CONTENTS

Educo Annual Report 2018

Letter from the Executive Director 5
About us 6
Educo and the SDG 8
Where we work 10
  Africa 12
  America 20
  Asia 32
  Spain 40

How we work 42
  Education 44
  Protection 48
  Governance 52
  Humanitarian action 56

Our principles 58
Support base 64
Advocacy and campaigns 66
Publications ans events 70
Accountability 72
  Transparency mechanisms 73
Educo around the word 74

José M. Faura, our Executive Director, visiting the Centres for Young People project in El Salvador.
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 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
ABOUT US

We are a global NGO dedicated to development and humanitarian action which has been working for over 25 years to defend children and their rights, especially the right to an equitable and quality education.

We are a member of ChildFund Alliance, one of the main international NGO coalitions focused on child protection and which is present in more than sixty countries.
MISSION AND VISION

We work with children and their communities to promote fair and equitable societies that guarantee their rights and wellbeing. A world in which all children fully enjoy their rights and lead a dignified life.

BOARD OF TRUSTEES

President: Julio Molinario Valls
Vice president: Imma Barral Viñals
Members: Juan Luis Gimeno Gómez-Lafuente, Héctor Litvan Suquieni, Antoni Isac Aguilar, Marcos Mas Rauchwerk, José M. Faura Messa, Anna M. Gibert Casasayas, Ferran Olmedo Cano.

Educo is registered as number 790 in the Registry of Foundations of the Generalitat de Catalunya since 25th May 1994 under the name Fundación Educación y Cooperación.

OUR TEAM

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>EMPLOYEES</th>
<th>WOMEN</th>
<th>MEN</th>
<th>UNDER 30</th>
<th>AGED 30 TO 50</th>
<th>OVER 50</th>
<th>LOCAL STAFF</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Philippines</td>
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<tr>
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<td>8</td>
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<tr>
<td>Mali</td>
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<td>6</td>
<td>73</td>
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<tr>
<td>Nicaragua</td>
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<td>11</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Peru</td>
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<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Senegal</td>
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<td>6</td>
<td>7</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,004</td>
<td>513</td>
<td>497</td>
<td>155</td>
<td>758</td>
<td>97</td>
<td>992</td>
</tr>
</tbody>
</table>
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 as their own 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 objective of the United Nations Global Compact of ethical management based on its 10 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 capacity 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>
</tr>
</thead>
</table>
| **Goal 3.** Ensure healthy lives and promote wellbeing of all at all ages. | **Objective 1: Education**<br>Children and adolescents exercise and enjoy their right to an equitable, transformative and quality education throughout their lives.  
**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.  
**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.  
**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 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. | **Goal 2: Protection**<br>Children and adolescents enjoy their right to live in safe and protective environments.  
**Objective 2.1.** Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.  
**Objective 2.2.** Reduction of child labour and eradication of all forms of child exploitation.  
**Objective 2.3.** Protection of children from natural disasters by increasing community resistance and resilience. |
| **Goal 5.** Achieve gender equality and empower all women and girls. | **Goal 3: Governance**<br>Children and adolescents practise active citizenship within the framework of public systems which promote their rights.  
**Objective 3.1.** States fulfil their duty to establish effective laws, policies and structures that guarantee children’s rights.  
**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.  
**Objective 3.3.** Children and adolescents participating actively in public spaces to express their ideas, claim their rights and influence decisions that concern them. |
| **Goal 8.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. |  |
| **Goal 11.** Make cities and human settlements inclusive, safe, resilient and sustainable. |  |
| **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. |  |
WHERE WE WORK

Projects: **115**

Schools: **3069**

Children and young people: **409,973 (200,549 boys / 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, Senegal*

**ASIA**

Projects: **29**

Schools: **710**

Children and young people: **104,920**

Adults: **66,939**

*Bangladesh, Cambodia, India, Philippines.*
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, Peru

SPAIN
Projects: 9
Schools: 385
Children and young people: 12,267
The child population in Benin, especially in rural areas, has less opportunities to go to school and access a quality education due to factors like poverty, lack of schools or lack awareness on behalf of families.

In the most disadvantaged areas, only two out of three children go to school, a percentage which is even lower for girls. Many families do not send their daughters to school force them to marry at an early age because they think it will help them be better protected from aggression. School dropout and repetition rates are also higher for girls than for boys.

In the light of this situation, our projects aim to improve education for children in the Bourgou, Ouémé, Plateau and Littoral departments and ensure that they at least complete their primary education. To do this we make sure families are aware of the importance of schooling for their children and tackle issues such as early marriages, child labour, maltreatment, as well as providing schools with educational material.
We accompanied 41 primary schools in 36 rural communities and their 10,466 students in tackling school failure, improving the quality of the teaching and encouraging the participation of the educational community.

We trained and encouraged 16,872 parents, teachers and civil servants to defend the right to education for children and promote schools in which wellbeing and child protection are a priority.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting a safe environment for children</td>
<td>Institut des Filles de Marie Auxiliatrice (IFMA)</td>
<td>3,266.60</td>
</tr>
<tr>
<td>Participation of educational actors in a quality school which respects children’s rights in N’Dali (ImAEQ)</td>
<td>Femmes, Enfants Environnement pour le Développement</td>
<td>47,082.56</td>
</tr>
<tr>
<td>Participation of educational actors in a quality school which respects children’s rights in Sinendé (ImAEQ)</td>
<td>Femmes, Enfants Environnement pour le Développement</td>
<td>57,054.72</td>
</tr>
<tr>
<td>Support for education quality and child protection (PAEPE) in the N’Dali community – Phase 2</td>
<td>Organisation pour le Développement Durable, le Renforcement et l’Autopromotion des Structures communautaires (DEDRAS – ONG)</td>
<td>6,569.95</td>
</tr>
<tr>
<td>Quality education for a better future</td>
<td>Assovie ONG</td>
<td>66,148.44</td>
</tr>
<tr>
<td>Education and protection of disadvantaged children and those at risk from exclusion in the departments Littoral and Ouémé</td>
<td>L’Association Foyer Don Bosco</td>
<td>50,464.32</td>
</tr>
<tr>
<td>Working towards equity in basic education for children aged 10 to 17 in Cotonou</td>
<td>Institut des Filles de Marie Auxiliatrice (IFMA)</td>
<td>46,703.58</td>
</tr>
<tr>
<td>Promotion a Quality School and Child Wellbeing. (PrEQuaBE)</td>
<td>Femmes, Enfants Environnement pour le Développement</td>
<td>33,015.30</td>
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</tbody>
</table>
The situation in Yatenga province is marked by a lack of adequate educational infrastructure, a lack of educational supplies, under-trained staff and the irregular attendance of students.

All of this is a result, among other things, of illnesses and child labour, often in the nearby gold mines. This is exacerbated by the fact that families cannot afford to school their children, especially when it comes to secondary education.

In the area of health, poor personal and community hygiene practices and harmful sociocultural practices lead to the persistence of certain diseases like malaria, respiratory illnesses and diarrhoeal diseases which are the main causes of mortality, especially among young children. This is added to a lack of sanitary infrastructure and the poor quality of health services, the scarcity of medical supplies and under-trained medical staff.
We built 12 classrooms, three latrine blocks and two wells in schools in Yatenga province. We provided 79 schools with educational tools. 493 students benefitted from a scholarship and 453 teachers had their skills reinforced.

We attended to 1504 undernourished children, 554 pregnant women and mothers and we carried out medical checks on 18,698 students. We built 250 family latrines, four wells, a dispensary and we provided medical equipment to 10 health centres.

We restored 25 hectares of degraded land. We trained 100 farmers in vegetable production techniques, 441 received support for promoting beans and sweet potatoes and another 541 received materials and agricultural supplies.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality education for all</td>
<td>Tdal Tabital Children's Fund Canada / UE - DEVCO</td>
<td>729,971.44</td>
</tr>
<tr>
<td>Strengthening resilience and improving nutritional conditions of children and their families</td>
<td>Tdal Burkina</td>
<td>301,863.71</td>
</tr>
<tr>
<td>Child protection in situations of abandonment and/or negligence</td>
<td>Tdal Tabital Children's Fund</td>
<td>256,312.65</td>
</tr>
<tr>
<td>Protection, removal and reinsertion of child workers in informal gold mines in the north of Burkina Faso</td>
<td>Tdal Tabital Children's Fund</td>
<td>134,592.32</td>
</tr>
<tr>
<td>Reduce vulnerability and promoting the right to protection and development of children and adolescents exposed to migration and labour exploitation (PREMET)</td>
<td>Tdal Burkina</td>
<td>107,245.45</td>
</tr>
<tr>
<td>Integrated project for economic and social development in Séguénéga (PIDES)</td>
<td>Tdal Tabital Children's Fund</td>
<td>41,156.52</td>
</tr>
<tr>
<td>Integral promotion of the civil state of children of the Yatenga province (LA PIECE)</td>
<td>Tdal Tabital Children's Fund</td>
<td>78,874.12</td>
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</tbody>
</table>
Among the causes which prevent many Malian children from enjoying their right to education are 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.

