe and protective spaces. Because a day without school is a day that keeps them from fulfilling their dreams.

She could be
Mariam



He could be
Mariam

EDUCATION

Mariam at school

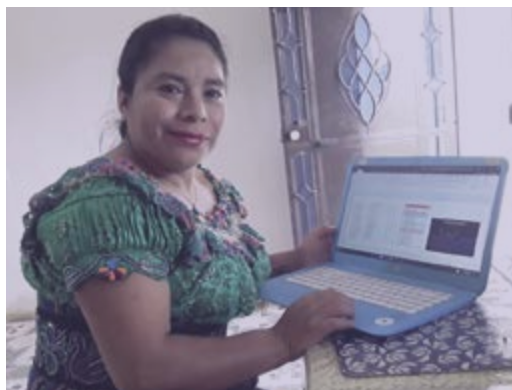
She is the third of four children in a family from a village in Mali. Mariam is 11 and she is studying her fifth year of primary school. Her two younger siblings are three and five years old and go to the same school as her. The classes are in the local language and are adapted to children with disabilities. Mariam's older sister is studying at secondary school. Their parents were unable to study, but their four children, both boys and girls, will continue to study and will go to university if they want to.

At school, they have not only been taught subjects such as mathematics, language and geography, but they have also learned about sharing and respect. Whenever a problem arises they deal with it in class and conflict management helps them to put themselves in other people's shoes and be more tolerant. They have also learnt to care for and respect the environment and have taken this knowledge home.

Their family is part of the educational community and participates in the actions proposed by her school. Together they have participated in training sessions, in which they have learnt about positive treatment and have unlearned violent dynamics that they had internalised. They understand that learning is a process that lasts a lifetime and it is never too late to keep learning.

Mariam and her sister have the same opportunities as their brothers. They will not be forced to get married or have children before they are ready. And when they do have children, if they decide to, they will be prepared to look after them, defend their rights and support their education so that they develop fully.





Ever since we have the computer room we have practised much more exercises and we are waiting for our students so we can put everything we have learned into practise

Elvira Elizabeth, Guatemala

Technology for learning

Digital and technological training for improving academic performance.

Only two out of ten students passed the Mathematics test and three out of ten passed the Literacy test in 2019, according to data from the Guatemalan Ministry of Education. In order to improve these results and strengthen their technological and educational abilities, alongside the local organisation FUNSEPA we train teachers in basic technological knowledge for teaching mathematics.

We also gave 17 computers to five public education centres in excluded and vulnerable areas in the municipalities of Chichicastenango, Santa Cruz del Quiché, Chiché and San Pedro Jocopilas, and a total of 683 boys and 653 girls will be able to improve their learning thanks to the training their teachers have received.



To other mothers and fathers who are going through the same situation I would tell them not to give up, that it is difficult to keep going, but it is possible. Educo and FCCP have helped us so much in this process. In La Paz there is nowhere like this

Katherine, Bolivia

Sensorial development

Promotion of the exercise of education and protection rights.

La Paz has a high level of poverty and lack of basic services and installations, a situation which affects the quality of life of its population. Due to financial limitations, many families have jobs in the informal sector and spend a lot of time outside the home, which affects the care and attention they give to their children.

Together with the Fundación Centro de Cultura Popular we offer spaces for families to learn how to develop the psychomotor skills and sensory development of children with disabilities aged 0 to 5 years old and promote positive parenting and hygiene and feeding habits. During the pandemic, the families also received a food basket and a hygiene kit.



This project didn't just support the educational needs of children, it also eased the burden for the families who have difficulties buying their children's school supplies.

Myra Ador, Educo Philippines

Children at the centre

Adapted and inclusive education for children with disabilities and children at risk of dropping out of school.

The children who live in situations of poverty and have disabilities are at a high risk from school failure and dropouts. To mitigate this injustice and guarantee their right to education we carry out this project in which 100 children with disabilities and at risk from dropping out of school participate in 16 primary schools in Manito.

Thanks to the variety of learning materials we provide them with, and that they can use in the classroom or learning centres in the community, the students can keep up with their daily lessons. The project is also aimed at improving the abilities of teachers and the participation of families and volunteers.



My vision of school changed. I learned that education is a right for all children that influences on the development of our village, that it is not just about learning a bit of French until I am an adult and become a shepherd..

Ismael, Benin

Education in safe environments

Teacher performance, improved learning conditions and school infrastructure.

School enrolment in the Alibori department is barely more than half of the child population. Some of the reasons for this low enrolment level is the lack of teachers and a high level of absenteeism, which results in low quality education. Physical violence, forced marriage, teenage pregnancies and children forced into begging are also prevalent in this area.

With support from Unicef, we carry out this project to increase access to equitable, quality education in a protective environment for the benefit of children in the municipalities of Karimama, Malanville and Ségbana. These activities include the monitoring of teachers and improvements to the learning conditions.



At the start of the project we had meetings with the communities, the beneficiaries and the State actors to find out the needs of the population and ensure their participation..

Hadiza Dia, Educo Niger

School far from home

We attend to the needs of children affected by the crisis in Tillabéri.

The impact of the pandemic added to the insecurity the Niger population has faced since February 2015 and the precarious socio-economic conditions, which caused a devastating effect on the survival, education, protection and wellbeing of children.

The provision of safe and inclusive learning spaces with equipment and teaching materials, teacher training, the promotion of distance learning and awareness-raising programs via the radio and hygiene promotion in schools are some of the activities envisaged in this programme to improve the education and protection of displaced children.



