



# Annual Report 2021



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# Letter from the Director

Like the circular ripples produced by a pebble hitting the water, what happens in one part of the world can have consequences in any or all other parts of the world. 2020 and 2021 are years that will remain engraved in our memory as the time during which we truly learnt that we are interconnected.

Coronavirus has not just caused a health crisis, but also an economic and social one, some of the consequences of which we still haven't seen, but which so far have already led to an increase in poverty levels for the first time in 22 years. During this time we have strived to adapt our programs to the situation and to reach as many children as possible with our actions, in particular to ensure that their basic needs are met, that they live in a protective environment, that they enjoy their right to education and that their voices are heard.



In this context, last year we launched our new 2021-2025 Global Programmatic Framework, which places the focus of our programmes on equitable and quality education; protection from violence and exploitation; and empowering children to ensure social change. Education changes lives. An education understood from the roots, beyond the walls of the school, in all the spaces and stages a child develops in. We are concerned about the regression that has taken place in recent years with regard to the situation of education in the world; it is the right that enables us to access other rights and its loss could affect whole generations. Education heals and it is urgent to do so.

2021 has been a year of reaffirming what we want to be. To be actively committed to children and adolescents, to act from a perspective of social research and advocacy so that the changes we promote are sustainable over time. We want to be an organisation that provides creative and innovative solutions, and that, through continuous accountability, is able to mobilise people, such as those of you reading this, in their commitment to children's rights and wellbeing.

Today we thank all of you who care about children and collaborate with Educo to make this world a good place to live in. You do this through your financial contribution or by working on a daily basis in different areas so that children can enjoy their opportunities. We need you all. Let the ripples that a pebble makes when it hits the water also serve as a metaphor for how cooperation spreads and expands. A wave of solidarity.

Warm regards,

**Pilar Orenes**

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

# Who we are



**We are a global development and humanitarian action NGO which has been working for more than 30 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

We work with children and their communities to promote more just and equitable societies which guarantee their rights and wellbeing.

## Vision

A world in which children fully enjoy their rights and have dignified lives.

## Board

**Chair:** Antoni Isac Aguilar

**Vice Chair:** Imma Barral Viñals

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

**Non-member secretary** Ferran Olmedo Cano

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

## Our team

COUNTRY	EMPLOYED STAFF	WOMEN	MEN	UNDER 30 YEARS OLD	BETWEEN 30 AND 50 YEARS OLD	OVER 50 YEARS OLD
Bangladesh	108	47	61	46	57	5
Benin	23	10	13	5	18	0
Bolivia	23	11	12	0	18	5
Burkina Faso	114	48	66	10	98	6
El Salvador	138	71	67	22	102	14
Spain	114	74	40	1	78	35
Philippines	60	32	28	19	38	3
Guatemala	16	6	10	3	7	6
India	11	3	8	0	11	0
Mali	143	32	111	32	73	12
Niger	6	2	4	0	5	1
Nicaragua	19	9	10	3	10	6
Senegal	12	5	7	0	11	1
<b>Total 2021</b>	<b>787</b>	<b>350</b>	<b>437</b>	<b>141</b>	<b>526</b>	<b>94</b>
<b>Total 2020</b>	<b>864</b>	<b>400</b>	<b>464</b>	<b>137</b>	<b>637</b>	<b>90</b>

# Where we work

**174**

Projects

**3,676**

Schools

**927,881**

Children and young people

**1,853,559**

Adults

**2,781,440**

Participating population

## Africa

Projects: 51

Schools: 924

Children and young people: 621,902

Adults: 1,641,635

Benin, Burkina Faso, Mali, Niger, Senegal

## Asia

Projects: 42

Schools: 885

Children and young people: 159,301

Adults: 130,902

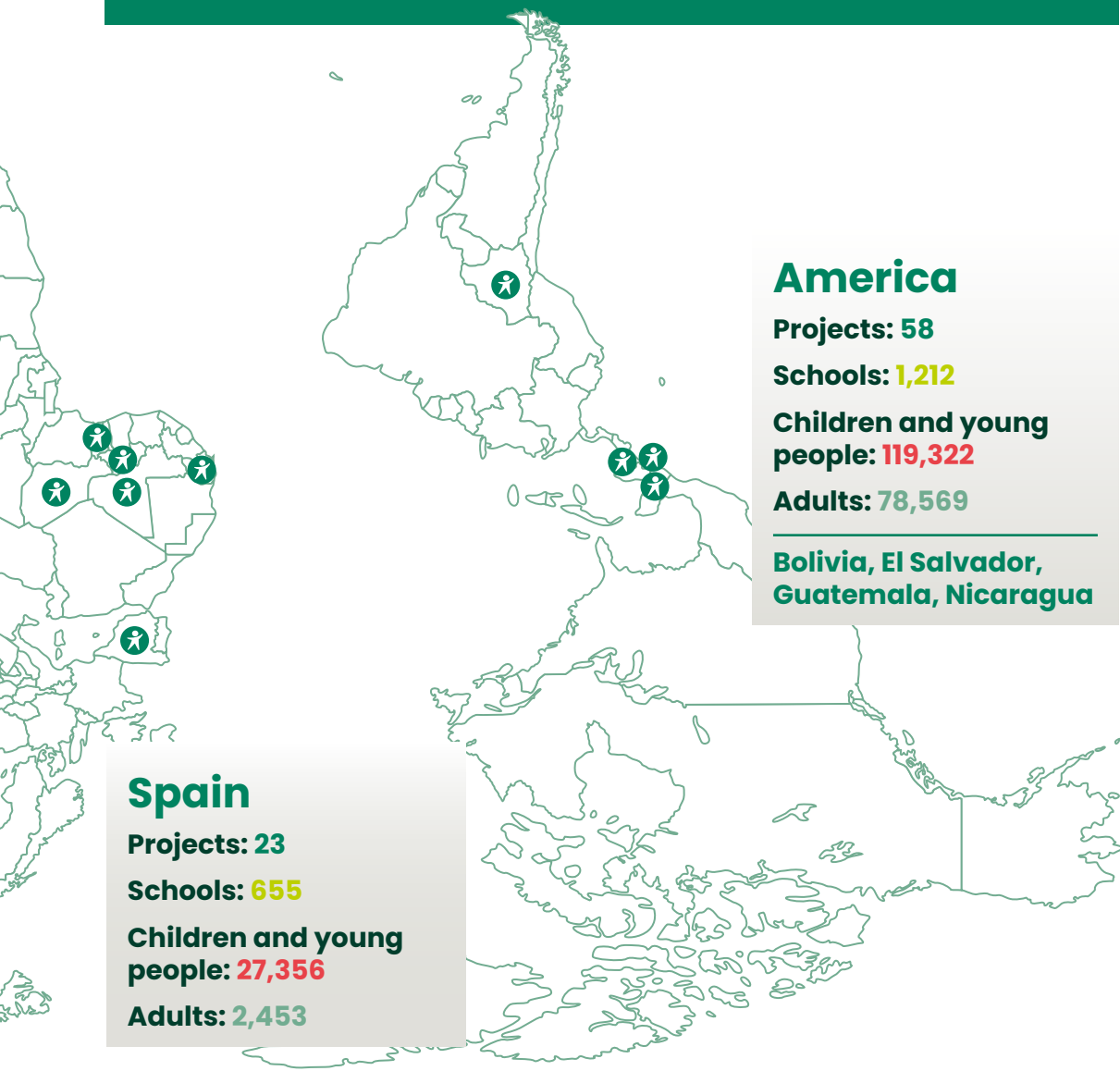
Bangladesh, Cambodia, the Philippines, India

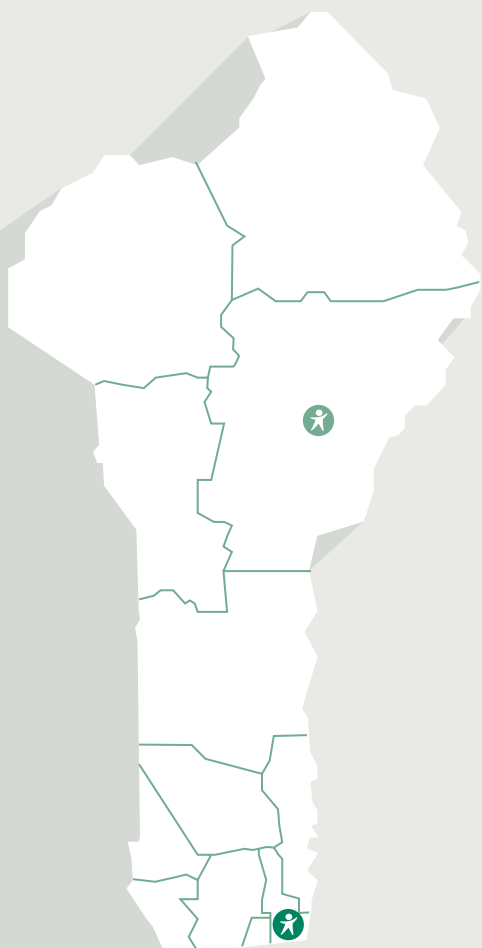


# A vision of the world

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.

Universal Corrective Map 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.





# Benin

## AFRICA

**39,740**  
children and young people

**116,531**  
adults

**461**  
schools



 **Educo Offices**

*Action areas:  
Alibori, Atacora, Borgou, Atlantique, Littoral,  
Ouémé Departments*

**Despite the pandemic, children were able to continue their schooling while respecting hygiene measures and physical distancing. However, the restrictions associated with the health crisis had a negative impact on the community's economy and limited people's income sources.**

Additionally, during 2021, Benin, like other neighbouring countries, recorded the arrival on its territory of thousands of people fleeing Burkina Faso due to attacks on civilians and security forces by jihadist groups. Educo set up a support system for this refugee population in the municipality of Matéri, which included 77 children, 45 of whom were integrated into the Beninese school system.

In this context, along with other actions we could highlight, we concentrate our efforts on ensuring the protection and education of the most vulnerable children in the municipalities we work in, in the Cotonou, Porto-Novo and Sô-Ava departments; we accompany families in obtaining birth certificates for their children in Alibori and Borgou; and improve the academic performance of pupils in Bembèrèkè, N'Dali and Sinendé.



A total of 192 schoolchildren can continue to attend school on a regular basis thanks to the provision of a motorised boat and 19 canoes, a measure that also prevents child exploitation by keeping children in school. We also accompanied the creation of 18 children's associations, who received training to develop their own projects to protect themselves from violence and defend their rights.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Program for Supporting Education and Training for Children Excluded from the Education System (PAEFE)	Helvetas Bénin	3,173.97
Program for Accessing an Adapted and Accessible Education for Vulnerable Children in the Alibori department	FEE-D, APIDev-ONG, ACDD / UNICEF	69,019.68
Protection program for adolescents and young people on the move in the Ouémé, Littoral and Atlantico departments	CIPCRE-Benin, IFMA, ONG Sonagnon, ASSOIE, AFDB	194,642.15
Program for Strengthening National Systems of Education and Protection (Phase 2)	ReSPESD, CBO-EPT	112,494.11
Program to Improve the Quality of Education in a Protective Environment in the Borgou department (Phase 2)	Equi-Filles, FEE-D, APIDev-ONG, DEDRAS	335,117.70
Support for the Protection and Education of Displaced Burkinabe Children in Porta (PAPEED)		1,894.31
Strengthening Children's Right to Civil Registration in the Borgou and Alibori departments (PRECIE)	FEE-D, ACDD / UE	113,336.05
Improving the Living and Learning Conditions of Children and Young Mobile Workers in the Markets of Dantokpa, the Fishing Port of Cotonou and Ouando in Porto-Novo	IFMA, ASSOIE, AFDB / Swiss Development Agency	10,348.91
Community Mobilisation for Mass Enrolment of School-Age Children, especially girls	Ministère des Enseignements Maternel et Primaire du Bénin	9,333.93
Strengthening the Life Skills of Children and Adolescents, the Socio-Economic Reintegration of Youth and the Promotion of Peace and Social Cohesion in the Department of Atacora	UNICEF	79,781.72

\*The amounts, in euros, are for direct project costs during 2021.

ONG Femmes, Enfants et Environnement pour le Développement (FEE-D), Association pour la promotion des initiatives de Développement Durable (APIDev-ONG), Actions Communautaires pour le Développement Durable (ACDD), Cercle Internationale pour la promotion de la création (CIPCRE) Bénin, Institut des filles de Marie Auxiliatrice (IFMA), Association Vinavo et Environnement (ASSOIE), Association Foyer Don Bosco (AFDB), Réseau des Structures de Protection des Enfants en Situation Difficile (ReSPESD), Coalition Béninoise des Organisations de l'Éducation Pour Tous (CBO-EPT), Équité et Égalité entre Filles et Garçons et entre Hommes et Femmes (Equi-Filles), Développement Durable, le Renforcement et l'Autonomisation des Structures Communautaires (DEDRAS), European Union (UE)

# Burkina Faso

## AFRICA

**398,502**  
children and young people  
**1,488,189**  
adults  
**238**  
schools



 Educo Office

Action areas:  
Yatenga Province

**During 2021 we developed our work in Burkina Faso in a difficult context, which was a huge challenge for the population involved in our projects and for our organisation. In addition to the pandemic, the number of people forced to flee to other places within the country and to neighbouring countries because of attacks by jihadist groups continued to grow.**

Some of the most important problems we had to face were related to the need for schooling both for children who stayed in the northern areas, where violent conflict occurs more often, and for displaced children in the host areas. In all cases, we have worked to ensure the protection, education and participation of children.

Additionally, we carried out dialogue and conflict resolution activities in the two provinces most affected by the security crisis in the north, supported income generation for women's groups, accompanied families by promoting birth registration for their children, and continued to work against child labour exploitation and to improve the rights of mining workers.



PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Strengthening the Right to Social Advancement and Civil Status of Populations in the Centre-North, North and Sahel (PRODEC)	ABBEF, TdH, Children Believe / UE	936,084.22
Project for Strengthening of Social and Religious Dialogue in Communities in the North and Centre-North (REDIRE)	CDC, Children Believe, Tabital / UE	197,042.56
Access to a Quality Education		512,881.83
Accessing and Maintaining Children in a Quality Education System in High Security Zones in Burkina Faso and Niger		68,346.35
Integral Promotion of the Civil Registry for Children in Yatenga Province (LA PIECE)		98,990.40
Strengthening the Institutional and Community Child Protection System in the peri-urban areas of the 9th and 12th arrondissements of Ouagadougou.		70,493.20
Protecting Children and Adolescents from Violence, Migration and Labour Exploitation in Yatenga (ProVIME)		210,832.36
Strengthening Resilience and Improving the Nutritional Status of Children and their Families in Yatenga		213,855.06
Contribution to the Education of Children Affected by the Security Crisis in the Northern Region	AGRI, Tabital / ECW	337,196.26
Support for the Education of Children Affected by the Security Crisis in the Northern Regions and Boucle du Mouhoun	TdH, INTERSOS / UE ECHO	256,472.43
Let's improve our lives! Sustainable Strengthening of Resilience to Food and Nutrition Insecurity and Social Cohesion of Rural Communities in Burkina Faso and Niger	CRUS / ProgettoMondo Mlal with EU funds	115,269.51
Reducing the Vulnerability of Children and Young People Affected by Migration and Hazardous Labour and Enhancing their Protection and Empowerment (PREMET2)	TdH with funding from Lichtenstein Development Service	41,056.48
Inclusive and Safe Response for the Continuity of Education for Internally Displaced Children aged 3 to 17 in the North and Boucle du Mouhoun regions (RESCODE)	Tabital, AFDR, ADM / ECW	575,674.22
Improving Human Rights in Small-scale Artisanal Mining (ProDhu-MAPE)	TdH, ARM Europe, Tabital / UE	295,271.71
Supporting Access to and Continuity of Education for Children Affected by the COVID19 Crisis in Regions Most Affected by Insecurity	UNICEF	25,342.62
Promoting a Better Return to School for Out-of-School Girls who are Internally Displaced or Refugees in Boucle du Mouhoun, Centre-Nord, Nord-Est and Sahel	UNICEF	60,643.65
Support for the Education of Children Affected by the Security Crisis in the Northern Regions and Boucle du Mouhoun (RESCUE)	TdH, Intersos / ECHO	479,733.93
Promoting Girls' Access to Quality Education and Vocational Training in the Sahel, North, East and Centre-North Regions (PROMESSE-FP)	Tabital, A2N, ARFA / Solidar Suisse with funds from the Dutch Embassy in Burkina Faso	350,102.95
Improving Access to Protection Services for Girls and Boys Affected by the Security Crisis	ChildFund Korea	173,852.83

\*The amounts, in euros, are for direct project costs during 2021.

Association Burkinabè pour le Bien-Être Familial (ABBEF), Terre des Hommes (TdH), Centre Diocésain de Communication (CDC), Association Tabital Lobal (Tabital), Action, Gouvernance, Intégration, Renforcement (AGIR), Conseil Régional des Unions du Sahel (CRUS), Association Formation Développement Ruralité (AFDR), Association Donnons-nous la Main (ADM), Association Nodde Nooto (A2N), Association pour la Recherche et la Formation en Agro-écologie (ARFA), Unión Europea (UE), Education Cannot Wait (ECW)

# Mali

## AFRICA

**166,319**  
children and young people

**33,017**  
adults

**169**  
schools



 Educo Office

Action areas:  
Niono, Kita, Sikasso, Koutiala, Bougouni, Mopti,  
Kayes and Sikasso Regions

**Mali has been going through a multidimensional crisis since 2012, which started in the north of the country and gradually reached the centre of its territory from 2018 onwards, leading to numerous population displacements and the closure of basic social services. In 2021, this crisis was amplified by the coronavirus pandemic, which has exacerbated violence against children and undermined existing child protection efforts.**

A total of 1435 schools closed in March 2021 due to insecurity from attacks and threats of attacks by armed groups and lack of teachers, and children have increasingly faced violence, abuse, neglect and exploitation.

As part of our priorities in the country, as an international NGO we have continued to support the state and local authorities through the promotion and protection of children's rights, which has resulted in the distribution of school kits to thousands of students in the regions of Ségou and Mopti. We have also promoted abuse prevention, advocacy and community mobilisation activities to contribute to children's wellbeing through the enjoyment of their rights.



The setting up of 10 centres providing nine months of accelerated education for reintegration or integration into the public system in the towns of Mopti and Bankass allowed 330 children between the ages of 8 and 12 who had never been in school or had been out of school for more than two years to return to school, and to receive healthy meals in school lunchrooms.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Program for Access to Education for All Children in Mali (PACETEM)	ADIP, RARE / Education Development Center	172,993.86
Promoting the Rights and Protection of Domestic Workers in the Bamako District (Djiguitougou)	BNCE, ENDA	137,814.57
Protecting Children against Physical and Sexual Violence in the Ségou and Mopti Regions (ProFIG_Violences)	ASG / UNICEF	835,773.52
Supporting Children from Displaced Families in Eight Areas in the Ségou Region (PAEFDIS)		28,782.49
Access to Equitable, Inclusive, Safe and Quality Education for Children		144,422.87
Support for the Protection and Education of Children Affected by the Crisis in the Mopti Region (APEEM)	ASG, ENDA / AECID	357,483.02
Innovative Education and Development of Competencies for Young People at Secondary School in Mali and Spain (ProEDIC)	FARRAH, RARE, ROCARE / UE	319,800.06
Protecting Girl and Adolescent Workers who are Victims of Violence and Exploitation in the Bamako district	ADDAD / AVCD	113,533.23
Supporting the Education of Children Affected by the COVID-19 Pandemic in the Ségou Region	UNICEF, ECW	121,112.94
Joining Forces for Africa: protecting children during the COVID19 crisis and beyond	Plan International Germany with EU funds	293,390.38
Multi-Year Resilience Programme - Education for Emergencies ECW	WeWorld, RARE / ECW	542,345.41
Capacity Building for Adolescent Girls through Education in Sikasso, Bougouni and Koutiala	RAC with funds from UNICEF	167,003.65
Capacity Building for Adolescent Girls through Education in Kayes	FANDEMA with funds from UNICEF	185,049.71
Responding to the Educational Needs of Crisis-affected Children in the Ségou Region (RBEA)	TdH / UE ECHO	143,223.82
Maintaining and Including Out-of-school Children and Strengthening their Protection against COVID19 and Physical and Sexual Violence in Ségou and Mopti (PROFIG_Violences 2)	ASG / UNICEF	20,127.56

\*The amounts, in euros, are for direct project costs during 2021.

*Initiatives Africaines pour le Développement et le Partenariat (ADIP), 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), Fundación canaria Farrah para la cooperación y el desarrollo sostenible (FARRAH), Réseau d'Acteurs pour le Renouveau de l'Éducation (RARE), Réseau Ouest et Centre Africain de Recherche en Éducation (ROCARE), Association pour la Défense des Droits des Aide-ménagères et Domestiques (ADDAD), Réseau d'Appui et Conseils (RAC), Terre des Hommes (TdH), Agencia Vasca de Cooperación (AVCD), Agencia Española de Cooperación para el Desarrollo (AECID), European Union (EU)*

# Niger

## AFRICA

**10,215**  
children and young people

**383**  
adults

**38**  
schools



 Educo Office

Action areas:  
Tillabéri Region

**Education and protection conditions for children in Niger are becoming increasingly precarious, as they are the main victims of the country's security crisis. Many have lost their lives during attacks, are traumatised from seeing dead bodies or narrowly escaping death, and most are deprived of their right to education.**

The increase in armed violence in the so-called Liptako-Gourma region, which encompasses the border area of eastern Mali, north-eastern Burkina Faso and western Niger, is having a devastating impact on child survival, education, protection and wellbeing. In the Tillabéri region alone, a total of 680 primary and secondary schools were closed, affecting more than 58,078 children.

In this context, we continue to work to provide equitable and inclusive education for refugee and IDP students by building classrooms and latrines in schools and IDP camps, while preventing coronavirus infections in schools by raising awareness among students and providing hand-washing kits, among other actions.





Our alternative classroom model – less costly and achievable in record time while respecting safety norms and standards – was selected by the Ministry of Education as one of the three best to replace thatched roofs, which account for 46% of classrooms in Niger.

We raised awareness in communities about the importance of enrolling and staying in school, registered refugee and internally displaced children, and built and equipped temporary, safe and inclusive learning spaces and gender-segregated latrines so that more than 7,000 children aged 4-17 affected by the security and health crisis could enjoy their right to education.



PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Support for the Schooling of Displaced Students in the Ouallam Commune (PASED)		85,976.17
Access to Quality and Safe Education for Children and Adolescents Affected by the Security Crisis and COVID19 in the Tillabéri Region	Organisation Nigérienne des Enseignements Novateurs (ONEN) / Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	254,670.84
Let's improve our lives! Sustainable Strengthening of Resilience to Food and Nutrition Insecurity and Social Cohesion of Rural Communities in Burkina Faso and Niger	Progettomondo MLAL with funds from the European Union (EU)	117,243.70
Socio-economic Recovery and Protection of Refugees and their Children in Niamey	Association Nigérienne pour le Traitement de la Délinquance et Prévention du Crime (ANTD) / Ayuntamiento de Barcelona	**

*\*The amounts, in euros, are for direct project costs during 2021.*

*\*\* No amount because they finished at the beginning or started at the end of 2021 and do not have a significant amount allocated to them.*

# Senegal

## AFRICA

**7,126**  
children and young people  
**3,515**  
adults  
**18**  
schools



 Educo Office

Action areas:  
Kolda Region

**Education continues to be a major challenge for Senegal due to the high illiteracy rate among adults, who still do not register their children, as well as the considerable shortage of classrooms and harmful cultural practices such as child marriage, genital mutilation and poor household living conditions, which have a major impact on child protection.**

Senegal also struggles with the problem of child labour: children are forced to beg and are exploited – girls in particular – as domestic workers. The many challenges the country faces in relation to children prevent the fulfilment of children's rights and require a strong commitment from duty bearers.

In this context, we are working to change the community's perception of young and adolescent girls' right to education. In 2021, we carried out awareness-raising activities and accompanied gender mainstreaming processes in institutions. We also train young and adolescent girls in gender equality and protection issues, but also in leadership and business management, which has improved their capacity to advocate for their rights.



We contribute to integrating the feminist perspective in the academic curriculum in the country, to promoting secondary education for young and adolescent girls and to introducing innovative teaching methods in 15 schools in 11 municipalities in the rural department of Medina Yoro Foulah.

We finished building school infrastructures with various classrooms, latrines and toilets for school hygiene and disease prevention in the schools in Ndorna and Sobuldé. Children can now learn in a safe environment and are more likely to avoid dropping out of school.



PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Collaboration Project for Innovative Education and Collective Impact		28,686.67
Prototype for the Construction and Rehabilitation of Educational Infrastructures with a Focus on Teaching and Space		36,215.74
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 (AVCD)	273,929.44

*\*The amounts, in euros, are for direct project costs during 2021.*

# Bolivia

## AMERICA

**23,974**  
children and young people

**7,887**  
adults

**206**  
schools



 Educo Office

Action areas:  
*La Paz, Chuquisaca, Tarija, Santa Cruz,  
Cochabamba, Pando and Beni Departments.*

**During the first term of 2021, schools provided classes online, with noticeable differences in access and educational quality between rural and peri-urban areas and urban areas, and between public and private centres. During the second half of the year, with the increase in vaccine rates, schools gradually adopted semi-online and in-person modalities.**

With the relaxation of some of the sanitary measures, economic activity was reactivated in Bolivia, although informal trade continues to be one of the main income-generating alternatives for many families. Socially, there was an increase in violence against children and women, especially domestic violence, with more than 46,700 cases reported and 108 femicides.

Through our work we reach out to teachers, students and families in more than a hundred schools with training and materials on positive treatment, violence prevention and peaceful coexistence at school. We also develop research and campaigns on human trafficking prevention in coordination with public organisations and we facilitate training processes and educational and informative materials about early childhood, children with disabilities and child participation.





A total of 123 schools participated in the development of peaceful coexistence plans and 2,728 teachers were trained to apply violence prevention methods in the classroom, comprehensive education on healthy sexuality and conflict resolution methodologies at school.

Following a diagnosis of the needs of schools and students, nearly 20,000 children in 60 schools participating in our projects received a package of school materials to facilitate their attendance and learning, as their families cannot afford the costs of education.



