



EDUCO 2021-2025

GLOBAL **PROGRAMMATIC** FRAMEWORK

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Title: 2021-2025 Global Programmatic Framework

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Introduction



This *2021-2025 Global Programmatic Framework* aims to define the work approach and the objectives and lines of action of Educo programs for the next five years, contributing in this way to achieving the Social Impact Outcomes established in the Educo Theory of Social Change which is defined in our *2021-2025 Global Programmatic Framework*. The Educo Theory of Social Change articulates and describes the path we want to take collectively in order to achieve our mission and our vision during the next decade, as well as adding to the efforts to achieve the Sustainable Development Goals that make up the *2030 Agenda for Sustainable Development*.

In this context, the 2030 Agenda reaffirms itself as the best option for the essential economic, social and environmental responses to the global challenges facing the fulfilment of human rights and global coexistence in conditions of equality and sustainability. As an organisation that is part of organised civil society and as a social and political actor, we join this multilateral response, forming part of a global movement committed to children and catalysing the work of actors of different kinds to collectively achieve systemic change in favour of children's wellbeing.

At Educo we have travelled a long way since we adopted the *2015-2018 Educo Strategic Plan* and the *2016-2019 Country Plans*, which have guided our actions for



the last few years and have enabled us to place the Child Rights-based Approach at the heart of our organisation and build a new identity, working mainly in the areas of education, child protection and governance.

Before starting this new strategic cycle for 2020-2030, we carried out a collective evaluation exercise of the *2015-2019 Educo Strategic Plan*, the results of which were fundamental for elaborating the *2020-2030 Global Impact Framework* and this *2021-2025 Global Programmatic Framework*. These results provided a base on which to build our theory of social change, which enables placing the impact we want to have at the centre of our actions, and has therefore been the axis on which this document has been formulated, as well as taking into consideration the global trends that will have the greatest influence on the lives of children and adolescents over the next five years.

Therefore, with the aim of consolidating a high-impact and agile model that is able to respond in a relevant way to the constant changes in the context and that proposes innovative solutions that place children and adolescents and their immediate environment at the centre, actively listening to their voices and taking them into account, Educo's *2021-2025 Global Programmatic Framework* structures Educo's action into different programmatic areas that address the diverse specific issues identified as priorities.

Similarly, through the implementation of the *2021-2025 Global Programmatic Framework*, an in-depth study of the Child Wellbeing Approach will take place, a fundamental pillar of our theory of social change, and which we understand as a transformative practice that focuses on the concept of Development as Freedom, and more specifically on the opportunities for children and adolescents to be and to do what they value. In this way, the identification of gaps in the fulfilment of rights as part of the Child Rights-based Approach is complemented by assessments of children and those around them about the aspirations, strengths and potential of individuals, their relationships and their communities.

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Context



The 2021-2025 period is situated in the midst of an unprecedented global crisis caused by the COVID-19 pandemic, which continues to generate a number of uncertainties and will have strong implications for the fulfilment of children's rights and their wellbeing in the medium and long term. The COVID-19 pandemic is a global health crisis with a multidimensional impact that has triggered a profound recession, causing poverty levels to rise for the first time in 22 years. Additionally, the measures implemented to limit the spreading of the virus have made life very difficult for the most vulnerable population groups, such as children, and are affecting and will profoundly affect the context in which children and adolescents grow up and develop in.

The right to education has been suspended for millions of children during this crisis, which is undoubtedly the greatest educational emergency of recent times. The COVID-19 pandemic, in the first few months of 2020, led to educational disruption for more than 1.5 billion children and young people. A disruption which, in March 2021, continues to be the norm for many children who do not have the resources, abilities or accompaniment needed to continue their education process in cases where schools remain closed. For the most vulnerable populations, this means a rise in dropouts and out-of-school children with the associated increased child

protection risks. Even before the pandemic, some 260 million children and adolescents were out of school. It is expected that, due to the COVID-19 pandemic, this number will increase dramatically. As well as dropouts and out-of-school children it is important to mention the learning deficit which adds to the long-standing crisis of opportunity that can affect entire generations, resulting in reduced opportunities to live a full and dignified life, and in the multidimensional impoverishment of society as a whole. This crisis has also set back the progress that has been made in early childhood education and care, which will require a redoubling of efforts in the implementation of educational alternatives that allow for the attainment of basic competencies, as well as vocational and technical training opportunities that make it possible to build the skills to obtain decent jobs and transition adequately to adult life.

Mobility constraints, the impact on families (reduced resources, stress, illness, etc.) and limited access to safe spaces and child protection services are causing many children to experience stress, distress and different types of violence in family, community and digital environments. Various studies show an increase in specific types of violence and exploitation, such as child labour and commercial sexual exploitation, and gender violence in its different forms, including child marriage and early pregnancy. Child labour is still widespread globally, affecting 152 million children and adolescents. Despite advances in this area, the COVID-19 crisis has exacerbated very worrying phenomena that had already been observed, such as the growth in the proportion of children aged 5-11 who are involved in hazardous work or the exponential growth of child sexual exploitation in digital environments.

Even before the pandemic, the international context had been changing very rapidly in recent years, characterised by changes in the geography of poverty in a context of increasing inequality between regions and within countries. Irreversible changes in the global ecosystem are also underway, mainly due to population growth and increased consumption as a result of higher per capita income. We are



facing very worrying phenomena that significantly limit children's wellbeing, including environmental degradation and climate change. Extreme weather events are becoming more recurrent, severe and damaging, and the number of natural disasters is increasing. These disasters are exacerbating existing vulnerabilities and have a very worrying impact on the survival and development of children around the world.

Similarly, the number of conflicts and humanitarian crises continue to rise globally at a considerable rate. Today's humanitarian crises are increasingly more long-lasting, and conflicts and violence are becoming more intense and complex. We are also witnessing numerous violent situations that are not recognised as traditional armed conflict, but which are nevertheless having serious humanitarian consequences. Consequences that affect children in particular. It is also a matter of concern that increasingly, education itself is being targeted.

Humanitarian crises and disasters currently affect more than 235 million people; that is, one in 33

people in the world are in need of humanitarian assistance and protection compared to one in 45 people in 2019¹ These humanitarian crises and disasters disproportionately affect children as a result of, among other things, the increased risk of violence that children face in these contexts.

The consequences of climate change on the contexts and livelihoods of a large part of the world's population, conflicts, humanitarian crises and disasters of all kinds, levels of violence in certain regions of the planet, among other factors, push and pressure many people to move, to migrate, to flee in many cases, to seek opportunities that they cannot find where they live. These reasons, among others, explain why the last decade has seen the highest number of people on the move globally on record. The increase in unsafe migration and forced displacement leads to significant and numerous protection risks for children and is another major challenge that compromises the full enjoyment of their rights.