As well as these causes, some groups suffer additional problems for accessing education like the children of nomad and low-income families, children with disabilities or those who live in isolated communities.

In order to change this reality and increase the school enrolment rates in the communities Bako and Pelengana, we work in a number of ways collaborating with local authorities and various local partner organisations in the building of classrooms, vegetable gardens and school lunchrooms to improve the nutrition and facilitate attendance as well as addressing the obtainment of birth certificates and adult literacy.
We provided 31,864 children with school kits and improved the nutritional status of more than 1600 children. We reduced the school dropout rate in the schools we work with by 58%.

We constructed and equipped a total of nine classrooms. We managed to get 623 girls to study a second cycle of basic education. 100% of the community management organs of the schools remain operational.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of the rights and protection of child and adolescent domestic workers that are victims of violence and exploitation in the Bamako district (Djiguitougou)</td>
<td>ADDAD, BNCE, Enda</td>
<td>8007.11</td>
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<tr>
<td>Improving the right to a quality education for all in Bako.</td>
<td>ALFHALOG, ASG, BNCE, GAAS, RARE</td>
<td>1,162,556.90</td>
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<tr>
<td>Improving the right to a quality education for all in Ségou-Pelengana.</td>
<td>ALFHALOG, ASG, BNCE, GAAS</td>
<td>743,662.61</td>
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<td>Improving independence through de-centralized school management</td>
<td>ASG, BNCE, RARE</td>
<td>389,920.37</td>
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<td>Accessing Education Program for all children in Mali (PACETEM)</td>
<td>ADIP, RARE / Program Educate a Child - Education. Above All Foundation</td>
<td>565,695.17</td>
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<td>Improving nutrition for 832 children in the region of Ségou.</td>
<td>Madrid City Council</td>
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<td>Tackling food insecurity among children using a school nutrition mechanism in Segou (Mali)</td>
<td>ChildFund Korea / Agencia Internacional de Corea - KOICA</td>
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<td>Improving nutrition for children in 3 schools in the Bako area and the identification of protection mechanisms in their environments</td>
<td>ChildFund Korea</td>
<td>6274.57</td>
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</tbody>
</table>

Association Libre pour la Promotion de l’habitat et du logement (ALFHALOG), Assicuatuib Subaahi Gumu (ASG), Bureau National Catholique pour l’Enfance (BNCE), Groupe d’Animation Action au Sahel Mali (GAAS), Réseau d’Acteurs pour le Renouveau de l’Education (RARE), Initiatives Africaines pour le Développement et le Partenariat (ADIP)
More than half of children in rural areas belong to families with low incomes, they suffer violence and abuse like corporal punishment, child marriage and genital mutilation; they are more likely to drop out of school; and they don’t have the opportunity to participate in society.

In the Kolda region, in the south of the country, the rate of extreme poverty is higher than the national average and 60% of the population is illiterate. 44% of children do not finish primary school and 34% of those that start secondary school drop out before finishing. Some of the causes include teachers’ lack of training and inadequate school infrastructure.

In relation to access to water and sanitation, more than half the population does not have access to safe drinking water and 90% of the schools do not have drinking fountains. Except in some public places, the area does not have sewage and rainwater disposal systems or individual and communal sanitation systems.
We trained 801 children, adolescents and young people in 12 communities to know about their rights and let other children and the wider society know about them.

We accompanied 462 parents and civil servants in order to encourage them to advocate for a violence-free childhood, to be concerned about the well-being of children and to promote this respect among all members of the community.

We promoted the creation of schools which serve as models of safe environments for children and act as loudspeakers for the right for children to receive a quality education.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening local governance for the exercising of children’s rights in the municipalities of Bouroucou and Ndorna</td>
<td>Jeunesse Action / AECID</td>
<td>63,732.46</td>
</tr>
</tbody>
</table>
In the marginal neighbourhoods of La Paz, poverty and poor living conditions especially affect the child population, who are victims of ill-treatment, discrimination and disease.

Schools do not have the installations, or the educational resources needed to guarantee a quality education, and many children end up dropping out of school to help their parents. In addition to the low quality of the teaching there is also a lack of access to health services and high levels of child labour and malnutrition, factors which all contribute to making it difficult for children to develop fully.

The indigenous population and farmers are the most negatively affected. The migratory movement of the rural population in search of better opportunities leads to the formation of marginal neighbourhoods in the cities, where families live without even the most basic sanitation and hygiene services.
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting the quality of education</td>
<td></td>
<td>232,147.56</td>
</tr>
<tr>
<td>Pilot educational unit “Fe y Alegria” in El Alto</td>
<td>Fe y Alegria</td>
<td>306,529.82</td>
</tr>
<tr>
<td>Using positive treatment to promote environments free from violence for children</td>
<td>FUNDEP</td>
<td>199,589.80</td>
</tr>
<tr>
<td>Contributing to the fight against commercial sexual violence against children in the municipalities of El Alto and La Paz</td>
<td>Fundación Munasim Kullakita</td>
<td>97,831.65</td>
</tr>
<tr>
<td>Promoting the right to education and protection in early childhood</td>
<td>Fundación Centro de Cultura Popular (FCCP)</td>
<td>131,125.16</td>
</tr>
<tr>
<td>Improvement and implementation of sanitary facilities in 65 educational units</td>
<td>Fundación Sumaj Huasi</td>
<td>227,608.50</td>
</tr>
<tr>
<td>Promoting the rights of children and adolescents with disabilities living in the La Paz municipality.</td>
<td>Fundación Machaqa Amawta</td>
<td>103,054.05</td>
</tr>
<tr>
<td>Economic and social empowerment for women in situations of risk and survivors of commercial sexual exploitation in El Alto.</td>
<td>Fundación Munasim Kullakita / Barcelona City Council</td>
<td>48,491.33</td>
</tr>
<tr>
<td>Inclusive education with a gender-based approach for children and adolescents with disabilities in the macro district Cotahuma, La Paz.</td>
<td>Fundación Machaqa Amawta (FMA) / Getxo City Council</td>
<td>10,407.33</td>
</tr>
<tr>
<td>Pampahasi Restaur-Activa: Giving adolescents and young people a main role in preventing violence.</td>
<td>MLAL</td>
<td>140,363.53</td>
</tr>
<tr>
<td>Protective environments for children</td>
<td>Aldeas Infantiles SOS</td>
<td>122,257.28</td>
</tr>
<tr>
<td>Strengthening of the Municipal Defenders of Children and Adolescents as a local mechanism for protecting children’s rights.</td>
<td>Gobierno Autonómico Municipal de La Paz</td>
<td>6426.76</td>
</tr>
<tr>
<td>Strengthening of the Municipal Centres for Child Development and Day Centres in order to provide quality and comprehensive attention to children and adolescents in the La Paz municipality.</td>
<td>Gobierno Autonómico Municipal de La Paz</td>
<td>6089.40</td>
</tr>
</tbody>
</table>

We carried out improvements to the sanitation and education services in two schools in the La Paz municipality: Wálter Strub, in the Macrodistrito Sur, and Armando Cortéz, in Macrodistrito Max Paredes.
Despite huge progress in education, the movement of children and adolescents from the private education system to the public one has caused unforeseen problems regarding a lack of infrastructure to attend to the high demand. The low quality of teaching is one of the main challenges for the State.

Other problems children and adolescents face are premature pregnancies, violence both at school and at home, and the consumption of alcohol and drugs at an early age.

