You make it possible
Photography: Lolo Vasco, Jesús G. Pastor, Ramon Giner, Educo file
A LETTER FROM THE EXECUTIVE DIRECTOR

2018 was the last year of our 2015-2018 Strategic Plan and we are now in the process of evaluating our achievements and contemplating the challenges we have faced over the last five years. This global evaluation will allow us to have a thorough vision which will enable us to be accountable to all of the people and organisations we have collaborated with during this period.

Consequently, 2019 is a very important year for us, because we are deciding which path to follow during the next strategic cycle. Accountability will play a central role in our new strategic framework: we firmly believe that it is a key approach for the success of our work, because it is what allows us to ensure that our actions respond to real needs and have a measurable and sustainable impact on the lives of the children we work with.

We are therefore focusing on identifying our achievements and weaknesses, the lessons learned both in the programmatic and organizational areas and the pending tasks, those aspects we have not achieved or need to improve on, renew or change.

All this has one main aim: to carry out the work we do as well as we can, in order to improve the lives of the children we accompany and enable them to grow and develop in the best possible conditions. Ensure that they have the opportunity to enjoy their childhood, their present and their future, and that they play an active role in building a better world.

Thank you for deciding to accompany us on this path for another year.

José M. Faura
Executive Director
EDUCO AND THE SDG

In September 2015 the Member States of the United Nations approved the 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Objectives (SDG) and 169 goals for ending poverty, fighting inequality and injustice, and tackling climate change.

The SDG go much further than the Millennium Development Goals, because they address the fundamental causes of inequality and the universal need for development that works for all people. The SDG, also known as the Global Goals, are not legally binding, however it is hoped that the governments that adopt them will establish national frameworks for achieving the 17 objectives. They therefore have a responsibility to establish a plan and take the necessary measures to implement them nationally.

Global Compact Spanish Network

We are members of the Spanish network for the Global Compact because we share the United Nations Global Compact objective of ethical management based on its Ten Principles. The mission of the Global Compact Spanish Network is to generate a movement of sustainable companies to create the world we want. The main aim is to promote the implementation of the Ten Global Compact Principles and raise awareness in the private sector so that they contribute to the SDG. At the same time, it has an unrivalled ability to unite companies with other actors that work to promote sustainable development: governments, civil society and the United Nations.
The following objectives and goals are particularly relevant for Educo. Through our actions, campaigns and advocacy, we contribute to the successful implementation of the SDG.

<table>
<thead>
<tr>
<th>SDG</th>
<th>EDUCO OBJECTIVES</th>
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</table>
| **Goal 3.** Ensure healthy lives and promote wellbeing of all at all ages. | **Goal 1: Education**  
Children and adolescents exercise and enjoy their right to an equitable, transformative and quality education throughout their lives. |
| **Goal 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. | **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. |
| **Goal 5.** Achieve gender equality and empower all women and girls. | **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. |
| **Goal 8.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. | **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. |
| **Goal 11.** Make cities and human settlements inclusive, safe, resilient and sustainable. | **Goal 2: Protection**  
Children and adolescents enjoy their right to live in safe and protective environments. |
| **Goal 16.** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. | **Objective 2.1.** Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse. |
| **Goal 11.** Make cities and human settlements inclusive, safe, resilient and sustainable. | **Objective 2.2.** Reduction of child labor and eradication of all forms of child exploitation. |
| **Goal 16.** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. | **Objective 2.3.** Protection of children from natural disasters by increasing community resistance and resilience. |
| **Goal 3.** Achieve gender equality and empower all women and girls. | **Goal 3: Governance**  
Children and adolescents practice active citizenship within the framework of public systems which promote their rights. |
| **Goal 11.** Make cities and human settlements inclusive, safe, resilient and sustainable. | **Objective 3.1.** States fulfil their duty to establish effective laws, policies and structures that guarantee children’s rights. |
| **Goal 16.** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. | **Objective 3.2.** Playing of an active role by citizens and civil society in building and monitoring public strategies to defend and promote children’s rights. |
| **Goal 3.** Achieve gender equality and empower all women and girls. | **Objective 3.3.** Children and adolescents participating actively in public spaces to express their ideas, claim their rights and influence decisions that concern them. |
WHERE WE WORK

Projects: **115**
Schools: **3069**
Children and young people: **409,973 (200,549 boys and 209,424 girls)**
Adults: **220,912**
Participant population: **630,885**

AFRICA
Projects: **24**
Schools: **598**
Children and young people: **110,893**
Adults: **104,372**

Benin, Burkina Faso, Mali and Senegal.

ASIA
Projects: **29**
Schools: **710**
Children and young people: **104,920**
Adults: **66,939**

Bangladesh, Cambodia, Philippines and India.
A VISION OF THE WORLD

The Australian Stuart McArthur drew a map in 1979 with the south at the top, in response to the jokes his US classmates had made about him coming from “down under” when he was studying in Japan. It was the first modern south-up oriented map, the Universal Corrective Map of the World.

