

TC ABSTRACT

I. BASIC PROJECT DATA

▪ Country/Region:	Ecuador
▪ TC Name:	ICT for Inclusion: Using technology for the inclusion and promotion of technological skills for children and youth with disabilities
▪ TC Number:	EC-T1307
▪ Team Leader/Members:	Carlos Guaipatin (IFD/CTI), team leader; Liora Schwartz (IFD/CTI); Manuel Urquidi Zijderveld (LMK/CBO); Ady Beitler (INT/TIU); Mariela Rizo(IFD/CTI)
▪ Taxonomy:	Client Support
▪ Reference to Request:	39541118 ; 39541115
▪ Date of TC Abstract:	March 23, 2015
▪ Beneficiary:	Ecuador
▪ Executing Agency and contact name	Asociación Fe y Alegría Ecuador Jaime Sarmiento, Project Coordinator
▪ IDB Funding Requested:	USD 700,000
▪ Local counterpart funding, if any:	USD 70,000 (Fe y Alegria) USD 80,000 (Private Sector Companies)
▪ Disbursement period (which includes execution period):	30 months
▪ Required start date:	May 2015
▪ Types of consultants	Individual consultants
▪ Prepared by Unit:	IFD/CTI
▪ Unit of Disbursement Responsibility:	IFD/CTI

II. OBJECTIVE AND JUSTIFICATION

- 2.1 Social problems arise when people do not have access to labor markets, products, and public services, and thus have no means to reveal their challenges, either to the market or to the government. Social innovations are new solutions to challenges faced by people whose needs are not met by the market. They must be carried out through an inclusive process, incorporating the final beneficiaries to adequately define the problem.¹
- 2.2 As a methodology supporting excluded groups, social innovation has been successfully applied to address challenges of people with disabilities. The Inter-American Development Bank's (IDB) Division of Competitiveness and Innovation (CTI) works extensively in the area of social innovation, on issues of inclusion and technology, exploring the potential of technologies in increasing the inclusion of marginalized groups such as people with disabilities. These experiences have led to a greater focus on the topic, and measurable impact that lays the groundwork for social innovation components in CTI's loan operations, such as in Chile, Colombia and Uruguay.

¹ A more extensive discussion on the definition of social innovation may be found in Guaipatin and Schwartz (forthcoming).

- 2.3 People with disabilities often live in poor conditions, ensnared by the cycle of poverty that all people living under such circumstances face: the lack of access to education; resources for education; employment opportunities; and exclusion by their own communities. According to UNICEF, children with disabilities often experience “marginalization within their family, community, at school, and in the wider society.”² In Ecuador, the Ministry of Education in a 2003 survey found that only 23.8% of children with disabilities were in school. Those who do attend often get a sub-par education.
- 2.4 In 2010, CTI developed a project in Santo Domingo de los Tsachilas, Ecuador for the educational inclusion of children with disabilities through the use of ICT. The project, “ICT for Inclusion: Using Technology to Include Children with Disabilities in the Educational System” (EC-T1194) provided children with disabilities the educational possibilities equal to those of their peers, serving as an example for the way forward in removing barriers that prevent the education and inclusion of children with disabilities.
- 2.5 **Lessons learned in Ecuador.** The results of the project in Ecuador were groundbreaking; the impact evaluation demonstrated an increased motivation and overall sense of opportunity among children with disabilities³. ICT allowed us to change the educational environment so that it could serve all children. The beneficiaries of the project have a better chance at succeeding because they have received educational services and stimulation from an earlier age. The project is the only experience to-date relating to inclusive education for children with disabilities through the use of ICT in Ecuador. As such, the project and methodology present a concrete methodology that has been replicated in other Fe y Alegría centers across Latin America.⁴ The model of inclusion developed by Fe y Alegría through the project was recognized by the Ministry of Education of Ecuador and awarded the first prize in the Contest of Best Practices in Inclusive Education of the Organization of Ibero-American States (OEI).
- 2.6 **The challenge of labor inclusion:** In addition to the social stigmas surrounding people with disabilities, which impede their access to education and their own community, the prejudices and barriers associated with their inclusion in the labor market are immense. The worldwide unemployment rate for people with disabilities is estimated to be close to 80% (USAID, 2011). In Ecuador it was reported that less than half of the people with disabilities (44%) have ever worked, and that only a quarter (25%) of people with disabilities reported to be working at the time of the survey (CONADIS, 2010).
- 2.7 Ecuador’s *Plan Nacional para el Buen Vivir 2013-2017* states that the integration of persons with disabilities is part of its strategic objectives, policies and guidelines⁵. Additionally, due to current regulations, it has become compulsory for companies with over twenty-five employees to fill at least 4% of staff positions with people with disabilities (BBC, 2013).