El Guasmo and Isla Trinitaria are two of the most disadvantaged neighbourhoods in the city of Guayaquil. In this impoverished area our work aimed to give the most vulnerable children access to a decent education. In coordination with the Ministry of Education, we trained teachers so that they could maximise the acquisition of skills and competencies among their students and we supported schools by renovating infrastructure and providing teaching materials.
We accompanied 41 primary and 15 secondary school centres in El Guasmo and Isla Trinitaria, in the city of Guayaquil, in order to improve the school environment and keep their students away from violence.

We listened to children and adolescents aged 9 to 18 years of age that attend the schools in the ten Guayaquil districts in the Cantonal Council for the Comprehensive Protection of Children's Rights.

Our work aimed to provide an inclusive and quality education for the students in the ordinary education centres in Ecuador we collaborate with.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy children, free from violence.</td>
<td>CON. ECUADOR</td>
<td>42,913.00</td>
</tr>
<tr>
<td>My voice is present</td>
<td>CON. ECUADOR</td>
<td>157,571.97</td>
</tr>
<tr>
<td>Children and adolescents benefit from an inclusive quality education</td>
<td>CON. ECUADOR</td>
<td>319,610.86</td>
</tr>
</tbody>
</table>
The economic and social problems rooted in the unequal distribution of land and wealth, as well as high unemployment levels, force many Salvadorians and their families to seek opportunities in other countries, particularly in the United States.

In the communities we work in we have identified children, adolescents and their families who have had to move to other areas of the country or abroad because of situations involving threats and violations as a result of social violence. This process is creating, among other humanitarian impacts, the removal of children and adolescents from the schools in the areas of intervention.

During 2018, 54 children and adolescents – 53 in Libertad and 1 in Morazán – abandoned their schools because of violence. However, this amount could be higher because many of those who move away do not explain why they are going for fear of reprisals.
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and logistical assistance for carrying out repairs in education centres in 6 departments.</td>
<td>El Salvador Ministry of Education</td>
<td>114,798.92</td>
</tr>
<tr>
<td>Prevention of irregular child migration in Central America</td>
<td>ChildFund International Christian Children’s Fund Canada / Government of Canada</td>
<td>200,968.20</td>
</tr>
<tr>
<td>Working to provide a healthy and safe school environment</td>
<td></td>
<td>1,368,167.23</td>
</tr>
<tr>
<td>Constructing my future</td>
<td></td>
<td>208,509.33</td>
</tr>
<tr>
<td>Growing and learning together</td>
<td></td>
<td>211,054.64</td>
</tr>
<tr>
<td>Centres for children, adolescents and young people.</td>
<td>Asociación Intersectorial para el Desarrollo Económico y el Progreso Social - CIDEP / Barcelona City Council</td>
<td>61,466.51</td>
</tr>
<tr>
<td>Centres for young people</td>
<td></td>
<td>153,540.16</td>
</tr>
<tr>
<td>Strengthening capacities in the protection system</td>
<td></td>
<td>130,743.17</td>
</tr>
<tr>
<td>Living my rights as a family</td>
<td></td>
<td>243,424.49</td>
</tr>
<tr>
<td>I participate in favour of my rights</td>
<td></td>
<td>156,767.48</td>
</tr>
<tr>
<td>Feeding my future at school</td>
<td>Ministry of Education El Salvador / World Food Programme</td>
<td>897,181.06</td>
</tr>
<tr>
<td>Technical assistance for implementing activities which strengthen the curriculum in order to improve learning for students in the SI-EITP</td>
<td>Fusalmo, Plan Internacional El Salvador, Asociación Escuela Americana / Fomilenio II Program</td>
<td>954,010.75</td>
</tr>
<tr>
<td>Program for the prevention of intra-family violence, “I am a person too” methodology</td>
<td>UNICEF</td>
<td>21,033.25</td>
</tr>
<tr>
<td>Thousands of hands for prevention</td>
<td></td>
<td>4927.41</td>
</tr>
<tr>
<td>Centres for children, adolescents and young people (Phase II)</td>
<td>Asociación Intersectorial para el Desarrollo Económico y el Progreso Social - CIDEP/Barcelona City Council</td>
<td>20,846.39</td>
</tr>
</tbody>
</table>
The lack of employment opportunities and income among families in Quiché causes high levels of poverty and extreme poverty as well as increasing the rate of undernourishment, not just because of the lack of food but also because of the low nutritional quality of the food available.

All this causes irreparable damage during childhood and has a fundamental effect on education, the ability to work and the possibility of resisting or fighting disease. For women this risk is higher because they often get pregnant when they are adolescents.

Also, even though it is illegal, the country has a high rate of child labour. The idea that children in situations of poverty must work to help their families is widespread and their physical and occupational vulnerability is seen as acceptable. It is often their own families that force them to drop out of school.
We trained 287 teachers from 16 education centres in health and hygiene rules, 1805 parents and 4708 children and we improved the hygiene conditions in schools by building 15 bathrooms, WC and water deposits.

We provided technical and financial support for young people at risk from not continuing their studies, especially women, in order to break the poverty cycle in the Quiché department.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new dawn for children’s education</td>
<td>PRODESSA</td>
<td>265,117.29</td>
</tr>
<tr>
<td>Education and community centres as promotors of children’s rights to</td>
<td>Water for People</td>
<td>209,014.90</td>
</tr>
<tr>
<td>sustainable water and sanitation services II.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing rural development, food security and revindication of dignified lives for children and adolescents in 8 indigenous communities in Quiché</td>
<td>Asociación Comité Campesino del Altiplano (CCDA)</td>
<td>107,931.29</td>
</tr>
<tr>
<td>Improving child nutrition through healthy eating programs for families in indigenous and rural communities in Santa Cruz del Quiché and Chiché</td>
<td></td>
<td>124,115.80</td>
</tr>
<tr>
<td>Promotion and protection of sexual and reproductive rights in childhood and adolescence in three Quiché municipalities</td>
<td>Pies de Occidente</td>
<td>181,179.41</td>
</tr>
<tr>
<td>Learning about my rights through play from an early age</td>
<td>APPEDIBIMI</td>
<td>93,083.03</td>
</tr>
<tr>
<td>Improving production, political and organisational abilities among Maya-kiche women in the Chichicastenango municipality in the Quiché department in Guatemala so they can fully exercise their right to participation and nutrition.</td>
<td>Asociación Comité Campesino del Altiplano (CCDA) / Government of Galicia</td>
<td>1767.52</td>
</tr>
<tr>
<td>I’m joining in</td>
<td>Asociación Comunicares</td>
<td>66,507.08</td>
</tr>
<tr>
<td>Thousands of hands for prevention</td>
<td></td>
<td>4756.09</td>
</tr>
<tr>
<td>Strengthening basic children’s rights</td>
<td>Verde y Azul</td>
<td>405,766.25</td>
</tr>
<tr>
<td>Development grants for education</td>
<td>Verde y Azul</td>
<td>107,931.59</td>
</tr>
</tbody>
</table>
Despite significant progress in the quantitative indicators regarding access, retention and promotion, as well as in teacher training and improving school infrastructure, among other actions, in Nicaragua there are still significant challenges in education.

The coverage for compulsory education, for example, has stagnated and is lower in rural areas, the completion for the sixth grade of primary school is one of the lowest in the region and the levels for reading, mathematics and science among the students are still behind and position the country at the bottom end of international rankings.

Additionally, multiple types of domestic, school and community violence continue to exist, and there is a high level of acceptance of practices which threaten and violate the right to live free from violence, like physical punishment and harassment in the street, as well as a high prevalence of sexual violence against girls and barriers which prevent victims from accessing justice and comprehensive care.
We supported 852 primary students to learn to relate to each other in a non-violent way; 435 parents and teachers to get involved in building relationships based on positive treatment together; and 34 schools in encouraging child participation.

