This report represents ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL's responses to Charting Impact, a joint project of BBB Wise Giving Alliance, GuideStar USA Inc, and Independent Sector. Charting Impact uses five simple yet powerful questions to encourage strategic thinking and help organizations share concise information about their plans and progress toward impact.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 18th Street, NW, Suite 700 ,
Washington, DC
20036
202 -372-9986
www.acei.org

Mission:
ACEI has been a leader in the international education landscape since 1892. Its work advances policies and best practices in education on a global scale to build a more tolerant and peaceful world, and prepare today's youth for tomorrow's challenges. ACEI's mission is "to promote innovative solutions to education challenges and inspire action that creates positive, sustainable futures for children and youth worldwide," and believes that every child should have access to a quality education which prepares him or her to become a responsible and engaged citizen. The organization advocates on behalf of children’s education with actors at the global, regional, and national levels.
The content of this Charting Impact Report is the sole product and responsibility of ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL. This report does not in any way represent an endorsement from Independent Sector, BBB Wise Giving Alliance, or GuideStar, nor does it represent fulfillment of the BBB Wise Giving Alliance’s Standards for Charity Accountability. For more information on Charting Impact, visit www.guidestar.org/chartingimpact.
1. What are we aiming to accomplish?

ACEI works to provide a forum for a discussion about childhood and education around the world, and to distribute information about the optimal education, development, and well-being of children. We seek to increase cross-disciplinary collaboration and sharing for the benefit of children and to provide tools and resources for educators that contribute to sustainable futures for all and promote internationally accepted humanitarian values in delivery of education and the rights of children. ACEI's goals are aligned with the United Nations' Sustainable Development Goals (SDGs) recently adopted by the global community. Specifically, SDG 4 - to ensure inclusive and quality education for all and promote lifelong learning.

ACEI's specific goals are that: 1. Countries make measurable progress toward education-related SDGs (primarily SDG 4) 2. Innovation becomes the driving force behind improving school achievement globally 3. Classrooms worldwide reflect the integration of global education awareness.

2. What are our strategies for making this happen?

ACEI advocates on behalf of children's education with audiences at the global, regional, and national levels. To engage governments, schools and school systems, non-profits, and the private sector in advancing its mission, ACEI utilizes a full suite of advocacy and information distribution tools and tactics, in particular: Convening through content-specific conferences, trainings, meetings, symposia; in-person or virtual; alone or in partnership with others; Outreach through digital/print publications and communications, website, social media, marketing, direct service; And through aggregating, "curating" and sharing innovative practices; original research in partnership with others.

3. What are our organization's capabilities for doing this?

Among mission-driven organizations working on child development and education, ACEI is uniquely positioned to work at the intersection of our three main programmatic areas to advance accessible, equitable, quality education for all. Diplomacy—because ACEI has already taken a lead in this area; Innovation—because throughout ACEI's history it has shown an interest in the new and the inventive aspects of education; and Recognition—because ACEI has a long history as a leading authority which validates its position to provide recognition. This integrated strategy allows ACEI to differentiate itself from its traditional competitors and craft a much more relevant, compelling identity for donors, supporters, and educators worldwide. These initiatives align with ACEI's traditional concern for the most vulnerable children of the world. Education Diplomacy, for instance, can address such issues as child poverty, child labor, and migration; the Innovation Exchange (publications) can highlight approaches to challenging educational and life circumstances; and Global Schools First will provide context-appropriate resources and information on global awareness.

4. How will we know if we're making progress?

Growing our international audience and participation will be a measure of our progress toward increasing global sharing and cooperation on efforts to advocate for quality education and children's rights. Participation in, presentation at, and attendance by individuals from a growing number of countries at our conferences, summits, and institutes will indicate that we are successfully reaching a global audience and facilitating sharing about best practices and universal values across borders. We also look to an increased international authorship and readership of our publications as a measure of our success in disseminating information and providing a voice for advocates of quality education and enhanced protection for children. As we connect with a growing network of organizations working in various disciplines that intersect with children's education and well-being, we will be promoting quality education and advocating for child rights in a multi-pronged approach that will have a broader impact.
What have and haven't we accomplished so far?

ACEI has always aspired to be a leader in innovation to advance childhood education, and has accomplished the following: Founded the Center for Education Diplomacy, our core program for leadership in education, and is the world's leading knowledge hub for this innovative concept. Education Diplomacy employs diplomatic skills to cultivate understanding, trust, and agreement on initiatives that support this global vision of education for tomorrow. It is an approach that fosters productive, dynamic relationships within the education community, and between education and other sectors, like healthcare, social services, technology, media, business, and finance. Fully accredited by IACET, ACEI Developed an online course on Education Diplomacy, which is applicable to those working in education, health, development, diplomatic positions, public service, and the private sector. The course promotes inter-disciplinary knowledge and the cultivation of diplomatic skills and dispositions that will facilitate navigation of difficult contexts and complex issues in order to promote human development. Development of a second, more in-depth course is underway. Established a Country Liaisons program that provides information about education and childhood-related policies and activities in 50 countries. Shares knowledge through our Innovation Exchange program via our website and three publications: Childhood Education, Childhood Explorer and the Journal of Research in Childhood Education. These publications focus on emerging trends and ideas in curriculum, assessment, education financing, school design, technology, school leadership, professional development for educators, and many other critical issues. We are committed to being an educator's primary resource for exploring innovative initiatives and ideas in education. Publishes articles written by authors and organizations from around the world who are working to support quality education and protect children's rights and well-being. ACEI's research journal features articles that advance knowledge and theory of education. Currently building ACEI's Global Schools First (GSF) program, that contributes to the Global Citizenship Education (GCED) movement by offering schools worldwide an array of resources, support systems, and event-based learning opportunities to implement quality GCED and effectively develop global citizens. Creating an International Code of Ethics for Educators, which will be a universal instrument that reflects internationally accepted humanitarian values, United Nations treaties, and other international agreements. It may be adapted and applied by educators around the world as a tool for critical reflection and professional aspirations. Working to strengthen representation in more areas of the world and to increase connections with child-oriented disciplines outside the education field.