Lastly, we must also not lose sight of the current transformation of the role of international development. The number and type of actors has multiplied, perspectives on development goals have diversified (see for example the *2030 Agenda for Sustainable Development*), the role of technology has expanded, decision-making forums have fragmented and the pace of change has accelerated. These transformations require new ways of understanding and interpreting reality and of acting on behalf of those committed to contributing to a better and safer world. The divorce between state power and state politics, between the ability to do things (power) and the ability to decide what to do (politics), will increase, exacerbating the global governance crisis that has become so evident during the pandemic.

Global political and economic tensions and economic crises in major development aid donor countries in the wake of the COVID-19 pandemic are influencing both aid policies, with aid being contained if not reduced, and institutional donor priorities which

are now geared towards addressing, among other things, climate change, the COVID-19 pandemic and its effects, and job creation. Institutional donors are also consolidating new aid modalities and instruments, including partnerships with the private sector. Companies are redefining their role within the development sector: the private sector presents itself as a provider of capital and solutions, and will be invited to participate in the joint efforts to achieve the Sustainable Development Goals.

This unprecedented global context highlights the need for global action which responds to both pre-existing challenges and those that the COVID-19 pandemic has exacerbated and generated. A global response capable of adapting to uncertain contexts and ensuring a global coexistence in equal and sustainable conditions, which children also participate in.

The *Educo 2021-2025 Global Programmatic Framework* has been drawn up with this aim in mind, and whose main purpose is to contribute to the protection and fulfilment of children's rights and child wellbeing.

¹ OCHA, [Global Humanitarian Overview](#) (2020).



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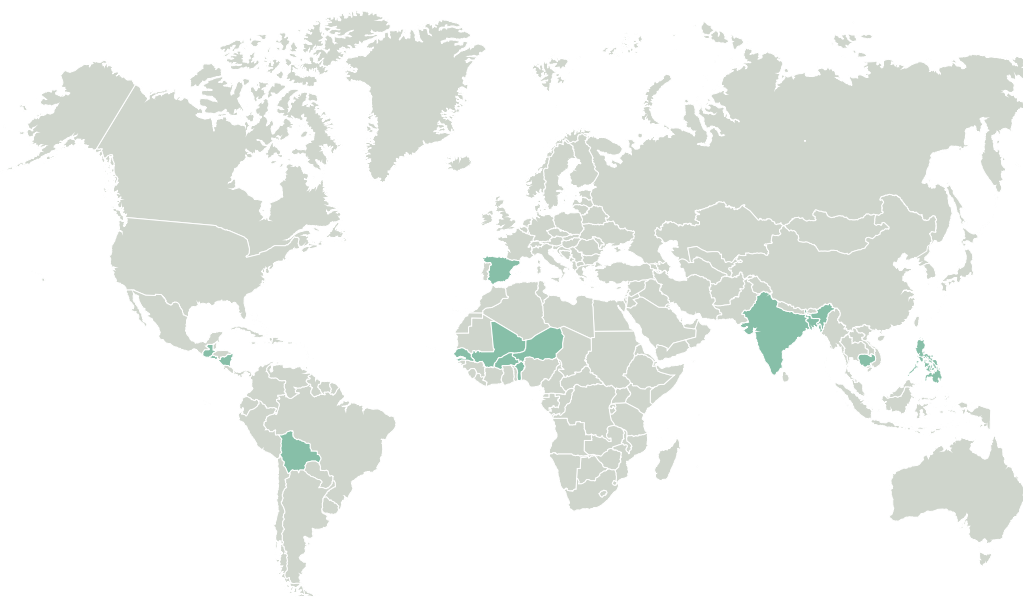
Geographic framework

Today, there is still a need to strengthen efforts for the fulfilment of children's rights and children's wellbeing internationally.

That is why Educo, a globally oriented organisation, has defined, for the validity period of the present document, a geographical framework for action based² on a series of vulnerability criteria, such as (among others) the Multidimensional Poverty Index (MPI) developed by the United Nations Development Programme (UNDP) and human development criteria, such as (among others) the Gender-related Development Index (GDI), also developed by UNDP.

In addition, we have taken into consideration a set of principles for maximising the impact of our work, such as the conditions for developing our sponsorship program or the potential for coordination and partnership with key actors in each territory.

As a result, our geographic framework includes the regions of Africa (Benin, Burkina Faso, Mali, Niger and Senegal); Latin America (Bolivia, El Salvador, Guatemala and Nicaragua) and Asia (Bangladesh, Cambodia, the Philippines and India), as well as developing a program of actions in Spain.



² For more information about the definition process for this geographic framework, please see section 7 of the Educo, *Geographical Intervention Framework* (2021). In that section, the Geographic Scoping Matrix, the tool used to facilitate decision-making in this area, is presented.



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Working with and for children



In line with the 2030 Agenda our commitment is not to leave anyone behind. Our priority is to work for and with children and adolescents, as well as their families and communities, especially with those who are most vulnerable, whether they are part of the institutional sponsorship program or not directly involved in it.

In line with our commitment not to leave anyone behind, the central and transformative approach of the 2030 Agenda, we are unequivocally committed to working with children at risk of exclusion, such as children and adolescents at risk or:

- Out of school or in danger of dropping out.
- Involved in the worst kinds of child labour and exploitation.
- Affected by child marriage and early pregnancy.
- In a situation of unsafe mobility.
- In contexts of humanitarian crises and natural disasters, in particular internally displaced people, refugees, asylum seekers, returnees, members of host communities or others.

Life stages and transitions

We will design age-appropriate and adapted programs for children and adolescents taking three broad stages of child development into consideration, according to which children and adolescents will be accompanied in relation to their evolving abilities:

- **Stage 1:** Early Childhood, from 0 to 6 years old³.
- **Stage 2:** Childhood from 6 to 12 years old.
- **Stage 3:** Adolescence, from 12 to 18 years old.

In order to ensure that adolescents experience an adequate transition to adulthood, some of our programs will be designed with and for young people up to the age of 24.

Support in the transition between different life stages

At Educo we see the transitions between the different life stages as processes of change which open opportunities for learning and personal growth and as part of promoting optimal child development. We recognise, from a relational perspective, that, rather than one-off events, these are structured processes that are profoundly marked by the children's own experiences, ways of relating to each other, and social interactions. From the evidence gathered, we have observed that transitions are particularly sensitive periods in which gaps in the enjoyment of children's rights can occur.

We have therefore identified the transition periods and will define a series of articulating elements and supporting factors that facilitate these experiences of transition.