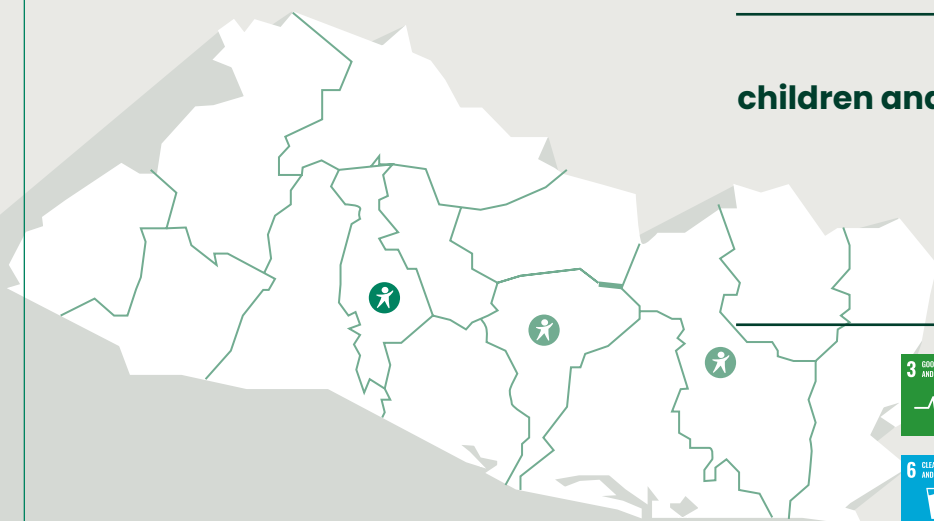
PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Unidad Educativa Piloto Intervida El Alto		71,694.23
Strengthening Integral Systems for Protecting Children and Adolescents from Trafficking and Smuggling for the Purpose of Commercial Sexual Exploitation, Contributing to the Exercising of the Right to a Life Free from Violence.	Fundación Munasim Kullakita, Centro de Estudios y Apoyo al Desarrollo Local (CEADL), Fundación Estrellas en la Calle, Federación de Asociaciones para la Prevención del Maltrato Infantil (FAPMI) / Agencia Española de Cooperación Internacional para el Desarrollo (AECID)	577,397.84
For Inclusion! Rights and Wellbeing for All Children and Adolescents	Fundación Machaqa Amawta	53,865.89
Growing Up Protected: Comprehensive Early Childhood Care	Fundación Centro de Cultura Popular (FCCP)	96,031.61
Joining Forces Alliance Bolivia		4,792.13
Participation: A Beginning and End to Children's, Adolescents' and Young People's Rights	Act2Gether	75,095.77
Promoting a Culture of Peace for the Prevention of Violence in Educational Units, based on Exercising the Rights of Children and Adolescents	UNICEF	218,114.20
Strengthening Socio-protective Mechanisms for the Prevention and Response to Trafficking in Persons and Related Crimes, with emphasis on the vulnerability factors aggravated by COVID19, in the departments of Chuquisaca and Tarija.	Centro de Estudios y Apoyo al Desarrollo Local (CEADL) / Agència Catalana de Cooperació per al Desenvolupament (ACCD)	97,458.37

\*The amounts, in euros, are for direct project costs during 2021.

# El Salvador

## AMERICA

**28,819**  
children and young people  
**10,761**  
adults  
**774**  
schools



 **Educo Offices**

*Action areas:  
Departments of Morazán, San Vicente,  
Usulután, La Paz, La Libertad, San Salvador*

**2021 was a year of getting back to normal for El Salvador. The incidence of COVID19 continued with two waves of infections at the beginning and in the middle of the year, which prolonged limitations on mobility and made it difficult to carry out activities with our project participants.**

Schools began semi-online activities in April, but many children did not return to school until near the end of the school year, in October. NGOs saw our social action limited by the Ministry of Education in order to concentrate all activities exclusively on the educational curriculum. Additionally, the training processes with teachers and management teams suffered delays due to the wait for government approval.

Changes in the municipal governments meant that we had to promote new approaches with the territorial teams to ensure the continuity of previously established partnerships, present our programs to them and renew commitments. This scenario led to a progressive change of focus from school-based work to more community-based work. Nevertheless, our presence in the territories was maintained and we were able to optimise the use of online tools to continue to offer capacity building to the children, adolescents and families we work with.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Prevention of Irregular Migration of Children in Central America	Children Believe with funds from the Canadian Government	382,200.33
From Vegetable Garden to Entrepreneurship	Education Ministry	28,057.34
Prevention of Domestic Violence, using the I am a person too method	UNICEF	41,690.76
Casa de Encuentro para la Niñez, Adolescencia y Juventud. Phase II	CIDEP / Ayuntamiento de Barcelona	10,147.16
Humanitarian Assistance for Children and their Families Affected by Other Forms of Violence in El Salvador	Plan El Salvador / AECID	28,592.16
Building Smiles in Families for Early Childhood		365,571.42
Building Resilient Citizenship through Children, Adolescents and Young People for a Dignified Life		188,579.58
Women Changing the World Together	UNFPA	196,330.26
Camino Protegido / Protected Passage		90,651.13
Connecting with Children's Rights		184,604.81
I Play, Coexist and Learn in my School		45,647.79
Empowerment of Girls, Adolescent Girls and Women for a Life Free from Violence in three municipalities in Sonsonate department	Movimiento Salvadoreño de Mujeres / ACCD	68,578.23
Food Assistance to Families Affected by Tropical Storm Amanda and Cristobal in the COVID-19 Context	PMA	16,870.96
Building Inclusive, Violence-free and Gender-equitable Educational Communities in four departments	Colectiva Feminista / Ayuntamiento de Madrid	35,830.54
Living my Right to Early Education	Pestalozzi Children's Village Foundation	193,156.79
Protection and Humanitarian Assistance for Children, Adolescents and their Families Affected by Forced Displacement, OFV and COVID19	Cristosal / AECID	180,627.05
Internally Displaced Children and Adolescents Return or Gain Access to Formal or Informal Educational Opportunities, as well as Opportunities for Economic Autonomy	UNICEF	288,967.62
Cultivating School Vegetable Garden and Productive Skills	Education Ministry	525,194.88
Improving Low Cost WASH Services in Schools for Vulnerable Children and Adolescents	UNICEF	**
Safe and Protective Education Services for Children and Adolescents	UNICEF	**
Provision of the Service of Execution and Supervision of Works and Economic Development in Seven Schools in the Acajutla Municipality	Energía del Pacífico	**
COVID19 Protection and Biosecurity with Children, Adolescents and their Families	Fundación Mapfre	224,796.12

\*The amounts, in euros, are for direct project costs during 2021.

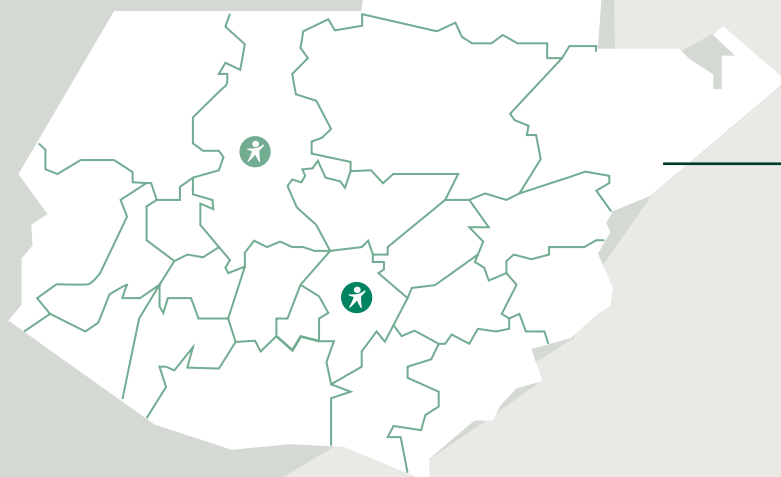
\*\* No amount because they finished at the beginning or started at the end of 2021 and do not have a significant amount allocated to them.

Asociación Intersectorial para el Desarrollo Económico y el Progreso Social (CIDEP), Agencia Española de Cooperación Internacional para el Desarrollo (AECID), Fondo de Población de las Naciones Unidas (UNFPA), Agència Catalana de Cooperació per al Desenvolupament (ACCD), Programa Mundial de Alimentos (PMA)

# Guatemala

## AMERICA

**39,307**  
children and young people  
**10,201**  
adults  
**147**  
schools



 **Educo Offices**

*Action areas:  
Quiché Department*

**The pandemic, combined with political instability, further highlighted the socio-economic inequalities of Guatemalan society, particularly those of rural children, indicated by high rates of malnutrition, the worrying situation of unprotected children and adolescents, and gaps in the education system, which had to adapt to the virtual world without the necessary resources.**

Sexual abuse and rape was one of the most terrible faces of confinement. According to the national registry, 35,290 children were born to adolescent mothers aged 15–19 during 2021, and 433 children and adolescents were reported murdered between January and October.

In this context, Educo renewed its agreement with the Education Ministry and opted to support local partner organisations with the aim of delivering a hybrid education modality that combined home and classroom learning. We were therefore able to carry out all the projects planned for 2021, despite the adverse context, including a pilot project on community sponsorship in early childhood for children aged 0 to 6 years. Similarly, we succeeded in setting up online laboratories in public schools, promoted sexual and reproductive rights and trained adolescents in action-research methodology.



1,645 early years children and their families – mainly mothers – participated in activities focused on early stimulation, care methodologies, gender equality, protection and positive treatment, with the support of promoters who also address health and nutrition issues with the aim of ensuring that children develop properly and reach their full potential.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Empowering Farming Maya-K'iche Women through the Exercise and Promotion of their Human Rights and the Construction of Equitable Gender Relations in the Santa Cruz del Quiché Municipality.	PRODESSA / AACID	44,026.78
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).	ASUVI	**
AprendEIS	FUNSEPA	12,249.70
I Play and Learn from an Early Age	APPEDIBIMI	115,354.71
Informed Children and Adolescents, Transform their Context	Asociación Centro de Paz Bárbara Ford	48,630.72
Comprehensive Sex Education is our Right	PIES de Occidente	77,496.16
Opportunities that Change Lives	CONACMI	78,416.45
Food and Nutrition Security for Early Childhood	FUNDEBASE	47,918.92
Reducing Child Malnutrition	ASUVI	65,002.81
Online Environments in Schools	FUNSEPA	101,338.37
I Teach and Coexist	Caja Lúdica	23,082.17
My Scholarship-Support for Exercising the Right to Education		15,829.49
Assertion and Political-Economic Positioning regarding the Defence, Promotion and Exercise of the Right to Food Based on Food Sovereignty and Food Security in Ixil Families in Quiché	FUNDEBASE / UE	172,045.54
Strengthening 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	Tierra Nueva / Xunta de Galicia	104,519.88

\* The amounts are for direct project costs.

\*\* No amount because they finished at the beginning or started at the end of 2021 and do not have a significant amount allocated to them.

Asociación Proyecto de Desarrollo Santiago (PRODESSA), Asociación Unidos Por la Vida (ASUVI), Fundación Sergio Paiz Andrade (FUNSEPA), Asociación para el Desarrollo Integral y Multidisciplinario (APPEDIBIMI), Asociación para la Promoción, Investigación y Educación en Salud en el Occidente de Guatemala (PIES de Occidente), Asociación Nacional Contra el Maltrato Infantil (CONACMI), Fundación para el Desarrollo y Fortalecimiento de las Organizaciones de Base (FUNDEBASE), Agencia Andaluza de Cooperación Internacional al Desarrollo (AACID), European Union (EU)

# Nicaragua

## AMERICA



**27,222**  
children and young people

**49,720**  
adults

**85**  
schools



 **Educo Offices**

*Action areas:  
Departments of Jinotega, Matagalpa and  
Managua*

**2021 was a year of adaptation, of learning to cope with the consequences of the pandemic and exploring new ways of living and relating to each other. Since 2020, the health, economic and social crisis has had a negative impact on people's already weak financial situation, especially in rural Nicaragua.**

In this context, we provide support to children, adolescents and their families, with special attention to mitigating the effects of the pandemic, and we have assisted more than 7,000 families throughout the country. We have also provided opportunities for young people to carry out their business ideas and therefore contribute to the development of the economy in their communities.

In training sessions, we have also accompanied children and adolescents in the promotion of safe and protective spaces in their communities, which will allow them to live safe from violence and to grow up integrally. Our efforts have focused on adapting to the new context we live in and responding to those needs that affect children's wellbeing.



In order to respond to the health crisis, we acted in 81 rural communities in Matagalpa, Jinotega and San Rafael del Norte to provide essential support to the educational community and health centres and minimise the risk of infection. Here, vulnerability is exacerbated by the lack of resources, which prevents families from implementing basic hygiene and protection measures.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Prevention of Irregular Migration of Children in Central America		12,118.51
Citizenship Committed to Gender Equality and Sexual Diversity as a Human Right	Asociación Proyecto Miriam / Diputación Foral de Bizkaia	6,502.25
Strengthening Quality Values and Services for the Restitution of Rights and Domestic Harmony		35,873.81
Right to a Dignified Education in Early Childhood - Phase II	CLADE	72,580.24
Children Resilient to Violence		34,413.34
Young Ambassadors for Promoting Child Protection		7,135.29
Promoting Values... Living in Harmony		54,752.49
Life-changing Vocational Technical Education		35,095.63
Response to the Health Crisis Caused by the COVID19 Pandemic		62,722.32
Empowerment and Development with a Rights-based Approach and Gender Equity for Rural and Urban Women in the Central North	INSFOP, FUMDEC, Proyecto Miriam / AACID	143,085.05
Resilient Children, Adolescents, Young People and their Families during the COVID19 Health Emergency	Children Believe, World Vision, Horizont3000, Casa Alianza, Proyecto Miriam, Tuktan Sirpi / EU	871,983.68
WASH, Education, Protection and Gender Response Actions for Children, Adolescents and Families in Schools and Rural Communities Affected by Hurricanes Eta and Iota, in the Municipality of San José de Bocay (Ayapal micro-region), Department of Jinotega - WASH IOTA emergency	UNICEF	196,287.44
Equipment and Improvement of the Surroundings of the Critical Care Route to the César Amador Molina Regional Hospital in the City of Matagalpa	Japan Embassy	97,230.13
Economic Empowerment and Exercise of Rights of Organised Rural Women in Santa María de Pantasma	FUMDEC / Xunta de Galicia	75,436.80

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\*\* No amount because they finished at the beginning or started at the end of 2021 and do not have a significant amount allocated to them.

