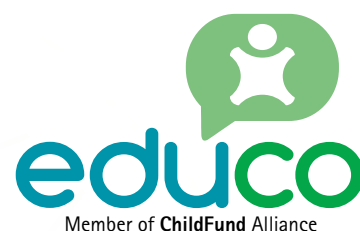
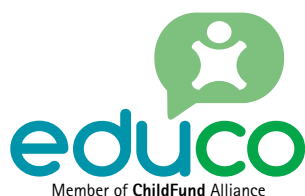


# Country Plan

Educo-Bangladesh

2016 - 2019





Educo, May, 2016

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# 1. Mission, Vision, Values and Principles

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## Our Mission

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

## Our Vision

A world where all children fully enjoy their rights and lead a life of dignity.

**Our Values** inspire our Mission and help us to interpret it.

**Social commitment:** We strive for the common good, in defence of human dignity, working together to build relationships based on fairness and solidarity between peoples, individuals and cultures.

**Equity:** Our actions aim to achieve greater justice in social arrangements and to promote people's ability to enjoy their freedom.

**Respect:** We recognize and defend the richness of human diversity as an essential value for social cohesion, peace and respect for the dignity of all people.

**Our Principles** are operating standards that guide our actions and their adoption and implementation is obligatory and should be demonstrable.

**Participation:** All of our actions guarantee and promote the right to participation of children and those who support them, in pursuit of full citizenship. We also foster a participatory culture within our organization.

**Non-discrimination:** Our work is built upon the belief that all children should have the opportunity to fulfil their rights, irrespective of their or their families' national, ethnic or social origin, language, religion, political opinion, economic position, differences in ability or any other status.

**Transparency:** We base our work on honesty, responsibility and maximum access to information regarding the management of resources and the impact of our actions, in pursuit of the highest level of social and economic accountability.

**Dynamic spirit:** We have the capacity to adapt and be creative in our response, seeking innovation and quality in our action.





## 2. Summary

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Education and Development Foundation (Educo), formerly known as Fundación Intervida, is a global development NGO that has been working in Bangladesh since 1999 under registration no. 1452 provided by the NGO Affairs Bureau, Prime Ministers' Office, Peoples' Republic of Bangladesh.

Educo has adopted a Child Rights-Based Approach (CRBA), as it intrinsically links children's wellbeing with the enjoyment of their rights within the framework of the international Convention on the Rights of the Child (CRC). In line with the global framework of the Foundation, Educo Bangladesh carried out a Child Rights Situational Analysis (CRSA) to explore the situation of the children in Bangladesh. Based on the findings of the study, the organization has prepared this Country Plan, which establishes the organization's strategy from 2016 to 2019.

The Country Plan of Educo Bangladesh encompasses Educo's three development goals related to Education, Protection and Governance and the organizational strategies to attain them.

The Education goal will be addressed through three dimensions: the right to education, rights in education and rights through education. The right to education focuses on the establishment of the necessary conditions for ensuring basic education for vulnerable children and promoting mechanisms to reduce those causes—such as poor health and nutrition or family poverty—that prevent children from benefit of educational opportunities. Rights in education focuses on the implementation of relevant, creative and inclusive teaching-learning processes in Educo Bangladesh's own and government-run primary schools. Rights through education encourages community participation in the development of educational content and school culture.

Educo Bangladesh will also work on two objectives related to the goal of Child Protection: fostering family and community environments that are free from violence, mistreatment, negligence and abuse against children; and reducing child labour and eradicating all forms of child exploitation. Given the country and community context, Educo Bangladesh sets one objective related to the goal of Governance: children's (rights holders) active participation in public spaces to express their ideas, claim their rights and influence those decisions that concern them.

Educo Bangladesh will also exert its effort to strengthen all key areas of the organization. Having embarked on the integration a Child Rights-Based Approach (CRBA) in all of its work, diverse initiatives will be taken to lead to the successful accomplishment of the mission and the full assimilation of the institutional values and principles. These will include sound training activities for staff and the upgrading of internal systems and policies. To ensure economic sustainability,



the organization will seek to establish diversified funding sources in the coming years. During this strategic period, Educo Bangladesh will also be committed to enhancing its external communication and networking, in order to position itself as a leader in the local, national and international Child Rights sector.



The Country Plan clearly outlines Educo Bangladesh's interventions with social actors: children and adolescents (right holders); their guardians and communities (secondary duty bearers) and the State (principal duty bearers). It also sets the milestones to be reached yearly and the indicators for measuring the achieved changes. The findings of the impact assessment will be useful for incorporating new objectives and actions in subsequent years.



### 3. Context

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Bangladesh forms part of the Bengal Delta region of the Indian subcontinent. The present-day borders of Bangladesh were established during the British partition of Bengal and India in 1947, when the region became East Pakistan. After independence from Pakistan in 1971, the People's Republic of Bangladesh was founded as a constitutional, secular, democratic, multiparty parliamentary republic. Bangladesh endured periods of poverty and famine, as well as political turmoil and military coups. The restoration of democracy in 1991 has been followed by economic progress and relative political stability.

Looking at the national context, Bangladesh's Gross Domestic Product (GDP) has grown at an average rate of six percent, while the poverty rate has declined by ten percent over the past decade<sup>1</sup>. In spite of these achievements, approximately 26.5 million out of the country's 63 million children live below the national poverty line. Of these, 58% are severely deprived of at least one of six basic indicators—shelter, sanitation, water, information, education, and health—and some 12 million children (20%) suffer from at least two severe deprivations<sup>2</sup>.

#### Education

Bangladesh has been making steady progress towards providing access to primary education for all children. There has been an increase in children's enrolment in all types of primary schools since 2008. This increase was especially sharp (15%) between 2010 and 2011. Still, the total number of out-of-school children aged 6 to 14 is estimated around 5.5 million (16 percent of the total population in the same age group)<sup>3</sup>. The CRSA study conducted by Educo in 2015 revealed that this problem is more pronounced in the north-eastern part of the country (Greater Mymensingh and Sylhet), especially among children from ethnic communities. In these areas, some tea plantations were found in which an alarming 90% of the children were out of school.

The allocation for the education sector has dropped by 1.5 percent in the national budget proposed for the 2015-16 fiscal year. Nonetheless, in line with the constitutional obligation, the present government is trying to undertake structural reforms that are expected to bring about significant improvements in the education sector under the Primary Education Development

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1 Feed the Future. The U.S Government's Global Hunger and Food Security Initiative. Retrieved from <http://www.feedthefuture.gov/country/bangladesh>

2 UNICEF Bangladesh (2009). *Global Study on Child Poverty and Disparities*. Retrieved from [http://www.unicef.org/bangladesh/National\\_Report\\_Bangladesh\\_\(Web\\_Version\).pdf](http://www.unicef.org/bangladesh/National_Report_Bangladesh_(Web_Version).pdf)

3 Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh (2014). *Bangladesh Primary Education Annual Sector Performance Report*. Retrieved from [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e65\\_d871\\_446e\\_a5f5\\_3ab69fee590b/Final%20ASPR%202014.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e65_d871_446e_a5f5_3ab69fee590b/Final%20ASPR%202014.pdf)

Program-3 (PEDP-3). Moreover, the government has just started to implement the National Education Policy 2010 and the draft version of its ensuing Education Act.