There is no correct map of the world. Any world map shows an ideological and political view, and is a way of seeing, understanding and explaining the world. What if the north was south, and the south was north? Does how we see the world have anything to do with how we interpret it? A simple gesture like turning it upside down makes us rethink the world and see it with a more critical eye.

AMERICA

Projects: 53
Schools: 1376
Children and young people: 181,893
Adults: 49,601

Bolivia, Ecuador, El Salvador, Guatemala, Nicaragua and Peru.

SPAIN

Projects: 9
Schools: 385
Children and young people: 12,267
HOW DO WE WORK?

We prioritise working locally, in close collaboration with communities, civil society actors and public institutions which influence education, protection and governance of children.

We support children and their environments, but we do not substitute or carry out the roles of the state. All our programs and projects are planned from the beginning to address the structural causes of vulnerability and exclusion, so that their positive impacts will last.
**Education** is a fundamental right which is exercised throughout a person's lifetime. It is an aim in itself, but it is also a means for making possible and strengthening other rights and the enjoyment of wellbeing and a dignified life.

We understand the right to **child protection** in its broadest sense, like the enjoyment of a healthy environment free from any kind of violence, abuse, exploitation, negligence, discrimination or degrading punishment.

Good **governance** is a question of democracy and justice and its priority is to ensure that children and adolescents can exercise their rights, improve their wellbeing and enjoy recognition and spaces for participation.

**Humanitarian action** saves lives, prevents suffering, attends to a population’s needs and promotes their rights. We work to ensure that children continue their education and live free from violence in situations of conflict, forced migration or natural disasters.
We promote a comprehensive, quality and equitable education that strengthens the capacities of children and adolescents, their autonomy and freedom, and their ability to transform their environment and build more just societies.

We defend a free and public universal education, which respects and promotes human diversity, tackles inequality and allows children to grow as people and rights holders through positive relationships with others and with their surroundings.

Our aim is to impact on the three dimensions of education as a right: right to education, rights in education and rights through education. We therefore work to promote access and continuity in quality formal and non-formal educational processes for children in the most vulnerable situations.

We also act to promote an equitable and inclusive education, adapted to each context, based on positive treatment and which includes trained and thoughtful professionals. Lastly, we promote a democratic and transformational education in which the community actively participates and children play an important role.

The right to education continues to be violated in the countries we work in and this prevents children from having the opportunity to be and do what they want. We know that a dignified life requires a dignified education, which is why we defend and promote an education based on human rights and wellbeing. The following projects are proof of that:
Better public schools

Promoting quality education and improved family finances.

Many children in Bangladesh do not go to school as a result of poverty, a lack of schools or the distance of the nearest school from where they live, a lack of awareness within the family about the importance of an education for their children or, in the case of girls, because of child marriage.

With this project we promote quality education in 15 public schools in Bhaluka, Mymensingh by training teachers, providing school supplies, improving nutrition, hygiene and family finances, and encouraging the participation of the community in schools.

Education for everyone

Making schools into healthy adequate spaces for learning.

In Mali, many Malian children cannot go to school due to poverty, child labour, the long distances they often have to travel in order to get to school, the fact that many families do not see education as important, and child marriage in the case of girls.

The aim of this project is to improve children's access to an inclusive education and reduce the school drop-out rate, as well as offering alternatives for nomad children or those that live in isolated villages where there is no educational infrastructure for children with disabilities.

Educo has taught me to visualise my dreams. We shouldn't be disheartened by obstacles because education is the only weapon against adversity.

Hafsa, Bangladesh

I have been able to keep studying thanks to Educo and now I have the support I need to continue studying at my own pace.

Assitan, Mali
PROTECTION

We understand and promote child protection as the preservation of their integrity and the promotion of safe environments for children to develop in, in which both children’s rights and children’s best interests are respected.

We work in this way so that children and adolescents can enjoy their right to be protected from violence. This includes the implementation of actions for the prevention of, detection of and response to any form of violence, maltreatment, negligence or exploitation.

To achieve this, we work with the children and adolescents and their families, teachers and communities to strengthen their knowledge and abilities in relation to children’s rights, reinforce existing positive practices or support the evolution of certain behaviours.

We also advocate for governments and authorities to improve the laws that protect children and work to ensure that they are implemented effectively, therefore supporting child protection systems on a regional, national, local and community level.

In the countries we work in there are social, economic, cultural and structural factors that continue to put the security and protection of children at risk. In addition, violence against children can manifest itself in a variety of ways and happens in all contexts that children and adolescents live and grow up in – in their homes, communities and schools, as well as online. To tackle all this Educo carries out projects like these:
Away from the gold mines

Protecting child workers in gold mines in the north of Burkina Faso.

With support from the European Union, we work with schools in Burkina Faso to identify the children that work in gold mines, accompany their return to school, and raise awareness among the students about the danger of this type of work; we support families so that they can increase their income and learn about children’s rights; we accompany child workers in order to strengthen their training so that they can get a better job in the future; and we work with the community to promote child participation and the prevention of violence against children.

An opportunity to stay

Preventing irregular child migration and contributing to the future of communities.