The aim of our work was to strengthen the capacity of public bodies who are responsible for guaranteeing children’s rights and gave them guidance for implementing institutional policies and legislation which prevent and attend to cases of violence against children.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
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<tbody>
<tr>
<td>Attending to children in the sponsored schools</td>
<td></td>
<td>700,061.01</td>
</tr>
<tr>
<td>Children and adolescents participate in demanding to fulfil their rights via a social communication strategy in the municipalities Jinotega and San Sebastián de Yali</td>
<td>Asociación Tuktan Sirpi</td>
<td>55,864.25</td>
</tr>
<tr>
<td>Prevention of irregular child migration in Central America</td>
<td>Childfund International Christian Children’s Fund Canada / Government of Canada</td>
<td>4,945.77</td>
</tr>
<tr>
<td>Strengthening of full development and work skills in young people at risk in urban marginalized areas of Managua, Nicaragua. Phase II</td>
<td>CANTERA, Centro de Comunicación y Educación Popular / Barcelona City Council</td>
<td>89,044.95</td>
</tr>
<tr>
<td>Educational continuity, a childhood right</td>
<td></td>
<td>129,363.37</td>
</tr>
<tr>
<td>Living my right to early education</td>
<td></td>
<td>47,434.80</td>
</tr>
<tr>
<td>Constructing protective environments for children</td>
<td></td>
<td>79,461.02</td>
</tr>
<tr>
<td>Communities united for a culture of rights</td>
<td></td>
<td>34,666.96</td>
</tr>
<tr>
<td>Collaborative learning for the adequate use of the internet and social media</td>
<td></td>
<td>31,762.50</td>
</tr>
</tbody>
</table>
The incidence of poverty affects Peruvian children the most and the main risk factors are undernourishment, anaemia, the lack of access to health services, school dropout rates and family violence, factors which hinder or take away opportunities for human development.

Poverty is mainly found in the rural areas and the children and adolescents in rural homes are the ones who have the least opportunities. Despite the economic growth of the last few years and the reduction in poverty, there are still profound social inequalities, especially between the capital city and the provinces, as well as between urban and rural areas.

The country faces huge challenges in relation to social inclusion and gender equity, which has generated social conflicts and protests by the people that live in the provinces. Discrimination mainly affects indigenous communities in rural areas.
We encouraged the promotion and appreciation for local knowledge through workshops about interculturality with the families, the school management teams and the teachers, as well as implementing a bilingual education.

We supported mechanisms which empower students to actively participate in how they organise themselves, ensure school management teams provide them with spaces to participate in and encourage families to recognise their rights and promote positive treatment.

We worked to encourage citizen participation among children and adolescents in order to build communities in which violence has no place and relationships are based on positive treatment of children.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Citizen participation from children in positive treatment communities</td>
<td>Warma Pura</td>
<td>172,737.45</td>
</tr>
<tr>
<td>Yachayninchikuna</td>
<td>Warma Pura</td>
<td>109,908.46</td>
</tr>
</tbody>
</table>
In the last ten years Bangladesh has made some significant steps towards reducing poverty but there is still work to be done, as is shown by the fact that 58% of children are deprived on one of the six poverty indicators: housing, sanitation, water, information, education and health.

In the area of health, the child mortality rate has gone down significantly from 146 to 46 for every 1000 babies born alive. However, 36% of children under 5 years of age show a delay in growth and in 12% a serious delay. The children who live in rural areas are more likely to suffer from low height for their age.

Also, one in three girls in the country is a mother, which represents one of the highest rates of adolescent mothers in the world. Premature pregnancy can cause a number of complications, both for the mother and for the baby, as well as problems for accessing medical attention and the quality of the attention.
We promote the health of the students from 11 primary schools and their communities through improving access to safe drinking water and sanitation and spreading the word about appropriate personal hygiene practices.

We offer non-formal education to 956 children and adolescents who are forced to work to help their families and therefore bring them back into the education system, help them to find better work opportunities and eliminate the most dangerous types of child labour.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improving the quality of education in government primary schools in Bhaluka</td>
<td></td>
<td>120,248.33</td>
</tr>
<tr>
<td>Reducing child labour through education and community awareness</td>
<td></td>
<td>251,034.39</td>
</tr>
<tr>
<td>Fulfilling children’s rights in the Educo orphanage Shishu Nibash</td>
<td></td>
<td>238,070.31</td>
</tr>
<tr>
<td>Community development in early childhood in rural areas</td>
<td></td>
<td>39,893.61</td>
</tr>
<tr>
<td>Strengthening child-friendly learning environments in Educo schools</td>
<td></td>
<td>1,385,903.11</td>
</tr>
<tr>
<td>Promoting a safe and protective environment for children in the community</td>
<td></td>
<td>19,135.77</td>
</tr>
<tr>
<td>Education as a right in Tea Garden and Haor – Earth</td>
<td>ChildFund Korea</td>
<td>48,713.66</td>
</tr>
<tr>
<td>Promoting human dignity by influencing key actors for change (ODHIKAR) – Reducing child labour and exploitation in the domestic labour and transport sector in marginal urban areas in Dhaka</td>
<td>ChildFund Korea</td>
<td>74,410.14</td>
</tr>
<tr>
<td>Safe access to water and sanitation (SASTO)</td>
<td>ChildFund Korea</td>
<td>28,741.29</td>
</tr>
<tr>
<td>Improving the quality of education in Tamat</td>
<td>ChildFund Korea</td>
<td>2,131.48</td>
</tr>
<tr>
<td>Response program to the Rohingya refugee crisis (COX’S BAZAR)</td>
<td>ChildFund Alliance</td>
<td>4817</td>
</tr>
</tbody>
</table>
Even though the right to a basic education is guaranteed by law in Cambodia, in reality this guarantee is a long way from being fulfilled throughout the country and often the families are not aware of the need to educate their children.

The problem is especially serious in remote rural areas, which public resources barely reach. This is the case in Battambang province, on the border of Thailand, an area of rainforest very difficult to access, where dispersed communities live and where poverty is widespread.

Faced with this situation improvement processes in the government schools are needed, both to physically adapt the classrooms and communal areas and install latrines and sanitation systems as well as to train teachers, introduce new teaching methods, provide teaching materials and health and hygiene education. The aim is to turn the school into a clean safe space where children can learn and play.
We built three new playgrounds, renovated another 12 and restored the sanitation services in 19 schools in Battambang province as a first step to reducing the number of children that drop out of school or end up repeating.

We renovated libraries and provided them with reading materials and offer, among other activities, weekly family reading sessions and consultations for setting up book clubs in order to improve students’ reading abilities.

We provided training about leadership and school management to the school management teams and carried out observations in the classroom to support the training of the teachers and student learning.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School in Battambang</td>
<td></td>
<td>252,934</td>
</tr>
<tr>
<td>Promoting children’s rights and improving children’s education</td>
<td>Khmer NGO for Education</td>
<td>285,576</td>
</tr>
<tr>
<td>Empowering children with different abilities through their right to a quality education</td>
<td>Krousar Temay Cambodia</td>
<td>304,135</td>
</tr>
<tr>
<td>Improving access to a quality education for children in vulnerable situations in the Samlout district</td>
<td>Khmer NGO for Education</td>
<td>223,795</td>
</tr>
</tbody>
</table>
The Philippines continues to be one of the Asian countries with the highest rates of demographic growth in the world alongside Cambodia, Brunei and Laos. Having a young population means dedicating, both on behalf of the State and families, a huge amount of resources to childcare and education.

Although education plays an important role in improving the economy of a country - in the Philippines primary education is free and compulsory by law – it requires significant investment which the government is often unable to provide and, because the quality is not high enough, many children end up dropping out of school.

On the other hand, although poverty and hunger have gone down in the last few years, the rate of chronic undernourishment among children aged 0 to 2 years of age has reached its highest point in 10 years. The lack of an adequate diet causes delays in the physical and cognitive development of children, which has a serious effect on their ability to learn.
We trained 548 community volunteers, who became active members in the promoting and claiming children’s rights through awareness-raising activities for the local population and local government.

We provided guidance about child protection and education during emergencies, we distributed kits of educational materials and basic necessities and accompanied the municipalities so that they become focused on children and child wellbeing.

We accompanied six municipalities in their transformation into spaces in which children and their rights play a central role, with spaces for participation and decision-making and their own protection mechanisms.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to the Mayon volcano emergency</td>
<td></td>
<td>197,476.29</td>
</tr>
<tr>
<td>Local governance based on the best interests of the child</td>
<td></td>
<td>600,582.08</td>
</tr>
<tr>
<td>Ensure the promotion of an accessible and better-quality education (Project ENABLE)</td>
<td></td>
<td>638,283.40</td>
</tr>
<tr>
<td>Strengthening of the local governance system with a child rights perspective in the Legazpi and Manito municipalities, Bicol Region</td>
<td>Bicol Center for Community Development, Inc (BCCD) / AECID</td>
<td>106,916.72</td>
</tr>
<tr>
<td>Strengthening of accountability for children and adolescents (Proyecto SAFE)</td>
<td>ChildFund Korea</td>
<td>135,003.82</td>
</tr>
</tbody>
</table>
Although it is an emerging economic power, economic and social inequality in India is significant and high levels of poverty, illiteracy, pandemics and malnutrition continue to exist across the country. All these problems are made worse by a super-population which continues to grow.