In Bangladesh there are a variety of government-supported schools, private schools, NGO-operated schools, madrasas (Islamic religious school), and non-formal education programmes. A lack of minimum standards and a common core curriculum may reinforce societal inequalities and undermine quality. The CRSA report confirmed that education quality is not satisfactory for students. Many children complete primary school without basic literacy and numerical skills, and many complete secondary school without the knowledge and skills needed for either the workplace or higher education. Children are rarely provided with opportunities to develop critical thinking and extra-curricular interests and skills. In 2014, the student-teacher ratio was 40:1 for all school types and 46:1 for government-run primary schools (GPS)<sup>4</sup>. The majority of teachers lack necessary competencies. Existing school infrastructures are not suitable for children, especially those who are physically challenged. In addition, there is a lack of inclusive teaching-learning materials. School Management Committees (SMC) do not function well. Most SMC members are not well aware of their roles and responsibilities. They are basically guardians and education patron members who did not complete Secondary School Certificate (SSC) level studies. Corporal punishment in educational institutions in Bangladesh is widespread. A report by UNICEF shows that 91% of the children surveyed faced various levels of physical abuse at school, while 74% were abused at home and 25% at workplace<sup>5</sup>.

The 2015 CRSA report also shows that health facilities are not easily accessible in some areas, while in many places doctors are not always available. Bangladesh's child malnutrition rate is among the highest in the world: 36% of children under 5 are considered to be short for their age or stunted, while 12% are severely stunted<sup>6</sup>. Adolescents have little to no prior notions about reproductive health from reliable sources, since related issues are not properly addressed at school or at home. Also, physical education is not adequately addressed in the primary education curriculum. Thus, a large number of children and adolescents do not enjoy a healthy lifestyle.

4 Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh (2014). *Annual Primary School Census 2014*. Retrieved from [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/35332e71\\_7177\\_43e4\\_acad\\_69855daff795/APSC-2014\\_for%20National%20Committee\\_11032015.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/35332e71_7177_43e4_acad_69855daff795/APSC-2014_for%20National%20Committee_11032015.pdf)

5 UNICEF (2008). *Opinions of Children of Bangladesh on Corporal Punishment*. Retrieved from [http://www.unicef.org/bangladesh/Opinion\\_Poll\\_2009.pdf](http://www.unicef.org/bangladesh/Opinion_Poll_2009.pdf)

6 National Institute of Population Research and Training (NIPORT), Mitra and Associates, and ICF International (2016). *Bangladesh Demographic and Health Survey 2014*. Retrieved from <http://dhsprogram.com/pubs/pdf/PR56/PR56.pdf>

## Protection

Millions of children are forced to leave school and start working at an early age in order to help their families' livelihood. As far as the social and cultural context is concerned, child labour is generally accepted by society due to a lack of awareness of the short and long-term negative impacts on children's lives. Employers also hire children because they can be paid less and are more obedient than adults. It should be underlined that a large number of working children are forced into domestic labour, with 90% of them being girls.

The situation of child abuse and exploitation remains critical given that the State has not made any specific legal provisions to protect children. The issue of child labour has been incorporated in all major national development plans, including the National Child Labour Elimination Policy (NCLEP) 2010, the National Education Policy (2010), the National Plan of Action for Education for All (2003-2015) and the National Children Policy (2011). Still, legal protection for working children is limited and the capacity to enforce child labour laws remains weak. According to the latest National Child Labour Survey conducted in 2013 and published October 2015 by the Bangladesh Bureau of Statistics (BBS), as circulated in January 2016 there were approximately 3.45 million working children in Bangladesh, of which 1.28 million were engaged in hazardous work<sup>7</sup>. Nevertheless, child rights activists' claim that the figure is higher than official statistics would indicate.

Girls continue to be victims of child marriage, as the rate of dowry increases with age. The practice prevails mostly in rural areas, slums and remote or hard-to-reach areas. The incidence of child marriage in Bangladesh is still high: 64% of all women aged 20-24 were married before the age of 18. Education level is strongly associated with child marriage: 86% of women with no education were married before 18 years of age, as compared to 26% of women who had completed secondary or higher education<sup>8</sup>. The UNICEF Report entitled 'Ending Child Marriage – Progress and Prospects' reveals that Bangladesh has one of the highest rates of under-15 child marriages in the world: 20% of girls are married before the age of 15, and the majority of them have three or more children before their 24th birthday<sup>9</sup>.

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7 Bangladesh Bureau of Statistics (2015). Report on Child Labor Survey (CLS), Bangladesh 2013. Retrieved from <http://www.bbs.gov.bd/WebTestApplication/user-files/Image/LatestReports/ChildLabourSurvey2013.pdf>

8 Plan International Bangladesh and the International Centre for Diarrheal Disease Research (2013). Child Marriage Findings from a National Survey in Bangladesh. Retrieved from <http://www.icddr.org/component/news/?id=622>

9 UNICEF (2014). *Ending Child Marriage: Progress and prospects*. Retrieved in [http://www.unicef.org/media/files/Child\\_Marriage\\_Report\\_7\\_17\\_LR..pdf](http://www.unicef.org/media/files/Child_Marriage_Report_7_17_LR..pdf)



## Governance

As a state, Bangladesh is far behind in ensuring an acceptable child rights governance system. Children's issues are still grouped together with women's issues in governmental structures. Bangladesh ratified the UNCRC in 1990 but has yet to fully integrate its key principles and provisions into national laws. In Bangladesh, children rarely have opportunities to express themselves and when they do, adults tend not to take them seriously. The government has taken some initiatives to invite children to share their views in policy-making processes, yet in most cases such this so-called participation is not really meaningful. Children are still not fully informed or aware of their rights.



During the strategic period covered by this plan, the organization will undertake a more in-depth analysis of existing governance systems with regards to Child Rights, and will explore additional initiatives for working with the duty bearers towards bridging the main gaps in this area.

## 4. Sustainable change approach

The sustainable change sought by Educo Bangladesh is that ‘children enjoy quality education and live in safe, protective and enabling environment’. This change is a sign that children have access to education in which teaching-learning processes are child centred and school management is effective. On the other hand, it is also a sign that children are well nourished and in sound health; that their families have attained sustainable livelihoods; and that together children, their families and communities practice child protective behaviour. Finally, it is a sign that the government is being responsive to children’s issues.

All these changes are the result of each of the stakeholders’ fulfilment of their respective roles and responsibilities. The organization plays the role of building the capacity of the teachers, committees and groups; raising the awareness of parents, employers and the community; establishing strategic partnerships with like-minded entities; and promoting alliances and networks.

