# Gender Equity Policy

Educo 2017

educo
Member of **ChildFund** Alliance

# Contents

**W**orking with a gender perspective is an indispensable condition for guaranteeing the relevance, quality, impact, efficiency, effectiveness and sustainability of all our actions.

# Introduction

At the Beijing Platform in 1995, the United Nations declared equity of gender as a fundamental principle to be integrated in all policies and programs. Under the paradigm of Sustainable Human Development (SHD), the international community has agreed that it is not possible to promote development without taking into account the situation of inequality which women live in around the world, including in our society.

Therefore, as a development organization, Educo has recognized the need to integrate the gender perspective in all of its programs, projects and actions, as well as internally, thus making it a central focus of any institutional process.

Promoting gender equity and women's and girls' rights is a question of social justice; but also incorporating a gender perspective in our work is an essential condition for guaranteeing the relevance, quality, impact, effectiveness, efficiency and sustainability of all of our actions.

That said, gender equity is indeed an inseverable part of Educo's identity; it is intrinsically tied to our institutional foundations (mission, vision, values and principles), to the goals we set ourselves, and to the tools we use in our work.

# Rationale

## Pro-gender equity background

There are several identifiable key moments in Educo's history in relation to progress in the area of gender equity. In 2003 the NGO appointed its first female Executive Director, who led the organization with a gender perspective for the following two years.

In 2008 the organization underwent an important structural change, creating a specific gender work unit (Gender Sector) and the corresponding Gender Sector Manager position, which was occupied by a woman.

In 2009, further progress was made when gender equity was consolidated as one of the key courses of action contemplated in the 2010-2014 Strategic Plan, which was in place for the five years concerned. That same year, at a more operational level, a specific tool was designed for mainstreaming gender in programs and projects.

At programming level—and in addition to the implementation of specific projects aimed at addressing the practical needs of women and girls (education, health, security, etc.)—in the years 2011-2012 some of the organization's offices in Latin America launched projects specifically aimed at promoting strategic gender interests. Also, in 2011, the country office in Nicaragua, an organizational pioneer in promoting equity, approved its own Gender Policy.

At an organizational level, in 2014 Educo pledges its commitment to gender parity in the heart of its Executive Management, while at the same time increasing the presence of women in the organization's highest governing body, the Board of Trustees.

These advances do not constitute isolated and uncoordinated steps in the institution's evolution; rather, they serve as a prelude to the commitment to gender equity that opened the door to this process at the end of 2015. The progress made is now consolidated by this Gender Equity Policy and the corresponding Pro-Gender Equity Action Plan, thus giving continuity to a political, structural and sustainable commitment.

# Reference Framework

Equity between genders is an inherent principle of the Universal Declaration of Human Rights, as well as a strategic necessity for the construction of a more just and cohesive society.

Likewise, the promotion of equity between women and men and women's participation, in equal conditions, as agents of economic, social and political change are indispensable for breaking the cycle of poverty and exclusion, as well as an essential requisite for achieving the Sustainable Development Goals (SDG). In fact, this approach is explicit in SDG 5: *"Achieve gender equality and empower all women and girls"*.

At a more regulatory level, Educo, in order to defend equity between women and men as a right and a duty, established its Gender Policy within the following framework, affirming and ratifying its commitment to the standards contemplated in it:

- *Universal Declaration of Human Rights*, adopted by the United Nations General Assembly in 1948. The first article of the declaration states that *"all human beings are born free and equal in dignity and rights"*. Likewise, as stipulated in article 2, *"everyone is entitled to all the rights and freedoms set forth in this declaration, without discrimination of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"*.

- *Convention on the Elimination of all Forms of Discrimination Against Women*, approved by the United Nations General Assembly in 1979. This convention proclaims the principle of equality between women and men and is the first legally binding international instrument prohibiting discrimination against women and obligating the States to adopt positive action measures to promote gender equity. Under article 2, its members agree to *"ensure, through law and other appropriate means, the practical realization of this principle"*.