Transitions from one stage of life to another are particularly delicate and require specific adapted strategies. Given the lack of specific literature and information about this issue, Educo will prioritise the carrying out of specific studies and evaluations in this area in order to design institutional strategies and targeted measures.

³ At Educo we have chosen to divide the life stages according to the educational stages of the countries we work in; however, in line with the definition established by the *Convention on the Rights of the Child* in its General Comment No. 7, we will include, where appropriate, a broad transition to the school period, thus covering the period up to the age of 8.



5

How we work



In order to ensure the achievement of sustainable social change, our strategies are based on the search for and creation of complementarities and synergies with other actors, thus materialising our vocation of acting as a catalyst on a shared planet, as described in our *2020-2030 Global Impact Framework*. This enables us to multiply the impact achieved, nurturing the work with a variety of approaches, experiences, knowledge and good practice that we share and internalise in order to apply them to the co-creation of effective and transformative programs that serve common goals.

In this multi-stakeholder environment, we are committed to collaboration, complementarity and mutual strengthening in order to accompany transformative and sustainable local development processes that have an impact which starts in the children's immediate environment and extends to the community, national and international spheres. Therefore, we engage in national, regional and global alliances by building strong partnerships, linking local experiences with national and international advocacy efforts, and designing advocacy agendas that respect the priorities identified by children. As a member of ChildFund Alliance, Educo and the other twelve members of the alliance work with and for around twenty-

three million children and their families in more than seventy countries to end violence and child exploitation, providing opportunities for them to reach their full potential. The expertise and capacity of our partners in this alliance, as well as the design of joint programs, continuously feed our work allowing for greater impact and reach, specifically in the field of child protection and humanitarian action.

Our work is based on the following elements, which will guide the way in which we develop our actions. Here are some of the aspects we highlight:

- **Active listening to the opinions of children** is an unescapable commitment for Educo. We cannot work for the rights and wellbeing of children without first knowing what children, the main focus of our work, have to say. Discovering their perceptions of their own wellbeing and their dreams and aspirations is essential for an organisation that works with and for children and adolescents. Additionally, finding out about their concerns, needs, priorities and interests, along with those of their families and communities, gives us a better understanding of how the violation of rights they suffer, and that we aim to address, impacts their lives and, therefore, also enables us to provide a better response. We want the voices of children and adolescents to be listened to because, above all, giving them a voice and listening to them is a matter of justice. Despite this, the survey carried out by Educo and ChildFund Alliance in 2019⁴ shows that one in every two children surveyed thinks that adults in their country do not listen to their opinion on issues that concern them. This is why the child participation is a central and fundamental aspect that we base our work on.
- **Addressing the structural causes of vulnerability, exclusion and inequality** in order to ensure the sustainability of the impact of our work on children's lives.

- **Applied social research** enables us to understand the reality of the environments our programs operate in, to understand the nature and elements that underlie the changes produced in these environments, and to contribute to the identification of effective practices to achieve the desired impacts.
- **Political advocacy** based on a thorough knowledge of reality and evidence to support it. The specialised knowledge that the ongoing work we carry out in the contexts we are present in, the consultation processes we develop, the social research, the lessons learned as a result of our experience and the evaluations and studies, all provide us with the necessary evidence that sustain our political advocacy agenda, aimed at influencing public powers and promoting political, legal and social change in favour of children's rights and wellbeing.
- **Communication and social mobilisation** as strategies aimed at generating reflection, questioning society, generating a social base committed to our causes in order to promote social and cultural changes and seeking the commitment of all citizens to benefit the rights and wellbeing of children, always in line with the political advocacy agenda.
- **The development of creative and innovative solutions**, which provide a response to the complex challenges we face. We strengthen the identification of social innovation processes and practices that can provide new methodologies and instruments for achieving our impact in accordance with the different emerging needs.
- **The promotion of an accountability culture** throughout all the phases of our work. We believe that this commitment starts with the construction of a dialogue that is ongoing, relevant and meaningful with our stakeholders, especially with the children, families and communities we work with and for. Building this dialogue involves implementing

⁴ ChildFund Alliance, *Small Voices Big Dreams* (2019).



mechanisms which promote transparency, participation and feedback, and adapt to the different needs and preferences of our stakeholders.

- Reaffirming our **commitment to environmental protection and sustainability**, both in relation to the implementation of our programs and our daily activities as an organisation. Our aim is to integrate this commitment into our decision-making processes and the actions we take, complying with the principles of prevention and reduction of environmental impact and promoting the continuous improvement of our management and performance in this regard.
- Lastly, we work towards the **ongoing improvement of the quality of our work**, based on the strategies and elements we have just mentioned. To do this we integrate the Educo Program Quality Criteria which address and focus on five aspects that we consider fundamental: Mainstreaming Child Rights to achieve Child Wellbeing, Gender Mainstreaming in Development, Results-based Management, Effective; and Efficient Budgeting and Accountability Culture.

Our program approaches

Children's Rights and Child Wellbeing: Educo integrates the Child Rights-based Approach (CRBA) in all of our activities, both at a programmatic level and an organisational one. At a regulatory level, the CRBA is based on the international principles and standards of the rights of the child, and at an operational level it is aimed at improving the lives and perspectives of children through the promotion and protection of their rights. Therefore, the four fundamental principles of the *Convention on the Rights of the Child* (non-discrimination, prioritisation of best interests, guarantee of survival and full development, child participation) must be incorporated throughout the cycle of our programs and projects. Similarly, all our programs must integrate the principle of "do no harm" to children through risk assessments and adopting, where necessary, corrective actions which guarantee the protection and security of the children who participate in our programs, in accordance with our institutional *Child Safeguarding Policy*.

The application of the CRBA in Educo also contemplates the concept of child wellbeing, associating it with the fulfilment of their rights, in other words, understanding child wellbeing in its three dimensions (material, subjective and relational) as the fulfilment of children's rights and the opportunity for each child to be and do what he or she values, in the light of his or her abilities, skills and potential.

Capability Approach: The capability approach focuses on what people can actually be and do. This undoubtedly ties in with the Educo definition of child wellbeing and with the rights-based and gender-based approaches, as this approach is like a broad regulatory framework for assessing both individual wellbeing and, more collectively, policies and social agreements and arrangements.

It is based on the conviction that wellbeing contains and acquires unique characteristics and meanings for each person, thereby consolidating and humanising the rights approach. At the same time, it recognises

that the abilities or liberties of individuals are conditioned by different factors, both personal and socioenvironmental, therefore placing value on structures, material goods and relationships in a broad sense.

