

Japan Special Fund Poverty Reduction Program (JPO)
Community Based Program (CBP)
Project Profile
(March, 31, 2006)

I. BASIC PROJECT DATA

Beneficiary Country / Region:	Ecuador
Project Name:	Jóvenes Solidarios [Solidarity Youth]
Project Number:	EC-T1064
Project Team:	Team leader: Eri Watanabe (RE3/SO3); Team members: Rosario Londoño (RE3/SO3); Marta Estarellas (EXR/SPE); Lucrecia Palacios (RE3/SO3) and Marcelo Perez (COF/CEC).
Executive Agency:	Fundación E.dúcate [E.dúcate Foundation]
Beneficiaries:	Youth (12-24 years old) in poor communities, low-medium income families, non-profit organizations, municipal corporations, teachers, universities and poor households.
Date of Request:	03/31/2006
Financing Plan:	IADB (JPO/CBP): US\$ 150,000 Local Counterpart: US\$ 60,000 Total: US\$ 210,000
Tentative Dates:	Programming Committee May, 2006 Loan Committee June, 2006 Bank Approval July, 2006
Execution Period:	24 months
Disbursement Period:	30 months

II. BACKGROUND AND PROBLEM STATEMENT

A. Current Situation in the Country

- 2.1 Ecuador is no exception to the rule of meager growth in Latin America. According to a recent study by the BCE [Central Bank of Ecuador]¹, the annual rate of economic growth for 2000-2005 only rose to 4.04%, and rates over 3.5% are not expected for 2006. In terms of income distribution, Ecuador is no different from the rest of the LAC region. The inequality remains and has intensified social discontent and distrust in politics and politicians, and has produced a general loss of legitimacy on the part of institutions. The lack of institutionality in the country makes it essential to strengthen

¹ Fernández, Grijalva and Pérez, Más Allá de la Economía, 2005

“informal institutions,” also known in social literature as “social capital.”² There is a need to find mechanisms to facilitate and further the development of civic values, of community service and cooperation among Ecuadorian youth.

B. Situation of Ecuadorian Youth

- 2.2 In 2004, around 54.2% of the total Ecuadorian population was below 24 years old; 34.4% of this segment was below 14 years old. And due to this demographic bonus and the insufficient impact in investments on positive youth development, Ecuador among many of the Latin American countries is identifying innovative ways to approach positive youth development. The demographic bonus in Ecuador will end by 2030 and therefore social investments need to prioritize their emphasis on children and youth development.

Education

- 2.3 According to the World Bank³, only 22.6% of the population over the age of 18 in Ecuador has completed a high school education. Among the age of 18 to 24 group, 66% have not finished high school. School enrollment rates fall as youths approach adulthood. Ecuador’s net secondary school enrollment in 2001 incorporated 50% of the total population in that age group, which is low when compared to Latin America’s average of 65.5% in 2002.
- 2.4 Also, according to same report, youth feel disconnected by current teaching practices. According to focus groups, they want contact with reality, the discovery of new things, and practical experience. In general, young students do not feel they are being given knowledge for living, for working, or even for coping with academic problems, which explains high drop out rates.

Unemployment

- 2.5 Moreover, the youth unemployment rate tends to be 2.6 times higher than the adult rate. In Ecuador, youth unemployment in 2001 represented 20.1% of the total active youth population⁴, of which female youth unemployment is 27%, when compared to male youth unemployment illustrated in 15%. In Ecuador, within the population between the ages of 15 and 29 years of age, around 11.3% are currently not studying or working.⁵ And therefore a vast majority of youth is not adequately equipped with the necessary life and employability skills to transit successfully into adulthood and become productive members of society.

Violence

- 2.6 According to CEPAL, in the year 2000, 50.6% of registered deaths were caused by violent behaviors, from which 16.7% were homicides. Also, 28% of adolescents

² Coleman (1990), Putman (1993)

³ World Bank: Analysis of the Situation of Youth in Ecuador 2004

⁴ United Nations Statistics Division Database of Millennium Indicators;
<http://millenniumindicators.un.org/unsd/databases.htm>

⁵ CEPAL, :La Juventud en Latinoamérica: Tendencias y urgencias

between 12 and 18 years of age drink alcohol and 6% consume illicit drugs.⁶ Another phenomenon common in Ecuador is that of organized delinquency; in Guayaquil alone, some 3,000 youths are gang members.⁷

Social Inclusion

- 2.7 Even though the young are ascribed an important role in society and in the development of the country, youths and adolescents lack social acknowledgment as legal persons, which has limited the recognition of their potentialities as individuals and their effective participation in the development of their communities. According to World Bank report, nearly one-third of youths between the ages of 10 and 24 do not belong to any organization, despite their express interest in participating.
- 2.8 Given the problems affecting youth – negligible participation in community development problems and lack of connection with the formal education system – it is necessary to enable their full and sound development by means of a significant and sustainable involvement in local development, through training and participation in organized volunteer programs.