- *Convention on the Rights of the Child,* approved by the United Nations General Assembly in 1989. This convention is the first international instrument that recognizes girls and boys as active rights holders. One of the basic principles upon which the convention is founded is the principle of Non-Discrimination, by which, as expressed in article 2, *"States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"*. Likewise, *"States Parties shall take all*

*appropriate measures to ensure that the child is protected against all forms of discrimination".*

In the specific case of Educo, we cannot ignore that the commitment to the effective realization of the Rights of the Child pervades the institution's foundations (mission, vision, principles and values), as well as the methodology that we apply in developing and implementing our programs and projects (Child Rights-Based Approach). For this reason -and given the key principle of Non-Discrimination contemplated by the aforementioned convention- gender equity must indeed constitute an essential institutional commitment if we are to guarantee coherence with our philosophy and with the rights-based approach which we uphold.

- *The Maastricht Treaty (formerly, the Treaty on European Union or TEU, 1992).* Since it came into force on November 1st, 1993, equality between men and women is formally consecrated as a fundamental principle of the European Union. As established in article 2 of the treaty, "the Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail".

- *UN Third World Conference on Women (Nairobi 1985).* While this conference was not a legal initiative per se, it did represent a breakthrough for equality policies and established the concept of gender mainstreaming for the first time. This proposal calls for the principle of equality to transcend traditional sectors of debate (education, work, etc.) and to be established as a global goal, that is, as a structural principle.

- *UN Fourth World Conference on Women (Beijing, 1995).* Like its previous edition, this conference called for all States to commit to the equal distribution of power between women and men in all areas of social life.

# Our commitment

The Educo mission focuses on promoting fair and equitable societies which guarantee people's rights. For this reason, this policy manifests our firm commitment to the effective achievement of gender equity in the institution's work, both in terms of programming and organizational aspects, in line with three basic principles:

- Coherent integration of this policy in all decision-making processes and in all of the organization's actions.

- Dissemination of this Gender Equity Policy throughout our organization and partner organizations, as well as any other interested party and the general public, in order to enhance pro-gender equity awareness.

- Ongoing reflection about gender equity within the organization.

We will adopt a Gender and Development (GAD) approach and, by applying complementary strategies for gender mainstreaming, women's empowerment and pro-gender equity organizational change, will achieve:

- Greater coherence, strength and legitimacy in other areas of the organization: social justice, children's rights, etc.

- Greater engagement of the women and men who form part of the organization, thus contributing to its efficiency and sustainability.

- Greater recognition and credibility among our partner organizations, as well as among institutions that support and fund development processes.

# Scope

This policy is applicable to the whole Educo team:

a.  Board of Trustees

b.  Salaried staff

c.  Voluntary staff

d.  Interns and people doing work experience

Other involved parties, like the partner organizations, consultants or researchers or people visiting the programs and projects in the field (collaborators, press, etc.) must behave in a way that is consistent with this policy throughout the duration of their relationship with the organization.

Educo will also encourage partner organizations to create their own pro-gender equity policies (if they do not have one already) and will provide support and guidance for their formulation and implementation where possible.



**The participation of women on equal terms as agents of change in economic, social and political processes, is vital for breaking the cycle of poverty.**

# Policy design process

The policy presented here is the result of a participatory process and reflects both Educo's position and those courses of action that are considered essential for the organization to progress towards achieving gender equity.

Although Educo already had a document which featured its institutional approach to gender equity and outlined several relevant courses of action, the organization identified the need to make this more operational, and to translate its intentions into specific goals and actions. It therefore underwent a process which aimed to:

- Create an environment of internal reflection about how Educo understands its commitment to gender equity.

- Review the organization from a gender equity perspective, in order to identify priority areas of action both in terms of programs and projects and in terms of internal functioning.

- Establish courses of action and materialize them in a pro-gender equity action plan, with goals, outcomes, activities and indicators that will make it possible to measure progress and monitor its implementation.