In the capabilities approach, development, wellbeing and justice are considered in a global and integrated way. This makes it easier for us to put a face on justice, to understand what a good life, a dignified life, means for the different people we work with and to jointly trace the path, or rather, the paths that can lead us to that dignified life, taking into account the diversity of contexts we act in and who we are.

Gender in Development: Bearing in mind that equality between women and men is a human right, the integration of a gender perspective in all of our actions is essential for ensuring that all individuals, women and men, have equal opportunities for their integral development and wellbeing and for the full exercising of their rights.

Ensuring equal opportunities for all people, regardless of their sex and gender identity, requires mainstreaming a gender perspective in all our actions. This mainstreaming of the gender approach leads us to the systematic consideration of the different experiences, needs, priorities and respective interests of girls and boys, women and men, which are conditioned in a decisive way by gender roles, based on the assumption that any action affects girls and boys, and women and men differently.

It should also be noted that the experiences and realities of girls and boys are determined not only by their gender and age, but also by other variables of discrimination that are superimposed on the same individual or group of individuals and that place them in a position of evident inequality in relation to others in terms of opportunities for development and the enjoyment of their rights. This is why our gender approach also includes intersectionality,

based on the recognition and consideration of the different and particular realities of each person, each girl, each boy and each adolescent.

Lastly, the Gender in Development Approach that Educo is committed too also includes facilitating the active participation and leadership of girls and women, promoting their empowerment as a necessary and complementary strategy to gender mainstreaming to encourage transformative change for more inclusive and equal societies.





6

Programmatic areas

This *2021-2025 Global Programmatic Framework* reflects the strategy we want to use in order to put the Educo Theory of Social Change into practice during the 2021-2025 period. The intervention logic responds to the desired social impact that is defined in our *2020-2030 Global Impact Framework*: "Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet", as well as the three Social Impact Outcomes (SIO):

- **SIO 1:** Children and adolescents fully develop their personality and abilities.
- **SIO 2:** Children and adolescents live free from violence in safe and positive treatment environments.
- **SIO 3:** Children and adolescents drive social change in their social and natural environment.

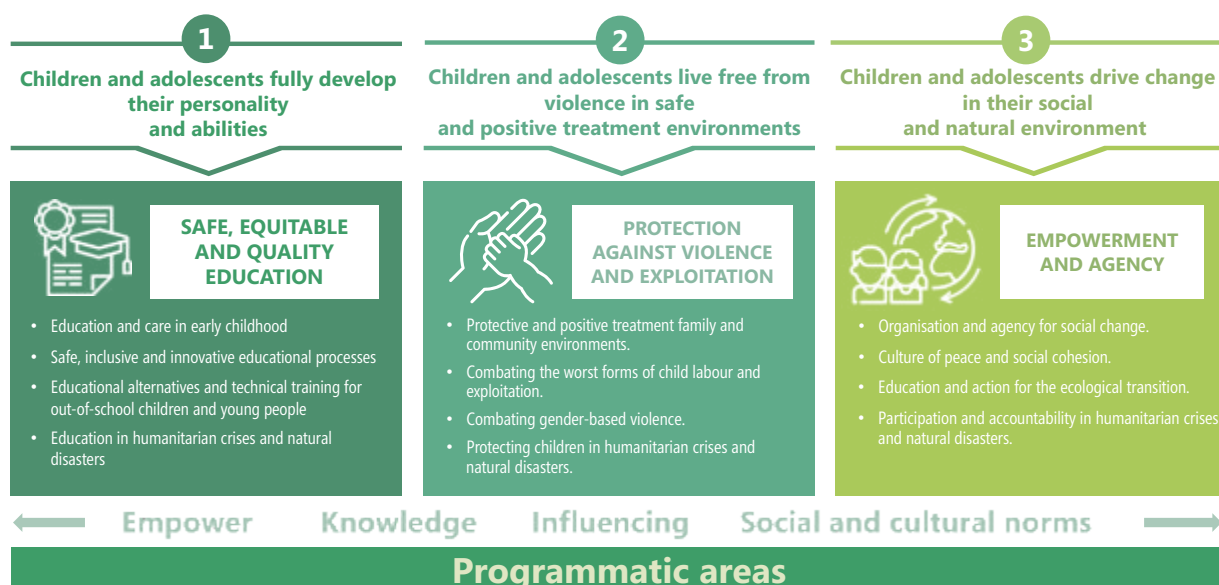
With these objectives as the ultimate goal, the *2021-2025 Global Programmatic Framework* established three programmatic areas: Safe, equitable and quality education; Protection from violence and exploitation; and Empowerment and Agency for social change.

These programmatic areas define the priority areas we want to work in, which are interconnected with each other, and will guide the design of Educo's programs and integrate the four cross-cutting paths for change contemplated by the Educo Theory of Social Change: empowering children and adolescents; generating and sharing knowledge; influencing public policy and modifying social and cultural norms in a positive way.

These programmatic areas and priority actions will be implemented in each country in a way that is adapted to their own realities, challenges, priorities and opportunities, identified on the basis of the knowledge of the context that our work and local roots give us.

Social Impact: Children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet

Social Impact Outcomes



PROGRAMMATIC AREA 1. Safe, equitable and quality education

Education is a fundamental human right which is exercised throughout life, and as such, for Educo, it represents an end in itself, but it is also a means to enable and reinforce the exercising of other rights and the enjoyment of wellbeing and a dignified life.

As we have highlighted, the enjoyment of this right is being suspended and seriously threatened due to the crisis we are immersed in. However, despite this, education represents the best opportunity to overcome it and to rebuild fairer societies in which life, a life of dignity, is at the centre. Therefore, at Educo we continue to be committed to education, from birth to adulthood, while remaining sensitive and attentive to the transitions that occur during these stages. We defend a universal, free and publicly funded education, which respects and promotes diversity, combats inequality and enables children to grow as people and rights holders through positive relationships with other people and their environment. As a result, we have set the following programmatic priorities for the next five years:

Education and care in early childhood. We want to contribute to guaranteeing rights from the start. These first years of life are essential because they lay the foundations for the integral development of the person in its different dimensions and the major inequalities and the reduction of opportunities for children and their families start to develop. However, this stage receives marginal attention from States, existing services are very scarce and scattered, and access to them is deeply unequal, funding is very limited, family support programs are clearly insufficient, and the professionals and educators who work at this stage do not have the proper recognition or the necessary training to guarantee their role.

In order to address these problems, Educo has designed two strategies: the first is focused on working with children from birth to three years of age, in which the recognition and strengthening of the primary and fundamental role of families in the education and care of children is prioritised; and the second is aimed at the strengthening and expanding of education and care services during



early childhood that are equitable and of a high quality. Both strategies are complemented by the promotion of intersectoral laws and policies and capacity-building for families and early childhood professionals to ensure respectful and non-violent parenting, the development of secure attachment relationships, timely play and stimulation that allow for the autonomous development of children and an adequate transition to primary education.