I celebrate Educo's commitment to helping the population in response to the pandemic. I strongly endorse this collaboration with the state of Mali and, in the name of the Governor of Ségou, I commit to supporting all the NGO's initiatives in the region.

Issa Kone, Mali

Education in emergencies

Collaboration with government response plans to the emergency and awareness-raising campaigns.

Mali, like other countries, has been dealing with the COVID-19 pandemic since March 2020. Since then, our work in the country has been mainly focused on raising awareness among the population in general, and children in particular, about how the virus is transmitted and how to prevent it, and supplying hygiene kits and other devices for prevention.

In addition, with Unicef's support, we have participated in the government's emergency response plans in Ségou and Mopti and, to intensify communication on preventive measures, we produced thousands of posters and awareness-raising leaflets which we shared in our intervention areas in the country.

PROTECTION

Mariam feels safe.

Ever since she was very young Mariam has known her rights and knows how to protect herself from violence, how to detect when she is suffering from it and ask for help if she feels that she is being subjected to any form of violence, abuse, neglect or exploitation. Her security and that of her siblings is a priority not just for her family but also for the whole community.

Her home and her school are the places she feels safest in. Her relationship with her family is based on positive treatment. She feels loved, protected, accepted and acknowledged and, although sometimes conflicts occur, they talk about it and resolve it in a positive way, without falling into violent communication dynamics or attitudes.

Marriage and child labour have long since been abandoned in her environment. The population and local institutions ensure that children in the village do not carry out dangerous practices and spend time doing what all children should be doing: playing, growing and learning. They know that education is a fundamental tool for breaking the cycle of poverty and for new generations to bring wealth, not only material but also intellectual, to their communities.

Respect for children also means respect for the environment. Mariam and her friends enjoy nature and know that to have a good life they need to give back to nature the wellbeing it offers, by looking after it and not contaminating it.





I was made an orphan aged 9, I was taken out of school and I went to Cotonou, where I started to sell water in the market. Now I am learning to sew and I will be able to work in what I dream of.

Marie-Claire, Benin

A life free from violence

Opportunities and professional training for all children who work in the markets.

An analysis of the situation of children in the departments of Atlantique, Littoral and Ouémé reveals that 6826 children work in the markets of Dantokpa, Ouando and Port de pêche, 78 per cent of whom are girls and 46 per cent of whom are under 14 years of age.

The aim of this program is to contribute to the effective enjoyment of the right to a life free from all types of violence for children, who we offer educational alternatives and professional training to. Similarly, we teach them to prevent abuse and economic and sexual exploitation and to use the protection system when they are victims or in danger.



Menstruation is taboo in our society, so drying the cloth pads in front of men makes me feel very uncomfortable. The pads you have given me are going to help me feel more relaxed.

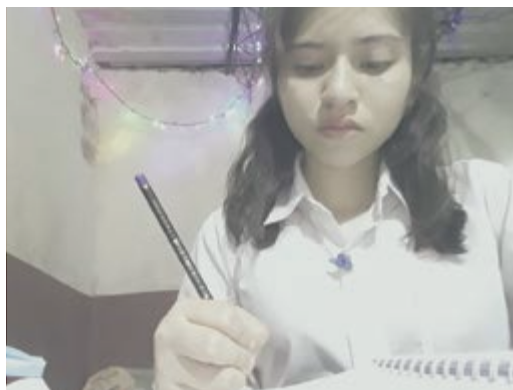
Mamta, India

Begging is not an option

Protection systems keep children away from violence and exploitation.

The aim of this project, which we carry out with the local NGO Prerana, is to provide capacity-building for governmental and non-governmental bodies so that children who beg have access to strong, efficient and adapted protection systems which protect them from violence and exploitation.

As part of this training we create a guide for institutions responsible for the care of children, including the police, know how to talk to and treat children. Due to the impact of the pandemic and the confinement measures that paralysed the country, we also distributed food and medical supplies to the participating families.



The grant is not just an achievement for me, but for my whole family, they support me and want to see me achieve my dreams. I would like to study graphic design, but I would also like to be a doctor or a journalist.

Krissia, El Salvador

Girls can decide

Prevention of sexual violence, and adolescent marriage and pregnancy.

Girls and female adolescents in El Salvador suffer from two-fold discrimination: for being girls and for being women. It is therefore important to prevent them from suffering from sexual violence and from being limited in their access to education and participation in decision-making about their sexual and reproductive rights.

As a result, through the United Nations Population Fund, we support the basic and secondary education of 226 adolescents and provide training in sexuality. Additionally, to guarantee their continuity in the education system and help them to fulfil their life projects, we distribute basic food baskets, hygiene kits and economic incentives.



I had difficulties myself for continuing my primary education due to work. I invite all the people who live in my village to join this project to make it easier for children so that they don't have to abandon their studies.

Bakary Coulibaly, Mali

Protective community

Prevent, detect, derive and manage cases of violence and harmful practices affecting children.

The sociocultural limits and beliefs, as well as the aftermath of armed conflicts in the north and in the centre of Mali, are the main causes of the problems related to the protection of children's rights, who tend to become victims of abuse, violence, exploitation and neglect.

In this context, we develop this project through which the communities, local authorities, state technical services, civil society and children collaborate in order to improve child protection mechanisms and work to avoid child marriage, corporal punishment, school dropouts and not being registered in the civil registry, among other types of violence.



I am lucky enough to have the possibility to keep studying, but many children my age do not. I would like everyone to have the opportunity to be admitted and stay in school like me.