Most of the population that lives in the marginal neighbourhoods in the big cities only have access to education through government schools, where the quality of teaching is low and, as a result, the academic performance of the students is poor, especially in primary school, which causes a lot of students to abandon their studies prematurely.

Among the causes of this high level of school failure is neglect on behalf of the government, poor training and motivation among teachers, the absence of adequate teaching materials and the lack of spaces adapted to learning, both at school and at home. Insufficient health care coverage is another of the country’s main problems.
We carried out education programs for families and teach child-friendly teaching methods so that teachers and headteachers in schools that collaborate with us provide quality teaching based on positive treatment.

We took 367 children away from red light districts in Bombay and organised 103 meetings and workshops with parents and teachers to defend the rights and dignity of women and children who have been victims of human smuggling.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program for the transformation of the night school system in Mumbai</td>
<td>Massom / Barcelona City Council</td>
<td>19,775.42</td>
</tr>
<tr>
<td>Program for the transformation of the night school system in Mumbai</td>
<td>Massom</td>
<td>22,522.11</td>
</tr>
<tr>
<td>Realisation of the right to education and the protection of children in migrant settlements in Beed District, Maharashtra</td>
<td>Janvikas Samajik Sanstha (JVSS)</td>
<td>9270.43</td>
</tr>
<tr>
<td>Promoting rights and protection for the children of women who are victims of commercial sexual exploitation and trafficking in Mumbai</td>
<td>Prerana</td>
<td>79,033.63</td>
</tr>
<tr>
<td>Empowered to end violence – When women and children are listened to</td>
<td>CORO</td>
<td>138,780.97</td>
</tr>
<tr>
<td>Protection for children in vulnerable situations and at risk from exclusion in Mumbai-SANMAN</td>
<td>Prerana</td>
<td>204,674.58</td>
</tr>
<tr>
<td>Empoderados (SAKSHAM)</td>
<td>Save The Children India (STCI)</td>
<td>273,561.91</td>
</tr>
<tr>
<td>Develop an environment that encourages children to investigate and learn</td>
<td>Pratham Mumbai Education Initiative</td>
<td>235,815.03</td>
</tr>
<tr>
<td>Access to a quality education for children in Dahanu Block, Palghar</td>
<td>Matru Schaya Social Welfare Society</td>
<td>11,621.51</td>
</tr>
</tbody>
</table>
The economic crisis in 2008 hit thousands of Spanish families and had a direct effect on the child population, to the extent that one in three under 16-year-olds now find themselves at risk from poverty and 260,000 children are unable to eat meat, fish or chicken every other day.

Faced with this situation we set up various different social action projects like the School Lunchroom Program, which focuses on school lunchrooms as a part of the right to education, where children are guaranteed one healthy meal a day, but where they also learn, interact and share in a protective environment.

Through the Social Action Project, and in collaboration with 46 organisations across Spain, we work to guarantee the protection, participation and inclusion of the most vulnerable and excluded children, actions which we also carry out in the summer holidays thanks to the Summer Lunchroom Grants where we try to guarantee at least one week away from home to have fun, enjoy free time and play for children who would otherwise spend the whole summer at home.
We facilitated access to health food to 1929 children through school lunchrooms in 239 primary schools in all the autonomous communities in Spain.

We provided at least one meal a day for 4149 children in vulnerable situations in collaboration with 73 social organisations and schools that carry out leisure activities during the school summer holidays.

We worked to avoid social exclusion of the most vulnerable children through a network of 46 organisations from across Spain who attend to 5222 children.

<table>
<thead>
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<th>PROJECT</th>
<th>LOCAL PARTNER ORGANISATION / FUNDER</th>
<th>TOTAL AMOUNT 2018 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Lunchroom grants</td>
<td></td>
<td>973,096.34</td>
</tr>
<tr>
<td>Social Action Program</td>
<td></td>
<td>862,813.91</td>
</tr>
<tr>
<td>Holiday meal grants</td>
<td></td>
<td>439,153.74</td>
</tr>
<tr>
<td>Premios Aprendizaje y Servicio</td>
<td></td>
<td>12,400.80</td>
</tr>
<tr>
<td>Once upon a voice 2</td>
<td></td>
<td>42,491.03</td>
</tr>
<tr>
<td>Educart - Plan de salida</td>
<td></td>
<td>165.00</td>
</tr>
<tr>
<td>Consejo de Infancia Mataró - Plan de salida</td>
<td></td>
<td>39.75</td>
</tr>
<tr>
<td>Global Campaign for Education</td>
<td></td>
<td>17,453.43</td>
</tr>
<tr>
<td>Global Campaign for Education (GCE): contributing to education as a tool for social transformation locally and globally</td>
<td>Basque Development Agency</td>
<td>5,124.38</td>
</tr>
</tbody>
</table>
We prioritise working locally, in close collaboration with communities, civil society agents and public institutions which influence the 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 start 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 enjoying wellbeing and a dignified life.

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, be acknowledged and enjoy spaces for participation.

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

**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.
EDUCATION

We promote a comprehensive, quality and equitable education that strengthens the abilities of children and adolescents; their independence 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 encourage a democratic and transformational education in which the community actively participates and children play an important role.

Education continues to be a violated right in the countries we work in and this prevents children from having the opportunity to fulfil what they hope to be and do. 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

Promote quality education and better family finances.

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

With this project we promote quality education in 15 public schools in Bhaluka, in Mymensingh by training teachers, providing school supplies, improving nutrition, hygiene and family finances, and encouraging participation from everyone 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.
Quality to combat school failure

Tackling school dropout rates in disadvantaged rural communities.

Poverty, early marriages, the lack of schools and a low level of implication on behalf of families explain the high dropout rates in Benin. School failure is linked to a lack of materials and teacher training, the persistence of ill treatment in the classroom or the insufficient sanitary conditions, which prevent many children from continuing their studies because they are unwell.

Alongside the local NGO FEE-D we contribute to reduce all these factors so that the education is of a high quality and respects the rights of children, and girls in particular.

We share the same rights

Avoiding discrimination and ill treatment of children with disabilities.

Children and adolescents with disabilities are forced to face exclusion, discrimination and ill treatment on a daily basis in the city of La Paz, Bolivia, and have limited opportunities for developing their potential and leading a dignified life.

To reduce this problem, we carried out information and awareness-raising sessions for children, families, civil servants and society in general. Additionally, we elaborated a protocol to facilitate the inclusion of children with disabilities, as well as a strategy to prevent and report cases of violence.
The best place is school

Building an inclusive and equitable education for everyone’s wellbeing.

Almost a third of children in Guatemala that start primary school do not complete their studies mainly because of the low quality of the education, poverty, migration or the lack of awareness of families regarding the importance of providing their children with an education.

In order to improve the access and retention of children in one hundred government schools in Quiché department we provided the teachers with training and educational tools in the native languages as well as promoting reading and strengthening the participation of families and community leaders in the schools.

Education for 0 to 3-year-olds

We defend early childhood care in ten countries in Latin America and the Caribbean.

Alongside the Latin American Campaign for the Right to Education (CLADE is its Spanish acronym) and the World Organisation for Preschool Education (OMEP is its Spanish acronym) we carried out the study The right to education and early childhood care: perspectives from Latin America and the Caribbean, which we presented before the UN Committee on the Rights of the Child.

The research demonstrates that although States should guarantee the right to education from early childhood, there is still fragmentation and dispersion of the policies and practices, especially for the 0-3 age range, as well as an absence of adequate funding.

I tell all children that we must take advantage of everything they are giving us because education helps us to make the world a better place.

Jessica, Guatemala

We are concerned about the tendency to focus on academic success at the expense of play, creativity, cooperation and autonomy.

Mikel, Education Specialist, Educo Spain
PROTECTION

We understand and promote child protection as a way of preserving their integrity and promoting safe environments for children to develop in, in which both children’s rights are respected as well as their best interests.

This is how we work to ensure that children and adolescents can enjoy their right to being protected from violence. It includes the implementation of actions for the prevention of, detection of and response to any form of violence, maltreatment, negligence or exploitation.

