

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	ECUADOR/CAN - Andean Group
▪ TC Name:	Applying innovation to secure higher education and employment for young people with disabilities
▪ TC Number:	EC-T1534
▪ Team Leader/Members:	GUAIPATIN, CARLOS (IFD/CTI) Team Leader; TOBAR ARIAS, ELSA KATHERINE (CAN/CEC) Alternate Team Leader; MARIA ELENA CASTELLANOS (IFD/CTI); SILVA TREVINO MARIA PAULINA (IFD/CTI); GALEANO BUITRAGO MARIA ALEJANDRA (IFD/CTI); JIMENEZ MOSQUERA, JAVIER I. (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	04 Oct 2023
▪ Beneficiary:	Young people with disabilities from Guayaquil and Santo Domingo, Ecuador
▪ Executing Agency:	ASOCIACIÓN FÉ Y ALEGRÍA ECUADOR
▪ IDB funding requested:	US\$800,000.00
▪ Local counterpart funding:	US\$200,000.00 (In Kind)
▪ Disbursement period:	36 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	IFD/CTI - Competitiveness, Technology and Innovation Division
▪ Unit of Disbursement Responsibility:	IFD/CTI - Competitiveness, Technology and Innovation Division
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Productivity and innovation

II. Objective and Justification

- 2.1 This project seeks to foster higher education access and labor market insertion of young People With Disabilities (PWD) in the technical and technological fields with the support of Fe y Alegria Ecuador (FyA).
- 2.2 By developing the offer and accessibility of inclusive higher education programs (especially in the STEM sector) followed by job training and an accompaniment program of labor intermediation, PWD can increase their opportunities for formal employment, bettering their quality of life, personal growth, and independence. This, bolstered by alliances with technical higher education institutions and local businesses in the technological sector.
- 2.3 In Ecuador there are 264,098 PWD of working age (18 to 64 years old) registered in the Information System of the Single Registry of Persons with Disabilities; the National Agenda for Equality in Disabilities (2017) indicates that 19% have accessed secondary education and only 8% has reached a level of higher education, compared to the 32% of people without disabilities. Despite government efforts to implement specialized teacher training, there isn't a defined learning program and school continuity is threatened by higher institution's common lack of adapted study programs, technology

or accompaniment or guidance. Insufficient opportunities for higher education affect access to formal jobs, as most employers demand a third level degree.

- 2.4 FyA has taken initial steps in PWD's admission into higher education and labor market integration, concluding in the importance of creating alliances with business and the private sector to guarantee feasibility of employment, ensure that school training responds to the demanded skills and that employers have the conditions to work with PWD.
- 2.5 Since 2011, the CTI Division of the IDB and FyA, with the support of the IDB Japanese Trust Fund, have supported the educational inclusion of more than 900 PWD in some of the poorest neighborhoods in Ecuador marked by exclusion, violence and lack of education. Through projects that applied ICT by a social innovation methodology, a growing number of PWD have completed their secondary studies. This project seeks to capitalize the lessons learnt by FyA in the past decade to address the integral development of PWD with the pursue higher education supported by ICT and employment placement.
- 2.6 The project will benefit around 300 people and its sustainability and success is based on FyA's expertise in working with PWD, their track record of influencing public policies and transferring best practices to public educational centers; their alliance with the Ministry of Education to promote inclusion; a network of 6 educational centers in Ecuador, allowing knowledge exchange; defined improvement mechanisms to adapt to emerging needs; and FyA's ability to generate their own resources through the private sector, ensuring financial stability.
- 2.7 Strategic Alignment. This TC is consistent with the Second Update to the Institutional Strategy (AB-3190-2), aligned with the development challenges of: Social inclusion and equality, by facilitating access to education to children with disabilities; and Productivity and Innovation, by incorporating technology-based interventions. The TC is aligned with the objectives of the Japan Special Fund Poverty Reduction Program (JPO) as it will support poverty reduction and social development activities that address the needs of socially and economically disadvantaged people.