Safe, inclusive and innovative educational processes. We seek to place children at the centre of the educational process and to build it in an inclusive way, recognising and valuing their diversities, in a safe and protective manner, and through innovative and critical methodologies.

Every child is unique and therefore learns in a unique way. Therefore, our aim, far from conforming to “normality”, will be to reorganise schools and the education system in response to this diversity and to

the needs and aspirations that are also unique. We will prioritise the inclusion of gender mainstreaming or co-education, working to reverse existing socio-cultural patterns; the inclusion of local cultures and languages in the education system to guarantee a quality education and an adequate transition from home to school; and the inclusion of children with disabilities in order to contribute to ensuring that education spaces are prepared and its professionals are trained to achieve inclusion, involving all children in the process.

The promotion of a safe and protective education is another fundamental dimension of this result. Feeling safe is a fundamental premise for participating fully in an educational process. Combating all types of violence and promoting safe educational and development environments, based on positive treatment, will therefore be an essential priority for Educo. To do this we will promote the development of school coexistence plans, which will be created

in a process in which children play a leading role, and which will include protection policies that link the educational space with their immediate environment. In this way, the school consolidates itself as an effective and fundamental child protection mechanism for eliminating any treatment that threatens the human dignity of children.

Lastly, we want to progress towards this inclusive and safe education promoting innovative and critical methodologies, and strongly embracing the opportunities offered by educational technologies and digitalisation.

Educational alternatives and technical training for out-of-school children and young people.

Through this result, we will work so that all children and young people, without distinction, build the fundamental learning and skills that will allow them to develop fully and live a dignified life. To achieve this, work will be done, on the one hand, on the reincorporation and continuity of children in the education system, on reinforcing mechanisms for equitable access, recovery and catch-up strategies and looking after the transition moments between stages in order to minimise the risk of dropout. On the other hand, the establishment and development of relevant educational alternatives will be promoted for all those children who have been distanced or excluded from the education system for a prolonged period of time, through the different modalities that best adapt to their needs and objectives, ensuring that they do not become permanent channels of parallel and underfunded schooling. Finally, addressing the transition between childhood and adulthood, life skills training and vocational and technical education opportunities for adolescents and young people will be promoted so that they can access dignified work and live a fulfilling life.

Education in humanitarian crises and natural disasters. One in every four school-aged children in the world live in countries affected by humanitarian crises like conflicts, natural disasters and disease outbreaks. This, which has been profoundly exacerbated by the COVID-19 crisis, means that

children in these situations have very limited access to an education, which tends to be inconsistent and easily disrupted; receive an education whose quality is seriously deficient due to a shortage of teachers and resources; and other associated rights such as protection, food and general wellbeing are compromised.

Providing a protective environment in which children and adolescents can enjoy adapted opportunities in order to continue with their educational and developmental process, therefore reducing their vulnerability in the present and the future, will be a fundamental priority for Educo. In order to achieve this, the program lines of action propose strengthening the prevention and response capacity of existing disaster risk management systems and reinforcing their resilience; contributing to the development of local capacities to ensure the provision of learning opportunities in protective spaces; and finally, developing the resilience of the learners themselves so that they can fully participate in and enjoy the continuity of their education.

PROGRAMMATIC AREA 2.

Protection against violence and exploitation

Violence is omnipresent in the lives of children and adolescents. Globally, up to 1 billion children, half of the world's children (aged 2-17), have experienced physical, sexual or emotional violence or neglect. Violence against children and adolescents occurs in all countries, in all settings and at all stages of development; it can be perpetrated by a variety of actors and in multiple contexts, including in digital contexts where it is growing exponentially. It transcends all differences of gender, religion, culture, ethnicity, disability or socio-economic status, and is often normalised. Violence can also be made invisible by various motives; however, we have lots of evidence that its consequences are extremely damaging for children's lives and development: it significantly affects their cognitive, emotional and physical development, which puts their wellbeing in all its dimensions at risk. Beyond the effects at the individual, family and societal level, violence against children has a very high cost and a direct impact on human capital and therefore on the productivity of societies. The lack of adequate policies and prevention and awareness-raising actions have a direct impact on public spending in different sectors. Investing in prevention ultimately translates into lower costs for states.

All children and adolescents have the right to be and feel protected. Educo will work towards the full enjoyment of the right to protection from all forms of violence, in line with the *Convention on the Rights of the Child* and its principles, as well as with the 2030 Agenda for Sustainable Development and INSPIRE strategies⁵. We will address the multiple causes of violence in an integrated way, following the social-ecological model⁶. We will promote measures for the prevention, detection and response to any

form of violence, abuse, neglect or exploitation. We also strongly believe that the promotion of positive and caring relationships within families and, more broadly, in educational settings and within society is key to preventing and responding to violence against children, and contributing to their development and wellbeing.

Educo will work for the next five years to achieve the following programmatic results:

Protective and positive treatment family and community environments. Families and communities, as the first circle of bonding and attachment, have a primary role in protecting children from violence. However, family and community settings are very often the spaces where different forms of violence occur, such as corporal punishment, sexual violence and other types of violence that are often normalised, such as gender-based violence in the home. Educo will work primarily on strengthening the wellbeing of families and communities to become protective agents, in line with the wishes and aspirations of children who continue to place a high value on the family in terms of the protection and positive relationships it provides. It will also support constructive dialogue within and between families and communities, the promotion of positive treatment practices, and the development of equitable and positive treatment relationships between peers.

Combating the worst forms of child labour and exploitation. Educo will focus on the worst forms of child labour, which includes hazardous jobs and various types of trafficking and exploitation. We will work with a variety of stakeholders, including employers, while supporting the strengthening of

⁵ World Health Organization, *INSPIRE, Seven Strategies to End Violence against Children* (2016). These strategies have been agreed upon by a variety of actors at the international level, and are adopted by the Global Partnership to End Violence against Children.

⁶ The social-ecological model helps us to understand the various risk and protective factors for children at various levels (individual, interpersonal, community, societal). There are many references to this model, but we refer to Figure 3: Social-ecological model for understanding and preventing violence against children, in: World Health Organization, *INSPIRE, Seven strategies to end violence against children* (2016)..

associations of child and youth workers and ensuring that they have access to decent work. We will also work to influence governments in order to increase awareness and the recognition of some forms of work as the worst forms of labour and support them in their technical capacity for monitoring, inspection and law enforcement. An essential part of Educo's work is also to influence a change in the way in which children involved in the worst forms of labour are seen, including child victims of commercial sexual exploitation.