Campaña Latinoamericana por el Derecho a la Educación (CLADE), Instituto de Formación Permanente (INSFOP), Fundación Mujer y Desarrollo (FUMDEC), Agencia Andaluza de Cooperación Internacional al Desarrollo (AACID), European Union (EU)



# Bangladesh

ASIA

**80,622**  
children and young people  
**78,340**  
adults  
**259**  
schools



 Educo Offices

Action areas:  
Dhaka, Mymensingh, Rajshahi, Thakurgaon,  
Gazipur, Narayanganj, Cox's Bazar

**The pandemic made it extremely difficult to carry out our planned work in Bangladesh during 2021, as schools were closed for most of the year by government order. In addition, the authorities only allowed NGOs access to the refugee camps for six out of the twelve months of the year, which delayed planned activities.**

As in many countries around the world, the health crisis had a negative impact on people's lives, as their daily income decreased, and families struggled to meet their basic needs. In most communities, education was given less priority and social crises such as early marriage, child abuse and violence, especially towards girls, increased.

In order to mitigate the huge learning gap for children, Educo Bangladesh started community learning sessions taught by trained volunteers. The children from the neighbourhood were able to continue learning and interacting in small groups in a happy and relaxed atmosphere.



We assisted people who lost their homes in a fire in the Cox's Bazar Rohingya refugee camp in March. The main actions were the reconstruction of shelters, the provision of basic materials, the installation of water sources and sanitation, the delivery of educational materials and psychosocial support for children.

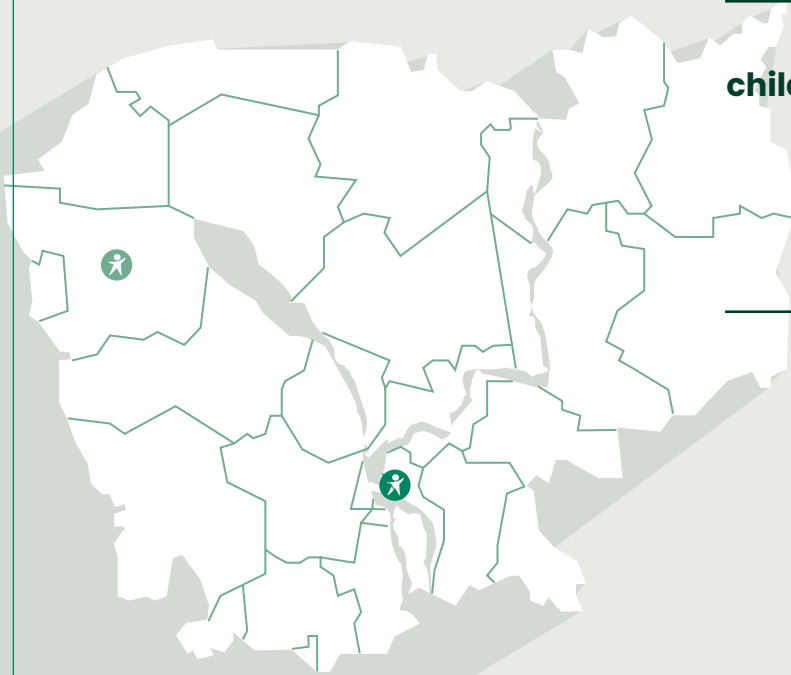
PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Reducing Child Labour and Exploitation in the Domestic and Transport Sectors in the slums of Dhaka City	ChildFund Korea	74,585.98
Access to Learning Opportunities for Young People and Adolescents, and Livelihoods for Women	ChildFund Korea	450,745.23
Response to the Rohingya refugee Crisis	SKUS, HAP / ChildFund Korea	21,542.87
Promoting Inclusive and Equitable Primary Education for All GPS Children in Indigenous and Hard-to-reach Communities	ESDO, SACHETAN	52,012.05
Promotion of the Quality of Education in Ordinary Public Primary Schools	ESDO, POPI, DAM	61,677.90
Strengthening Community Resilience to Disasters through the Safe Schools Initiative	Nazrul Smriti Sangsad, SAINT-Bangladesh	55,728.50
Promoting Accelerated Learning Opportunities for Children in Remote Areas	ESDO, POPI, SACHETAN	40,857.81
Prevention and Eradication of Hazardous Child Labour in Coastal Regions	POPI, UTTARAN	63,785.50
Progress for the Indigenous Community through Development	ESDO, SACHETAN	76,247.40
Adolescents and Young People as Agents of Change to Promote a Progressive Society	DAM, POPI	48,468.90
Social Transformation through Adolescent and Youth Development	Nazrul Smriti Sangsad, SAINT-Bangladesh	108,382.48
Strengthening Community-Based Protection and Response Mechanisms for Children in Rohingya Camp and Host Community in Cox's Bazar	JCF / ChildFund Korea	214,538.02
Emergency Aid for Victims of the Fires in Rohingya Camps in Cox's Bazar		32,944.83
Protecting Children from Various Child Protection Violations, Gender-Based Violence and Sexual Violence in Refugee Camps in Cox's Bazar	SKUS, JCF / Barnfonden (grant from Musikhjälpen Radio Aid)	164,560.09
Assessing the Digital Literacy of Children and their Families in relation to Online Safety to Protect Children from Sexual Abuse and Exploitation	ChildFund Korea	20,850.97
Emergency Response to Rohingya Refugees affected by the Fires and the Host Community in Cox's Bazar	UTTARAN / ChildFund Korea, ChildFund International, Barnfonden, ChildFund Germany, ChildFund Nueva Zelanda, ChildFund Australia, various private organisations	103,522.19

\*The amounts, in euros, are for direct project costs during 2021.

Samaj Kalyan O Unnayan Shangstha (SKUS), Eco Social Development Organization (ESDO), People's Oriented Program Implementation (POPI), Dhaka Ahsania Mission (DAM), Jagorani Chakra Foundation (JCF)

# Cambodia

## ASIA



**7,122**  
children and young people

**1,566**  
adults

**30**  
schools



 **Educo Offices**

*Action areas:  
Battambang and Phnom Penh Provinces*

**Prolonged school closures due to the pandemic contributed to an increase in school dropouts and a decline in academic performance, especially among children from vulnerable households in rural areas. Due to the existing culture of discrimination, children with disabilities were particularly neglected.**

Our efforts in the country focused on helping schools prepare for the return of students, supporting vulnerable families to cope with the crisis and ensuring our regular presence in hard-to-reach communities. We also worked to increase children's access to quality education in rural communities and continued our project to accompany people to get rid of negative misconceptions about disability, promote inclusion and advocate for inclusion in the local government development agenda.

Additionally, while the government promoted online learning as an alternative for continuing education, we became aware of the security risks posed by the Internet, carried out a study to identify the challenges and prepared a program on online safety.



We worked in partnership with local authorities and families to increase school enrolment and, with the Department of Education, to train school management teams in school management. We also encouraged the involvement of families in school wellbeing and, as a result of this collaboration, for example, families built, with the help of the community, fountains so that students could wash their hands before class.

In order to improve the quality of education we built a library, equipped it with reading resources, trained a person to run it, and trained teachers in teaching methodologies and young people as reading tutors to help other students. Poor facilities, including latrines, libraries, learning materials and water supply, were making it difficult to keep children in school.



PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Sangkhae Child Safe Community, Battambang Province	Khmer NGO for Education (KHEN)	512,786.80
Building a Safe Learning Environment for Children in Sangkhae District	Khmer NGO for Education (KHEN)	
Improving Equitable Access to Quality Education for Deprived Children		

*\*The amounts, in euros, are for direct project costs during 2021.*

# Philippines

ASIA

**24,335**

children and young people

**8,521**

adults

**305**

schools



 Educo Offices

*Albay, Catanduanes, Sorsogon and Zamboanga  
City Provinces*

**The tight blockade imposed by the Philippine government at all levels from the beginning of the pandemic until early 2022 – with restrictions varying according to provinces, cities and municipalities depending on the epidemiological situation – helped to prevent the spread of the virus, but also meant a significant reduction in jobs and livelihoods.**

All these restrictions have had a major impact on the families we work with, who have suffered a significant loss of income and have been forced to consider drastic measures to save money, such as stopping their children's schooling and sending them to work, even in high-risk jobs.

Many other challenges, such as difficult or banned travel from one location to another, limited face-to-face activities, high prices of commodities and additional costs associated with, for example, antigen testing, hampered our work during 2021 and forced us to continue to adapt our work in the country, as we did in the previous year, to respond to the emergency, contribute to containing the pandemic and reach children in communities.



To ensure continuity of education during the pandemic, children received a school kit containing essential materials for learning at home. Children under 5 years of age also received toys and, along with school kits, we provided hygiene products for families to help them cope with COVID19, as well as teaching materials so that schools could provide students with homework to do at home.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Strengthening Accountability to Children in Educo Partner Schools and Communities (SAFE)	ChildFund Korea	49,578.09
Strengthening Accountability in Governance by Enhancing Children's Agency and Promoting Support Groups to End Violence against Children	Ateneo Center for Leadership and Governance - Ateneo de Zamboanga University (ACLG - AdZU)	40,260.68
Establishing Communities with Solid Practice in Child-Friendly Local Governance and Social Accountability		90,886.79
Association for Access to Quality Early Childhood Care and Education Services - PACES II		88,842.81
Keeping Children in School, Bringing Out-of-school Children back to Education under the New Normal due to COVID19	Community and Family Services International (CFSI)	85,842.34
Safer Society For Children through Advocacy, Partnership Building and Influencing		6,619.19
COVID19 Response in Sponsorship Areas		52,256.28
COVID19 Response	ChildFund Korea	7,567.77
Emergency Response STY Rolly	ChildFund Korea	37,198.49
Monitoring of World Food Program Assistance to the Sty Rolly Affected Population in Catanduanes and Albay	PMA	14,145.25
Capacity Building of Multi-Grade Schools in Distance Learning during COVID19 in Samar and Northern Samar	UNICEF	177,186.17
SSR and VG Response Assistance to Typhoon Goni in Catanduanes Province	World Vision	28,356.44
Conducting a Situation Analysis of Children's Rights in Catanduanes	ChildFund Korea	26,781.01
COVID19 Response in Catanduanes	ChildFund Korea	61,901.09

\*The amounts, in euros, are for direct project costs during 2021.

# India

ASIA

**47,222**  
children and young people

**42,475**  
adults

**291**  
schools



 **Educo Offices**

*Action areas:  
Maharashtra, Palghar, Karnataka, Orissa  
States*

**With India becoming one of the hardest-hit nations during the second wave of the pandemic worldwide, children in particular and communities in general became more vulnerable than ever. The health crisis had an enormous physical and mental cost for families and severely affected children.**

Through our efforts to stay in contact with children online during confinement and, where possible, to meet up with them in person and participate in development activities, we ensured that they did not lose hope and were supported during this phase. Our teams with local NGO partners took on the work of responding to the coronavirus and reached out to all children in our projects to guarantee their wellbeing.

In the second half of the year, pandemic-related restrictions began to be relaxed and by the end of the year, most of our projects were operating at full capacity, working directly with children, young people and communities and engaging with government stakeholders to create safe and inclusive environments for children across the country.





A total of 39,115 children, adolescents and young people in school and 6,142 out-of-school children benefited from our projects for inclusive and quality education in regular and night schools in three states. The aim is for them to continue studying for as long as possible in order to have better opportunities in the future.

We worked with 43,885 adults – families, teachers and government representatives – to improve the community, education system and institutional response to child protection and development. The whole of society must get involved to end child abuse and ensure that no children suffer violence at the hands of those who should be responsible for their wellbeing.



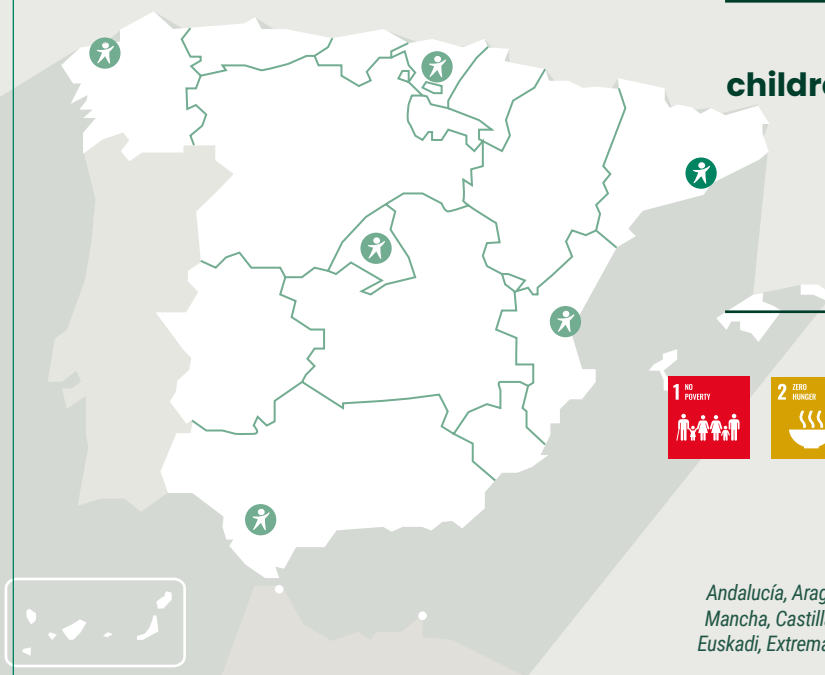
PROJECT	PARTNER NGO / FUNDER	AMOUNT*
Night School Transformation Program	Masoon / Ayuntamiento de Barcelona	35,745.70
Reducing Child Marriage in Kandhamal District, Orissa	PREM	39,844.52
Sanmaan - Child Protection for Children who Beg	Prerana	64,290.10
School Transformation Program	Pratham	107,306.41
School Transformation Program	Save the Children India (STCI)	190,327.61
Education Quality Program	Matru Schaya Social Welfare Society (MSSW)	65,736.16
Children in Governance - Participation in Government	Child Rights Trust (CTR)	34,658.60
COVID19 Response Initiative for Children and their Families	Matru Schaya Social Welfare Society (MSSW) Save the Children India (STCI), Pratham	38,090.76
Program for the Transformation of the Night School System in Mumbai	Masoon / Ayuntamiento de Barcelona	**

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# Spain

## Europe



**27,356**  
children and young people

**2,453**  
adults

**655**  
schools



 Educo Offices

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

**Since 2011, at the height of an economic crisis that has practically overlapped with that of COVID19, and which affects children in particular, at Educo we have focused our work in the country on the most vulnerable groups in order to prevent social exclusion through networking with associations aimed at promoting children's wellbeing.**

In this way, we have gradually built up a broad working platform together with these organisations, which has become Educo's Children's Program in Spain, involving seven organisations that work for and with children in seven different autonomous communities.