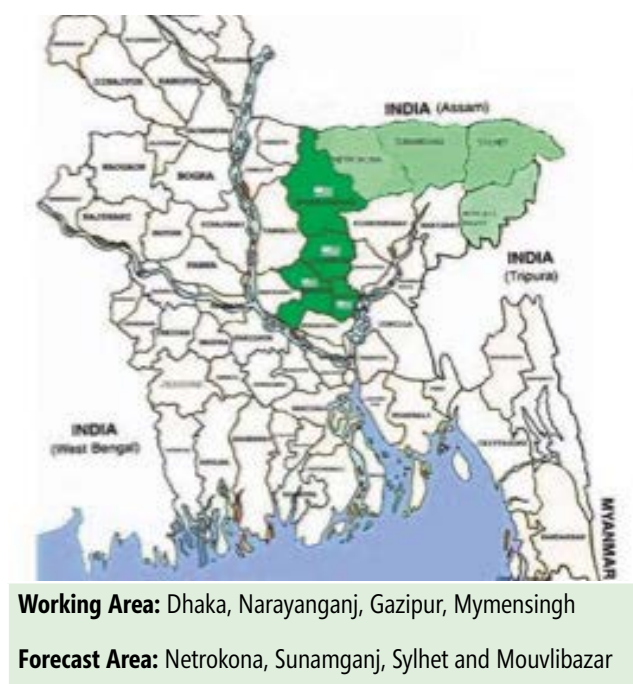
Intervention		
Rights holders	Secondary duty bearers	Primary duty bearers
Facilitating pre-primary & primary education	Capacity building of committees and groups	Collaboration and coordination with public system
Provision of pedagogic materials	Strategic partnership with likeminded entities	
Nutritional supplementation	Capacity building of teachers	
Reinforcing secondary education (general & TVET)	Promoting alliances and networks	Advocacy with public bodies
Sensitizing children	Awareness raising for parents, employers and community	
Promoting children association		

<b>Vision</b>	A world where all children fully enjoy their rights and lead a life of dignity.						
<b>Sustainable change</b>	Children enjoy quality education and live in safe, protective and enabling environment.						
<b>Intermediate changes</b>	Children have access to education	Children centered teaching learning process in the school	Participative students, families and communities in School Management	Children are well nourished and in sound health	Children's families obtain sustainable livelihood	Children are free from violence, mistreatment, negligence, abuse and exploitation	Children participate in the relevant public system
<b>Conditions &amp; preconditions</b>	Child friendly & inclusive school is developed in the community	Teachers are capacitated on participatory class conduction	Parents & committees are active	Children have access to basic health care services in the community	Families have diversified income source	Functional child protection mechanism in the school	Strengthened coordination among government, civil society and children
	Community people are aware on importance of education	Participatory pedagogic materials are practiced in the learning process				Families are aware on child protection	Children are capacitated to express their opinion
	Employers are supportive to education of working children	Fear free environment and positive discipline in the school	Children's meaningful participation in school activities	Families are aware on health & nutrition of the children	Families are skilled on diversified cultivation & production	Children are capacitated on protective behaviour	
		Contextualized curriculum and syllabus that favours comprehensive learning process				Children are free from hazardous work	



## 5. Geographical priorities

Educo Bangladesh currently has geographical presence in 12 thanas/upazilas in 4 districts of the Dhaka Division: Dhaka, Narayanganj, Gazipur and Mymensingh. The pursuit of its mission has been concentrated in 55 communities in both urban and rural areas of the four districts.



Where we work	
District	Thana/Upazila
Dhaka	Banani
	Bhatara
	Badda
	Mohammadpur
	Hazaribah
	Shampur
	Khilgaon
	Adabor
Gazipur	Kaliganj
Mymensingh	Bhaluka
	Trishal
Narayanganj	Rupganj
<b>4 Districts</b>	<b>12 Thana/Upazila</b>

With its primary focus on quality education initiatives in 31 formal, 5 non-formal and 25 public primary schools, Educo Bangladesh also implements community-based activities in the areas of Health, Livelihood, Child Protection and Governance. During the new strategic period, and in light of the findings of the CRSA, the organization will continue its interventions in the districts of Dhaka, Narayanganj and Mymensingh. However, considering Kaliganj Upazila in Gazipur District is experiencing rapid urbanization and socioeconomic growth, the Foundation plans to withdraw from the area. At the same time, it is contemplating extending its programs to Netrokona, Sunamganj, Sylhet and Moulvibazar, which are located at the northeast part of the country. The geographical characteristics of these areas are hard to reach as haors are wetlands and tea gardens in small hilly areas.

The haor areas are characteristically submerged under water for nearly six months of the year, making it difficult for residents to establish a livelihood. Most of the area's inhabitants are day labourers who work in agriculture and fishing, but many find themselves without work during the monsoon. On the other hand, the workers on the tea plantations are migrants who came to the area from India many years back and most of them are from low caste communities and live in isolation from the rest of population. These communities are deprived of different government services and most of their children do not have access to education.



## 6. Strategic priorities

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### 6.1 Education

To ensure the right to quality education, Educo Bangladesh will continue to provide pre-primary and primary education through its schools; to support government-run schools; and to provide scholarships to adolescents. The organization will also undertake initiatives in Early Childhood Development. To facilitate educational access, the Foundation will maintain its nutrition, health and livelihood initiatives at the same time. Educo will expand its intervention to hard-to-reach areas (tea plantations and haor) and will explore alternative strategies for existing interventions.

With respect to Rights in Education, the organization will build teacher' capacities so that they can facilitate and ensure participatory, interactive teaching-learning pedagogy and integrate individual assessments. Educo Bangladesh will focus on making teaching and learning materials interesting to students so that they find them easy to understand, relevant and practical.

Educo Bangladesh will also work to enhance the capacity of committees and groups (School Management Committees-SMC and Centre Management Committees-CMC), in which the active role of children will be adopted. Furthermore, it will concentrate on increasing coordination between students, school committees and other relevant entities to ensure agile and effective school management.

#### **Education Goal:**

**Children and adolescents exercise and enjoy their right to an equitable, transformative and quality education throughout their lives.**



### **General Objective 1.1:**

**Right to education:** Establishment of the necessary conditions for ensuring basic education for all children, without any kind of distinction, with the aim of learning to know, learning to do, learning to live together, and learning to be.

#### **Indicators:**

- Increase in the number of children and adolescents who enrol in school and complete a full education cycle (pre-primary, primary, secondary-general, technical, vocational).
- Increase in the number of communities and schools involved in activities that promote education for out-of-school children.
- Increase in the number and percentage of schools (and educational centres) with qualified teachers; with non-discriminatory educational materials and equipment; and characterized as having accessible, inclusive and safe infrastructure.

### **Specific Objective 1.1.1:**

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We support education for all children from the earliest stages up to secondary education in healthy, protective and stimulating environment.

#### **Milestones to be achieved in 2016**

- Child-friendly infrastructures are developed in Educo schools.
- Feasibility Study for Early Childhood Development (ECD) is completed.
- Pilot ECD intervention in rural areas (Bhaluka) is undertaken.
- Appraisal and identification of hard-to-reach areas of Greater Mymensingh and Sylhet is completed.

#### **Milestones to be achieved in 2017**

- Parents are responsive to their children's education.
- Community-based ECD centres are established.
- New intervention is initiated in hard-to-reach areas.
- Phase out strategy is formulated for the Kaligonj area.