Combating gender-based violence. Violence inflicted on a child or adolescent because of the stereotypes and roles attributed to them or expected of them according to their sex and/or gender identity is widespread and deeply rooted in societies, in their norms and customs, according to the patriarchal system that governs them. This violence disproportionately affects girls and women through specific forms of violence, such as intimate partner violence, including violence in adolescent relationships, child marriage, sexual violence, including exploitation, among others. Despite progress in recognising and combating gender-based violence, at least one in three women experience gender-based violence, often from early childhood. Educo wants to address as a priority child marriage, early unions and early pregnancies, which have a huge impact on the lives of children and their environment, and on girls' access to and continuity in education, especially secondary education. We will work on the construction of equitable, non-violent and diverse masculinities, and on the promotion of equitable gender relations and good treatment from childhood. We will create and develop strategies to address domestic violence, violence against women and gender-based violence against children.

Protecting children in humanitarian crises and natural disasters. In crisis contexts, including prolonged crises, children are faced with a number of threats to their security and wellbeing, with potentially devastating effects for their development and wellbeing. With the destruction of their communities and belongings, forced displacement, separation

or loss of caregivers, their vulnerability increases and with it the risk of children being exposed to violence in their home, community and educational environment. Educo's priority task protecting children in humanitarian action will focus on supporting children, families and communities so that they protect and care for children, strengthen family and care environments and reinforce community-based child protection mechanisms.

The lines of action for the programmatic area will contribute to strengthening institutional child protection systems, integrating the promotion of rights and attention to children in particularly vulnerable situations. We will work with all sectors of society, promoting a positive change in norms and practices, with particular attention to the community mechanisms for child protection. Most importantly, we will work to ensure that children and adolescents are empowered to act for their own protection and that of their peers and become effective humanitarian actors for building environments free from violence.

PROGRAMMATIC AREA 3.

Empowerment and agency for social change



More than 30 years after the approval of the *Convention on the Rights of the Child*, there is recognition of both progress and pending issues in all areas of children's lives globally. One of these pending issues is making the right to participation a reality; solid commitments and practices are needed "not just to listen to what children and young people have to say, but also to work with them in order to achieve the change that they themselves want to make"⁷.

It is high time that children's participation, their organisation in favour of social change and specific causes, and their empowerment are no longer seen as a surprise, no longer seen as an isolated event,

and no longer seen as capacities to be developed for the future and therefore an asset of adulthood. The population under the age of eighteen represents, in some of the countries we work in, more than half of the total population. However, children continue to be denied their status as full subjects of rights "so that they can be and do what they have reason to value, according to their abilities, potential and skills"⁸.

Faced with this reality, the essential elements of Educo's communication and advocacy strategy are actively listening to what children and adolescents have to say and propose, and working to change the way in which society perceives children.

⁷ Henrietta Fore, UNICEF Executive Director, CRC commemorative event @ 30.

⁸ Educo, [2020-2030 Global Impact Framework](#), (2020). Child Wellbeing definition.

Similarly, over the next five years we will work on the following programmatic priorities:

Organisation and agency for social change. We will work to promote the participation, decision-making capacity, leadership and agency of children and adolescents and their organisations for promoting human rights, their rights, and all those issues that interest and concern them. Promoting the active and meaningful participation and agency of children requires not only the strengthening of their capacities and empowerment, but also a new way of thinking about and listening to children and adolescents on behalf of families, communities, adults, society and those responsible for developing and implementing public policies. This will ensure that children's interests, needs, concerns and proposals are taken into account in these policies.

As a result of all this, at Educo we will promote, on the one hand, the organisation, leadership and agency of children, and girls in particular, accompanying them at all times in their empowerment process by strengthening knowledge (know-how), skills (know-how to do) and involvement (know-how to be), and by working to generate their recognition within the community and society in general. This will facilitate their access to relevant and true information and their participation in the spaces of influence and decision-making, including public policy.

Likewise, we will work on the basis of greater knowledge and reflection on their own social and cultural norms, in order to promote the creation of greater spaces for children's participation in their immediate surroundings, including accountability processes, and the systematic consideration of their particular realities in all matters that directly affect them and the recognition of the potential of children and adolescents as agents of social change.

Culture of peace and social cohesion. Living in a culture of peace is fundamental for the wellbeing

of children and adolescents. Culture of peace leads us to talk about respect for human rights and freedom, the combating of all types of violence, equal opportunities for all people, and the fight for justice and solidarity and cooperation in order to create a world of shared wellbeing.

In a context of increasing conflict, escalating hate speech, polarisation and the spread of extremist ideas, we will support and accompany children, adolescents and young people so that they contribute to the construction of environments in which dialogue, social cohesion and peaceful conflict resolution are fostered. The construction of such respectful, inclusive and tolerant environments and, ultimately, of a culture of peace involves working at public policy level, developing the capacities of state actors and civil society in general and, as a priority, developing capacities and conditions for children, adolescents and young people to develop practices based on values such as solidarity, diversity, tolerance, inclusion, non-violence, management and understanding of their emotions as part of conflict management in particular, at the community level and in formal and non-formal educational spaces.

Education and action for the ecological transition.

It is increasingly evident that environmental degradation and climate change are compromising children's rights and wellbeing, not only in the present but also in the future. It is no coincidence that this issue is a present concern of children and adolescents and that they recognise the natural environment, and all its implications for human beings, as central components of a good life⁹.

Faced with this reality, which requires a paradigm shift accompanied by a transformation in values and cultural norms, in production and consumption systems and in social and political institutions, that will lead to a sustainable environmental future, Educo will promote the education and action of children and adolescents for the ecological

⁹ Educo, Universidad Católica Boliviana "San Pablo", Instituto de Investigaciones en Ciencias del Comportamiento, *Bienestar de la niñez: sus miradas y sus voces* (2020).

transition. It will promote children's participation in processes for raising awareness among their peers, families and communities, social mobilisation and political advocacy aimed at respect and care for the environment.

Participation and accountability in humanitarian crises and natural disasters.

The way in which children and adolescents experience humanitarian crises and natural disasters is very different to the way adults experience them, which leads to specific needs. Additionally, so that the humanitarian response is effective, it is vital that the needs and specific problems of children and adolescents affected by crises are understood, sheltered and are taken into consideration in the development and implementation of response strategies. Listening to their opinions about the crisis response, including their participation in decision-making processes that affect their lives, and giving them the opportunity to directly contribute to the solutions in accordance with their evolving capacities has a positive impact on their recovery, facilitates the strengthening of their resilience to future crises, and enables them to be effective humanitarian actors.