This program focuses on education –with an emphasis on primary education, but without forgetting the transition to secondary school– and protection, with prevention as a priority, for children and adolescents, especially those of compulsory school age, from 6 to 16 years old. With these objectives in mind, this program is developed in urban or peri-urban neighbourhoods at risk of exclusion throughout Spain.

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
School Meal Grants 2020-2021		608,392.60
School Meal Grants 2021-2020		350,795.75
Global Campaign for Education		5,192.92
Program for Children Spain	El Arca, Mar de Niebla, Barro, Entre Amigos, Farrah, Hezi Zerb, Salut Alta	317,325.60
Activate Listening Campaign		20,616.59
Premios Aprendizaje y Servicio		580.80
Developing a Child Protection Model in Primary Schools in Spain		69,082.97
Summer Educational Project		463,950.34
Global Campaign for Education. Galicia 2021-2022	Xunta de Galicia	18,970.41
Emergency Psycho-educational Care Support Project		48,100.00
Educación: education and participatory action project for the improving coexistence in schools in Madrid.	Ayuntamiento de Madrid	79,907.49
Designing a Guide for the Implementation of International Child Protection Standards in Primary and Secondary Schools	Social Rights Ministry and 2030 Agenda	32,500.00
Global Campaign for Education. Galicia 2020-2021	Xunta de Galicia	32,092.53
Corporate Tax 2020 - Support for Grant Program	Social Rights Ministry and 2030 Agenda	82,469.77
Promoting the Rights of Children in Vulnerable Situations. Children at the Centre	State Secretariat for Foreign Affairs, Latin America and the Caribbean. Ministry of Foreign Affairs, European Union and Cooperation	3,985.01
Global Campaign for Education: contributing to education for social transformation locally and globally	Basque Development Agency (AVCD)	100,798.87
Action Project - Research into the transformation of the lunchtime space	Fundación Diverse Learning	23,146.90
Eroski Solidarity Cards	Eroski	20,738.40
Project for the Integration of International Child Protection Standards in Social Organisations Participating in the Pro-Infant Program	La Caixa	10,826.62
School Support Proposal 2020-2021		45,028.48
Planting Participation	Ayuntamiento de A Coruña	6,219.25
Impact of Service and Learning on the Prevention of Child Violence in School and Community Settings	Ministry of Health, Consumer Affairs and Social Welfare	28,332.70
Global Campaign for Education: Capacity building for the defence of quality education with an emancipatory approach that generates social transformation in Africa and the Basque Country - Phase II	Basque Development Agency (AVCD)	**

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# How we work



## Education, protection and participation for children's wellbeing

The world we want is one in which children and adolescents can fully develop their personalities and capacities, live free from violence in safe and caring environments and be able to drive social change in their social and environmental surroundings.

With this ideal in mind, in 2021 we published our new Global Programmatic Framework, which will guide our actions until 2025 and in which we pledge to design and implement programs in the countries we operate in so that children and adolescents enjoy

**equitable, safe and quality education; are protected from violence and exploitation; and contribute to social change through their empowerment and agency.**

## At the heart of our actions

We work with and for **children and young people who are at risk of exclusion** for a variety of reasons: they are out of school or at risk of dropping out, are victims of the worst forms of child labour and exploitation, have experienced child marriage and early pregnancy, are in a situation of unsafe migration and forced displacement, or are suffering the consequences of humanitarian crises or disasters.

## Life stages

We design age-appropriate and adapted programmes for children and adolescents according to their stage of development and accompany them according to their evolving capacities: **early childhood** (from 0 to 6 years old), **infancy** (from 6 to 12 years old), **adolescence** (from 12 to 18 years old) and **youth** (up to 24 years old).



We measure the **impact** of our programs in the lives of children and adolescents.



We encourage the **active participation of all those** involved in measuring impact, especially children and adolescents.





# Equitable, safe and quality education

**We defend a universal, free and public education which respects and promotes diversity, combats inequality and allows children to grow as people and rights holders through positive relationships with others and their surroundings. Our priorities are the following:**

**Education and care in early childhood.** We want to contribute to guaranteeing rights from the earliest years of life, when the foundations are laid for the integral development of the person in their different dimensions.

**Safe, inclusive and innovative educational processes.** We aim to place children at the centre of an educational process in which they feel safe, which recognises their diversity and which applies innovative and critical methodologies.

**Educational alternatives and technical training for out-of-school children and young people.** We work to reintegrate them into the education system or provide them with alternative educational opportunities that allow them to build learning and fundamental skills to live a dignified life.

**Education in humanitarian crises and natural disasters.** We ensure that children continue to learn in safe environments and that their education is not interrupted.





*I decided to participate in the project because it helps me educate my daughters. I have learnt many things about their stage of growth, for example that speaking to them in Quiché strengthens their learning and that it is important to stimulate them so that they learn to crawl and then walk well.*

**Marta, Guatemala**

## **I Play and Learn from an Early Age**

**Development of skills and abilities in children from 0 to 6 years of age.**

The age from 0 to 6 years is the stage when children are developing to their full potential, which will be useful for the rest of their lives. However, early childhood care is almost non-existent in Guatemala, which hinders children's development and makes it easier for their rights to be violated, especially in education, health and nutrition.

To address this lack of attention, together with APPEDIBIMI, we offer early stimulation activities to 1,400 children aged 0 to 6, families, early education promoters, pre-school teachers and management staff, authorities and community leaders from 40 communities in Santa Cruz del Quiché, Chiché, Canilla and San Andrés Sajcabaja, in the Quiché department.



*My wish is for my son to earn a living one day. Parents of children with disabilities must support their children to achieve their goals and be independent when they are young. Meeting other mothers in the same situation as me really helped me.*

**Rosmary Juana, Bolivia**

## **For the inclusion of everyone**

**Exercising the rights and wellbeing of people with disabilities.**

Children with disabilities face multiple obstacles when exercising their right to education, which hinders the fulfilment of other rights and creates barriers to the development of their capacities and participation. When they attend school, they are also more likely to drop out and fall behind because teachers and families do not have the necessary teaching tools for their inclusion.

Alongside our local partner foundation Machaqqa Amawta, we contribute to reducing the inequalities that exist in the municipalities of La Paz and El Alto in terms of the enjoyment of rights and wellbeing for people with disabilities, differences that are accentuated when it comes to women, and even more so in the context of the pandemic.





*I am happy to have the opportunity to work for children as a teacher of community resources. I meet with people from the community, especially those tutors who do not pay attention to their children and advise them to be vigilant and watch over their education.*

**Mizanur, Bangladesh**

## Education in indigenous communities and difficult to access areas

### Improving basic competencies and educational opportunities.

Children belonging to religious and ethnic minority groups have less access to basic education, health care and social and economic prospects in Bangladesh, a country that has not adopted the UN declaration on the rights of indigenous peoples, and the rights of the country's ethnic minority groups continue to be ignored.

The main objective of this project is to contribute, together with our local partner organisations SACHETAN and ESDO, to the promotion of inclusive and equitable primary education for all children in 80 public schools in indigenous and hard-to-reach communities in the Rajshahi and Thakurgoan districts in the north of the country, and to improve their skills.



*At the age of 14 I stopped studying because my family could not afford it and I started working in the small family shop, but I always wanted to go back to school. I want to be a nurse and to know what illness my father is suffering from. I don't even want to hear about marriage.*

**Thalea, the Philippines**

## Education for childhood Sama Bajau

### Equitable opportunities for achieving basic skills.

Known as the nomads of the sea, the Sama Bajau are a community that mainly inhabits the Philippine archipelago of Jolo and the Zamboanga peninsula. Among them, school enrolment and literacy rates are low, especially among girls, due to discrimination, the distance of schools from their homes, poverty and obligations to care for siblings and grandparents, among other causes, which were all exacerbated by the pandemic.

The main objective of this program is to provide them with flexible learning options to ensure their education, including that of children with special needs, with a special emphasis on reading and maths. During the pandemic, we also made it easier for them to continue their learning remotely.



*We are very happy to be able to support children with school kits again this year, which will directly benefit more than 20,000 students in Farako and Segou, and contribute to ensuring that schools are a place for protection and learning values.*

**Herman Zoungrana,**  
Country Director of Educo Mali

## Equitable, inclusive, safe and quality training

### Right to education for children, adolescents and young people.

The Malian educational context is marked by a lack of schooling, the closure of schools due to the insecurity crises the country has been experiencing since 2012 and the impact of the pandemic. In Segou, every year, 30 per cent of children do not enrol in school, and the inclusion of vulnerable children is one of the main problems, especially children with disabilities.

Through this project we contribute to the right to education for almost 20,000 children aged 6 to 17 in 80 schools in Segou. Children therefore have access to safe and equitable education in a safe and protective environment and enjoy quality education focused on children and adolescents.



*I used to be absent from school six days a month because of menstruation, which prevented me from keeping up with lessons because I couldn't catch up. Now I can come to school every day of the week and focus on my studies.*

**Aissatou, Senegal**

## Construction and rehabilitation of educational infrastructure

### Improvements to learning quality and promotion of children's rights.

Poor or non-existent health services put a large part of Senegal's population at risk of contamination, especially in rural areas, where many schools do not have access to clean water, either in the school itself or in the surrounding area.

As part of the actions to improve the quality of learning and the promotion of children's rights, we carried out the WASH project to provide water, sanitation and hygiene in three schools in Ndorna, in the Kolda region. In addition to the construction of a well and the installation of fountains and solar panels, we provided schools with gender-segregated latrines, ensuring that girls can attend classes.

# Protection against violence and exploitation

**We work for the full enjoyment of the right to protection from all forms of violence because all children have the right to be and feel protected. We strongly believe in promoting positive treatment to prevent and respond to violence against children. Our priorities are as follows:**

**Family and community environments that promote protection and positive treatment.** We work for the wellbeing and capacity building of families and communities to become protective agents.

**Combating the worst forms of child labour and exploitation.** We work with governments and all of society, including employers, and promote the empowerment of children and adolescents in claiming their rights.

**Combating gender-based violence.** We address child marriage, premature unions and early pregnancies as a priority by promoting equitable gender relations and emotional and sexual education during childhood and adolescence.

**Child protection in humanitarian crises and natural disasters.** We work to prepare child protection systems, strengthen families and community mechanisms and promote safe spaces for psychosocial support.







*We need to address sexual exploitation and trafficking of children from a gender-based violence perspective, strengthen state and community systems to respond collectively, and update the issue to the new digital and socio-political contexts.*

**Nancy Alé, Educo Bolivia**

## Protejer, weaving safe networks

### Protection of children from trafficking and smuggling for sexual exploitation.

In Bolivia, hundreds of young and teenage girls are recruited every year in order to be sexually exploited. Despite the enactment of an anti-trafficking law in 2012, the phenomenon continues to grow and a concerted effort by all sectors involved, including the media, is essential to tackle it.

We are working to prevent this problem and are developing this project, which has the support of Cooperación Española, the Centro de Estudios y Apoyo al Desarrollo Local de Bolivia, the Munasim Kullakita and Estrellas en la Calle foundations. Through this program, we care for survivors of trafficking, organise training activities for children and adolescents and work to raise public awareness.



*Through this project we learned how to take proper care of children through positive treatment, including showing them affection and maintaining good hygiene. All the affection we show our children today will not be forgotten when they grow up.*

**Mariana, Guatemala**

## Opportunities that change lives

### Wellbeing, rights and opportunities for children under 5.

In Guatemala, children suffer from different kinds of violence which affects their proper development. In the department of Quiché, sexual abuse and violence in all its forms is the most common form of violating the rights of children and adolescents in the spaces where they should receive love, care, food, encouragement and protection.

In this context, together with the NGO partner CONACMI, we work to prevent abuse and promote a culture of positive treatment and protection of early childhood in eight communities in the municipality of Pedro Jocopilas, through the participation of families, children, adolescents, young people, leaders and representatives of public and private institutions.



*Our work in Ouagadougou led us to carry out a child rights situation analysis and we were able to identify districts 9 and 12 in the peri-urban area as the most vulnerable areas in terms of child protection.*

**Edouard J. Ndeye,**  
**Country Director of Educo Burkina Faso**

## Strengthening the child protection system

**Institutions and communities dealing with violence and labour and sexual exploitation.**

Violations of children's rights in the peri-urban areas of Ouagadougou are rooted in weak public policies that are supposed to ensure the protection of children, and the population's ignorance of both children's rights and the consequences of failing to practice positive treatment.

We work with the local association AGIR to enable children and adolescents to exercise their right to protection from violence and exploitation through effective institutional systems, to enjoy equitable relationships in protective environments, and to express their problems through drawing, poetry and theatre.



*I never thought I would be able to stop working and go to university. I am going to study really hard. Thanks to Educo and PREM for making me understand the importance of education and making us all aware of the harmful effects of using children for labour.*

**Sanjuli, India**

## Reducing child marriage

**Child protection mechanisms in the Kandhamal district.**

The pandemic made the situation of the population in India worse, especially in rural areas. Families lost their already scarce livelihoods, they were left without resources to buy food or pay for health care, and students were cut off from education. In this context, child marriages increased, because families were using them as a strategy for saving themselves from the crisis.

We work with the local NGO PREM in Kandhamal, one of the most impoverished tribal districts in the state of Odisha, to empower girls and boys to stand up for their rights, say no to child marriage and become agents of change. Communities and local institutions are aware of their child protection responsibilities and promote laws that prohibit child marriage.