Arif, Bangladesh

They should be in school

Reducing child labour and exploitation in the domestic and transport sectors in Dhaka.

Most children who work in Bangladesh do so in the informal sector. Although various laws and policies have been adopted related to child labour, there are some gaps in the legislation, as well as incoherence in international agreements.

The main activities of this project, which is supported by ChildFund Korea, includes advocacy aimed at the government to improve and apply the laws and policies and the guaranteeing of access to education and professional training for children who work. Similarly, we also work to strengthen the knowledge of the population so that it is the community itself that prevents child labour in their local area.



I have a small business that makes typical dishes because I like to work to maintain my country's gastronomy and because it is a way to improve my family's finances. I dream of making my business grow so I can promote projects to give employment opportunities to other young people.

Zaida, El Salvador

Alternatives to migration

Improve the quality of protection services, strengthen employment for young people and provide training for young leaders.

The three main causes of irregular migration among adolescents and young people in Central America are widespread violence and organised crime, limited employment opportunities and access to education, and a lack of awareness, not only among families but also among national and local governments, of the risks of irregular migration.

With support from the Canadian government we work in El Salvador and Nicaragua to strengthen local protection systems, prevent violence, strengthen employment and self-employment for young people and train young leaders so that they raise awareness of the risks of migrating and the alternatives to irregular migration among their peers.

GOVERNANCE

Mariam participates.

The village Mariam and her family lives in is two and half hours from the capital. For the population in general, participating in public life and the politics by central authorities is complicated, beyond participating in national elections. In the community, however, children, adolescents and adults can all intervene in decision-making and elaborate proposals for aspects that affect them directly together.

Mariam is part of the children's association in her village, a space that enables children to express their needs and make proposals that the local authorities can include in their policies and that serve to improve the community. But, above all, the association is important because here children can learn to participate, deliberate and build together.

In the last year, the children's association has made various proposals to the local government. Caring for the environment is one of the things the children are most concerned about, and they have already succeeded in achieving a weekly rubbish collection service and reducing pollution in their community.

Children also know their rights and know how to demand that governments develop effective laws, policies and structures to guarantee them. Families, the communities and citizens in general also know that one of their tasks is to protect children and demand that the authorities protect them.





It is to be welcomed that we young people have these spaces for dialogue, normally reserved for adults. We have the right to voice our opinion so that change can happen in our society and in politics.

Liliana, Bolivia



Ever since I was little I dreamed of serving people and working for children's rights. Educo has given me this opportunity and my dream has come true, and I am grateful and happy to be a part of these activities.

Sarmin, Bangladesh

Our opinion counts

Participation of young people in general elections.

Due to the political and social conflicts experienced in the country since the national elections in October 2019, the growing polarisation of the population and the deterioration of the social fabric became evident. For this reason, with the aim of promoting the participation of young people in the elections, we provided spaces for dialogue as a strategy for restoring tolerance, a culture of peace and democratic citizenship in Bolivia.

Six youth organisations participate in the project from four municipalities. They prioritise the issues that interest them the most and lead a debate between the young people with a focus on respect and empathy. This initiative reached more than 200,000 people on television and social media.

Working towards social change

Improving life skills of adolescents and young people that contribute to the development of their communities.

As a result of poverty and discrimination, adolescents and young people generally have little experience of decision-making and few opportunities to participate in public forums, which keeps them on the margins of society and prevents them from exercising their right to active citizenship.

Through this project, which we deliver in 28 communities, we work with adolescents and young people aged 11 to 22, most of whom have graduated from our schools and schools for working children. The aim is for them to acquire the knowledge necessary for defending their rights and participating in their local area.



Participating in the children's organisation helped me come out of my shell. I was very shy, but being a facilitator helped me make friends and share experiences. I dream of being a teacher to help other children.

Jane, Philippines

Working towards social change

Child-friendly local governance for fulfilling their rights and wellbeing.

Local governments, located closer to people and communities, are the institutions best placed to interact with children and make the most significant contribution to the fulfilment of their rights and the improvement of their wellbeing, especially those in the most vulnerable situations.

With the aim of favouring child participation in the province of Catanduanes, in the Bicol region, we accompany the organisation of children's and young people's associations that empower children so that they defend their rights, know about the existing protection mechanisms in their community and empower other children.



I am studying 5th grade at Medina Mandah school and thanks to the girls' club I received training about children's rights and I know how to defend them. I will not let my parents allow me to marry until I graduate..

Amy, Senegal

Girls go to school

Adolescent girls and women defend their education and advocate in public policy.

Adolescent girls and women suffer multiple limitations and barriers to exercising their right to education and are practically excluded from the secondary education system, especially in rural areas, where there are other factors such as a lack of resources and basic services and the dispersion of the population.

With this project, which has support from the Basque Development Agency, we contribute to enabling girls to continue to study beyond primary school by influencing national and local governance structures that influence the development and strengthening of the education system, the child protection system and local policies.



With these kits, we have the materials we need to put into practise the prevention measures we have learned, my parents and grandparents can protect themselves from the virus, I can wash my hands. Now we feel safer.

Erik, Nicaragua

Together we are more resilient

Delivery of health kits and food parcels during the coronavirus crisis.

The pandemic in Nicaragua has affected the most vulnerable populations, increasing their suffering, worsening their quality of life, their health and their emotional and socioeconomic conditions. So, together with Horizont3000, World Vision International, Children Believe and eight local partner organisations, and with support from the European Union, we are working to mitigate this suffering by distributing health kits, which include containers for safe household water storage, and food packages to the most affected families.