We work with 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. In this way we support 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, schools as well as online. To tackle 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 also support families so that they can increase their income and learn about children's rights; we support child laborers to improve their level of training so that they can get better jobs in the future; and we work with the community, to promote child participation and prevent violence against children.

Living childhood to the full

Favouring children’s rights.

El Salvador has made important progress in legal aspects, there are legislation and laws in favour of children's rights, but these changes also need to be applied in practise so that children can fully exercise their rights.

In order to achieve this, we need all the actors involved in children's wellbeing – institutions, civil servants, families, organisations, schools, etc. – to be trained and to work in a coordinated way in order to protect their rights. Among other actions, we strengthen the organisations which form part of the Shared Care Network and we support the setting up of Local Rights Committees.

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

Karim, Burkina Faso

I am now more aware of children’s rights and I work to ensure that they are fulfilled, both in my family and in the municipality.

Elena, El Salvador
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 causes many children and adolescents in Latin America to cross the borders in search of 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 opportunities or set up a company, and therefore do not have to endure a dangerous journey out of the country.

The place to break the cycle

Putting an end to sexual exploitation and helping to build an identity.

The children of women who are victims of commercial sexual exploitation and trafficking deserve to enjoy a dignified life, free from violence and exploitation. On the contrary, the reality is that they also end up being recruited by the organised sex trade.

The NGO Prerana has been working since 1986 in one of the oldest centres of prostitution in Asia, the red-light district in Mumbai, India, to try and put an end to the intergenerational sex trade. We work with them to guarantee the wellbeing of these children, providing them with a home and trying to stop them from becoming victims of trafficking.

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

At the home I found a safe place to sleep, food, clothes... Now I have a good job, it’s the happiest time of my life.

Saira, India
A childhood free from violence

Transforming schools to protect and promote participation.

Violence against children in Nicaragua persists in the family, at school and in the community due to tolerance and social acceptance. In order to change this situation, we carry out a number of different actions to inform, raise awareness and accompany the educational community in order to influence the causes that lead to violent situations.

With parents and teachers, we promote a culture of positive treatment and positive discipline, and with children we prevent bullying and abuse at school, while strengthening their capacities so that they can exercise their right to participation as effectively as possible.

Improving child wellbeing

Child Safeguarding Policy

At Educo we are committed to creating and maintaining an affectionate and protective environment which promotes our fundamental values and which, at the same time, prevents and responds to any type of violence against children.

The aim of this policy is to guarantee that all the people that have a relationship with Educo support the fulfilment of their responsibilities in this respect and ensure that there are procedures to prevent and respond to violence and report concerns, suspicions or incidents related to the protection and positive treatment of children.
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 children’s 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 councils or promoting the use 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, government bodies and institutions working with children in particular. These projects are some of the ones we develop in this area:
Communities for children

Strengthen public infrastructure and child participation.

Public infrastructure and families are not prepared enough to address and respond to the changing needs of the 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 local regulatory frameworks that favour children.

Children take the lead

Ensure child participation to guarantee their rights.

Child marriage, violence in schools and the difficulty of identifying and reporting cases of child abuse to the authorities are practices which violate children’s rights and must be eradicated.

This is the aim behind the work we do in the Bouroucou and Ndoma municipalities in Senegal, in order to create spaces in which children and adolescents feel safe and protected, and to make sure the children themselves, with the support of the government and their communities, are aware of their rights and make sure they are fulfilled.

I like to help and share with others what I know now. Being a child leader means helping other children and it makes me feel very good.

Mary Charisse, Philippines

We now know our rights and participate in the decisions of our municipality. We have learned that “everything you do for me without me, you do against me”.

Diassy, Senegal
Once upon a voice

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

With the title Once upon a voice, this investigation, in which 827 children participated via an online questionnaire and 82 children aged 10 to 14 participated via group activities, aimed 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, acted as spokespeople and written a manifesto with their recommendations.

Children, despite being children, have a wonderful brain which we use for things and we have our own opinions. Just because we are children doesn’t mean everything we say is nonsense.

A place to be free

Learning about jobs, entrepreneurial activities and rights.

In order to contribute to their development and distance them from the delinquency they are surrounded by, young people in El Salvador need to have safe places where they are listened to and respected. This is what they find in the Centres for Young People, where living in harmony is promoted, and they are provided with education and trained about values.

Here, young people can participate in all sorts of workshops, they can get advice about the future, they are taught about sexual and reproductive health, they are offered support with their studies to improve their academic performance and they are taught about using new technologies.

The centre for young people and Educo were an explosion of knowledge that prompted me to look after children’s rights.

Daniela, El Salvador
We want them all to join in

Children make sure society upholds their rights and needs.

Some of the causes of the violations of children’s rights in Guatemala are a lack of attention and concern for children, a lack of public policies that favour children and the lack of information about their best interests, to name but a few.

We work to ensure that children in the municipalities of Chichicastenango and Santa Cruz del Quiché, in Quiché department, recognise their rights and can claim them, report their non-fulfilment and respect other people rights. On the other hand, the adults – teachers, families, authorities and journalists – must also recognise children as rights holders and prioritise their wellbeing.

We young people learn to express ourselves better, we get to know our rights, obligations and responsibilities.

Santa, Guatemala

Child-Friendly Accountability

Ensure that those responsible for protecting children’s rights are doing so.

As a member of ChildFund Alliance, Educo El Salvador participates in this initiative which aims to give children tools so that they can demand that governments and local authorities fulfil their commitments to the Sustainable Development Goal 16.2 regarding eliminating violence against children.

Children identify and monitor local protection systems, inform community leaders, and work with the authorities to identify improvements.

Children must be able to hold governments accountable for their commitments and help find constructive ways to solve problems.

ChildFund Alliance
ACTION
HUMANITARIAN

When children 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 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 such as 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, the aim being to help them return to normality 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 state 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 the families of the community and those responsible for education, who we have trained 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 like cyclones, torrential rain and floods. 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.

Last year I would walk 3km to go home to eat. Sometimes I was so tired that I didn’t go back to school in the afternoon.

Ousmane, Mali

Families like ours could barely eat. We didn’t have anywhere to sleep or any shade to shelter in.

Biboy, Philippines
OUR PRINCIPLES

Our principles are the operational standards which guide all our actions as an organisation which works to defend children’s rights.

We are committed to promoting transparency, participation, non-discrimination and dynamism as guides for our behaviour and a basis on which to endorse our work daily. These principles make up our culture and who we are and adopting them and implementing them is compulsory and should be demonstrable.
We base our work on **transparency**, honesty, responsibility and maximum access to information regarding the management of resources and the impact of our actions for greater social and financial accountability.

All our actions guarantee and promote the right to **participation** for children and adolescents, and those who accompany them, so that they can fully exercise their citizenship. We therefore promote a participative culture in our organization.

Our work is based on **non-discrimination** which guarantees equal opportunities for all people, regardless of national, ethnic or social origin, gender, language, religion, political opinion or economic position, abilities or any other condition.

We are capable of adapting and finding creative responses in order to act innovatively and ensure the quality of our actions. We believe in **dynamism** and the exchange of knowledge as fundamental elements for responding to the challenges we face.
TRANSPARENCY

✔ Open Days
We carry out open days in our offices in El Salvador, Burkina Faso and Mali to create shared spaces for reflection about Educo’s work and the participation of all the actors involved in it. In Mali, we opened our doors to children and adolescents in order to give them a main role in promoting the evaluation and accountability of the projects they participate in in their communities.

✔ Accountability Report
We publish an accountability report every two years, in accordance with the new reporting framework for the Global Standard for Accountability of Civil Society Organisations. This report is evaluated by the network Accountable Now and the results are published on their website.

✔ Members of Accountable Now
We have consolidated our institutional commitment to accountability with the naming of our Executive Director José M. Faura as a member of the Executive Board of the global accountability and transparency platform Accountable Now.

✔ ECHO certification
We obtained the European Civil Protection and Humanitarian Aid Operations (ECHO) certification, demonstrating our commitment to their principles which include transparency, accountability and improving the effectivity of aid, among others.

✔ CONGDE seal
We extended the information available on our website as part of the application process for the standards in the Transparency and Good Governance Tool from the NGO Coordinator for Development in Spain (CONGDE is the acronym in Spanish) and received their Evaluated NGO seal. In the area of human resources, for example, we have extended the information we have on our website about our team and publish the salary ranges of the organisation.