## Characteristics of the process and agents involved

A participatory process such as the one used to design this policy requires certain conditions to guarantee its viability and sustainability. In this regard, the Educo pro-gender equity organizational reflection process has featured the following characteristics:

a.  It has been approved by the organization's management: political willingness is a key requisite for undertaking any change process. Institutional endorsement is essential for ensuring that the organization follows through on its pro-equity commitment and in guaranteeing that the necessary means and resources are allocated for the effective materialization and implementation of the policy created.

b.  It has been led by a heterogeneous core group: a participatory process aimed to represent the organization's diversity. To achieve this, the core group that led the policy's design was formed by women and men from different areas of the organization.

c.  A leading figure legitimized by the institution has coordinated the dynamics of the core group and acted as a liaison with other areas of the organization and with decision-making bodies.

d.  It combines the visions of different members of the organization who do not form part of the core group. The initial reflections and debates emerged from the core group, but the process has incorporated the visions, perceptions and experiences of people outside the group through personal and group interviews.
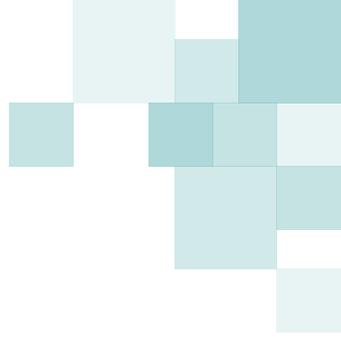
## Methodology

The Educo Gender Equity Policy was developed between January and May 2016. It was structured in five work sessions involving the gender core group, as well as a series of interviews and complementary meetings with different members and areas of the organization.

While guided by external consultants, the process was led by the core group, whose work sessions took the form of workshops for analysis, reflection and exchange, and which applied a feedback methodology:

- The face-to-face sessions involved interactive activities, questions which generated debate, plenary debates and individual and group analysis exercises.

- Between sessions, the consultants assigned individual and group tasks to be carried out by the members of the core group.

- In the following session, the tasks undertaken were presented, and new activities were proposed for working on other areas.

The methodology used aimed to discover, in a participative way, which were Educo's key aspects in relation to gender equity, which commitments should be adopted and how the new commitments could be implemented and applied. By carrying out this work, as well as obtaining the information that allowed for the identification of the key aspects for creating a policy, this process also served to build the core group's capacities in relation to gender.

In this way the following blocks of content were covered:

- Integration of the gender perspective in key institutional documents and policies

- The background of the organization in pro-gender equity

- A shared vision of gender equity

- Integration of the gender perspective in programs, projects and products

- Structure, employment and recruitment policies and work/family conciliation measures

- Organizational values and leadership

Additionally, the individual and group interviews were aimed at learning about the awareness and vision of gender equity in the organization from people outside the core group. An attempt was also made to gather their requests and contributions in order to outline the objectives of the gender policy and action plan.

As result of all of these contributions, Educo's gender core group has identified five key courses of action to promote gender equity in the organization, which constitute the corresponding action plan:

1. Pro-gender equity as a strategic commitment

2. Equal organizational structure

3. Team capacity building in the area of gender equity

4. Organizational culture with a gender equity perspective

5. Mainstreaming of the gender perspective

# Planning, monitoring and evaluation

Achieving gender equity is the responsibility of each and every one of the members of this organization, as reflected in this document. However, there are certain actors considered as key for making it effective, and therefore:

- One person will be appointed as the institutional Gender Focal Point and will take on a key role in implementing this policy and pro-gender equity tasks. This person will be appointed by the relevant decision-making bodies and will be granted a time credit to avoid an excessive workload.

- A Gender Committee will be created, including representatives from different departments who will work directly with the Gender Focal Point and provide them with support.

The tasks of this specialized team, made up of the Gender Focal Point and the Gender Committee, will be structured around five core principles:

a. Dissemination: this policy will be shared with the entire Educo team from the time of its approval and will be incorporated in the welcome and training packs for new staff members. The team will also receive updated information resulting from the reviews of the policy, which will be carried out every three years.
In general, this policy will be circulated among all stakeholders with whom Educo has a relationship in a variety of ways, mainly via the organization's website.

b.  Implementation: implementation of the policy and its corresponding action plan, while ensuring that its principles are fulfilled and applied.

c.  Monitoring; monitoring and periodic evaluation of the situation and achievements, particularly in relation to the application of the action plan, through the analysis of the relevant indicators.

d.  Capitalization: systematization and dissemination of good practice and lessons learned.

e.  Reviews: once approved, this policy will be reviewed and updated every three years. These reviews will be coordinated by the Gender Committee, which will facilitate the mechanisms and channels so that anyone in the organization can make any relevant suggestions or proposals for improvement. The modifications will be presented to the Executive Committee and then the Board for approval.