In addition, we provided emergency health kits and food parcels to some 5000 people affected by the hurricanes that hit the country in November.



To launch the campaign we sent Listening Kits to ten political representatives, including the president, which included five elements that reflect the need to include the voices of children in decisions that affect them.

Miriam, Educo Spain

Respect is knowing how to listen

Children and young people are listened to and taken into account in the problems that affect them.

With the aim of promoting the active listening of children, in December 2020 we launched the campaign Activate Your Listening, aimed at schools, social organisations, the media, political representatives and families.

With this action, we proposed the creation of Listening Clubs in participating schools in order to offer spaces for decision-making and develop specific actions for improving active listening in each educational community. To do this, Educo published an educational guide containing dynamics and sessions for promoting group cohesion, cooperative work and active listening.

HUMANITARIAN ACTION

Mariam is resilient.

Mariam and her family had to flee from their hometown because of insecurity. She did not want to leave, but her life and that of her family was in danger, so they had to leave suddenly and begin a long, difficult journey. She and her family currently live in a village they had never been to before, a place where the community has received them in a show of solidarity and support.

Both Mariam and her siblings have been able to enrol in the school in the new village. They have received educational materials and have attended intensive courses which have enabled them to catch up on the learning they missed while they were travelling. They have also received psychosocial support and receive a nutritious lunch every day. Little by little Mariam becomes more satisfied with living in the new village and makes new friends, who she plays and has fun with.

Mariam, her family and the community know that after a natural disaster or humanitarian crisis, children are more at risk from being sexually exploited or being forced to work, and that in the case of displacement they can often become separated from their families, stop attending school and suffer violence and stress, among other dangerous situations.

Following displacement, Mariam and her family have had the opportunity to participate in and lead activities to prevent these risks and know what to do if a child is at risk. She feels protected, loved and stronger, ready to prevent and recover from adverse situations.





Integrating children into protective and inclusive environments contributes to protecting them from threats to their integrity like dropping out of school, child labour, early marriage, exploitation and violence.

Educo, Burkina Faso

Staying in school

We care for children so that they can return to normality despite the conflict.

Burkina Faso, which is among the ten poorest countries in the world, is also affected by an armed conflict which has uprooted more than one million people from their places of origin over the last few years. The conflict has also seriously affected schools, combined with the coronavirus pandemic and its additional problems.

With support from the European Union, we assist more than 80 schools in the northern regions of Burkina Faso. Here, we provide education to more than 7000 children - 5000 of whom were displaced by attacks on their villages - and we offer training to teachers and social workers so that they can offer protection to the children trapped in this humanitarian crisis.



I have participated in various sessions with other children and the one I remember the most is one in which they explained how to protect ourselves and protect the younger ones from coronavirus, that's how I realised I should look after myself.

María, Philippines

Protected against COVID-19

Preventing infection, children free from physical and emotional violence, food and support for continuity of learning.

Coronavirus overwhelmed the Philippines' precarious health system and its consequences paralysed the country, exacerbated pre-existing food insecurity and malnutrition, reduced inadequate access to health facilities and further weakened the fragile social protection system.

To mitigate this situation, we adapted our activities to the context, and with the support of ChildFund Korea, we provide employment to almost a thousand families so that they can cultivate a community vegetable garden, seeds, and the necessary agricultural tools. We also installed handwashing basins in schools and at-risk communities or with high levels of poverty and we trained community health agents so they could promote healthy practices locally.

OUR PRINCIPLES

Our principles are the operational standards which guide all of our actions as an organisation which works to defend children's rights.

We are also committed to promoting participation, non-discrimination, transparency and a dynamic spirit as a guide for our behaviour and to serve as a foundation for endorsing the work we do on a daily basis. These principles make up our culture, who we are and adopting and implementing them is compulsory and must be demonstrable.

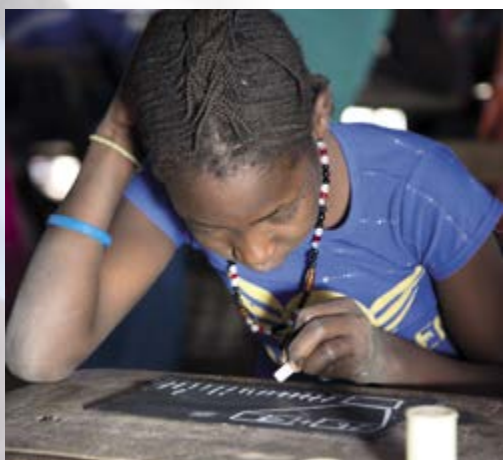




We base our work on **transparency**, honesty, responsibility and maximum access to information about the management of resources and about the impact of our actions for greater social and economic accountability.



All our actions guarantee and promote the right to **participation** of children, and those that accompany them, so they can fully exercise their citizenship. We also promote a participative culture in our organisation.



Our work is based on **non-discrimination** for all people, regardless of their nationality, ethnicity, sex, language, religion, political opinion, financial situation, abilities or any other condition.



We are capable of adapting and responding creatively with innovative and high-quality actions. We aim to have a **dynamic spirit** and exchange fundamental elements for responding to the challenges we are faced with.

TRANSPARENCY

✓ Compliance Committee

Annually publish and present to the Board and the Management Committee the Annual Report on Regulatory Compliance and Conduct, which details the compliance of legal, contractual and institutional obligations related to our code of conduct and the management of reported incidents through the official online channel.

✓ New global website

We launched our new global website with more information about our impact, evaluation and learning, and a new section on transparency, which facilitates direct access to the most relevant documents about our work.