### **Milestones to be achieved in 2018**

- Phase out process initiated in Kaligonj.

### **Milestones to be achieved in 2019**

- Educo schools are child-friendly.
- Alternative strategy is formulated for existing interventions.

#### **Our intervention:**

##### **Rights holders**

- Introducing access to early childhood education in the community.
- Facilitating pre-primary and primary education for children.
- Providing educational materials for pre-primary and primary students in Educo schools.
- Enhancing extracurricular activities (library, computer education, life skills, events and celebrations, sports, arts, competitions, etc.) in Educo schools.
- Reinforcing secondary education of adolescents through scholarship support.
- Facilitating tutorial and motivational sessions for adolescents in the secondary level.
- Establishing child-friendly infrastructure in Educo schools.
- Conducting assessment of future intervention area to address coverage of hard-to-reach children.

##### **Secondary duty-bearers**

- Raising awareness among the parents and communities on importance of education
- Enhancing collaboration with other entities such as BRAC, CAMPE, Dhaka Ahsania Mission, Save the Children, Bangladesh ECD Network etc.

##### **Primary duty-bearers**

- Strengthening linkage and coordination with government entities and people's representative.

### Specific Objective 1.1.2:

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We promote mechanisms to improve children's health and nutrition so that they can be fully benefited from educational opportunities.

#### **Milestones to be achieved in 2016**

- Baseline study on the health and nutritional status of children and the relationship to school attendance is completed.
- Teachers are trained on health, hygiene and nutrition issues.
- Collaboration with relevant health institutions, such as local government health centres and NGOs working on health-related issues, is established.

#### **Milestones to be achieved in 2017**

- School and Community Health Volunteers are trained.
- Children and parents are aware and participate in initiatives to address health and nutrition issues, with the aim of reducing absenteeism in schools.
- Government Community Clinics are functional due to the strengthening of responsible community groups.

#### **Milestones to be achieved in 2018**

- Students' school absenteeism due to sickness is decreased.
- Health Volunteers play the role of Agent of Change in the community.
- Parents assume the responsibility of providing daily nutritious snacks (tiffin) for children, in order to reduce short-term hunger during school hours.

#### **Milestones to be achieved in 2019**

- Community people are habituated in health-seeking behaviour.
- The discontinuation of education due to malnutrition and sickness is reduced.



## **Our intervention:**

### **Rights holders**

- Providing nutritional supplements and assessing nutritional status.
- Facilitating treatment for sick students.
- Raising awareness among children and adolescents on health and nutrition in favour of education.
- Facilitating government vaccination campaigns for children under one year of age.

### **Secondary duty-bearers**

- Developing teachers' and communities' capacity to address health, hygiene and nutrition issues, in order to enhance children's education.
- Facilitating government vaccination campaigns for women of reproductive age.
- Facilitating pre and postnatal care to pregnant women and new mothers.
- Strengthening relationships with health-related NGOs, such as Population Services and Training Centre (PSTC), NariMaitree and Bangladesh Association for Prevention of Septic Abortion (BAPSA).
- Developing the capacities of the community groups responsible for the Government Community Clinics.

### **Primary duty-bearers**

- Strengthening collaboration and networking with the authorities of government's local health centres.



### Specific Objective 1.1.3:

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We develop mechanisms for reducing family poverty, so that children can fully benefit from educational opportunities.

#### **Milestones to be achieved in 2016**

- Community study is completed to provide baseline information.
- Self Help Groups (SHG) and Food Security Groups (FSG) are capacitated on diversified production and modern cultivation techniques.
- SHG and FSG are involved in related government initiatives.

#### **Milestones to be achieved in 2017**

- Families have increased income through diversified income generating activities.
- SHG and FSG are trained on marketing and business communication.
- Organic cultivation is initiated through FSG in the community.
- SHG and FSG members are able to continue their children's education.

#### **Milestones to be achieved in 2018**

- Market linkage is established.
- Group registration initiatives are undertaken by the groups to ensure their future sustainability.
- At least 50% of SHG and FSG is able to contribute financially to school funds.

#### **Milestones to be achieved in 2019**

- At least 75% of SHG and FSG is able to contribute financially to school funds.
- SHG and FSG are registered with the proper authorities.

## **Our intervention:**

### **Rights holders**

- Facilitating motivational sessions with children and adolescents to encourage them to continue their education

### **Secondary duty-bearers**

- Developing the capacity of SHG and FSG to engage in diversified production, modern cultivation and organic farming.
- Raising awareness of SHG and FSG on the roles and responsibilities related to children's education.
- Creating a collaboration between School Committees, SHG and FSG for establishing a school fund.
- Strengthening coordination with existing CBOs, Cooperatives and NGOs.

### **Primary duty-bearers**

- Strengthening coordination with relevant government institutions, such as the Upazila Agriculture Office, Youth Development Office, Department of Social Welfare, Department of Women Affairs and Bangladesh Rural Development Board.



## **General Objective 1.2:**

**Rights in education: Implementation of relevant, creative and inclusive teaching-learning processes that are student-centred and aimed at helping children to fully develop their personality, talents and capacities.**

### **Indicators:**

- Increase in the percentage of children who show greater levels of satisfaction with the educational process.
- Increase in the number of children who have reached learning benchmarks in basic skill sets, as established by their countries' national standards.
- Increase in the number of teachers trained in child-centred pedagogies, use of relevant materials and formative assessment.

## **Specific Objective 1.2.1:**

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We promote active pedagogy that is centred on children and their full development; that responds to diverse needs and capacities; and favours the equitable achievement of learning goals.

### **Milestones to be achieved in 2016**

- Students' school attendance is increased.
- Child-centred teaching aids are developed with the participation of learners, teachers and parents.
- Teachers are trained on the child-centred teaching and learning process.
- Feasibility study of expanding intervention to new Government Primary Schools is completed.

### **Milestones to be achieved in 2017**

- The resource pool of Educo teachers is capacitated to develop materials and support training.
- A tool for assessing individual student's performance is developed and implemented.
- Teachers from new schools are trained on the child-centred teaching and learning process.
- The child-centred teaching and learning process is effectively implemented in Educo schools.



### **Milestones to be achieved in 2018**

- Students' average performance is improved.
- A collaboration is established between Government and Educo resource pools for teachers training.

### **Milestones to be achieved in 2019**

- Surveys showed the positive degree of satisfaction of children and parents on teaching and learning process introduced by Educo.

#### **Our intervention:**

##### **Rights holders**

- Facilitating interactive learning sessions.
- Creating access to library activities, ICT sessions and cultural initiatives.
- Conducting assessments of individual student's learning progress.

##### **Secondary duty-bearers**

- Providing training for teachers on the child-centred teaching and learning process.
- Involving teachers and parents in the development of supplementary materials.
- Increasing coordination with NGOs working in education: BRAC, Dhaka Ahsania Mission and Plan International Bangladesh.