**The goal of gender equity will only be attained if it contemplates the transformation of the organizations that act as development agents.**

# Glossary

**Gender roles:** a set of social and behavioral norms that are generally considered acceptable for women and men within a particular social system or group, and that determine the tasks and responsibilities conventionally attributed to them. Traditionally, the roles assigned to women and men have placed them in differing positions of power and social value; therefore, efforts aimed at human development must question this distribution in order to eliminate power imbalances.

**Gender equality:** equal rights, responsibilities and opportunities for women and men, girls and boys. Equality does not mean that women and men are the same, but that the rights, responsibilities and opportunities should not depend on the gender a person is born with. Gender equality implies that the interests, needs and priorities both for women and for men are taken into account, and diversity is recognized within different groups of women and men.

**Gender equity:** impartiality in the treatment of women and men according to their respective needs, be they equal or differential but considered equivalent in terms of rights, benefits, obligations and possibilities. In the area of development, a gender equity objective often requires incorporating measures aimed at compensating the historical and social disadvantage that women have endured.

**Gender and Development (GAD) approach:** strategy within the development sector that focuses on analyzing the unequal power relationships between men and women. According to this approach, relationships of dominance/subordination between genders constitute an obstacle to equality; as a result, development policies must address these power imbalances by supporting processes that promote women's empowerment, organization and independence.

**Practical gender needs of women:** those needs that facilitate the daily life of women. These needs are associated with women in specific situations, are easy to identify and are related with their day-to-day living conditions (food, shelter, basic services, social assistance, etc.). Moreover, women are considered recipients of these needs, which can be satisfied in the short term and by specific material provisions, without modifying traditional gender roles and relationships.

**Strategic gender interests:** those interests which enable women to change their lives in the future. These interests are common to nearly all women, are not easy to identify and are related to the disadvantaged position that women occupy in society (subordination, discrimination, lack of power, vulnerability, poverty, violence, etc.). They make it possible for women to intervene as active participants and can only be achieved in the long term and through awareness-raising, self-esteem, education and political mobilization. These interests can empower women and transform traditional gender roles and relationships.

**Gender mainstreaming:** a strategy that seeks to address the issue of gender equity not only as a specific sector, but rather by integrating it in the "main stream" of organizations. This approach involves defining specific measures to address gender inequality in all areas and at all levels of an organization.

**Women's empowerment:** fundamental strategy for generating and consolidating emancipation, development and personal and collective growth. Empowering women means strengthening their capacities and their role as a social group; this implies both a personal change (increased self-esteem and decision-making capacity) and a collective change (increased participation and organization). Through the empowerment process, women become agents of change, and are therefore able to act to change their situations and organize themselves to modify the position they occupy in relation to men in the social, political and personal spheres.

**Pro-Equity Organizational Change (PEOC):** an approach that asserts that gender equity can only be achieved if organizations acting as development agents undergo a process of transformation. The PEOC methodology helps organizations identify those dynamics, routines and ways of functioning that are producing gender inequalities internally so that specific measures can be taken to prevent and eliminate them. It is a holistic view that involves analyzing all aspects of the institution, including its values and culture
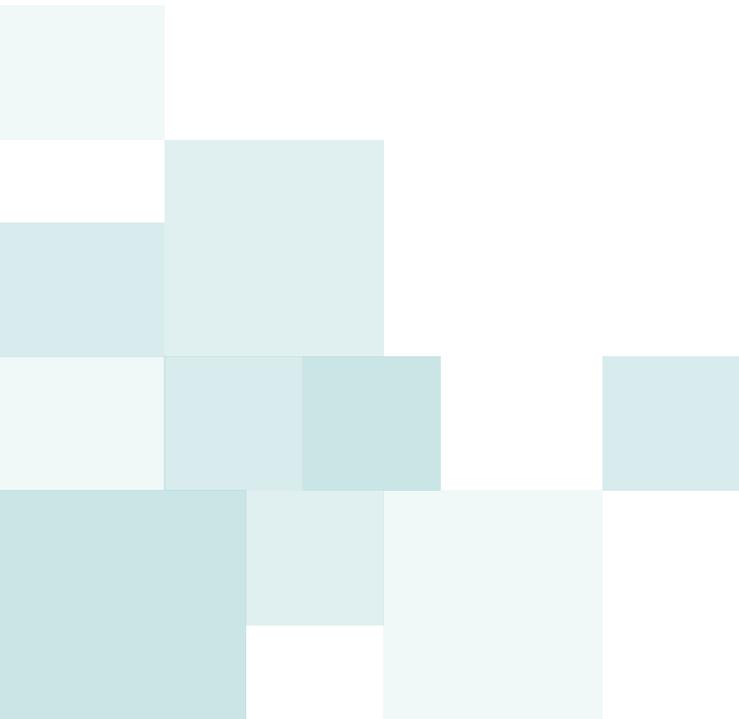
**Organizational culture with a gender equity perspective:** organizational culture is a system of norms, beliefs and values that determine the functioning and behavior of the people that form part of an organization. These norms, beliefs and values may be established informally, through tacit agreements and the implicit assumption of roles, or they may be established through an explicit, regulated system that is well-known by all members of the organization. Organizational culture is highly conditioned by accepted social values, by existing power structures and by the system of inequalities that subordinates women. Therefore, an organizational culture with a gender equity perspective involves reviewing the inertias that establish hegemonic values and perpetuate inequalities and moving towards functional equality between men and women.