✓ Transparency Commission

Made up of representatives from the different areas and departments in the organisation, it aims to promote and accompany the implementation of our External Transparency Policy.

✓ CONGDE Audit

We passed the externally audited review of the Transparency and Good Governance Tool of the Spanish NGDO Coordinator. Passing this audit gives us a new "evaluated NGO" certificate for the next three years.

✓ Government Report

We published the first annual Corporate Governance Report about the operation of the Board, the evaluation of its performance, the relationship with senior management, risk management and control systems, and potential conflicts of interest.

✓ ChildFund Alliance Report

We report annually - every three months during the pandemic - to the Alliance Secretariat about aspects of our work like the development of our programs, projects and activities and financial management.



PARTICIPATION

✓ **Schools are shut but learning is on!**

Almost 4500 children and adolescents in ten countries participated in our study to understand children's concerns, opinions and hopes during the pandemic.

✓ **Post Distribution Monitoring**

We set up mechanisms to get people's feedback on the products we deliver and the delivery process, communication mechanisms and participant selection, among other issues.

✓ **Strategic Reflections**

We received contributions from 423 people in Educo; 452 project participants, partner organisations, authorities and community members; and 199 children and adolescents for the elaboration of our 2020-2030 Global Impact Framework.

✓ **Children's Advocacy**

We design and implement our advocacy interventions with extensive participation from the populations of interest, including children, who we train and raise awareness with in order to enable them to lead their own advocacy actions.

✓ **Child-Friendly Accountability**

At Educo El Salvador we set up a pilot of this initiative by ChildFund Alliance in which children and adolescents hold governments and local authorities accountable for meeting their child protection commitments.



NON-DISCRIMINATION

✓ **Gender Equity Policy**

We have a global policy and a cross-departmental Gender Equality Commission, which leads the implementation of the Action Plan on Women's Rights and Gender Equality.

✓ **Plan for equal treatment and opportunities between women and men in the workplace (2021-2025).**

Document elaborated by Educo Head Office to make effective the right to equal treatment and opportunities between men and women, non-discrimination and respect for diversity.

✓ **Gender Strategy in Bolivia**

The *Protejerres project* establishes strategies for promoting equitable gender relationships, the empowerment of girls and female adolescents, and the promotion of positive masculinities.

✓ **Migrations in Mali**

This study on the migration of girls from the Ségou region to urban centres showed that, both en route and in the homes they migrate to, girls are exposed to various forms of exploitation and violence, including sexual violence.

✓ **User-friendly Versions**

We are committed to making the information we publish about the organisation accessible and enjoyable to read for all audiences, especially children and young people.



DYNAMIC SPIRIT

✓ **Joining Forces Alliance**

During 2020 our work in political advocacy and social mobilisation has acquired more relevance thanks to campaigns launched by different countries like Child Rights Now! and Ending Violence Against Children.

✓ **Leadership by the Educo offices**

Educo Benin assumed the presidency of the Education NGO Coordination Framework in the department of Alibori and Educo Spain led the Spanish Coalition of the Global Campaign for Education.

✓ **We promote national laws and policies**

Educo's advocacy work has led to the promotion of policies and laws that improve the education system in countries like the Philippines and Mali.

✓ **Online Communication**

We encourage the organisation of online training and other virtual communication tools to further collaborate with central and regional institutional actors and other NGOs for the benefit of children's wellbeing during the pandemic.

✓ **Open Day Events**

Educo Nicaragua prepared a virtual version of their Open Day, led by a group of children, in which they have collaborated with a national television network for extensive distribution on social media.

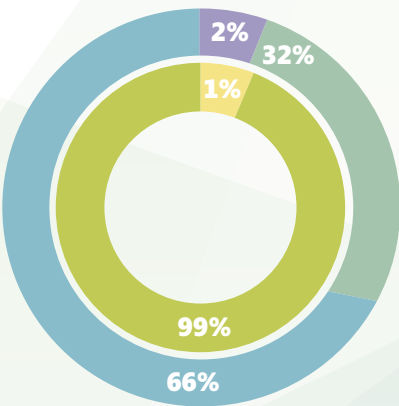


SUPPORT BASE

The support from our child sponsors, supporters, donors and collaborators in general, as well as companies and public institutions, makes it possible to work on a daily basis to improve the living conditions of the most vulnerable children. We would like to **thank them for supporting us for another year to help us build a global system which is more just, sustainable and equal.**

91,188 SUPPORTERS MAKE IT POSSIBLE

| | |
|----------------------|--------|
| INDIVIDUALS | 90,459 |
| ENTITIES | 729 |
| TOTAL DONORS BY TYPE | |
| 91,188 | |
| MEN | 29.022 |
| WOMEN | 60.320 |
| UNSPECIFIED | 1.846 |
| TOTAL LEGACIES | |
| 91.188 | |



HOW THEY COLLABORATE



INSTITUTIONAL DONORS

Multilateral funds: European Commission, Education Cannot Wait (ECW), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), World Food Programme (PMA).

Government funds: Swiss Agency for Development and Cooperation (SDC) Global Programme, Spanish Agency for International Development (AECID), Ministry of Health, Consumer Affairs and Social Welfare (now Ministry of Social Rights and Agenda 2030), Andalusian Agency for International Development Cooperation (AACID), Xunta de Galicia, Catalan Agency for Development (ACCD), Basque Agency for Development (AVCD), Barcelona City Council, A Coruña City Council, Bizkaia Provincial Council, Ministry of Education of El Salvador, Fomilenio II Programme, United States Government.