✔ Self-assessment of the Board
We began the self-assessment process for the Educo Board using a questionnaire featuring 37 questions based on good practice in transparency and governance from the Spanish Association of Foundations and the Foundation Compromiso y Transparencia (Commitment and Transparency).
PARTICIPATION

✓ Global Management Committee
We created a new governing body, the Global Management Committee, with representation from all of the country offices, in order to work more globally and in a more decentralised way, ensuring that the priorities, opinions and contexts of the people we work with globally are taken into account in planning and decision-making processes. This new way of organising ourselves will provide us with the global strategic vision we need to face the challenges of the future, and it is a fundamental commitment to our internal and external accountability.

✓ SCC Report
We published an annual report about the progress we have made implementing our Complaints and Feedback Policy, all the information received, the incidences registered, how issues have been resolved and any lessons learned during the year. The management of incidents is part of an ongoing improvement process and we believe that the increase in the number of cases received is a positive sign of the trust that our stakeholders place on Educo and the available mechanisms for reporting.

✓ Feedback
We presented and published a study in which we analyse the feedback mechanisms best adapted to the children that participate in the Centres for Young People project and we tried out tools for consulting them about this issue.
NON-DISCRIMINATION

✓ **Humanitarian emergency in Bangladesh**

We worked with ChildFund Australia in the humanitarian crisis caused by the displacement of the Rohingya ethnic minority in Bangladesh, in an attempt to strengthen child-focused and gender-sensitive emergency protection for more than 6000 refugee families.

✓ **Gender Equity Policy**

We promoted the application of our Gender Equity Policy, both within the organisation and through the programmatic implementation in the countries we work in. We have elaborated a Guide to Inclusive Language and all staff have completed a two-day course about the gender-based approach.

✓ **AECID agreement in Bolivia**

In Bolivia, projects have been implemented with specific activities for the inclusion of girls with a range of levels of vulnerability. To do so we formulated an agreement with the Spanish Development Agency (AECID) in order to work together on a project which contains a significant gender aspect, the deconstruction and construction of new masculinities with girls, boys and adolescents. Also, we continued to work to rescue and/or provide shelter for girls and adolescents affected by trafficking and/or smuggling.

✓ **Commitment to gender equality**

We are committed to an equal organisational structure as one of the key actions for favouring gender equity in the organisation. In order to measure the salary gap in the organisation and move towards greater salary transparency, a report on the salary situation by gender is planned. During this process we will develop tools that allow not only the measurement but also the analysis of the specific causes of salary differences. This report and analysis will result in the appropriate measures being taken if anomalies are detected.
**DYNAMISM**

**Resilient Roots**

We began the design and planning process of a pilot project in Nicaragua which is a part of the initiative Resilient Roots, coordinated by CIVICUS, a global alliance of organisations dedicated to citizen and civil society action across the globe. As a first step we developed a base line for accountability which takes into account the opinions of the children that participate in the project, as well as the staff from our organisation and our local partner.

**Joining Forces**

As members of ChildFund Alliance we participate in Joining Forces, a global initiative of six global child rights NGOs. We are part of the two areas the initiative focuses on: Joining Forces Child Rights Now! which is focused on promoting renewed political commitments to children’s rights at all levels, both through the implementation of the Sustainable Development Goals and the Convention on the Rights of the Child; and Joining Forces to End Violence Against Children, in which we participate in El Salvador and the Philippines.

**Prototypes**

We are also promoting innovative initiatives which allow for specific ideas to be tested in order to improve them, learn from them and eventually, replicate them. One of these prototypes is the implementation of a monitoring and evaluation initiative led by children in the Philippines, which aims to analyse what happens (what works and what doesn’t) when children have the opportunity to participate actively not just in the planning and implementation phases of the project, but also in the subsequent stages of evaluation and learning.

**Advocacy**

Through our experts in promotion and institutional relations in the different countries we work in, we participate in the 2030 Action Plan in favour of people, the planet and prosperity. We also work directly with governments to influence them regarding the importance they give to children’s rights when elaborating voluntary national reports and periodical reviews of national and regional progress in relation to the 2030 Agenda.
SUPPORT BASE

The support from our child sponsors, donors and supporters, as well as companies and public institutions, make it possible for us to work every day to improve the lives of the world’s most vulnerable children. After supporting us for another year, we would like to say thank you for helping us build a more just, sustainable and equal global system.

96,584 SUPPORTERS MAKE THIS POSSIBLE

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HOW THEY COLLABORATE WITH US

- CREN
- CHILD SPONSORSHIP
- GIFT CATALOGUE
- MEMBERS
- EMERGENCIES
- LUNCHROOM GRANTS
- BEQUESTS
- ORPHANAGES
- SHE GRANTS
INSTITUTIONAL DONORS


COMPANIES AND PHILANTROPICAL FOUNDATIONS

Atresmedia Corporacion de medios de comunicación
Arxi Nature
Asoc.Cultural Papaventos
Educacion Ambiental
Asociacion Reyes Magos de Ibi
Asociacion Softteki Solidaria
Emea
Audalia Auditores
Ayuntamiento del Valle de Tobalina
Bankia
BBVA Asset Management
Blue01 Stylist By Felix Rojas
Bunge Iberica
Caff
Ceip Gerardo Diego
Conei Corporacion S. XXI
Congregacion San Antonio de Padua
Custom Mark
DKV Seguros y Reaseguros
Ediciones Don Bosco
Eurofragrance
Exkal Exposicion y Conservacion de Alimentos
Facundo Blanco
Flexiplan
Fundacio Privada Layret
Fundacion Isabel
Fundacion Kukumiku
Fundacion Pronokal Group
Fundacion Real Dreams
Gredos San Diego S.Coop. Mad.
Gruas Aguilar
Hermandad de la Virgen del Sol
HNHC Producciones
IES Las Fuentezuelas
Igalia
Jogar
Kulczyk Foundation
Las Alegres Golondrinas
Logesta
Merlin Properties
Minio
Oñate y Colado Asociados
OVB Allfinanz España
Penguin Random House
Grupo Editorial
PepsiCo
Rotary Club Sitges
Sage Spain
Sandra Bruna Agencia Literaria
Teknia Manufacturing Group
The Walt Disney Company
Iberia
Trabajadores Franchising
Calzedonia España
Trelleborg
Ulabox
Un Enfant Par La Main
(Childfund Alliance)
Volkswagen Finance
Worldcoo
Xanela Producciones
Ziv Aplicaciones y Tecnologia

Organisations which have contributed more than 1500€ in 2018
CAMPAIGNS AND ADVOCACY

APRIL

GAWE: Education, the path to peace

A total of 124 countries are celebrating the Global Action Week for Education (GAWE) from 23 to 29 April under the heading Education, the Path to Peace - Leave your Mark! In Spain, we at the Global Campaign for Education demand that our governments guarantee the right of all children in emergency situations to an inclusive, equitable and quality education, and that they value the role of education as the best way to promote peace.

JUNE

Creation of the Spanish High Commissioner for the Fight against Child Poverty

For the first time, the Spanish Government has created a High Commissioner for the Fight against Child Poverty, a step forward in joining forces to reverse the situation of almost one in three children at risk of poverty in Spain. Educo met with the High Commissioner, Mª Luisa Carcedo, to discuss our Summer Lunchroom programme for children in vulnerable situations.
JULY

Campaign: Child poverty cannot wait any longer

According to the report *The Other Latchkey Children*, in order to put an end to child poverty in Spain based on levels of investment in 2017, we would have to wait 22 years. In response to this data, we are launching a campaign to demand that politicians prioritise children’s rights and that they specifically target families at risk of poverty and social exclusion.

SEPTEMBRE

We passed on the priorities for children to the Minister of Education

Educational inequality, segregation, school absenteeism, lunchroom grants without universal access and outside the educational project. These are issues which are a priority for Educo, and which need a political response in the future. And that is what we wanted to convey to the Government. During the meeting with the Minister of Education and government spokesperson, Isabel Celáa, we expressed our concerns about the situation of educational inequality experienced by children in our country.

Can you imagine having to wait 22 years for a dignified life?

We make proposals so that families do not compensate for cuts in education

Member of ChildFund Alliance

We cannot wait

With Isabel Celaa
OCTOBER

Visit from the UN Representative on Violence against Children

The Alliance for the Eradication of Violence against Children, of which Educo is a member, received a visit from the United Nations Special Representative on Violence against Children, Marta Santos Pais, to support the drafting of the new Law for the Comprehensive Protection of Children from Violence in Spain.