##### **Primary duty-bearers**

- Strengthening collaboration with Upazila / Thana Education Offices

### **General Objective 1.3:**

**Rights through education: Promotion of inclusive, critical and participatory education that fully respects human rights and continuously engages its community in the pursuit of more just societies.**

#### **Indicators:**

- Increase in community participation (including children) in the design, development and evaluation of schools' education projects.

### **Specific Objective 1.3.1:**

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We promote autonomous school management that favours the participation of students, families and the entire educational community.

#### **Milestones to be achieved in 2016**

- Educo Children's Association is formally oriented on school activities.
- Committees and groups (Educo Children's Association, SHG and FSG) are capacitated on school management processes.

#### **Milestones to be achieved in 2017**

- A school management strategy is developed by the committees and groups.
- A school fund is established by the committees and groups.
- Collaboration is established between the school committees and local government.

#### **Milestones to be achieved in 2018**

- Committees and groups have implemented the school management strategy.
- The school fund is mobilized by the committees and groups.

#### **Milestones to be achieved in 2019**

- At least 50 % of Educo rural schools are community based / autonomously managed.

## Our intervention:

### Rights holders

- Developing children's capacity on school management processes.

### Secondary duty-bearers

- Strengthening the capacity of committees and groups.
- Facilitating collaboration with Civil Society Organizations.

### Primary duty-bearers

- Strengthening collaboration with government for the allocation of funds and facilities to Educo schools.



## 6.2 Protection

Educo Bangladesh will focus on influencing community practices to promote an environment for children that is free from violence, abuse, exploitation, negligence and discrimination. Protection interventions will be designed for establishing child protection mechanisms at school and community. This will be done by developing a community protection plan, listening to children, raising the awareness of parents and employers, mobilizing communities and strengthening child protection systems at the national level. Still, schooling for working children will remain one of the most appropriate means for preventing child labour and reducing the exploitation of children.

Moreover, a CRSA will be conducted on Child Rights Protection and the findings will be reflected accordingly in the strategy and interventions.

### **Protection Goal:**

**Children enjoy their right to live in safe and protective environments.**

#### **General Objective 2.1:**

**Fostering of family and community environments for children that are free of violence, mistreatment, negligence, and abuse.**

#### **Indicators:**

- Increase and improvement in the implementation of protection standards and plans.
- Reduction in the incidence of child abuse in schools and communities.

#### **Specific Objective 2.1.1:**

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We facilitate the development and implementation of protection mechanism in schools and communities.

#### **Milestones to be achieved in 2016**

- Children are oriented on Child Rights and Protection.
- Collaboration is established within civil society coalitions and networks.
- Child Rights Situational Analysis on protection is completed.



### **Milestones to be achieved in 2017**

- Children are trained on life skills.
- Positive discipline is practiced at school.
- Child Protection Plan is developed in all Educo schools, with the active participation of the community.

### **Milestones to be achieved in 2018**

- Children, teachers and School Committees practice protective behaviour.
- Child Protection Plan is developed in Educo communities, with the participation of the local government.
- Community-Based Child Protection Committee (CBCPC) is responsive.

### **Milestones to be achieved in 2019**

- Response mechanism for child protection is functional at the school, community and local government levels.

#### **Our intervention:**

##### **Rights holders**

- Developing children's capacities with respect to Child Rights and Protection that supports the promotion of good treatment and wellbeing in society.

##### **Secondary duty-bearers**

- Developing the capacity of teachers and School Committees with respect to Child Protection.
- Raising community awareness (families, youth and religious leaders, etc.) on Child Protection.
- Strengthening the capacity of Community-Based Child Protection Committees.
- Strengthening existing advocacy networks: Bangladesh ShishuAdhikar Forum, Child Rights Advocacy Coalition in Bangladesh, National Girl Child Advocacy Forum, etc.

##### **Primary duty-bearers**

- Strengthening the capacity of related local government committees, like the Standing Committees of Union Parishad, with respect to child protection issues.
- Strengthening the coordination between government and community on child protection issues.

### Specific Objective 2.1.2:

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We ensure the survival and development of the children (who were abandoned and neglected) of Educo Shishu Nibash- ESN (Children shelter) within a safe and protective environment.

#### **Milestones to be achieved in 2016**

- Children are achieving learning benchmarks, as established by national standards.
- The individual future planning of ESN children is finalized with their active participation.

#### **Milestones to be achieved in 2017**

- Suitable technical, vocational and education institutions are identified.
- The Child Protection mechanism is functional in ESN.

#### **Milestones to be achieved in 2018**

- Adolescents' access to technical, vocational and education institutions is facilitated.

#### **Milestones to be achieved in 2019**

- Scope of suitable job and reintegration for children are explored.



## **Our intervention:**

### **Rights holders**

- Ensuring safe and protective shelter for the children.
- Coordinating health care support for the children.
- Facilitating education for the children.
- Reinforcing life skills of the children.
- Initiating an assessment process for the reintegration of institutionalized children into society.

### **Secondary duty-bearers**

- Strengthening the relationship and collaboration with relevant entities such as Families for Children, SOS Children Village, Breaking The Silence and the Centre for the Rehabilitation of the Paralyzed (CRP).

### **Primary duty-bearers**

- Strengthening collaboration with the government to provide relevant legal and basic services.



## **General Objective 2.2:**

**Reduction of child labour and eradication of all forms of child exploitation.**

### **Indicators:**

- Increase in the number of working children who join the education system.
- Improvement in the mechanisms for coordinating the fight against exploitation and the worst forms of child labour.

## **Specific Objective 2.2.1:**

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We fight against the worst forms of child labour through education and social mobilization.

### **Milestones to be achieved in 2016**

- Access to education for working children is created.
- Families and employers are aware of child protection issues.

### **Milestones to be achieved in 2017**

- Children are capacitated on decision making and problem solving.
- Joint collaboration is established with employers' associations and parents' committees for improving children's working conditions.

### **Milestones to be achieved in 2018**

- The working conditions of students of Educo schools are improved.
- Collaboration is established with other educational and technical institutes.
- Collaborative advocacy campaigns continue in pursuit of the implementation of national laws and policies on child labour.

### **Milestones to be achieved in 2019**

- The worst forms of child labour are reduced in the areas where Educo is active.



## **Our intervention:**

### **Rights holders**

- Creating access to primary education for working children.
- Providing educational materials for working children.
- Facilitating Life Skills Education.
- Reinforcing secondary education (general/technical/vocational) for working children.

### **Secondary duty-bearers**

- Raising parents' and employers' awareness on Child Protection.
- Strengthening existing networks for advocacy.

### **Primary duty-bearers**

- Enhancing collaboration with the government for the implementation of a National Plan of Action (NPA) on child labour.



## 6.3 Governance

All of our actions guarantee and promote the right to participation of children and those who support them, in pursuit of full citizenship. Educo Bangladesh will endeavour to capacitate children to express their views, ideas and opinions, and to exercise leadership. Consequently, we will maintain close contact with duty bearers, especially parents and local government institutions (Union Parishad), to create an enabling environment for children where they can influence the decisions that concern them. We will work to facilitate, promote and institutionalize the empowerment and participation of children and adolescents in local governance structures and processes. The aim is to ensure better services and improve the accountability of local government with respect to the rights of children.