C. Bank Experience in Youth Community Participation through Learning Service Programs

- 2.9 The Bank has valuable experience in youth volunteerism. Both through the implementation of Technical Cooperation and through the participation in the Global Service Day. In 2002, the Bank financed the implementation of the program Paso Joven in Dominican Republic, Bolivia, and Argentina (TC-02-01-09-0-RG), aiming to provide youth (ages 12-24) in the Americas with the opportunity and ability to improve their community through volunteering, service-learning, and civic action. The specific objectives of this project were: (i) to increase the capacity of non-profit organizations and school-based entities to train and engage young people in meaningful, on-going community service or service-learning projects that enhance and develop their communities in the areas of health, education, poverty alleviation, and the environment; and (ii) to provide young people with the necessary skills they need , so they can to make a positive contribution to civil society and become responsible civic leaders in their communities.
- 2.10 As a result of this project, there are service-learning and youth leadership methodologies based on the process by which youth or adults learn about a topic through hands-on opportunities to apply this knowledge in the community and critical reflective thinking to foster behavioral change. In addition, there are new meaningful volunteer opportunities where young people can participate and contribute to their own communities. These methodologies has been successfully implemented through the participation of local NGO's and schools that increased their institutional capacity through PaSo Joven in the already mentioned countries. They trained more than 1.200 teachers-youth leaders and engaged more than 12.000 young leaders in leadership and

⁶ SIISE , Version 2, 2001

⁷ Diagnóstico Nacional sobre Seguridad Ciudadana en el Ecuador, FLACSO, Ecuador, 2001

community service. In addition, a tool kit for trainers, website, distant learning training courses, technical assistance network, a volunteer referral guide and database, and several national forum were developed and organized during the implementation of this program. At these forum some young people expressed that due to their participation in PaSo Joven they developed skills, went back to school and stop using drugs because they felt that they were important to someone. For the first time, the region has this type of material and methodology not only in Spanish, but adapted for the Latino and Caribbean culture and reality. Other countries are already asking permission to use these materials; even the U.S. is soliciting permission to use it for the Latino community in this country. These methodologies can easily apply to other Latin-American context because of its flexibility and its customization to different realities such as Andeans, Central American and Mercosur. The program is in its final phase and final evaluation will be ready by end of July 2006.

- 2.11 As a result of this project, *service-learning* and youth leadership methodologies were developed to teach youth and adults through hands or experiences, how to immediately apply this knowledge in their communities. This methodology also taught reflective thinking to foster permanent behavioral change⁸. It was successfully implemented by local NGO's and schools, which trained more than 1.200 teachers- youth leaders, and engaging 12.000 young leaders in youth and community services. Preliminary evaluations demonstrated that these methodologies could easily apply to other Latin-American context because of their flexibility to adapt to different realities across Latin America. The main 5 key activities of these methodology are: i) preparation of volunteers through training and reflection prior to the project; ii) integration of community service registered by the participants into the students' academic program or educational components; iii) participation in actions planned in the community; iv) structured time for critical reflection by volunteers and the group on the experience undergone; and v) celebration and recognition of volunteer efforts. The final evaluation will be available by the end of May 2006. The result will be incorporated in the design of the components.
- 2.12 Also, through the IDB's Youth Program, in 2002 youth from 22 out of the 26 IDB member countries took a lead role in the celebration of Global Service Youth Day, showcasing their involvement and the active role they are playing in the development of their communities and countries.

D. Bank strategy

- 2.13 In accordance with the mandate of the Eight Replenishment, the Bank stresses the importance of the social sector to overcome poverty and ensure greater social equity and economic development. By achieving the objectives of this proposed technical cooperation, this project will provide a valuable contribution to the attainment of the Bank's strategy.
- 2.14 This Technical Cooperation is consistent with the Bank's strategy for Ecuador (GN-2338-1). The IDB Country strategy for Ecuador, which will apply to the 2004-2006

⁸ Studies estimate that students retain 10-15% of knowledge received from a lecture format. However, students retain up to 70% of knowledge gained from hands-on application of information

period, will focus on two priority areas: (i) help lay the foundations for energizing the productive structure and (ii) promote social development and the protection of the most vulnerable groups. This operation fits within the second strategy, since it will promote youth participation in the development of their communities, and, it will increase the quality of education of poor disadvantaged youth, which are considered vulnerable groups.

- 2.15 This operation is eligible to be financed by the Japan Special Fund Poverty Reduction Program (JPO), because this project has a strong connection with poverty alleviation strategy through the following mechanisms: (a) it will increase the quality of education through the application of service learning methodology in poor schools, (b) it will engage poor students in active learning and decrease drop out rates and, (c) it will contribute to the participation of youth in community development and poverty alleviation programs through the application of service-learning methodology, which in turn will directly benefit even poorer and socially excluded youth.