*We must believe in our potential, in our talents and skills. Each of us can learn and improve if we have the desire to do the best we can. Now I would like to finish my studies and learn English well in order to get a grant to go to university.*

**Efren, the Philippines**

## Putting an end to child labour

**Improving children's agency and promoting support groups.**

It is a common practice, exacerbated by the pandemic, for children in Bicol to engage in agricultural or fishing activities to help their families, especially after natural disasters such as the floods and typhoons that often hit the region.

Through this project, we aim to contribute to reducing child labour and improving the wellbeing of 200 children who work in Manito, Caramoran and Pilar. We also train local services, families and communities to address children's needs, recognise their rights, practice positive parenting, break down gender stereotypes and establish mechanisms for reporting child abuse.



*I am very happy to participate in this project. I am very motivated and I am raising the awareness of the women in my community about the need to the same thing I did. I have already helped a dozen women to register their children's birth certificates.*

**Safia, Benin**

## Birth certificates for all

**Strengthening children's right to civil registration in the Borgou and Alibori departments.**

In Benin, many children do not have a birth certificate, which deprives them of an identity and access to basic social services and exposes them to abuse of all kinds. The reasons are diverse: lack of information, logistical, educational, cultural and religious barriers of families and institutional difficulties.

To change this trend, we designed information materials in local languages on the importance of birth registration; organised community dialogue sessions with traditional and religious leaders; and broadcasted key messages through radio. Thank to this project, which has support from the European Union, more than nine thousand children now have a birth certificate.

# Empowerment and agency for social change

**Active listening to what children and young people have to say and propose, as well as working to change the way society thinks about children, are essential elements of our communication and advocacy strategy. Our priorities are as follows:**

**Organisation and agency for social change.** We work to promote the participation, the decision-making capacity, leadership and agency of children and adolescents in all those issues that interest and concern them.

**Culture of peace and social cohesion.** We accompany children, adolescents and young people so that they can contribute to the construction of environments in which dialogue, social cohesion and peaceful conflict resolution are fostered.

**Education and action for the ecological transition.** We promote the participation and leadership of children and young people in processes aimed at environmental protection and the transition to a more sustainable future.

**Participation and accountability in humanitarian crises and natural disasters.** We include children and adolescents in decision-making processes that affect their lives and provide solutions in accordance with their development.







*We young people must take advantage of opportunities to strengthen our capacities and commit ourselves to those projects that generate personal, collective and professional benefits that make us better human beings in search of a more dignified society.*

**Gerson Alfredo, El Salvador**

## Citizenship and dignified lives

**Children and young people promote their rights and advocate for their wellbeing.**

Society in El Salvador continues to reproduce inherited cultural patterns and does not see children and adolescents as rights holders, does not consider them as a priority on the public agenda and does not allocate a budget to them. Their participation in the issues that concern them, is therefore very limited.

In this context, we are carrying out this project so that, through the Centres for Young People, adolescents and young people can promote their rights, advocate for their wellbeing and exercise their citizenship in inclusive environments. Also, we include the participation of families and civil servants who promote child participation.



*The training I received on dialogue within the couple was very beneficial because it solved a problem I had with my husband that had been tormenting me for three years. We must do all we can to maintain a culture of peace amongst all of us.*

**Nacanabo, Burkina Faso**

## Social and religious dialogue

**Strengthening community cohesion and resilience for peace.**

Burkina Faso was a country of peace and social cohesion until very recently. However, this social wealth and cultural value has been undermined in recent years by social and political conflicts, all fraught with security threats, and this violent situation has had serious consequences for the country's development.

In this context, we are working in 32 municipalities in the north and centre-north regions with the aim of strengthening social cohesion and community resilience. With the collaboration of the European Union, we facilitate productive and participatory spaces for dialogue and cooperation between people, communities and institutions, as a guarantee of lasting peace.



## Youth transforms

**Adolescents' and young people's rights in the river basin and coastal areas.**

Around 34 million adolescents aged 10–19 make up 21 per cent of Bangladesh's population, and young citizens aged 18–35 account for more than 50 million. At this age, young people face many difficulties such as unemployment and a lack of belonging in society, as their voices are not heard.

*I didn't have the courage to speak or attend any meetings or events, now I can lead meetings and trainings successfully and convincingly! Before, the teachers hardly paid any attention to us, but now they participate in the club's activities. Our self-esteem has increased and we want our community to be free from child marriage, drugs and harassment.*

**Imran, Bangladesh**

We accompany them towards adulthood in order to contribute to their transformation. In addition to providing them with training to find dignified employment, we work on their civic engagement and contribution to society, specifically in disadvantaged rural populations in the country's river basins and coastal areas.



## Children, in government

**Children, adolescents and young people exercise their global citizenship.**

The Indian Constitution recognises all children as citizens, but most adults treat them as passive recipients of services and future citizens, which prevents them from exercising their rights today, despite the fact that children under 18 make up 40 per cent of the population today, not tomorrow.

*As part of a balanced diet and one that enables us to study in the best possible conditions, children need boiled rice and eggs for our midday meal at school. Many families cannot afford this.*

**Fathima, India**

Educo and Child Rights Trust promote their participation in local governments in three districts in the state of Karnataka. We work to enable them to exercise their citizenship, promote their rights, live in environments where dialogue, social cohesion and peaceful conflict resolution are encouraged and develop life and technical skills for a positive transition to adulthood.



## Child participation for a better life

**A beginning and an end to children's, adolescents' and young people's rights.**

Despite the fact that children and young people express themselves on different issues, their participation is still often invisible and underestimated. The State does not recognise their ability to influence the transformation of society.

*In November and December, two online sessions were held in which children and adolescents from La Paz and El Alto participated and, together with the adults managing the project, chose the proposals they were going to carry out to transform their surroundings.*

**Intergenerational jury, Bolivia**

Educo works together with the local NGO Act2Gether with children from schools in La Paz, El Alto, Cochabamba and Santa Cruz and youth associations so that they can organise themselves, talk about their reality and contribute to the creation of new, more humane, less violent and coherent lifestyles that protect children and the environment and rescue the latent wisdom of each generation.



*At Educo we have asked children who participate in our projects various times if they feel listened to and how it affects them. Their response is very clear. We do not listen to them and we do not listen to each other.*

**Miriam Torán, social mobilisation**

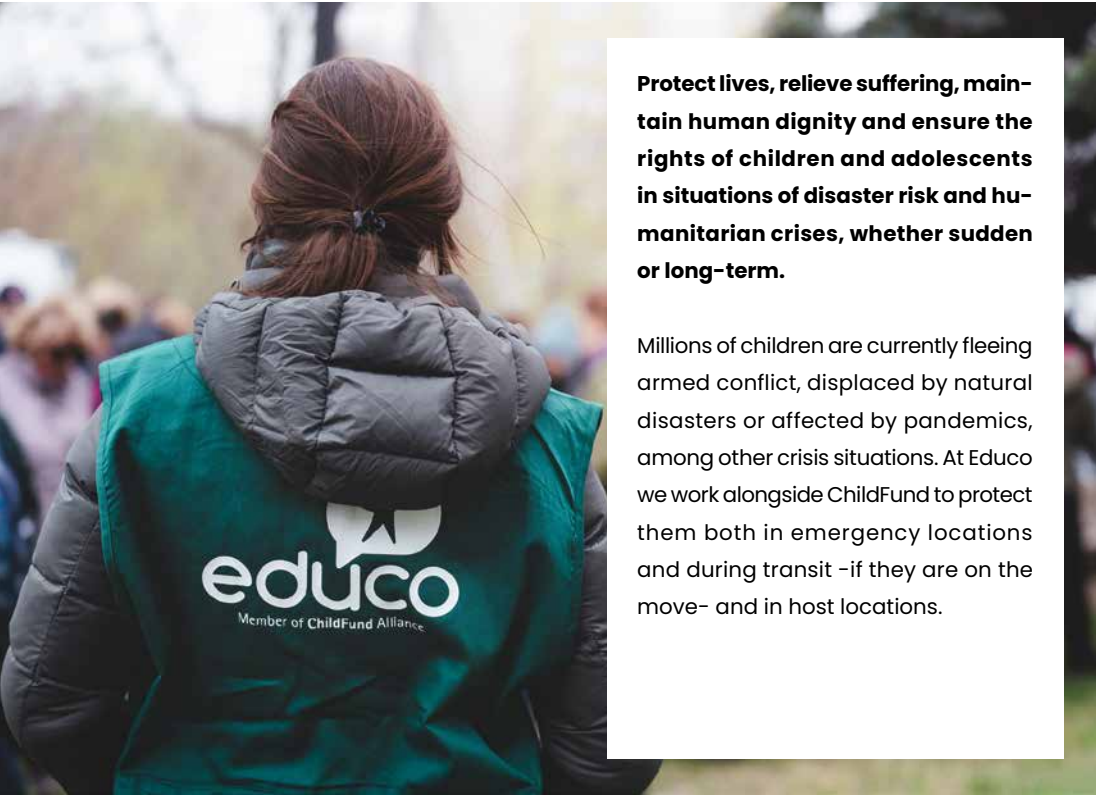
## Activate your listening

**Promotion of positive treatment spaces where children feel taken into account.**

Violence against children has an indirect impact on the enjoyment of rights, such as the right to survival and development and the right to education, and has emotional and physical as well as economic consequences.

With this project we encourage the prevention of violence through the creation of spaces in which the culture of positive treatment and active listening to children and adolescents is promoted, as two out of every three children believe that one of the causes of violence is the lack of recognition of their rights and the lack of credibility given to their opinions. To achieve this we work with schools, social organisations, politicians, families and the media.

# Humanitarian action



**Protect lives, relieve suffering, maintain human dignity and ensure the rights of children and adolescents in situations of disaster risk and humanitarian crises, whether sudden or long-term.**

Millions of children are currently fleeing armed conflict, displaced by natural disasters or affected by pandemics, among other crisis situations. At Educo we work alongside ChildFund to protect them both in emergency locations and during transit -if they are on the move- and in host locations.

**Protection.**  
Child protection is the main aim in all our humanitarian actions.

**Culture of peace.**  
We react to the immediate consequences of a crisis, but also to its impact, which can last for years.

**Integral response.**  
We address the structural causes of vulnerabilities of the affected populations.

**Risk reduction and resilience.**  
Our humanitarian work is based on reducing risk and strengthening children's resilience.

## Humanitarian actions we carry out through the ChildFund Alliance in countries where Educo does not have its own office

PROJECT	PARTNER NGO / FUNDER	AMOUNT*
<b>Afghanistan</b>		
Humanitarian Assistance for the Most Vulnerable Households with Acute Food Insecurity and Headed by Widows in Herat Province through Cash-For-Food Transfers	WeWorld Onlus	40,000.00
<b>Ethiopia</b>		
Emergency Response in Ethiopia as a Response to Internally Displaced People in Debre Birhan	ChildFund Ethiopia	55,728.69





## NIGER

### Access to a quality education in the face of violence.

With the implementation of this project by Educo and the local NGO Organisation Nigérienne des Enseignements Novateurs (ONEN), which is supported by the Spanish Agency for Development Cooperation (AECID), more than seven thousand children and adolescents aged 4 to 17 in Tillabéri, one of the regions that receives most internally displaced persons and refugees due to the conflict, enjoy their right to a quality education in a safe and protective learning environment.

*Despite not having attended school until I was 12, in just six months I knew how to read and write and even teach other children during tutorial sessions. I hope to continue my studies and become a teacher or a nurse one day.*

**Ramatoulaye**



## BANGLADESH

### Child protection in refugee camps.

We work in three of the Rohingya refugee camps in Cox's Bazar, with support from Barnfonden and Musikhjälpen Radio Aid, to achieve gender equality and create an environment that prevents, responds to and protects children from various child protection violations, forms of gender-based violence and sexual violence, while empowering communities and children and ensuring the participation of children and other community members.

*A girl under 18 years old and a boy under 21 cannot get married. One of my friends was going to be married aged 14 and I tried to explain to her that child marriage is not right, it is not correct and will have a negative effect on her body and mind.*

**Varisha**



## NICARAGUA

### Emergency response to the Eta and Iota hurricanes.

In the aftermath of Hurricanes Eta and Iota, which caused landslides and flooding that displaced thousands of people, we worked in coordination with the Nicaraguan Ministry of Education and in collaboration with UNICEF to support nearly 1,700 families in the most affected areas and minimise the risk of infection through the distribution of 170 hygiene and cleaning supplies to disinfect schools that served as shelters.