Advocacy and networking will be one of the most important measures of Educo Bangladesh to establish effective laws, policies and systems to fulfill the child rights at the national level. Moreover, a CRSA will be conducted on Child Rights Governance and the findings will be reflected accordingly in the strategy and interventions.

### **Governance Goal:**

**Children and adolescents practice active citizenship within the framework of public systems that promote their rights.**

#### **General Objective 3.1:**

**Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.**

#### **Indicators:**

- Number of children and adolescents who participate in planning, implementing, monitoring and evaluating the public policies, strategies and programs that concern them.
- Budget for children allocated by the local government.
- Increase and improvement in civil society's initiatives and proposals to promote, protect and implement child rights.

### Specific Objective 3.1.1:

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Children exercise leadership, assume responsibility and pressure states and societies to take their opinions into account.

#### **Milestones to be achieved in 2016**

- Children's Associations are organized.
- A Child-Friendly Local Governance approach is introduced.
- Child Rights Situational Analysis on governance is completed.

#### **Milestones to be achieved in 2017**

- Children are capacitated for expressing their opinions, views and ideas and for influencing decisions.
- Networking and collaboration is established between children, community groups and civil society.
- Advocacy campaigns on child rights are organized through networks and coalitions.

#### **Milestones to be achieved in 2018**

- Children are capacitated on monitoring the child rights situation.
- Children exercise leadership within associations and at school.
- Local government is capacitated on Child-Friendly Local Governance.

#### **Milestones to be achieved in 2019**

- Children participate meaningfully in relevant issues at the local government and school levels.
- Local government is responsive to child complaint response mechanism.
- Local government resources are allocated for children's wellbeing and rights.

## **Our intervention:**

### **Rights holders**

- Developing the capacity of Educo Children's Associations with respect to Child Participation and Leadership.
- Networking among Educo Children's Associations and other children's groups.

### **Secondary duty- bearers**

- Developing the capacity of teachers, committees and groups with respect to child participation, accountability and transparency.
- Raising parents', employers' and community awareness on child participation.
- Enhancing collaboration and networking with civil society associations for the promotion of child rights governance.

### **Primary duty- bearers**

- Strengthening the capacity of local government with respect to Child Friendly Local Governance.
- Lobbying with government for the monitoring and assessment of the fulfilment of children's rights.





## 6.4 Integration of a Child Rights-Based Approach

**Educo adopts a Child Rights-Based Approach at all levels of the organization.**

The adoption of a Child Rights-Based Approach and the commitment to the organizational philosophy—that is, Educo’s Mission, Vision, Values and Principles (MVVP) —requires building up profound knowledge and sound identification from all staff, and this task will be undertaken by a “Master Trainer” team.

Educo Bangladesh will revise all of its internal manuals and policies to make sure that they are compatible with institutional values and principles. Mechanisms will be incorporated in human resource practices that respect and promote diversity and inclusion. Administrative tasks will ensure transparency and secure and expedient service. To help achieve this, Educo Bangladesh will adopt different global policies and procedures based on the country context.

Educo Bangladesh will promote and practice accountability at all internal procedural levels. The participation of primary stakeholders will be ensured when designing and implementing activities. Educo will introduce a complaints and feedback mechanism for different stakeholders. Activity outcomes and audit reports will also be shared with stakeholders. Moreover, in order to capitalize learning and maximize the effectiveness of our work, the Foundation will develop a system for rights-based monitoring and evaluation.

### **General Objective 4.1:**

**Establishment of plans for the personal and professional development of the team, as well as of internal processes and plans that incorporate a Child Rights-Based Approach.**

#### **Indicator:**

- The team is fully aware of and knowledgeable about a Child Rights-Based Approach.
- All processes, procedures and tools incorporate a Child Rights-Based Approach and are respected.

### Specific Objective 4.1.1:

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Educo designs work policies and procedures that respect and promote child rights, and adapts existing policies and procedures accordingly.

#### **Milestones to be achieved in 2016**

- Policies and procedures are updated to be respectful of child rights
- Policies are translated into the local language (Bangla).
- Staff are oriented on Child Rights, Child Rights-Based Programming, Safe Guarding Policy, Child Participation Standards, Child Protection and Environmental Policy.

#### **Milestones to be achieved in 2017**

- The team is oriented on the Gender, Inclusion and Diversity Policy.

#### **Milestones to be achieved in 2018**

- The team is oriented on revised policies.
- An evaluation of the implementation of organizational policies and procedures is completed.

#### **Milestones to be achieved in 2019**

- A new strategy is developed based on the findings of the evaluation.

#### **Strategic lines of intervention**

- Updating existing policies and procedure to be respectful of child rights.
- Translating policies into the local language (Bangla).
- Orienting staff on policies.
- Providing training to staff on the CRBA.
- Conducting an evaluation of implemented policies and procedures.

### Specific Objective 4.1.2:

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Provide a positive work environment for both employees and volunteers that enable them to give the best of themselves and to help the organization meet its goals and objectives.

#### **Milestones to be achieved in 2016**

- The recruitment process is reviewed in line with the Right-Based Approach (RBA).
- Staff job descriptions are updated and reflect the new Strategic Planning (2016-2019)
- A staff induction system is introduced.
- Staff Objectives and Appraisal system is operational.
- The Code of Conduct is recognized and accepted by staff.
- Staff capacity-building initiatives are initiated and respond to the findings of the “Self-Evaluation” and “Organizational Culture Survey”.

#### **Milestones to be achieved in 2017**

- Acknowledgement and remedial action is taken based on the Staff Appraisal
- A functional Human Resource Information System (HRIS) is established.
- A Stakeholder Reflection System is introduced.
- The pay scale is reviewed based on the country context.

#### **Milestones to be achieved in 2018**

- Capacity assessment of staff is done based on the initiatives undertaken.

#### **Milestones to be achieved in 2019**

- Assessment of staff satisfaction is conducted.

#### **Strategic lines of intervention**

- Reviewing recruitment process.
- Updating Job Descriptions.
- Conducting periodic Staff Appraisals.
- Developing a culture of acknowledgement and remedial action.
- Introducing Human Resource Information System (HRIS) database.
- Introducing Stakeholder Reflection System through a functional complaints and feedback mechanism for children, staff and the community.
- Developing the capacity of staff.
- Conducting assessments of staff capacity and satisfaction levels.

## **General Objective 4.2:**

**Development of a work culture oriented towards ensuring accountability at all levels, through the evaluation of processes and results and evidence-based decision making.**

### **Indicator:**

- Systematic sharing of relevant information with key actors.

## **Specific Objective 4.2.1:**

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We develop a knowledge-management system that effectively contributes to decision making, ongoing learning and sharing with all stakeholders.

### **Milestones to be achieved in 2016**

- Periodic sharing of relevant information with key actors is introduced.
- Rights-based monitoring and evaluation mechanism is developed.
- Feedback mechanism is introduced at the community level.