Others: ChildFund Korea, Children Believe, Education Development Center, HELVETAS Benin, Pestalozzi Children's Village Foundation, Plan Internacional Alemania, ProgettoMondo Mlal, Terre des Hommes Lausanne, Water for People, Water.org.

COMPANIES AND PHILANTROPIC FOUNDATIONS

Amazon Spain Services
Asociación Día Solidario de Naturgy
Ayuntamiento de Valle de Tobalina
Bankia
Carglass
Conei Corporación S. XXI
Custom Mark
Endesa
Eurofragance
Exkal Exposición y Conservación de Alimentos
Fundación 3M
Fundación A.M.A
Fundación Along
Fundación La Liga de Fútbol Profesional

Fundación Mapfre
Fundación Pryconsa
Fundación Sacyr
Henkel Ibérica
Hill-Rom Iberia
HNHC Producciones
Igalia
Indo Optical
Indra Sistemas
Ineco
Interactivo Tres
Developement
Jogar
Juan Jiménez García
Kelloggs España
Kovyx Outdoor
La Fundación Pryconsa
Las Alegres Golondrinas

Merlin Properties Socimi
Mondelez España
Services
Pepsico
Producciones Cinematográficas Ciudadano Ciskul
Rsa Luxembourg
Sage Global Services (Uk) Limited
Saint-Gobain Facilitas
The Walt Disney Company Iberia
United Way España
Vodafone España
Wilmington Inese
Z Zurich Foundation

Legal entities which have collaborated in 2020 with more than 2500€

CAMPAIGNS AND ADVOCACY



JANUARY

International Day of Education

To mark International Education Day on 24 January, Educo highlighted the fact that every year millions of children around the world are forced to drop out of school due to wars, gang conflicts, drug trafficking and child trafficking, among other causes. When the violence becomes unbearable, they flee with their families to safer places.

FEBRUARY

The Educo Children's Advisory Council goes to Congress

The 11 children who make up the Children's Advisory Council presented the main conclusions of the Educo research report "Once upon a voice... if you don't believe us, you can't see us" to the Spanish Congress and asked the representatives of the different political parties to approve a law which will end violence against children.

Let's go to Congress

For an education that does not
leave anyone behind



APRIL

The best lesson

During the strict confinement period, the Spanish Coalition of the Global Campaign for Education launched the initiative *The best lesson*, which consisted in collecting learning from the educational community on social media, paying special attention to the impact of the closures of schools on the lives of children. The aim of the campaign was to pass on these results in the shape of recommendations to the competent authorities and insist on an education that does not leave anyone behind.

ApS Research

We began a study on the impact of Service Learning projects, the educational methodology that integrates children's learning with community service. We conducted this research with funding from the Ministry of Social Rights and the Spanish Government's Agenda 2030.

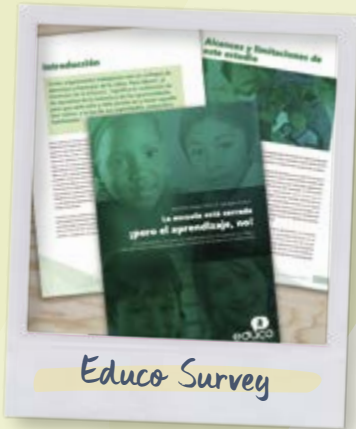


JULY

New education law

Educo made an assessment of the so-called Celaá Law and sent its contributions to the Minister of Education. The new organic law governing the Spanish education system was finally approved in December and includes some of the demands made by the education sector, restores the idea of students at the centre and speaks of critical awareness, equality, solidarity and respect. The new law also leaves behind an economic view of education linked to competitiveness.

Our contributions to the new Celaá
law



Educo Survey



JULY

Survey about the impact of the pandemic on children

Concerned about how children are experiencing the current pandemic, we launched a global online survey to understand their reality and do what we can to improve it. An analysis of the results is featured in the Educo report "Schools are shut but learning is on!".

How children have experienced confinement



Children away from violence



Children by law



AUGUST

Amendments to the child protection law

Based on the experience of our work in the field of education and our joint experience with social organisations throughout the country, we worked on amendments to the law for the comprehensive protection of children and adolescents against violence, which was finally approved in May 2021.



Education without gaps



Activate your listening



SEPTEMBER

For an education without gaps

Faced with the increase in educational inequity and the educational emergency situation, we gathered support from the population through a petition of signatures called *For an education without gaps*, with the aim of reducing educational inequity and guaranteeing the right to education in all circumstances and socio-emotional support for children.



The right to education
for all

DECEMBER

Activate your listening

In order to act on the findings in our report *Once upon a voice*, we launched the campaign *Activate your listening*. To kick off the campaign and to appeal to our political representatives, we sent listening kits to ten political representatives, including the Spanish president Pedro Sánchez, with seeds for planting active listening in Congress, a red listening button and a magnifying glass for identifying adult-centric attitudes, among other items.

PUBLICATIONS

The pandemic, confinement, the measures taken to stop the spread of infection, together with an unpredictable health, economic and social crisis, set the context for our work in 2020. Defending the rights of children, especially the most vulnerable, became more necessary than ever, so we published a set of documents with a common denominator: to raise awareness about the situation of children around the world and demand the fulfilment of their rights.

MAGAZINES AND THE ANNUAL REPORT



From the beginning of the emergency situation, we reached out to our support base to explain how we have been adapting our programmes to the context of the pandemic. We published and sent out - either in physical or digital format - numbers 19, 20 and 21 of the Educo magazine and the 2019 Annual Report, with information about the work we carried out thanks to their involvement and solidarity.