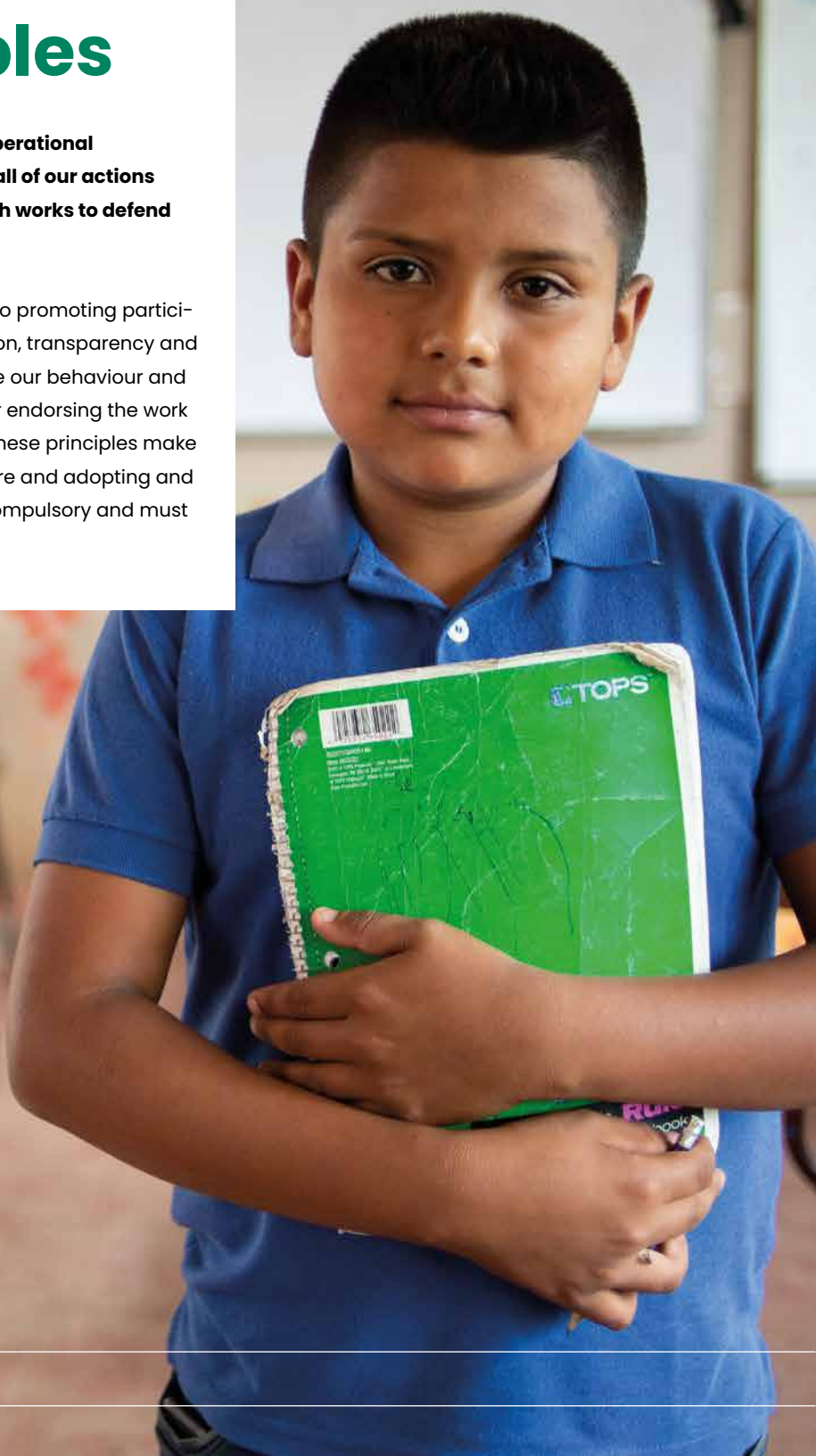
*The package that Educo has given us is very useful because it helps us to protect ourselves, the food supports our basic needs and gives us a breathing space to be calm and know that we have food for our families.*

**Cándida**

# 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 guide our behaviour and 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.





## Non-discrimination

Our work is based on the belief that all children should have the opportunity to exercise their rights, regardless of national, ethnic or social origin, language, religion, political opinion, family wealth, disability or any other status.



## Participation

All our actions guarantee and promote the right to participation of children and those that support them, in the pursuit of fully enjoying their citizenship. We also encourage a participative culture in the heart of our organisation.



## Transparency

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.



## Dynamic spirit

We have the ability to adapt and be creative in our response, striving for innovation and quality in all the actions we carry out.



# Transparency

## Suggestions, Complaints and Commendations Report

In our Annual Suggestions, Complaints and Compliments Report we analyse the feedback received from our stakeholders during the year and identify lessons learned and areas for improvement to further strengthen the quality and impact of our work.

## Carbon Footprint

Every year we publish a report on the impact of our carbon footprint, which allows us to estimate the greenhouse gas emissions associated with Educo's activities, as well as to establish the appropriate measures for reducing them.

## Open Day Events

We hold open days at our country offices to promote transparency and dialogue with our stakeholders. At the end of 2021, our country office in Bangladesh opened its doors in eight of the areas we work in, with the participation of children and adolescents.

## Global Standard for CSO Accountability

As a member of the global network Accountable Now, we adhered to the Global Standard for *CSO Accountability*, which aims to transform the way in which organisations understand and practice accountability.

## User-friendly Version of the Child Rights Policy

Adolescents in El Salvador participating in the ChildFund Alliance's child-friendly accountability initiative have created and disseminated a user-friendly version of the municipal child rights policy so that children and adolescents can learn about and claim their rights.





# Participation

## Children without Limits in Nicaragua

Promoting the participation of children is one of the central pillars of our work. In Nicaragua, for example, we collaborate with the television program Children Without Limits, which raises the voices of children and encourages their empowerment.

## Young Leaders

We accompany young people so that they take the lead in our projects. In El Salvador, for example, they are the ones who lead the processes for organising workshops in the Casas de Encuentro Juvenil, spaces where adolescents and young people at risk of social exclusion interact and learn through educational, cultural and social activities.

## Suggestions, Complaints and Commendations Policy

We have updated our Suggestions, Complaints and Commendations Policy, a key tool for ensuring that we take into account the opinions of the people we work with in all the areas of our activity.

## Child Participation in Bolivia

We support children and adolescents so that they can be active citizens and exercise their agency. In Bolivia, for example, we have worked with adolescents, via virtual and face-to-face modalities, to generate transferable skills that seek to contribute to autonomy and self-esteem, strengthening the basis for leadership and active citizenship.

## Child Protection Committees

In Bangladesh we have supported the creation of 60 Child Protection Committees led by children and adolescents from rural communities. The participants have received training in rights, governance, technical and vocational skills, as well as the child protection system.



# Non-discrimination

## Children, Agents of Change

In Bangladesh we work on self-esteem, motivation and leadership skills with children and adolescents from the most marginalised communities so that they can be agents of change and enjoy their rights.

## Inclusive Information

We work in Bolivia to ensure that our COVID-19 virus infection prevention protocol is inclusive and accessible to all people, whatever their age, status or level of education. The document contains information in Braille, sign language, subtitled videos and infographics.

## Gender-segregated Latrines

As part of our commitment to inclusive education, we set up gender-segregated latrines in schools in countries such as Burkina Faso and Mali. The aim of this action is, mainly, to reduce absenteeism and school drop outs on behalf of girls.

## Preventing Gender-based Violence

At Educo Nicaragua we have carried out an awareness-raising campaign with an emphasis on the prevention of gender-based violence, which consists, among other actions, of setting up 25 psychosocial care centres where girls and women victims of violence are attended to, accompanied and empowered.

## Training on Disabilities

At Educo Bolivia we have carried out the first cycle of training with civil servants and other civil society actors, such as parents and adolescents, on accessibility for people with disabilities.



## Dynamic spirit

### We Asked Children about the Pandemic

We launched a second global survey of children, adolescents and young people aged 6-18 to find out how they felt their rights to education, protection, participation and recreation were being fulfilled during the pandemic. The results gave us very useful information for proposing improvements to the issues that affect them.

### Evidence Systematisation Reports

We produce and share regular reports systematising the evidence and learning from our work on the ground in order to disseminate inspiring practices that can be replicated and encourage learning and ongoing improvement.

### Dialogue for Protecting Childhood

Educo India, in collaboration with the State Commission for Protection of Child Rights and our local partner, People's Rural Education Movement (PREM), has organised a state-level consultation on the prevention of child marriage and child labour in the state of Odisha, promoting understanding of these issues and dialogue among state stakeholders to work towards eradicating them.

### Boats for Getting to School

We adapted our response to the needs of the context in Benin by setting up a motorised boat and 19 canoes to transport children to school each day. This way we ensure that they attend school regularly.



# Compliance Committee



"We ensure compliance with regulations".

## **What is the role of the Compliance Committee?**

The Compliance Committee's primary responsibility is to ensure compliance with the rules, as well as with Educo's codes, policies and other internal regulations, in order to prevent, control and mitigate possible risks of non-compliance. It also manages the whistleblowing channel and promotes good practice and compliance training within the organisation.

## **Why is it necessary?**

The organisation's principles and values are based on ethical, responsible and diligent management. Having a specific body such as the Compliance Committee is an essential and necessary tool for adequate supervision and control of the organisation's activity.

## **Who is on the committee?**

The Compliance Committee is a collegiate body named by the Board of Trustees, to whom it is accountable. It is currently made up of the people who occupy the following positions within our organisation: Educo's Head of Audit and Compliance, who holds the position of President; our Head of Legal Advice at Headquarters, who holds the position of Secretary; and, as members, Educo's Global Safeguarding Expert, a member of the Foundation's Board of Trustees and the Director of People and Culture.

## **How does it work?**

The Compliance Committee meets at least quarterly, but also whenever necessary, and decisions are adopted via a majority vote of its members. Every year the committee prepares a report commissioned by the Board of Trustees with the aim of describing the actions carried out during the previous year,

the action plan for the following year and the report on the management of the complaints received through the complaints channel. The report presents an integral approach which combines the different issues associated with the ethical compliance of the organisation.

## **Are there other reporting mechanisms? How are they different?**

The main channel for receiving complaints is the WhistleB platform, which we make available to anyone on our corporate website. Of course, the anonymity of the whistleblower and the confidentiality of the information is guaranteed.

However, there are other channels for receiving complaints, such as the Suggestions, Complaints and Compliments, Security, Safeguard and Anti-Fraud focal points in the offices of the different countries we operate in; the Suggestions, Complaints and Compliments mechanisms; and by post.

## **What incidents were reported in 2021?**

A total of 41 communications have been recorded through WhistleB, two of which were reported in 2020. Because they were complaints, 11 of the communications received were transferred to the Suggestions, Complaints and Commendations Committee. Of the remaining reports, 18 were considered minor, ten serious and two very serious. We ended 2021 with 21 reports resolved and three open and in the process of being investigated.

## **How were they resolved?**

Of the 27 complaints resolved in 2021, six are in the process of implementing the corresponding action plan, 18 were filed and three resulted in dismissal.





## 1 Reception

### Person reporting

Communicates the report



- Post
- WhistleB
- Focal Points
- SCC Mechanisms



### Compliance Committee

**Registers** the report and opens the file

## 2 Prior analysis

### External Legal Advisor

Carries out a preliminary legal **analysis**.

### Compliance Committee

Adopts the **preliminary resolution**

## 3 Diagnosis

### Head of the investigation

Carries out **investigative actions**

### External Legal Advisor

**Classifies**

## 4 Resolution

### Compliance Committee

Issues a **proposal for resolution**  
**Files, communicates and monitors**

### Executive Management

Issues the **resolution**

# Flowchart for the Whistleblower Channel

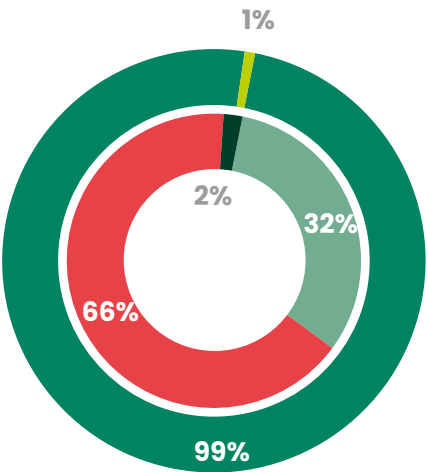


# Support Base

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.**

## 87,654 supporters make our work possible

INDIVIDUALS	86,958
ORGANIZATIONS	696
OVERALL TOTAL	87,654
Men	28,029
Women	57,814
Undefined	1,811
OVERALL TOTAL	87,654



## Collaboration type





## 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 Cooperation (SDC), Spanish Agency for International Development Cooperation (AECID), Ministry of Social Rights and Agenda 2030, State Secretariat for Foreign Affairs and Ibero-America and the Caribbean. Ministry of Foreign Affairs, European Union and Cooperation, Andalusian Agency for International Development Cooperation (AACID), Xunta de Galicia, Catalan Agency for Development Cooperation (ACCD), Basque Agency for Development Cooperation (AVCD), Barcelona City Council, A Coruña City Council, Madrid City Council, Bizkaia Provincial Council, Ministry of Education of El Salvador, Ministère des Enseignements Maternel et Primaire du Benin, Embassy of Japan.

**Others:** ChildFund Korea, Children Believe, Barnfonden, ChildFund International, ChildFund Deutschland, ChildFund New Zealand, ChildFund Australia, Education Development Center, HELVETAS Benin, Pestalozzi, Children's Village Foundation, Plan Internacional Deutschland, ProgettoMondo Mlal, Terre des Hommes Lausanne, World Vision, Solidar Suisse, Réseau d'Appui et Conseils (RAC), FANDEEMA.

## Companies and philanthropic foundations

- Adevinta Ibérica
- Adevinta Spain
- Amazon Spain Services
- Assi-Acción Social Santa Inés
- Asociación Rooted Con
- Ayuntamiento de Valle de Tobalina
- Banco Santander
- BBVA
- Carglass
- Conei Corporación S.XXI
- Custom Mark
- Distribuidores Automáticos de Bebidas y Alimentos
- Eroski
- Eurofragance
- Exkal Exposición y Conservación de Alimentos
- Fundación 3M
- Fundación A.M.A
- Fundación Adey
- Fundación Along
- Fundación Caja de Ingenieros
- Fundación Ebro Foods
- Fundación Jesús Serra
- Fundación Mapfre
- Fundación Obra Social y Monte de Piedad de Madrid
- Fundación Privada
- Diverse Learning
- General Logistics Systems Spain
- Iberdrola
- Idilia Foods
- Igalia
- Indo Optical
- Ineco
- Intrum Servicing Spain
- Jogar
- Kelloggs
- Fundación Pryconsa
- Laboratorios Menarini
- Leaseplan Servicios
- Las Alegres Golondrinas
- Merlin Properties Socimi
- Pepsico Foods
- Saba Infraestructuras
- Saint-Gobain Facilitas
- Santander Asset Management
- Solunion Seguros
- Sonae Sierra
- Tempe Grupo Inditex
- Worldcoo
- Z Zurich Foundation.