III. Description of Activities and Outputs

- 3.1 **Component I: Technology and innovation for higher education for PWD.** identification of pedagogical and technological needs of institutions to make them accessible. Resources will finance: i) assessment and analysis of institutional capacities and inclusive higher education offers; ii) definition of technical equipment, software, physical access, and teaching personnel needs; iii) development or acquisition of adapted hardware and software; and iv) equipment and adjustments to infrastructure.
- 3.2 **Component II: Enabling factors for the higher education offer in Ecuador.** Definition of the soft assets that support technology's purpose and ensure its operation. Resources will finance: i) development of study plans and curricula that considers the beneficiaries' particular needs; ii) training in general job skills and in skills for emerging technology; and iii) pedagogical accompaniment.
- 3.3 **Component III: Facilitating labor market insertion.** solutions for graduates' adapted job placement based on: i) specialized mentoring for career definition and job application; ii) liaison with businesses and the private sector in the technological fields; iii) management of mentoring, volunteering, training activities and internships with partner companies; iv) follow-up of graduates; and v) creation of digital bootcamps to update graduates on emerging technologies and new learning.
- 3.4 **Component IV: Impact evaluation and dissemination.** Consists of an evaluation of the effectiveness of project activities and a study to potentially design and promote a

national strategy for the educational continuity of youth with disabilities and their transition into adult working life.

- 3.5 **Component V: Administration, monitoring and audits.** Includes project implementation costs: utilities, internet, mobile, telephony, office supplies, office equipment, project management consultancy and external audit of the project.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Technology and innovation for higher education for PWD	US\$193,000.00	US\$150,000.00	US\$343,000.00
Enabling factors for the higher education offer in Ecuador	US\$212,000.00	US\$50,000.00	US\$262,000.00
Facilitating labor market insertion	US\$178,000.00	US\$0.00	US\$178,000.00
Impact evaluation and dissemination	US\$102,400.00	US\$0.00	US\$102,400.00
Administration, monitoring and audits	US\$114,600.00	US\$0.00	US\$114,600.00
Total	US\$800,000.00	US\$200,000.00	US\$1,000,000.00

V. Executing Agency and Execution Structure

- 5.1 The Inter-American Development Bank will provide Cooperation Supervision through the Competitiveness, Technology and Innovation Division (IFD/CTI). Carlos Guaipatin, CTI Specialist, will provide technical supervision of the TC on behalf of the Bank.
- 5.2 Project execution will be coordinated by a program manager, who will: (i) plan, coordinate and supervise the execution of the activities established in the project components; (ii) prepare the annual work plans; (iii) prepare the terms of reference to identify, select, hire and evaluate the performance of external consultants; (iv) prepare the semiannual progress reports; and (v) coordinate the contracting of the external audit of the project.
- 5.3 The executing agency for the project will be Fe y Alegría Ecuador (FyA). FyA is a private non-profit organization that provides educational services and social support to the most vulnerable sectors in Ecuador. FyA has been working in Ecuador since 1964 and providing educational opportunities for children from poor and excluded families. FyA has extensive experience in the execution of technical cooperation operations financed by the Bank. The most recent IDB project received the IDB's Superheroes of Development 2021 Award.

VI. Project Risks and Issues

- 6.1 Human talent availability risks: the lack of qualified and specialized personnel in vocational accompaniment and job training for people with disabilities to carry out the project. This concern would be addressed especially through Component 1, by carrying out the assessment of the institutional capacities and later covering the specific teaching staff needs that are concluded. FyA is currently working to offset this situation through work with local universities to strengthen master programs and trainings in favor of diversity and education of PWD. FyA is also a part of global initiatives for disabilities in which different organizations share and change their experience and learning.

- 6.2 Lack of commitment from learning institutions to adapt their spaces, programs, and study plans for PWD. This issue would be confronted through advocacy with the government and with the Inclusive Education System with the academic models and proposals that contributes to national awareness. FyA has successfully influenced public policies by working alongside the Ministry of Education and public entities and their effort in educating and sensibilizing other institutions and their staff contributes to gradual shifts in the inclusive culture.
- 6.3 Limited awareness of the productive sector: lack of knowledge on how to relate and work with young people with disabilities in an adequate manner. Difficulties in adapting inclusion into their business plan. To solve this, FyA would initially create awareness among business of the PWD situation in the country, while also sharing the role that FyA plays in that regard, presenting the educational centers, academic plans, and potential aptitudes for employment. To eventually reach an agreement of internships and employment, FyA would take initial steps in seeking mentorships and training for PWD that could eventually reach the possibilities of offering positions to them.

VII. Environmental and Social Aspects

- 7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).