² UNICEF: “Ecuador becomes the 20th State Party to ratify the UN Disability Rights Convention.”

³ Results show that the percentage of children looking to continue studying increased by 41%; and the percentage of parents believing their children will go to college increased by 21%.

⁴ For the complete impact evaluation of the Project, please see “Social innovation in Practice: The Case of the Fe y Alegría Project for Educational Inclusion of Children with Disabilities in Ecuador,” Carlos Guaipatin and Olivia Maria Humphreys. Inter-American Development Bank. September 2014.

⁵ Plan Nacional para el Buen Vivir 2013-2017, Ecuador. Objective 2 - Policy 2.2 Literal h.

- 2.8 Given the lack of marketable skills for youth with disabilities, the continuous challenge of including them in their communities and the regulations in Ecuador that dictate labor inclusion of people with disabilities, the IDB, with Fe y Alegría, will develop a social innovation project for the technological-skills education for vocational training of more than 400 students with disabilities in 2 Fe y Alegría centers in the cities of Guayaquil and Santo Domingo, Ecuador.
- 2.9 In Santo Domingo de los Tsachilas the project will be implemented in the Unidad de Educacion Especial Fe y Alegría de Santo Domingo, part of the community of Santo Domingo de los Colorados, with a population of 304,409 of which 71% live below the poverty line. In Guayaquil, the project will be implemented in the Escuela Francisco Garcia Jimenez and the Colegio 20 de Abril in the community of Monte Sinai, with a population of 39.802 of which 79% live in poverty.⁶
- 2.10 The Japanese Fund's proven track record of supporting and implementing community-based development and inclusion projects makes Japan a natural partner for this project. The project is first and foremost community- and beneficiary focused, with an emphasis on the inclusion of disabled children and youth into their communities. Furthermore, the project applies innovative approaches to technology to achieve social results, ensuring that the technology is accompanied by a strong element of "soft" skills.
- 2.11 CTI's involvement in the project falls within the mandate of the Division to support countries in the area of innovation, and particularly social innovation, as well as within Ecuador's Country Strategy which emphasizes the importance of social protection and education, aiming to close the accessibility gaps and strengthen equality and social integration.⁷

General Objective. This project will provide children and youth with disabilities in two communities in Ecuador with technology-related skills. The project will work with private sector companies to create an internship program to align skills taught with companies' needs. **Specific objective:** In particular, the project will develop a technology-focused vocational training program targeting 400 children and youth with disabilities, and training 100 teachers.

III. DESCRIPTION OF ACTIVITIES AND OUTPUTS

- 3.1 To reach its objectives, the project has a multi-pronged approach, with curriculum and software development, education and training of the students, teacher training, awareness-raising for parents and the community, and an internship program with private sector companies to incorporate youth with disabilities in areas such as webpage design, computer programming, digital photography and cinematography. The project recognizes the importance of hands-on community involvement and development, particularly given the social stigmas that surround children and youth with disabilities:
- 3.2 **Component I. Curriculum and ICT tools development for job skills training and implementation.** Activities include: (i) review and upgrading of existing technologies and their application to teach technology-related skills in FA; (ii) design of curriculum and

⁶ Censo de Población y Viviendo (CPV-2010).

⁷ Ecuador: Estrategia de País del BID 2012- 2017. Septiembre de 2012.

training program to develop technology-related skills for students, including website coding, computer programming, digital photography, cinematography, and digital media to strengthen employability of youth with disabilities⁸; (iii) identification, acquisition and installation of IT tools and hardware; (iv) application of curriculum and education of more than 400 students (total) in both FA centers; training of 100 teachers and capacity building for families; and (v) awareness and empowerment workshops to raise awareness and strengthen the personal skills, self-esteem and adaptation to change of participants and their families.