*Organisations which have collaborated in 2021 with more than 2500€*



# Campaigns and Advocacy



March

## One Billion Voices

Highlight the more than 1.5 billion students around the world who have been kept out of the classroom since the start of the COVID-19 pandemic. This is the aim of One Billion Voices, an initiative from the Global Campaign for Education (GCE), a coalition led in Spain by Ayuda en Acción, Educo, Entreculturas and Plan International, with which we want to condemn how the pandemic has made it difficult for all people to have access to an equitable, inclusive, quality education.

## I Raise My Hand for Education

The Global Partnership for Education and the Global Campaign for Education called for greater Spanish commitment and leadership in promoting education around the world during the parliamentary debate Raise Your Hand for Global Education in the Congreso de los Diputados. The event included the participation of the head of the alliance, Alice Albright, the Executive Director of Educo, Pilar Orenes, and various MPs.



April

## Approval of the LOPIVI

At Educo we celebrate the approval in Congress of the Organic Law for the Comprehensive Protection of Children and Adolescents against Violence (LOPIVI) and we acknowledge the work that has been done at the legislative level and the participatory process to listen to civil society. However, we believe that the law should be more specific in guaranteeing the protection of children and adolescents in situations of eviction.

## SAME 2021

After a week full of emotions, workshops, mobilisations and educational activities in more than 124 countries around the world, the Global Action Week for Education (GAWE), which took place from 26–30 April with the aim of bringing to the forefront the emotions experienced by students during the pandemic and claiming the right to education, is coming to an end.

## How Can We Live Better Together?

We celebrated the online event How can we live better together? The impact of Service and Learning on violence prevention, to present the outcome of the research process on learning and service. This event was attended by more than 100 participants, including authorities from the Committee on the Rights of the Child, the Ministry of Education and Vocational Training and the Ministry of Social Rights and Agenda 2030.

## ¿Cómo podemos vivir mejor juntas?

El impacto del Aprendizaje Servicio en la prevención de la violencia

[Link al registro en la bio](#)

20 de abril 16.00 - 17.30



### A Recipe for Listening to Each Other

We took part in the second session of the conference Participation at home organised by the Plataforma de Infancia to promote child participation and the right of children to be taken into account in the issues that affect them. Members of the Educo Activa la Escucha campaign, pupils from CEIP Miguel de Cervantes in Gijón, presented their proposal for a recipe for active listening in the home.

### Views from Africa and Euskadi

As part of Africa Day, the international meeting Challenges of Education for Social Transformation took place on 25 and 26 May. Views from Africa and the Basque Country, a day that was part of the actions for the Global Campaign for Education. These insights served as the basis for the report Emancipatory Education in Africa and a video summary of the project



### Meeting with Isabel Celaá

Representatives of the four leading organisations of the Spanish coalition of the Global Campaign for Education met with Isabel Celaá, Minister of Education and Vocational Training, the Secretary of State for Education and the Director of the Minister's Office, to whom we presented the One Billion Voices campaign and demanded resources to mitigate the effects of the pandemic on education.

### Our Voice, Our Rights

Children from the organisations El Arca, Farrah and Barró, which are part of the Educo Trenzas programme, participated in Our voice, our rights, a proposal by the Plataforma de Infancia to gather the opinions of children from all over the country and send them to the Committee on the Rights of the Child in Geneva, which analyses the fulfilment of their rights in Spain.

### Advocacy Action in the Galicia Parliament

Students from four schools and four universities, united by the Global Campaign for Education, established a dialogue during an online meeting with the representatives of the three groups with parliamentary representation in Galicia, and they shared their requests and opinions on the state of education.



### New Andalusian Law on Childhood

At Educo, we actively participated in the improvement of the new Law on Childhood and Adolescence in Andalusia through contributions and amendments both from our organisation and from the regional networks and platforms of which we are part, several of which were finally included in the law. During the process we participated in several hearings in the Commission for Child Protection Policies of the Andalusian Parliament.





*The right to education  
for everyone*



### More Lunchroom Grants

With the start of the school year, we are launching a campaign to collect signatures to ask the government to increase the number and amount of lunchroom grants, as for some families it is impossible to ensure one adequate and nutritious meal a day for their children. We also ask that the system for awarding lunchroom grants be easy and accessible and adapted to the real needs of families, and that the school lunchroom be part of the school's educational project.



### Good Practise in Education

With the main objective of strengthening the networks between the different territorial coalitions of the Global Campaign for Education and to raise awareness of the work being done in this field, the first Good Practice Meeting was organised in Santiago de Compostela, thanks to funding from the Galician Cooperation and the Directorate General for External Relations and the European Union: *Innovating and Sharing!*



### Activating Listening at School

We held an informative webinar for teachers on Active Listening, Educo's campaign that encourages adults to dialogue with children and adolescents without patronising and condescending attitudes and to set up Listening Clubs in schools to prevent violence, loneliness and fear.

# Publications

The pandemic continued and during 2021 we continued our work to ease the economic and social consequences of the health crisis and to defend the rights of children, especially the most vulnerable children. And we explained this through a series of publications with the aim of bringing together realities and sharing how the same problem was affecting us in the different parts of the world we operate in.

## Children, Agents of Change

As always, we contacted our support base to explain how we adapted our programs to the context. We published and sent out to our child sponsors, supporters and collaborators - either in physical or digital format - numbers 22, 23 and 24 of the Educo magazine and the 2020 Annual Report, with information about the work we carried out thanks to their implication and solidarity.



## Gift Catalogue

We prepared a new catalogue of charitable gifts with the products most needed in the emergency situation caused by coronavirus: food, medicines, hygiene products, books, wells, birth certificates and training, among others. All of them are real gifts that cover real needs.



## How Can We Live Better Together?

After analysing 30 Service Learning projects and interviewing almost 60 children and adolescents from seven Spanish autonomous communities, we present How can we live better together?, a study on how this educational methodology - focused on the students' construction of a project that seeks to improve the quality of life of the community - helps to prevent violence.



## A Child's Eye View of the Lunchroom

In this publication we want to show how children see and experience the time after school, lunchtime, the lunchroom, the playground, play activities, among other activities, through thousands of drawings and testimonies sent to us by the children of the schools that participate in our programs.





### The Voice of 8000 Girls and Boys

In order to encourage the participation of children and adolescents, we launched a survey to analyse the voices of almost 8,000 children and record their feelings after the third school year affected by the pandemic. Living with coronavirus disrupted their routines, learning and social lives, and we wanted to know how they felt about it.

### The Latchkey Children in Social Work & Society

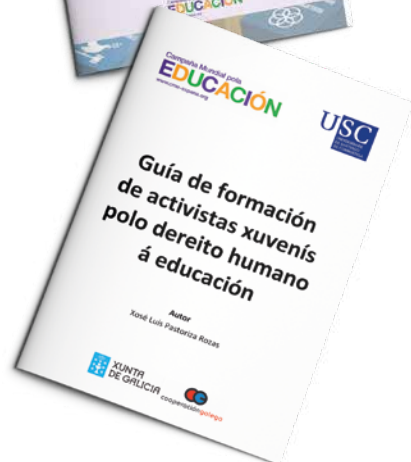
The digital journal Social Work & Society published our article Globalisation seen through a closed door: the impact of the Great Recession on the wellbeing of 'latchkey children' in Spain (2008-2018), one of the twelve research projects selected at the 2nd International Congress on Child Abuse and Wellbeing, which took place in Berlin.

### SDGs for the Galician University Community

In order to highlight the degree of knowledge about the Sustainable Development Goals (SDGs) and the 2030 Agenda by Galician university students, we launched a consultation in three universities in Galicia and, after the participation of 225 girls and boys from different university degrees and the collection and analysis of the information, we prepared a report that contains the main conclusions.

### A Guide for Education Rights Activists

As part of the actions of the Global Campaign for Education (GCE) we published a training tool for youth activists in Galician schools. Structured in 12 steps to change the world, the guide aims to empower young people in the exercise of political advocacy so they can lead the defence of the right to education.



468,842



133,224



29,334



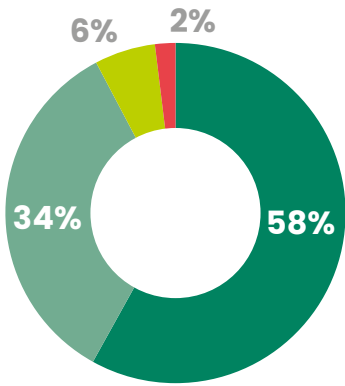
9,433



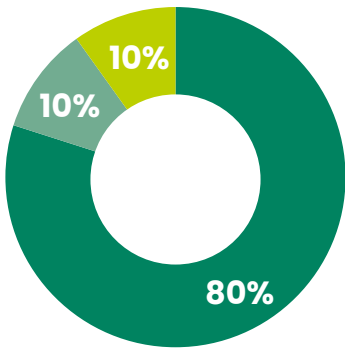
# Let's Be Accountable

## Income and expenditure

Sponsorship, supporters and companies	23,931,651	
Donations, public grants and other income	14,098,006	
Financial and extraordinary result	2,384,150	
Use of reserve funds	799,446	
<b>Total income</b>	<b>41,213,252</b>	

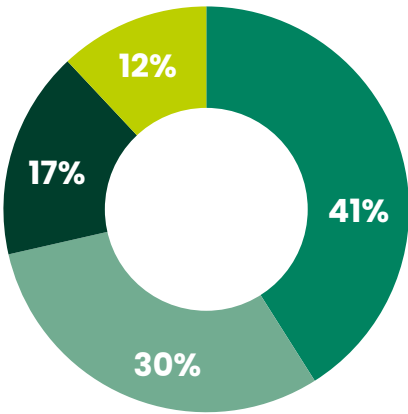


Development and humanitarian aid	32,944,188	
Administration (head office)	4,194,307	
Fundraising	4,074,757	
<b>Total expenditure</b>	<b>41,213,252</b>	



## Investment in projects

Africa	13,513,816	
America	10,020,243	
Asia	5,461,435	
Spain	3,948,695	
<b>TOTAL INVESTMENT</b>	<b>32,944,189</b>	



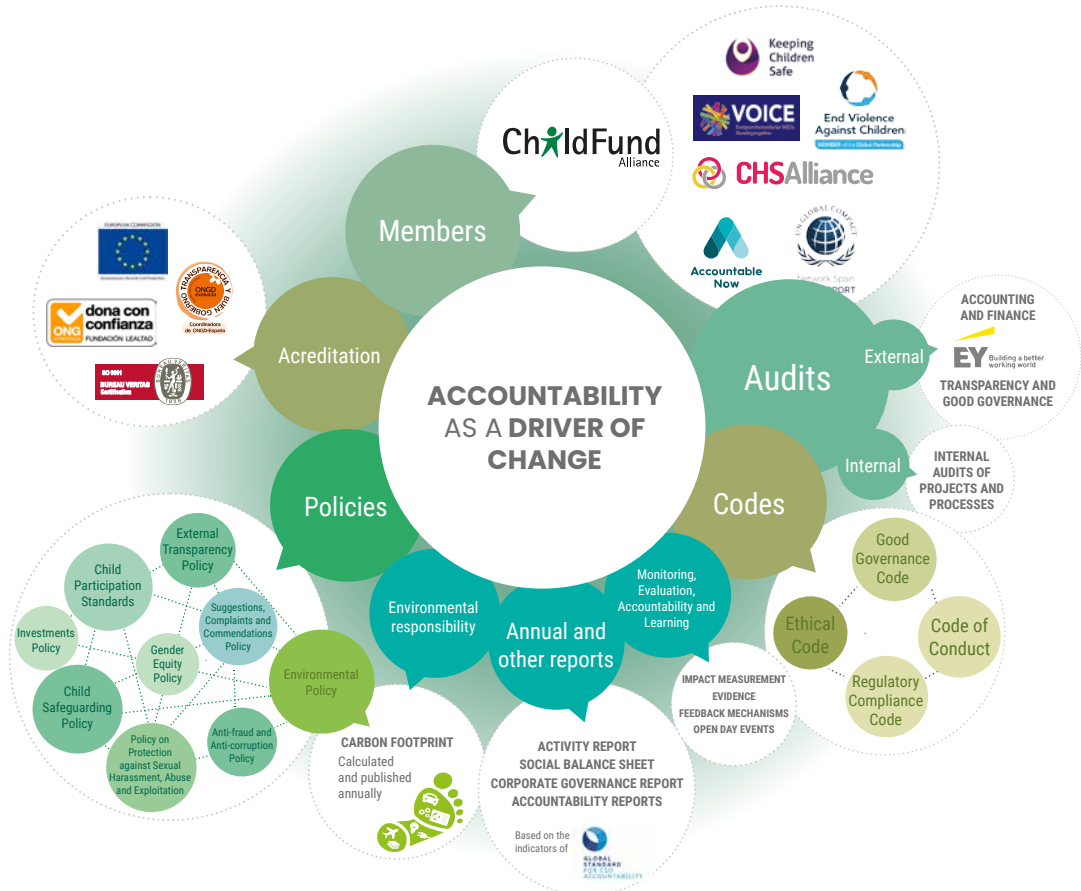
Our audited annual accounts can be consulted on our website.

# Transparency and Accountability

We voluntarily commit ourselves to the principles promoted by international standards, which certify different aspects of our work and provide guidelines we should 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. We are 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-Spain (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 Salva-  
dor.

**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 Católi-  
ca, Condominio Altos de Las Colinas Casa 5.  
Jinotega: Del Silais 11/2c. al Este.



### Points to Ponder

A noun is a word that names a person, animal, place, thing, or idea.

All nouns can be further classified as a proper or common noun.



Proper nouns have two distinct features: They name specific one-of-a-kind items, and they begin with capital letters no matter where they occur within a sentence. Examples: Masbate Province, Mongol, Tagpi, etc.

Some nouns are words









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