Once Upon a Voice

We met with the Educo Children’s Advisory Council, who participated in the research “Once Upon a Voice” to find out about the perception of violence among children in Spain. During the meeting we shared the results of the research and tried out different communication actions for promoting the findings.

DECEMBER

State Pact for Children

The Congress of Deputies approved the Non-legislative proposal for a Pact for Children, which was supported by all parliamentary groups. The proposal includes requests for investment in childhood, a commitment to education for the most vulnerable children and adolescents, and the strengthening of the protection system.
DECEMBER

Report: The Costs of Violence

Educo and the Santander Chair in Law and Minors launched the report The Costs of Violence against Children. Economic and social impact, in which we analyse how violence against children leads to an increase in public spending -increased spending on health, education, justice and social services- and a loss of social value -less development, reduced productivity, reduced growth, poor social and labour integration. The study makes an estimate of the cost of violence against children to the Spanish economy.

DECEMBER

ApS Awards

Along with the Spanish Network of Learning and Services and the Edebé publishing company, we presented the ApS 2018 Awards, which acknowledge the work of education centres and social organisations that integrate student learning with charitable initiatives aimed at improving quality of life in the community.

Joining Forces

As a member of the ChildFund Alliance, Educo works globally to guarantee children’s rights and end violence against children through the global initiative Joining Forces, an alliance of the six major international child-focused NGOs.
Our publications, both through our own channels and external ones, served as loudspeakers to help us reach as many people as possible in 2018. Similarly, the events we organised helped us raise awareness about the reason for our work in favour of child wellbeing, the progress made and what still needs doing to make the fulfilment of children’s rights become a reality.

EDUCO MAGAZINE AND ANNUAL REPORT

In order to establish a communication channel which is efficient and transparent for our child sponsors, supporters and collaborators we published and sent – either as a physical copy or a digital one- issues 14, 15 and 16 of the Educo magazine and the 2017 Annual Report, with information about the work we carry out thanks to their involvement and solidarity.

THE OTHER LATCHKEY CHILDREN

After finding out that, due to high rent costs, precarious work conditions and low salaries, many families had been forced to live in a rented room, we published the report *The Other Latchkey Children*, where we condemned the situation of children who spend their school holidays alone in the limited space of the room in the shared flat they live in.

GIFT CATALOGUE

The fourth edition of our gift catalogue with pages and pages of gifts which are part of wider projects that aim to improve the wellbeing of children in the countries we work in, satisfy basic needs and help fulfil the rights to education, health and nutrition for the children we support.

THE PATH OF DREAMS

To mark Book Day in Catalonia, on 23rd April, we launched a campaign to encourage new collaborators to sign up for the adventure of sponsoring through the personalised story *The Path of Dreams*, which brings together realities separated by many kilometres, but united by values such as friendship, solidarity and empathy. The book takes us to a tiny village in Burkina Faso to learn about how Mardie and her friends live.
CINEMA WITH A CAUSE AND A VIEW

Before summer ended, we organised the first Solidarity Cinema event on the roof terrace at the Pol & Grace Hotel in Barcelona. Around 80 people came to see the film Water, by the Indian director Deepa Mehta, and all of the money raised from the ticket sales will go to the project which protects the children of women who have been victims of exploitation we run in India with the NGO Prerana.

AIKIDO WITH A CAUSE

Dojo Aitai and the Premià de Dalt Town Council in the province of Barcelona organised their seventh Charity Aikido Marathon and the money raised was once again given to our School Lunchroom Program. The event was attended by highly qualified Aikido teachers who shared their knowledge with the more than 80 people who participated.

CHARITY RACES

The Gerardo Diego school in Los Corrales de Buelna (Cantabria) and the Vegasur school in San Martín de la Vega (Madrid) organised a charity race to raise money for Educo in which teachers, students and families all took part. The money raised was used to buy some of the gifts from our charity gift catalogue, to contribute the SHE Grants Program and to fund some of the projects that we run in the Philippines.

WEDDINGS

Several couples decided to celebrate the happiest day of their lives with Educo by making the event a more charitable one. Some of them made the gift for their guests a donation to one of our projects, like the lunchroom program or the SHE grants, as well as encouraging their guests to do the same and collaborate with the cause they had chosen, and other couples decided to challenge their guests to achieve a set amount together.

46,780 monthly visits to the website  9450 monthly visits to the blog

27,573 followers  129,276 fans  4644 followers
ACCOUNTABILITY

INCOME AND EXPENSES

<table>
<thead>
<tr>
<th>SPONSORSHIP, MEMBERS AND COMPANIES</th>
<th>25,423,332</th>
</tr>
</thead>
<tbody>
<tr>
<td>DONATIONS, PUBLIC GRANTS AND OTHER INCOME</td>
<td>3,434,705</td>
</tr>
<tr>
<td>FINANCIAL RESULT</td>
<td>-439,486</td>
</tr>
<tr>
<td>USE OF RESERVES</td>
<td>11,687,281</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>40,105,832</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPMENT AND HUMANITARIAN AID</th>
<th>33,478,134</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION</td>
<td>2,257,027</td>
</tr>
<tr>
<td>FUNDRAISING</td>
<td>4,370,671</td>
</tr>
<tr>
<td>TOTAL EXPENDITURE</td>
<td>40,105,832</td>
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</table>

INVESTMENT IN PROJECTS

<table>
<thead>
<tr>
<th>AFRICA</th>
<th>7,776,895</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICA</td>
<td>13,969,290</td>
</tr>
<tr>
<td>ASIA</td>
<td>6,923,604</td>
</tr>
<tr>
<td>SPAIN</td>
<td>4,808,345</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33,478,134</td>
</tr>
</tbody>
</table>

Our annual audited accounts are available for consultation on our website.
TRANSPARENCY MECHANISMS

We voluntarily adhere to the principles promoted by international standards that certify different aspects of our work and set the guidelines we need to follow in order to minimise risk and improve the impact and quality of our actions.

We subscribe to the accountability commitments on the international platform for civil society organisations Accountable Now; we are members of the international network for child protection Keeping Children Safe and the CHS Alliance, the alliance for the Core Humanitarian Standard in the areas of quality and accountability; and we are members of the Red Española del Pacto Mundial (Spanish Global Compact Network), the world’s largest business sustainability initiative, promoted by the United Nations.

Additionally, since 2018 we have held the accreditation from the European Commission for Humanitarian Aid (ECHO) which validates us as an eligible organisation for carrying out humanitarian aid projects funded by this European body.

Nationally, we have the seal from the Coordinadora ONGD-España (CONGDE) which certifies transparency and good governance; accreditation regarding transparency and good practice principles from the Fundación Lealtad; and the certificate from the ISO 9001 for quality management.
EDUCO AROUND THE WORLD

**SPAIN**

**Head office and Catalonia office** c/ Guillem Tell, 47. 08006 Barcelona.

**Andalucía** Avda. San Francisco Javier, 22, Edificio Hermes, 4º - 1. 41018 Sevilla.

**Valencian Community** Pl. Organista Cabo, 6, bajo 1ª izda. 46022 Valencia.

**Euskadi** c/ Máximo Aguirre 12, 1º dcha. 48011 Bilbao.

**Galicia** c/ San Andrés, 143. 15003 A Coruña.

**Comunidad de Madrid** c/ Salud, 8, 1º dcha. 28013 Madrid.

**AFRICA**

**Benin** Route de l’Aéroport: 627 les Cocotiers, llot 641, parcelle B, maison Lassissi née Soule Rachida, 10 B.P. 70 Cotonou.

**Burkina Faso** Secteur 15 Ouaga 2000. Bd Kadafari x Av El. Saliou Cissé. BP: 3029 Ouaga 01

**Senegal** Mermoz Pyrotechnie Lot N°2. BP 16840, Fann Dakar.

**Mali** Bagadadj face à l’avenue l’an 2000 BP 409 Ségou.

**AMERICA**

**Bolivia** Obrajes Calle 7 N° 255, entre Av. Hernando Siles y Av. Ormachea, La Paz.

**El Salvador** 3ª calle Poniente calle Shafick Handal #3854. Colonia Escalón. San Salvador.

**Guatemala** 4ª calle 3-16 zona 1, calle del Calvario. Santa Cruz del Quiché.