GIFT CATALOGUE

Since the beginning of the coronavirus emergency, our efforts have focused on preventing infection among the population we work with, protecting the children involved in our projects and ensuring their access to education. This is the aim of Educo's new *Educo Charity Gift Catalogue*, which aims to ensure that all children face the coronavirus crisis in equal conditions.

QUICHÉ ADOLESCENCE

The Multibien Network, made up of 13 research groups from seven countries with the aim of studying the different forms of interaction between universities and civil society, published our article *El impacto de la cultura local y global en el bienestar: análisis desde la construcción de expectativas de la adolescencia en Quiché-Guatemala*, on how relationships, culture and time influence the opportunities perceived by young people.





WELLBEING DURING CHILDHOOD: THEIR VIEWS AND VOICES

Alongside the Instituto de Investigaciones en Ciencias del Comportamiento de la Universidad Católica Boliviana San Pablo, we published this research on the perception that children and adolescents in Bolivia, El Salvador, Guatemala and Nicaragua have of wellbeing, as well as what adults believe wellbeing is for children, with the aim of contrasting results and prioritising the opinion of children and adolescents.



THE LONELINESS OF WANDERERS

This book, entitled *La soledad de los errantes* (The Loneliness of Wanderers), is an initiative by Educo in El Salvador and a contribution to raising awareness of the humanitarian impact of forced internal displacement on children, adolescents and their families, which limits their possibilities to grow and develop in a safe environment that allows them to fully enjoy their rights.



PROPOSALS FOR THE PANDEMIC

When the State of Alarm was declared in March 2020, we published our COVID-19 Proposals, which we sent to members of the Committee on Children and Adolescents, the Committee on Education and Vocational Training and the Directorate General for Children and Families, among others. In May, we addressed the Minister of Education and Vocational Training, the Director General of Childhood and Family and the ministries of education of the different autonomous communities with recommendations to prevent the widening of the education gap.



SUMMER 2020 AND BACK TO SCHOOL

We produced the report Summer 2020, an opportunity to reduce inequality in childhood with the aim of getting government authorities to provide spaces for children to recover the socialisation lost during confinement. And, ahead of the start of the school year, we studied the seven measures presented in June and stressed our conviction that the opening of schools was an essential decision because the education of an entire generation was at stake.

43,300 monthly visit to our website 284,782 monthly visit to our blog



28,919 followers



131,636 fans

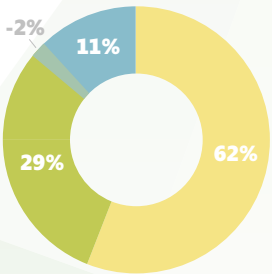


7644 followers

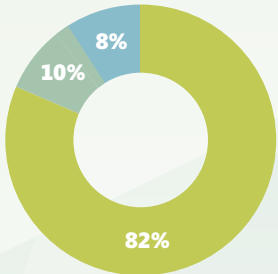
LET’S BE ACCOUNTABLE

INCOME AND EXPENDITURE

| | |
|---|------------|
| SPONSORSHIP, SUPPORTERS AND COMPANIES | 24,780,185 |
| DONATIONS, PUBLIC GRANTS AND OTHER INCOME | 11,338,581 |
| FINANCIAL RESULT AND EXTRAORDINARY | -849,264 |
| USE OF RESERVES | 4,523,619 |
| TOTAL INCOME | 39,793,121 |

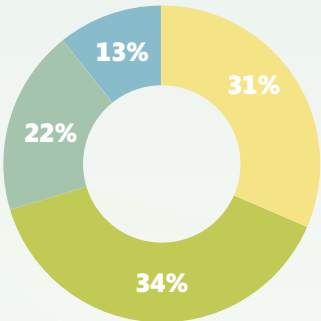


| | |
|----------------------------------|------------|
| DEVELOPMENT AND HUMANITARIAN AID | 32,488,545 |
| ADMINISTRATION (HEAD OFFICE) | 3,921,989 |
| FUNDRAISING | 3,382,587 |
| TOTAL INCOME | 39,793,121 |



INVESTMENT IN PROJECTS

| | |
|---------|------------|
| AFRICA | 9,927,593 |
| AMERICA | 11,150,889 |
| ASIA | 7,153,609 |
| SPAIN | 4,256,454 |
| TOTAL | 32,488,545 |



Our audited annual accounts can be consulted on our website.