**Gender analysis:** tool used to analyze social problems and realities that takes into account the differences in women and men's lives, situations and experiences. Gender analysis broadens our perspective and helps make the specific needs and problems of women and men more visible, in order to identify inequalities and disadvantages. It is an indispensable starting point in planning social interventions that do not make women invisible and that respond to the needs of the entire population.

**Integration of the gender perspective in programs and projects:** the integration of the gender perspective in the organization's International

Development, Development Education and Social Action programs and projects includes the following:

- Conducting an assessment of the reality that integrates gender analysis tools.

- Visibilizing how the issues that the program or project aims to address affect women and men differently.

- Setting objectives that respond to the needs and demands of both women and men from the participating population.

- Setting objectives that respond to women's strategic interests, and not only their practical needs.

- Planning actions, with the corresponding allocation of resources, that contribute to the achievement of objectives related to women's strategic interests.

# Bibliography

Intervida Nicaragua (2011). *Política de Género.*

Natalia Navarro (2012). *Mainstreaming de género y cambio organizacional pro equidad de género.*

Carmen Castro (2003). *Introducción al enfoque integrado o mainstreaming de género.*

Educo (2014). *Política de Género.*

Educo (2014). *Herramienta para la transversalización de género en Educo.*

Educo (2015). *Hacia una nueva cultura organizacional.*

INGO Accountability Charter (2014). *Reporting Guidelines.*

Educo (2015). *Plan Estratégico 2015-2018. La infancia, una oportunidad para transformar el mundo.*

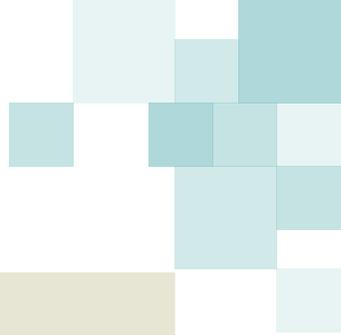Educo (2015). *Protocolo de actuación en casos de violencia.*