### **Milestones to be achieved in 2017**

- Knowledge Management System is developed.
- Local stakeholders are capacitated on Participatory Monitoring and Evaluation (PM&E).
- Internal Audit system is established.

### **Milestones to be achieved in 2018**

- Learning related to participatory monitoring and evaluation is documented and shared.

### **Milestones to be achieved in 2019**

- Evidence-based decision making system is established in Educo Bangladesh.

### **Strategic lines of intervention**

- Developing mechanism for rights-based monitoring and evaluation.
- Developing of feedback mechanism at various levels of the organization.
- Developing capacity of relevant stakeholders on PM&E.
- Developing knowledge-management system.
- Conducting internal audits.
- Developing accountability system for sharing information with relevant stakeholders.

## 6.5 Diversification of funds

**Educo achieves economic sustainability in support of its mission.**

Since 1999, Educo Bangladesh has been working mainly with sponsorship funding. In order to ensure the sustainability of the program in the community, Educo Bangladesh will make a sincere effort to explore diversified funding sources and to maintain significant communication with related networks, alliances and organizations. During the strategic period, several relevant funding sources will be identified and proposals will be submitted based on those issues that are prevalent in the community and are aligned with foundation's Mission, Vision, Principles and Values.

### **General Objective 5.1:**

**Establishment of alliances and collaborations with public entities, private companies and foundations whose work is coherent with our institutional philosophy.**

#### **Indicator:**

- Increase in funding from private companies and foundations.
- Increase in public funding grants received.

### **Specific Objective 5.1.1:**

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Develop and implement strategies for fundraising.

#### **Milestones to be achieved in 2016**

- A Communication and Fundraising team is formed and trained.
- Communication materials for fundraising are prepared.
- A fundraising strategy is developed.
- Donor and corporate mapping process is initiated.
- Meetings are organized with representatives of potential donors and possible corporate sponsors.
- Assessment process is completed to identify potential NGO partners, in concordance with Educo's Partnership Policy.



### **Milestones to be achieved in 2017**

- Communication materials for fundraising are updated.
- Grants have been raised to cover at least 5% of Educo Bangladesh's annual budget.
- Partnership is established with relevant NGOs.
- Educo Bangladesh has participated in Call for Proposals Meeting organized by donors.

### **Milestones to be achieved in 2018**

- Grants have been raised to cover at least 10% of Educo Bangladesh's annual budget.
- Capacity-building process is initiated with partners.
- Educo Bangladesh has participated in Call for Proposals Meeting organized by donors.

### **Milestones to be achieved in 2019**

- Grants have been raised to cover at least 20% of Educo Bangladesh's annual budget.
- Educo Bangladesh has participated in Call for Proposals Meeting organized by donors.

### **Strategic lines of intervention**

- Identifying potential geographical locations and target groups.
- Mapping and meeting with potential donors.
- Analysing the communication strategy of other NGOs.
- Organizing training on grant proposal writing and management.
- Preparing case for support: country brief, thematic brief and program fact sheets.
- Drafting and endorsing fundraising strategy.
- Preparing and submitting proposals.
- Conducting assessment of potential NGO partners.
- Organizing training for partners.
- Initiating alliance or consortium to raise grants from institutional donors.

## 6.6 Visibility and networking

**Educo is recognized as a leader in the child rights sector, locally, nationally and internationally.**

As a development organization, Educo Bangladesh has been continuing its quality work with an integrated approach to education. At present, Educo Bangladesh is a member of relevant networks and alliances, such as the Campaign for Popular Education (CAMPE), the Child Rights Advocacy Coalition in Bangladesh, International Non-Government Organization Education Forum (INGOEF), INGO Sponsorship Network, Bangladesh Early Childhood Development Network (BEN), Bangladesh Shishu Adhikar Forum (BSAF), and National Girl Child Advocacy Forum (NGCAF). It also continues strengthening strategic partnerships with other national and international development organizations and networks.

It is expected that active participation in events will contribute to improving the visibility of the organization in the country. This will also be facilitated by enriching our evidence-based studies and developing documentaries and programs that contain relevant messages and best practices to be displayed in social media and other spaces. During the strategic period, Educo Bangladesh will undertake initiatives to strengthen the capacities of the local organizations that place children's rights and wellbeing at the core of their mission.

### **General Objective 6.1:**

**Enhanced visibility and credibility of our organization.**

#### **Indicator:**

- Increase in aided (spontaneous) and unaided (prompted) awareness index.

### Specific Objective 6.1.1:

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Educo Bangladesh strengthens its media presence, along with research and studies.

#### **Milestones to be achieved in 2016**

- Organizational profile is developed.
- Public event for presenting Educo Bangladesh's Country Plan is organized.
- A video documentary on Educo's approach to education is developed.
- Educo Bangladesh website is developed.
- Educo Bangladesh is active in online news portals.

#### **Milestones to be achieved in 2017**

- An evaluation report on the collaborative project with the government in Government Primary Schools is published and shared through a national conference with relevant stakeholders.
- Research study on the dimensions of child wellbeing is conducted.
- A video documentary on Child Protection is developed.
- Media relationships are strengthened to achieve institutional visibility.

#### **Milestones to be achieved in 2018**

- An evaluation report on the impact of livelihood interventions in the Educo communities is published and shared through a national conference with relevant stakeholders.
- An evaluation report on the impact of scholarship interventions in the Educo communities is published and shared through a national conference with relevant stakeholders.
- A video documentary on Child-Friendly Local Governance (CFLG) interventions is developed.

#### **Milestones to be achieved in 2019**

- An evaluation report on the impact of Educo's approach to education in the Educo communities is published and shared through a national conference with relevant stakeholders.

#### **Strategic lines of intervention**

- Developing the organizational profile.
- Developing the Educo Bangladesh website profile.
- Publishing research, studies, reports, magazine articles and concept papers that are coherent with projects and activities.
- Developing video documentaries on different activities of Educo Bangladesh.
- Increasing presence in different social media channels (Facebook, Twitter, etc.).

## **General Objective 6.2:**

**Joint efforts and exchange of knowledge and experience with other organizations to improve impact and learning.**

### **Indicators:**

- Increase in our active presence and contributions in networks, alliances and international organizations and campaigns that are linked with our mission and strategy.
- Increase in the publication of studies, evaluations and opinion articles in the media and specialized forums and platforms.

## **Specific Objective 6.2.1:**

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Educo Bangladesh strengthens its participation in networks, alliances and public institutions.

### **Milestones to be achieved in 2016**

- Strategic partnership is developed with Save the Children in Bangladesh on ‘Child-Friendly Local Governance (CFLG)’ initiatives.
- Membership is obtained in UN Education cluster in Bangladesh.
- GO-NGO collaborative initiatives are supported.

### **Milestones to be achieved in 2017**

- Strategic partnership is established on Child Protection with potential partners (Breaking The Silence, Plan International Bangladesh, World Vision and Save the Children in Bangladesh, etc.).
- National Child Rights Monitoring Framework is established with collaboration of Child Rights Advocacy Coalition in Bangladesh.
- Advocacy strategy on Education and Protection is developed.