- 3.3 **Component II. Collaboration with private sector companies to facilitate strategic inclusion of students with disabilities into the workforce.**⁹ An important angle of this component is the involvement of IDB’s ConnectAmericas, a network for businesses in LAC. Activities include: (i) outreach to private sector companies in Guayaquil and Santo Domingo to structure partnerships with private sector companies in Guayaquil and Santo Domingo, and local public institutions that offer vocational training and capacity building (such as SECAP); (ii) awareness-raising workshops for companies to highlight importance and benefits of hiring people with disabilities; and (iii) internship and immersion program for youth with disabilities where students will implement skills learned and learn hands-on workforce skills.
- 3.4 **Component III. Dissemination, Transfer of Knowledge and Skills through Documentary and ConnectAmericas.** (i) dissemination and Knowledge Transfer focused on online platforms to share human capital information, results and curriculum development. Private sector companies involved in the project will partake in the dissemination; (ii) project Documentary and ConnectAmericas Visibility and Network. Given the project’s innovative and technological angle, dissemination will include a documentary of the project, highlighting the methodology, beneficiaries, lessons learned and replicability. In addition, the ConnectAmericas network of companies across LAC will collaborate in the reproduction of the teaching curricula and materials, making them accessible to the broad network of beneficiaries in their platform.
- 3.5 **Component IV. Impact Evaluation** A rigorous impact evaluation will be conducted, including a baseline study to shed light on the children and youth with disabilities who are not attending the Fe y Alegría Centers in Santo Domingo and Guayaquil, and a final evaluation to ensure sustainability and replicability of project results.

IV. BUDGET¹⁰

Component	IDB Funding	FA Funding	Private Sector Funding
Component I: Curriculum development and implementation	\$368,000	70,000	
Component II: Collaboration with private sector	\$95,500		80,000

⁸ It is important to note that “disabilities” is being used as an umbrella term that encompasses many different kinds of disabilities that in themselves require different approaches. The Fe and Alegría centers in Santo Domingo and Guayaquil cater to students with different disabilities, varying from physical disabilities such as deafness or blindness to intellectual disabilities such as Down syndrome.

⁹ See Annex II for a list of partner companies that will be approached for this project.

¹⁰ For detailed cost and financing breakdown, please see the [Cost Table](#) and the Indicative [Matrix of the Results](#).

Component III: Dissemination & Documentation	\$167,500		
Component IV: Impact Evaluation	69,000		
Sub total	700,000	70,000	80,000
Project Total		850,000	

V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 The executing agency will be Fe y Alegría Ecuador, a part of the Fe y Alegría organization. FA has been in Ecuador since 1964 and has since its inception provided poor and disadvantaged children with education opportunities. FA operates in 17 countries in Latin America and the Caribbean, and the results and methodology developed through the ICT for Education project in Ecuador is now being implemented in 5 countries across the Region. Fe y Alegría's institutional capacity has been proven through numerous projects and assessments, including EC-T1194.
- 5.2 TC execution will be supported by a program manager, who will (i) plan, coordinate, supervise, and provide technical and administrative support for the activities necessary to complete the work plan and achieve the expected outcomes for the duration of the program; (ii) prepare annual work plans; (iii) prepare terms of reference for, and identify, select, contract, and evaluate the performance of the external consultants participating in the TC; and (iv) produce the six-month, midterm, and final reports on the technical and financial progress.
- 5.3 TC supervision will be provided by the Inter-American Development Bank through the Competitiveness and Innovation Division (IFD/CTI).

VI. PROJECT RISKS AND ISSUES

- 6.1 The social stigmas surrounding people with disabilities are very powerful. In order to successfully implement the project, the community will need to be involved from the get-go, and the awareness workshops need to involve partners, the expertise of psychologists and community leaders to dispel the notion that people with disabilities should not be included in society. The 2010 ICT for Inclusion project worked intensely with the community in Santo Domingo and laid the groundwork of understanding and tolerance, but the risk of further complication does exist for the labor inclusion of the youth with disabilities, which is an important factor and sensitivity the project will take into account from the get-go.

VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION

- 7.1 Because of its nature, this TC will not have any negative direct environmental or social impact, and is classified as a category "C" according to the ESR Safeguard Classification toolkit.