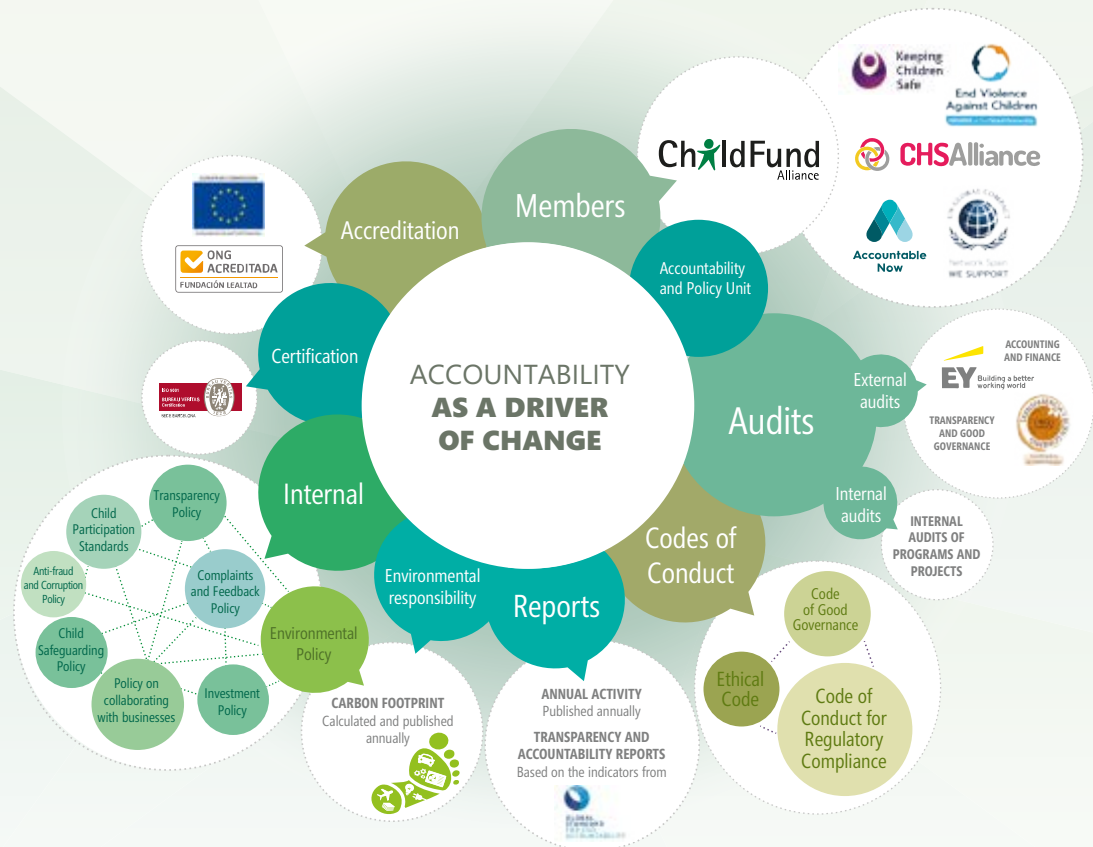
TRANSPARENCY AND ACCOUNTABILITY

We voluntarily commit ourselves to the principles promoted by international standards, which certify different aspects of our work and provide the guidelines we must follow to minimise risk and improve the impact and quality of our actions.

We subscribe to the accountability commitments from the international platform of civil society organisations **Accountable Now**; we are members of the international child protection network **Keeping Children Safe**, the international network of humanitarian organisations **VOICE** and the **CHS Alliance**, the alliance for the Core Humanitarian Standard on Quality and Accountability; and we are members of the **Spanish Global Compact Network**, the biggest global corporate sustainability initiative, promoted by the United Nations.

At the end of 2020 we were accredited by the **European Civil Protection and Humanitarian Aid Operations Commission (ECHO)**, which validates us as an eligible organisation for carrying out humanitarian aid projects funded by this European body.

Nationally, we have the seal from the **Coordinadora ONGD-España (CONGDE)** which certifies transparency and good governance; the accreditation for transparency and good practice principles from **Fundación Lealtad**; and the **ISO 9001** standard certificate for quality management.



EDUCO AROUND THE WORLD

SPAIN

Head office and Catalonia c/ Guillem Tell, 47.
08006 Barcelona.

Andalucía Avda. San Francisco Javier, 22,
Edificio Hermes, 4º - 1. 41018 Sevilla.

Comunidad Valenciana Pl. Organista Cabo,
6, bajo 1ª izda. 46022 Valencia.

País Vasco c/ Máximo Aguirre 12, 1º dcha.
48011 Bilbao.

Galicia c/ San Andrés, 143. 15003 A Coruña.

Comunidad de Madrid c/ Salud, 8, 1º dcha.
28013 Madrid.

ASIA

Bangladesh Level # 03, House # 30 CWN (A),
Road # 42/43, Gulshan-2, Dhaka-1212.

Philippines Benny Imperial Drive (Alt. Road),
Brgy. 18 Cabagñan West, Legazpi. 4500 Albay.

India B-301, Polaris Premises Co-operative
Society Ltd, Off. Marol Maroshi Road, Marol,
Andheri (East), Mumbai-400 059.

AFRICA

Benin Cadjèhoun, route de l'aéroport.
10 BP 70 Cotonou.

Burkina Faso Secteur 15 Ouaga 2000. Bd Kadhafi
x Av El. Saliou Cissé. BP: 3029 Ouaga 01.

Senegal Mermoz Pyrotechnie Lot N°2. BP
16840, Fann Dakar.

Niger Quartier Plateau, Rue d'Irhazer, BP
10344 Niamey.

Mali Bamako: Quartier Sotuba, Face à l'école
française Les Lutins.

Ségou: Avenue l'An 2000, Quartier Bagadadji.

AMERICA

Bolivia Av. Los Alamos #52, La Florida. La Paz.

El Salvador 3ª calle Poniente calle Shafick
Handal #3854. Colonia Escalón. San Salvador.

Guatemala Ciudad de Guatemala: Oficina 302
y 303, Edificio Valsari, 6ta. Calle 1-36 zona 10.
Santa Cruz del Quiché: 2a calle 6-56 zona 1.

Nicaragua Managua: 2da. Entrada a Las
Colinas, Costado Sur de la Iglesia Católica,
Condominio Altos de Las Colinas Casa 5.
Jinotega: Del Silais 1 1/2c. al Este.



IDEAS AND NOTES





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