EMAKUNDE (1988). *Guía de comunicación no sexista.*

MUGARIK GABE (2011). *Guía para una comunicación con equidad de género.*

# ANNEX AND PRO GENDER EQUITY ACTION PLAN

## Pro-gender equity as a strategic focus

| Objective 1. Design and set up an operational strategy within the framework of a pro gender equity institutional commitment | | | | |
|---|---|---|---|---|
| **Results** | **Indicators** | **Activities** | **Timescale** | **Department** |
| **Result 1.1**<br><br>The Educo strategic focus incorporates the organization's commitment to gender equity. | **IOV 1.1.1** By the end of March 2018, an institutional statement in relation to gender equity has been approved.<br><br>**IOV 1.1.2** In December 2018, at least 50% of the fundamental institutional documents includes contents related to gender equity. | **1.1.1** Creation of a positioning document which includes the commitment to fulfil the Sustainable Development Goal 5.<br><br>**1.1.2** Inclusion of references to the Educo pro gender equity commitment in fundamental institutional documents. | **1.1.1** 1st quarter 2018<br><br>**1.1.2** 4th quarter 2018 | **1.1.1** Education and Social Action (Campaigns and Advocacy Unit) and Communication and Marketing<br><br>**1.1.2** Strategy, Planning and Development |
| **Result 1.2**<br><br>Educo has agreed various strategic guidelines for the organization with regards to gender which guide the work carried out by the International Development Dept and the Education and Social Action Dept. | **IOV 1.2.1** The next institutional Strategic Plan includes a strategic guideline for gender equity which is aimed at the work carried out by the International Development Dept and the Education and Social Action Dept.<br><br>**IOV 1.2.2** In June 2018 the gender perspective has been included on a technical level in the institutional base programs.<br><br>**IOV 1.2.3** From December 2018, at least 50% of the advocacy campaigns in place include a gender perspective.<br><br>**IOV 1.2.4** From December 2018 onwards, the social research studies carried out include the gender perspective. | **1.2.1** The strategic guideline regarding gender equity is incorporated in the next institutional strategic plan.<br><br>**1.2.2** The institutional base programs (programs which the organization delivers in all the countries it works in) includes the gender perspective.<br><br>**1.2.3** The gender perspective is included in the advocacy campaigns.<br><br>**1.2.4** The gender perspective is included in the social research studies. | **1.2.1** 4th quarter 2019<br><br>**1.2.2** 4th quarter 2018<br><br>**1.2.3** 4th quarter 2018<br><br>**1.2.4** 4th quarter 2018 | **1.2.1** Strategy, Planning and Development<br><br>**1.2.2** Programs<br><br>**1.2.3** Education and Social Action (Campaigns and Advocacy Unit)<br><br>**1.2.4** Programs |

| | | | | |
|---|---|---|---|---|
| **Result 1.3**<br><br>Educo has a policy for promoting alliances with organizations which are committed to gender equity | **IOV 1.3.1** By June 2019, Educo has included at least two new alliances with organizations that have gender equity as a line of action.<br><br>**IOV 1.3.2** By June 2019, Educo has included at least two new collaborating companies which have active measures for equity between men and women. | **1.3.1** Review of the Partnership Policy Guide in order to include a section related to alliances with organizations which are committed to the gender equity perspective.<br><br>**1.3.2** Review of the Policy on collaborating with businesses in order to include a section related to collaborating with companies which are committed to gender equity. | **1.3.1** 4th quarter 2018<br><br>**1.3.2** 4th quarter 2018 | **1.3.1** Programs<br><br>**1.3.2** Communication and Marketing (Institutional Relations Dept) |

# Equal organizational structure

| Objective 2. Commitment to an equal organizational structure | | | | |
|---|---|---|---|---|
| **Results** | **Indicators** | **Activities** | **Timescale** | **Department** |
| **Result 2.1**<br><br>Educo applies an equal employment and salary policy, without unequal conditions between women and men, and with the conciliation measures to which both sexes are entitled. | **IOV 2.1.1** By the end of March 2018, a report about the salary situation in relation to gender has been created which establishes measures to be taken in the case of the detection of anomalies.<br><br>**IOV 2.1.2** By the end of March 2018 a report has been made in relation to the gender conciliation measures.<br><br>**IOV 2.1.3** By the end of 2018, awareness-raising actions have taken place to encourage joint conciliation aimed at the whole of the organization. | **2.1.1** Creation of a report about the salary situation in relation to gender which establishes measures to be taken in the case of the detection of anomalies.<br><br>**2.1.2** Creation of a report about gender conciliation measures.<br><br>**2.1.3** Awareness-raising actions carried out to encourage joint conciliation. | **2.1.1** 1$^{st}$ quarter 2018<br>**2.1.2** 1$^{st}$ quarter 2018<br>**2.1.3** 4$^{th}$ quarter 2018 | **2.1.1** HR and Services<br>**2.1.2** HR and Services<br>**2.1.3** HR and Services |
| **Result 2.2**<br><br>Educo has defined and put into practice protocols for contracting and internal promotions which ensure non-discrimination for gender reasons. | **IOV 2.2.1** In September 2017 HR management has specific tools available for non-discrimination in recruitment processes.<br><br>**IOV 2.2.2** By the end of March 2018 the Educo recruitment procedure includes concrete measures for guaranteeing non-discriminatory recruitment processes (table of objective benchmarks, no references to personal situations in interviews, etc.). | **2.2.1** Analysis and study of the available resources about non-discriminative recruitment processes (Ekamunde Guide)<br><br>**2.2.2** Review and adaptation of the Educo recruitment process with a gender-equity perspective. | **2.2.1** 3$^{rd}$ quarter 2017<br>**2.2.2** 1$^{st}$ quarter 2018 | **2.2.1** HR and Services<br>**2.2.2** HR and Services |
| **Result 2.3**<br><br>Educo has defined specific goals regarding the presence of women and men in the different structural levels to achieve appropriate representation. | **IOV 2.3.1** By the end of March 2018 Educo has specific data about the representation of women and men in the different areas and tiers of the organization.<br><br>**IOV 2.3.2** By the end of June 2018, an institutional system of targets for minimum presence has been established for the appropriate representation of women and men in each employment category. | **2.3.1** Analysis of the representation of women and men by employment category (for the whole organization globally).<br><br>**2.3.2** Establishment of minimum presence targets for men and women for each employment category. | **2.3.1** 1$^{st}$ quarter 2018<br>**2.3.2** 2$^{nd}$ quarter 2018 | **2.3.1** HR and Services<br>**2.3.2** HR and Services |