The level of violence in their countries, unemployment or a lack of knowledge about the dangers of emigrating irregularly leads many children and adolescents in Latin America to cross the borders in search of a better future.

In response to this reality, alongside the NGO Christian Children’s Fund and ChildFund International and thanks to financial support from the Canadian government, we carry out the CONFIO program which aims to train young people so that they can access better employment or create their own company and therefore do not have to endure a dangerous journey out of the country.

Working in the mine is really hard. There were lots of us looking for gold in a very deep hole, around twenty of us.

Karim, Burkina Faso

My life has been difficult, but now I have the chance to make the most of the support that Educo gives us and improve my job skills.

Jocsan, El Salvador
GOVERNANCE

We work so that children can exercise their citizenship through participation and leadership: to give them visibility and recognition, ensure they are part of decision-making processes and lead change that favours their rights and their surroundings.

To do this it is vital to promote practices and structures which are participative and open pathways for dialogue with children in different contexts based on an equal framework, adapting the means and the communication channels to their possibilities and evolving capacities.

We act so that on the one hand, governments implement laws, policies and effective structures that guarantee child rights. On the other hand, we strengthen families, communities and society in general so that they defend these rights and monitor the work of the states in this area.

Lastly, we work directly with children, providing them with information which is adapted to their age, condition and socio-cultural context; incorporating cooperative learning methods; creating participative structures like child advisory councils and promoting the practice of assemblies.

Similarly, another priority for us is to be accountable to children regarding everything we do and advocate so that societies in general are also accountable, in particular government bodies and institutions working with children. These projects are some of the ones we develop in this area:
A community for children

Strengthen public infrastructure and child participation.

Public infrastructure and families are not well-prepared for addressing and responding to the changing needs of children in the Philippines, in normal situations or in emergency ones, especially in the areas of education and nutrition.

The main aim of this project is to strengthen these local public bodies so that society can defend child wellbeing. Similarly, we promote child participation and strengthen a local regulatory framework that favours children.

Once upon a voice

The Educo Children’s Advisory Council speaks out against violence.

The investigation titled Once upon a voice, in which 827 children participated via an online questionnaire and 82 children aged 10 to 14 participated via group activities, aims to get a clear vision of what Spanish children think about violence.

The Educo Children’s Advisory Council, made up of 11 children from community-based organisations from our Social Action Program in Spain, have collaborated in designing the questionnaires, have acted as spokespeople and have written a manifesto with their recommendations.
HUMANITARIAN ACTION

When children and adolescents are trapped in conflicts, forced displacements, violence, the effects of climate change or natural disasters, we must protect their rights and their wellbeing.

In order to achieve this, the response to an emergency must include the urgent sending of necessary supplies like food, shelter, water and sanitation; and also offer protection and safe and quality education services to those affected.

We also act when a situation becomes a crisis, by implementing measures to reduce risk through better prevention and preparation in order to respond adequately to disasters.

To do this, we carry out actions which improve the food and nutritional security of children and adolescents in countries like Mali and Burkina Faso.

We are also working on migratory crises like the one affecting the North American Triangle where many people are forced to move and are victims of different forms of violence.

In Asia, our work focuses on reducing the impact of natural disasters – typhoons, volcano eruptions, earthquakes, etc-. In the Philippines for example, we support children and adolescents that have been victims of natural phenomena or have been affected by crises. Our aim is for them to get back to normal as soon as possible. Here are some examples of our work in humanitarian action:
Schools that feed
Building school canteens and providing them with food and supplies.

Malnutrition is a serious public health problem in Mali, especially among the child population. It is estimated that its most serious manifestation, chronic malnutrition, affects 36% of children in the country. In order to improve the nutritional status of public school pupils in the Ségou region, we have set up several school canteen projects - with the support of Madrid City Council, ChildFund Korea and the Korean Cooperation Agency (KOICA) - together with families in the community and the people responsible for education who we train so that they keep them running.

Not a day less at school
Learning to protect themselves before, during and after a natural disaster.

Bicol is one of the regions in the Philippines that is most vulnerable to natural disasters, especially hydrometeorological ones. In addition, poverty, food insecurity, high rates of malnutrition and the construction of homes with walls and roofs made of light materials, make most of their communities very vulnerable to the arrival of these phenomena.

To tackle this situation, Educo and ChildFund Korea carry out the project SAFE to restore children’s access to education as soon as possible in the event of a meteorological event and to help reduce the risk of natural disasters.
OUR ACCOUNTABILITY

INCOME AND EXPENSES

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<th>Category</th>
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<td>DONATIONS, PUBLIC GRANTS AND OTHER INCOME</td>
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<td>TOTAL EXPENDITURE</td>
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INVESTMENT IN PROJECTS

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<td>AMERICA</td>
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<td>ASIA</td>
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<td>SPAIN</td>
<td>4,808,345</td>
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<tr>
<td>TOTAL</td>
<td>33,478,134</td>
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</tbody>
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Our annual audited accounts are available for consultation on our website.
SPAIN

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C/ Guillem Tell, 47. 08006 Barcelona.

Andalucía

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Madrid
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Burkina Faso

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Mali
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