Therefore, it is essential for Educo, particularly in contexts of humanitarian crises and natural disasters, not only to continue promoting the empowerment of children, adolescents and youth, but also for states and civil society to integrate these population groups in their work and in the design and evaluation of public policies, including accountability processes, and to stop considering them as mere passive recipients of aid and protection. This is why we work to generate and accompany spaces and processes for the safe participation of children and to promote their leadership and empowerment in crisis contexts, contexts that exacerbate inequalities and aggravate and multiply situations of vulnerability and risk for children, and particularly for adolescent girls and women.



Framework for action

2021-2025 Country programmatic framework

The *2021-2025 Country Programmatic Framework* establishes the programmatic strategy for each country to contribute to achieving the objectives and results defined by the *2021-2025 Global Programmatic Framework* and the *2020-2030 Global Impact Framework* based on the context itself and in response to the specific characteristics and opportunities present in each country.

In order to do this, the *2021-2025 Country Programmatic Framework* will define the priority programmatic areas among those defined in the *Global Programmatic Framework*, selecting those that are most relevant and appropriate in their context, as well as the strategic lines of work to be developed in each of the countries over the next five years.

The programmatic strategies defined in the *Country Programmatic Frameworks* will develop comprehensive medium and long-term programs that aim for the sustainability of the social impact to be achieved. These programs are understood as a set of strategies and projects, complementary to each other and consolidated, that contribute to the same objective. These programs, for both development and humanitarian action, will together contribute to the objectives of the three program areas defined in the *2021-2025 Global Programmatic Framework*, ensuring a comprehensive approach to Educo's planning.

The implementation of the strategies and programs defined in the *2021-2025 Country Programmatic Framework* will be carried out using three possible implementation models: direct implementation, in which the work will be carried out by the teams Educo has in the field; implementation through local partner organisations, like civil society organisations, public authorities or research centres, among others; or mixed, combining the two previous ones.

Lines of action

Global development

At Educo we develop comprehensive development programs, which enable us to contribute to the building of fairer and more equitable societies both in the countries we work in as well as globally. As explained in the previous sections, these programs are based on a co-construction model alongside local social organisations deeply rooted in the community, institutions and other key stakeholders, equally integrating direct action with children, research, social mobilisation and advocacy, in order to achieve the desired social change.

The three objectives established in the *2021-2025 Global Programmatic Framework* are closely linked, based on the assumption that children's rights to education and protection, as well as their agency and empowerment, are interconnected. Exercising the right to a safe and quality education inevitably involves combating violence against children and child exploitation, just as we understand that access to education is a key strategy that contributes to children and adolescents living a life free of violence. Likewise, exercising children's rights also requires the participation, leadership and empowerment of children and adolescents, as well as that of their organisations.

In order to achieve the proposed objectives and ensure the sustainability of changes in the lives of children and adolescents, programs will address the root and structural causes of vulnerability, exclusion and inequalities experienced by children, their families and communities. The ongoing work in the contexts we have been working in, in alliance with a variety of local stakeholders, as well as the participative processes we carry out, enable us, among other things, to have a profound and contextualised knowledge of the problems that children and adolescents face. This fundamental knowledge, which we capitalise on without losing sight of the global perspective, enables the design



and articulation of programs that respond in an appropriate and adapted manner to the particular realities of each context in a globalised world.

As has been mentioned in various sections, Educo programs pay particular attention to capacity-building both for rights holders (children and adolescents), secondary duty bearers (families, civil society, communities) and primary duty bearers (states and local authorities) who allow and guarantee the effective enjoyment of children's rights. Similarly, social awareness and political advocacy aimed at a change in values and social and cultural norms, as well as political and legal frameworks that limit the full exercise of these rights, are also fundamental aspects of Educo programs.

Humanitarian action

This *2021-2025 Global Programmatic Framework* foresees the development of humanitarian action programs, in accordance with the humanitarian mandate to protect lives, alleviate suffering, maintain human dignity and ensure the rights of children and adolescents in situations of risk of natural disasters or humanitarian crises, whether they are sudden or long-term.

Educo's humanitarian work is guided by children's rights and international humanitarian law, as well as the fundamental humanitarian principles: humanity, impartiality, neutrality and independence. We also abide by international standards¹⁰ aimed at improving the quality of humanitarian work and being accountable to the affected population and children. It is also worth noting, on the other hand, that the integration of protection, not just as a programmatic objective but as a transversal axis, is fundamental, which leads us to integrate the protection principles in all our humanitarian actions and adapt them to children¹¹.

Within this framework, we ensure a permanent link between humanitarian action, development and the consolidation of a culture of peace. Educo humanitarian action involves responding to the immediate consequences of a crisis, taking into account that crisis contexts and conflicts are increasingly long-lasting, that they are not one-off events, that they are more and more recurrent and that their impact can last for years. In this respect, Educo emphasises a more integrated approach in order to respond to people's needs in a comprehensive way. At the same time, it should promote more medium- and long-term actions to address the more structural causes of the vulnerabilities of people affected by recurrent humanitarian crises. Educo therefore sees the integration of the Nexus approach as an opportunity to address the long-term transformative changes needed to address increasingly compounded and interdependent vulnerabilities, while protecting progress made in sustainable development and avoiding humanitarian impact when crises occur.

Similarly, our humanitarian work is based on disaster risk reduction and strengthening the resilience of children. Educo will aim to ensure that the complexity of disaster risks is better understood and addressed, taking into account the specific vulnerabilities and capacities of children and the communities they live in.

Sponsorship

The *2021-2025 Country Programmatic Frameworks*, in addition to defining the programs through which the programmatic strategy will be implemented, will also integrate the sponsorship strategy defined by the country for the next five years.

Educo sponsorship is based on the creation of bonds between children in vulnerable situations and people committed to children's rights and child wellbeing, thus contributing to the construction of societies that value, protect and promote social justice. This

¹⁰ Sphere, [Humanitarian Charter and Minimum Standards in Humanitarian Response](#) (2018); INEE, [Minimum Standards for Education: Preparedness, Response, Recovery](#) (2010); The Alliance for Child Protection in Humanitarian Action, [Minimum Standards for Child Protection in Humanitarian Action](#) (2018).

¹¹ These principles are the basis for the rights included in the [Humanitarian Charter](#).

bond engages the people involved in sponsorship and invites them to reflect on the structural causes of poverty, injustice and exclusion, as well as on the global scope of current challenges and their consequences.

Educo, as an organisation guided by values like social justice and solidarity, requires the involvement of its supporters, which is why we work to establish closer bonds and communication with them, in order to strengthen their solidarity and their participation in the work of the organisation. Sponsorship is a model that provides this committed and stable link compared to other forms of collaboration, enabling the design and implementation of medium- to long-term development strategies (for at least six years) that enable children's opportunities and aspirations to be expanded.