# Team capacity building in the area of gender equity

| Objective 3. Team capacity building in the area of gender equity | | | | |
|---|---|---|---|---|
| **Results** | **Indicators** | **Activities** | **Timescale** | **Department** |
| **Result 3.1**<br><br>The technical teams in Programs and Education and Social Action have and apply tools for incorporating the gender perspective in their work. | **IOV 3.1.1** By the end of 2018 the technical teams for Programs and Education and Social Action have received specific training regarding planning and formulating projects with a gender perspective.<br><br>**IOV 3.1.2** By the end of 2018 the Program and Education and Social Action teams use planning and formulation tools with a gender perspective for their work. | **3.1.1** Delivery of training modules for the Programs and Education and Social Action technical teams.<br><br>**3.1.2** Identification and creation of toolboxes to be used by the Program technical team.<br><br>**3.1.3** Identification of needs for integrating the gender approach in the work carried out by the Education and Social Action department.<br><br>**3.1.4** Accompaniment for integrating the gender approach in the work carried out by the Education and Social Action department.<br><br>**3.1.5** Delivery of specific training modules for incorporating the gender approach in the actions carried out by the Campaigns and Advocacy Unit. | **3.1.1** 4th quarter 2018<br>**3.1.2** 4th quarter 2018<br>**3.1.3** 2nd quarter 2018<br>**3.1.4** Ongoing<br>**3.1.5** 4th quarter 2018 | **3.1.1** HR and Services<br>**3.1.2** Programs<br>**3.1.3** Education and Social Action<br>**3.1.4** Gender Committee<br>**3.1.5** HR and Services |
| **Result 3.2**<br><br>Communication and Marketing management is guided by consensual criteria regarding non-sexist communication. | **IOV 3.2.1** In June 2017, the Communication and Marketing team receives specific training about non-sexist communication.<br><br>**IOV 3.2.3** In June 2018 the institutional Global Communication Strategy includes the gender perspective. | **3.2.1** Delivery of training modules for the Communication and Marketing team.<br><br>**3.2.2** Inclusion of the gender perspective in the institutional Global Communication Strategy. | **3.2.1** 2nd quarter 2017<br>**3.2.2** 2nd quarter 2018 | **3.2.1** HR and Services<br>**3.2.2** Marketing and Communication |
| **Result 3.3**<br><br>The management of the organization commits to awareness-raising and capacity-building in gender for the whole staff team. | **IOV 3.3.1** Every year, a minimum of 15% of the institutional training budget is used for awareness-raising and capacity-building in gender. | **3.3.1** Creation, budgeting and implementation of the annual plans for awareness-raising and capacity-building in gender. | **3.3.1** Annual | **3.3.1** HR and Services |