### **Milestones to be achieved in 2018**

- Advocacy campaign on Education and Protection is organized.
- Reports and studies on good practices and lessons learned are shared with relevant stakeholders.

### **Milestones to be achieved in 2019**

- Advocacy campaign on Child Rights Governance is organized.
- Effective relationship with all relevant Ministries is developed.

### **Strategic lines of intervention**

- Participating actively in networks and alliances.
- Participating actively in GO-NGO collaborative initiatives.
- Organizing and participating in relevant conferences and seminars.
- Organizing advocacy campaigns on relevant issues.
- Exploring strategic partnerships.



## 7. Process

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Educo Bangladesh will pursue the full application of the institutional principles by integrating them into all the policies, systems and working standards.

**Participation:** Educo Bangladesh has already started practicing global participation standards that are aimed at effectively ensuring the participation of children and other stakeholders in Educo Bangladesh's activities. Educo Bangladesh will also promote a culture of participation within the organization.

**Non-discrimination:** The project and activities of Educo Bangladesh will recognize that all children and adolescents are entitled to enjoying their rights, irrespective of origin, sex, religion, language, political opinion or economic condition, differences in ability or any other status.

**Transparency:** As a child rights-based organization, Educo Bangladesh will provide information about its works/projects to local and national government stakeholders, communities and children. Efforts will be made to increase joint decision making in the prioritizing, designing and planning of projects; joint implementation; and joint monitoring and evaluation, in order to improve ownership, increase rights awareness and decrease dependency on Educo.

**Dynamic spirit:** Educo Bangladesh will include capacity-building initiatives for the staff to ensure the quality of our activities and to bring a creative and innovative response to the new strategic endeavour.

Educo's membership in the ChildFund Alliance and INGO Accountability Charter represents a great opportunity for visibility and funding diversification. The Foundation will develop **alliances and partnerships** with national and international NGOs for the direct implementation of actions in favour of children. Our partnership with networks, NGOs and international organizations will contribute to advocacy and coordinated actions to influence policies and strategies at the national level. We will also work with local and national government structures to support actions that promote education, child protection and good governance.

Educo Bangladesh will follow the global sponsorship policy of Educo to build loyalty with collaborators.

## 8. Resource allocation and organizational implications

Educo Bangladesh contemplates the following allocation of financial resources:

Year (FY)	€							
	Resources Head Office	Spanish Grants		International Grants		Local Grants		Total
		Public	Private	Public	Private	Public	Private	
2016	2,804,279	0	15,000	0	101,500	0	0	2,920,779
2017	2,973,500	0	20,000	0	73,500	0	0	3,067,000
2018	2,965,500	0	25,000	120,000	100,000		10,000	3,220,500
2019	3,096,500	0	25,000	150,000	100,000	0	10,000	3,381,500
<b>Total</b>	<b>11,839,779</b>	<b>0</b>	<b>85,000</b>	<b>270,000</b>	<b>375,000</b>	<b>0</b>	<b>30,000</b>	<b>12,589,779</b>

\*For the 2016-2017 period, estimates are based on those opportunities that have a high probability of being granted; for the 2018-2019 period, estimates are based on gross targets and should be reviewed and adjusted at the middle of the strategic period.

Considering the relative importance of the plans established in Educo Bangladesh's Country Plan, the approximate budgetary allocation would be as follows:

Strategic Objectives	FY16	FY17	FY18	FY19
Education	60%	60%	58%	55%
Protection	13%	13%	13%	14%
Governance	6%	6%	7%	8%
Integration of Child Rights-Based Approach	3%	2%	2%	2%
Funding	2%	3%	4%	5%
Visibility & Networking	3%	3%	3%	3%
Administrative Expenses	13%	13%	13%	13%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

In order to achieve the established goals and objectives, Educo Bangladesh will need technical expertise to build the capacities of staff with respect to the CRBA, communication tools and methods, fundraising, rights-based monitoring and evaluation and grants management.

Taking into account the overall objectives to be achieved, Educo Bangladesh will consider some necessary changes within its organizational structure. For the management of the Education projects, the quality aspect of our work in education will be strengthened by bringing in new expertise. Moreover, a communication unit will be developed to improve the organization's visibility, networking and fundraising opportunities. Educo Bangladesh will also consider the incorporation of two new positions, 'Advisor for Development and Organization' and 'Deputy Manager of Human Resources', in order to to manage set objectives towards achieving the goals.

## 9. Evaluation and learning

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Educo Bangladesh will establish an effective Monitoring, Evaluation and Learning (MEL) system aimed to facilitate the ongoing identification of the impact of the intervention, good practices and those factors that contribute to or hinder it. The MEL system will also be used to provide regular and relevant information to stakeholders and interested actors in appropriate formats.

The achievement of objectives will be guided and measured by indicators that make the outcomes understandable in concrete and observable terms. This will be based on quantitative and qualitative information gathered from surveys, interviews, group meetings, available records and other sources.

The information gathered about the fieldwork will help Educo to analyse the convenience of incorporating new objectives and actions aimed at improving its impact. The Monitoring, Evaluation and Learning (MEL) team will lead the measurement and assessment of the implementation of the Country Plan through initial baselining in 2016, midterm evaluation in 2017 and end line evaluation in 2019. Moreover, the Country Plan will be revised in 2017 on the basis of the findings from the CRSA on Child Rights Protection and Governance and in 2018 based on the assessment of implementations.

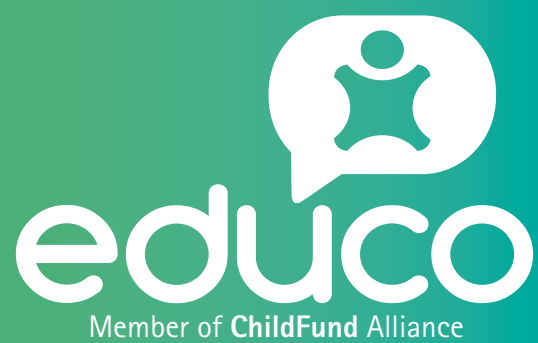
Research and evaluation studies will be conducted throughout 2016-2019 period in order to gauge project achievements and areas for improvement. These tasks will be thoroughly organized and executed following the annual Monitoring and Evaluation Plans. Educo Bangladesh will introduce Results-Based Monitoring in order to: 1) review annual progress towards the strategic objectives; 2) evaluate changes in rights holders' and duty bearers' knowledge, attitudes and practices; 3) take informed decisions for enhancing program quality and performance; 4) promote participation of stakeholders, children and youth; and 5) strengthen organizational learning, visibility and advocacy.

Results frameworks will be developed for each strategic objective to guide project design and ensure that the planned results are aligned with the strategic objectives. To gather the opinions and perspectives of communities and other stakeholders on the interventions, a community level reflection process will be introduced to promote the culture of accountability and encourage community participation throughout the project cycle. In the reflection sessions, the total activities of previous year will be assessed by the community and other stakeholders, the learning of which will be incorporated in the project planning.









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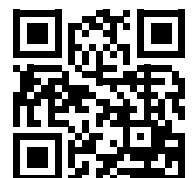
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