For this reason, we carry out sponsorship in those areas with the necessary degree of socio-political stability to develop this type of action, reinforcing, as already mentioned, public services to guarantee the sustainability of our actions and creating synergies with stakeholders in the territory, which allows us to maximise the impact of the actions undertaken. If the context becomes unstable or an emergency occurs in these areas, it is essential that Educo ensures the continuity of our support as an organisation by adapting our action strategy.

Meanwhile, we provide our child sponsors with relevant and timely information throughout the sponsorship cycle, strengthening their commitment to children's rights and child wellbeing.

The programmatic frameworks in the different Educo country offices (*2021-2025 Country Programmatic Frameworks*) establish a specific strategy for focusing our work from a geographical point of view, in order to guarantee the highest levels of impact and efficiency for the sponsorship program and ensure that it is monitored correctly. Sponsorship is an integral part of the country's priority programmatic areas and programs.

At Educo, the sponsorship model can be directly related to life stages or the different stages of education. The program is articulated and monitored according to life stages when the sponsorship is carried out in the community, whereas in the case of sponsorship in schools, its structure and monitoring is based on the different educational periods.





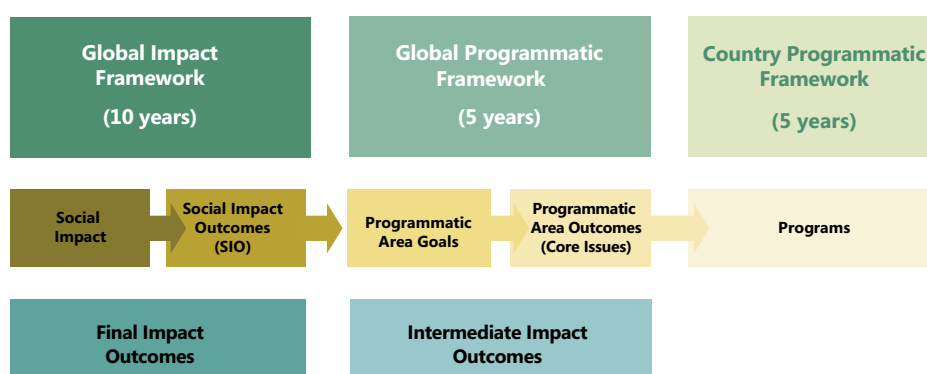
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Impact measurement

The *2020-2030 Global Impact Framework* establishes and formalises the strategic priority of basing all of Educo's actions on the social outcomes we want to achieve and that are described in the document itself. This priority is implemented through the adoption of the Impact Measurement and Organisational Learning Approach and the implementation of the Educo Social Outcomes Measurement System. This system is based on global measurement indicators and the contribution to the Sustainable Development Goals, associated with the Social Impact Outcomes (SIO) of the *2020-2030 Global Impact Framework* and the aims and results of the three programmatic areas of this *2021-2025 Global Programmatic Framework*. Using a multi-level measurement system, the common indicators structure and focus our actions, enabling programs to contribute to measuring and achieving impact results.

Results framework

With the SIO on the horizon as the ultimate aim and taking into consideration the aim and the four results defined in each of the three programmatic areas, the results framework will be structured in the following way:



The aims and results of the programmatic areas targeted by the programs correspond to the Intermediate Impact Outcomes, as shown in the results framework table, which together ultimately contribute to the achievement of the SIO.

Because the three aims established in the *2021-2025 Global Programmatic Framework* are very closely linked, as a fundamental principle, all Educo programs will be

conceived from a comprehensive perspective, where each program, in addition to its priority objective, will consider lines of action that contribute to the rest of the objectives defined in the *2021-2025 Global Programmatic Framework*.

The countries must consider in their *2021-2025 Country Programmatic Frameworks*, and in their programs and projects, the global indicators for measuring the achievement of the objectives and results for the programmatic areas they contribute to. Similarly, each country will complement these global indicators with all those considered necessary for measuring the contribution to their programs in the *2021-2025 Country Programmatic Framework* and in the *2021-2025 Global Programmatic Framework*.

Monitoring, evaluation, accountability and learning

Our strategies are based on evidence, in order to ensure that they achieve sustainable social change. Through the monitoring, evaluation and systematisation of lessons learned, we obtain evidence of the impact of our actions, which nurtures our ongoing learning. The main evidence and lessons learned are gathered by our teams and shared internally and with the rest of the stakeholders concerned, creating spaces for analysis, critical reflection and decision-making, and ensuring their capitalisation through their application in similar processes of action.

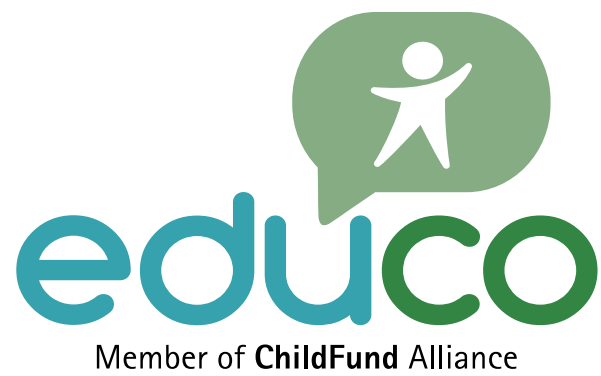
At program level, our Monitoring, Evaluation, Accountability and Learning (MEAL) System applies the principles of transparency, participation, evaluative utility and accountability. It adopts the rights-based approach and the gender-based approach, encouraging the active participation of key stakeholders, especially children and adolescents, in all processes and applying methodologies adapted to this purpose. In this way, we obtain rich and varied information for analysing the observed results, while

promoting empowerment, self-learning, critical thinking and participatory decision-making¹².

During 2025, the last year of the *2021-2025 Global Programmatic Framework*, an evaluation will take place and the assessment of its impact outcomes will be carried out, which in turn will be considered as a mid-term evaluation of progress towards the *2020-2030 Global Impact Framework*, and its findings and lessons will help us project our efforts better in order to continue working to achieve all the Social Impact Outcomes planned for 2030. A final evaluation is also planned for 2030 to measure the general social impact achieved, as well as the level of contribution made by Educo to the achievement of the Sustainable Development Goals. Both evaluations will be carried out through the application of quantitative and qualitative methodologies used in research practices, social evaluation and impact assessment, and will be supported by the conclusions drawn from the impact measurement system, and specific evaluations carried out on individual Educo projects and programs.

¹² The practical application of the MEAL System is governed by the procedures and tools gathered in the MEAL Manual for Educo development projects.





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