# Organizational culture with a gender equity perspective

| **Objective 4. Build an organizational culture with a gender equity perspective** | | | | |
|---|---|---|---|---|
| **Results** | **Indicators** | **Activities** | **Timescale** | **Department** |
| **Result 4.1**<br><br>The Educo staff team is aware of the gender roles and equal relations in the organization. | **IOV 4.1.1** In December 2018 the Educo team at head office and territorial delegations has received at least two workshops about gender roles, gender equity and/or gender and organizational culture.<br><br>**IOV 4.1.2** From September 2018, the gender section in Development Room is active. | **4.1.1** Awareness-raising actions about gender equity delivered to the whole team.<br><br>**4.1.2** Development of contents for the gender section for the Development Room platform. | **4.1.1** 4th quarter 2018<br><br>**4.1.2** 3rd quarter 2018 | **4.1.1** Gender Committee<br><br>**4.1.2** Gender Committee |
| **Result 4.2**<br><br>An equal leadership model is in force in Educo. | **IOV 4.2.1** In October 2018 all the staff is trained for the application of the equal leadership model defined by the WG 10 Leadership working group, from the Theory of Change process. | **4.2.1** Inclusion of the gender equity approach in the definition process of the leadership model.<br><br>**4.2.2** Undertaking of coaching sessions and training workshops to implement the equal leadership model defined. | **4.2.1** 4th quarter 2018<br><br>**4.2.2** 1st quarter 2019 | **4.2.1** Working Group WG 10 Leadership<br><br>**4.2.2** Working Group WG 10 Leadership |
| **Result 4.3**<br><br>Monitoring of the aspects related to gender present in the organizational culture. | **IOV 4.3.1** From June 2018, the organizational culture measurement tool integrates the gender perspective. | **4.3.1** Review of the organizational culture measurement tool and inclusion of specific questions about gender equity aspects. | **4.3.1** 2nd quarter 2018 | **4.3.1** HR and Services |

# Mainstreaming the gender perspective

| Objective 5. Mainstreaming of the gender perspective in all areas of the organization | | | | |
|---|---|---|---|---|
| **Results** | **Indicators** | **Activities** | **Timescale** | **Department** |
| **Result 5.1**<br><br>The pro-gender equity organizational change process has been integrated in the Theory of Change process. | **IOV 5.1.1** The products of the theory of change process include the gender perspective.<br><br>**IOV 5.1.2** In January 2018 an analysis of the possibility of interweaving the pro-gender equity action plan and the Theory of Change process has been carried out. | **5.1.1** Participation, direct or indirect, of the Gender Committee in all of the working groups involved in the Theory of Change process.<br><br>**5.1.2** Analysis of the possibility of interweaving the pro-gender equity action plan and the Theory of Change process. | **5.1.1** 1$^{st}$ quarter 2018<br><br>**5.1.2** 1$^{st}$ quarter 2018 | **5.1.1** Strategy, Planning and Development<br><br>**5.1.2** Strategy, Planning and Development |
| **Result 5.2**<br><br>Pro-gender equity action plans have been made for the Educo country offices. | **IOV 5.2.1** By the end of 2019 at least those country offices that implement the core program have completed gender equity diagnosis.<br><br>**IOV 5.2.2** In March 2019, at least the country offices that implement the core program have created specific plans regarding pro-gender equity. | **5.2.1** Carrying out of diagnostics regarding the gender equity situation in the country offices which implement the core program.<br><br>**5.2.2** Establishment of a pro-gender equity action plan in the country offices which implement the core program. | **5.2.1** 2$^{nd}$ quarter 2018-4$^{th}$ quarter 2018<br><br>**5.2.2** 3$^{rd}$ quarter 2018-1$^{st}$ quarter 2019 | **5.2.1** Programs<br><br>**5.2.2** Programs |
| **Result 5.3**<br><br>Educo institutionally designates a specialized team to work in the gender equity area in the organization. | **IOV 5.3.1** By the end of 2018 Educo has created a permanent Gender Specialist job in its structure. | **5.3.1** Institutionalization of the figure of Gender Specialist in the formal structure of the organization. | **5.3.1** 4$^{th}$ quarter 2018 | **5.3.1** Programs and Executive Management |

**educo**

Member of **ChildFund** Alliance

ONG
ACREDITADA
FUNDACIÓN LEALTAD

ISO 9001
BUREAU VERITAS
Certification

TRANSPARENCIA Y BUEN GOBIERNO
ONGD
Coordinadora
de ONGD-España