III. PROGRAM OBJECTIVE AND DESCRIPTION

- 3.1 The main goals of this TC are: 1) to enable and promote youth participation (12-24 years old) in the development of their communities, and, 2) to increase the quality of education of poor disadvantaged youth for youth development and empowerment.
- 3.2 The specific objectives are to: i) strengthen the training capacity of non-profit organizations, youth organization leaders, teachers and city officials of service learning, leadership volunteerism and youth leadership training methodologies; ii) increase the quality of education through the implementation of the Paso Joven service learning model, engaging students in formal education and diminishing school drop outs rates, and iii) bridge the information gap between demands and supplies of volunteer services.
- 3.3 In order to achieve these objectives, the project will finance **three main components**: (i) Institutional Strengthening in service learning methodologies; (ii) Pilot Program: Public Awareness and Youth Participation in Local Development, and; (iii) Monitoring, Evaluation and Dissemination of results.

1. Component I - Institutional strengthening in service learning methodologies

- 3.4 The main objective of this component is to apply the Paso Joven service-learning model - adapted to Ecuador's reality - in three cities – Guayaquil, Quito and Portoviejo – (Annex II) through training of teachers, community volunteer service leaders and municipal officials.
- 3.5 At least three Poor Schools⁹ in each city¹⁰ will be selected to participate. Criteria selection includes demonstrable leadership and commitment of behalf of school

⁹ Poor schools are defined as school in geographical areas identified as such, in poverty maps provided by SIISE, Social Secretary of Central Government, and that also had been identified by local government as risk areas.

directors and teachers. Alliances will be formed with the respective city governments and with local organizations. Those local organizations will support with the implementation of the program in the communities, which will facilitate implementation in the field. Also, other schools with tradition in youth service programs will be selected to fostering their exiting programs. Exposure and training in the training in the learning service methodologies will help them to innovate and improve their own methodologies.

- 3.6 Training of 20 national-local teachers, trainers and leaders will also be conducted, and these in turn will motivate at least 200 other teachers and youth leaders, with the aim of involving at least 2,000 youths in community service. To implement this activity, alliances will be made with at least two universities in each locality, local governments and NGO's that already working with youth. Youth leaders will be selected through the existing local youth development networks, supported by local government, in each city¹¹. Teachers from the three local schools will be selected based on their commitment, engagement and capacity to replicate training in their own school and others as well.
- 3.7 As part of this component, a local network of mentors (student volunteerism teachers) will be created to encourage adolescents to participate in volunteer programs and provide specialized training in this subject matter. The idea is to teach and motivate by example and actual experience, engaging men and women with tradition in community service to come to schools and youth organization to speak about their organizations, goals, success stories and mentor first time volunteers through the execution of their programs. Also, their cases will be posted in the project website as a motivation tool available to all.

2. Component II - Pilot Program: Public Awareness and Youth Participation in Local Development

- 3.8 This component aims to increase the participation of youth-led volunteer projects in the following social development areas: poverty reduction, mental and reproductive health, education and sustainable environment, etc. This component will implement instruments that young peoples get involved in community development. To reach this goal, the following activities will be carried out:
 - a. *Create public awareness of the Importance and Effectiveness of Youth Services:* Last year high school students in Ecuador are obliged, by law, to volunteer and participate in real community development programs. Nevertheless this training does not represent a real opportunity for students to engage in community services or technical practice, because seldom are their given the opportunity to exercise their leadership skills. Few NGO's and private enterprise are aware of the benefits for youth participation, and the impact they can make on society as a whole. Therefore, there is a need to raise their awareness on the benefit of youth volunteer

¹⁰ The executing agency has already placed a survey in Guayaquil of 600 poor-fiscal schools that allows them to implement other projects. Adjusted survey will be implemented in Quito and Portoviejo.

¹¹ Since 2002, these networks have a formal council directed by the local government.

and how these organizations can play a role to increase youth participation in their projects. Through training workshops where Paso Joven methodology is shared, the benefit of youth volunteer can be raised. Clear identification and definition of the “youth volunteer” profile required by the organization is a great tool to motivate organization in participating.

- b. *Inclusion of service-learning training in pilot schools as a required practice starting in 7th grade.* The program will be carried out in city-run poor public schools,¹² where the city government has the power to adapt the curriculum to the needs of the community, and are able to facilitate the implementation of this activity. At least 3 public national schools with strong leadership will be selected to be part of this program. Based on the evaluation of experiences gained in this program, a proposal will be made to the Ministry of Education to add this kind of training as part of the formal and mandatory curriculum for all public schools. Inclusion of *service-learning* practices as well as youth leadership for volunteerism as a requirement for graduation will also be promoted at universities, where community fieldwork is required as part of a specialization. Nevertheless, it is important to indicate that sustainability of this project is based on the commitment of local governments in the inclusion of the service-learning methodology in city run schools and public-and private universities as well. The city of Guayaquil is interested in making this project part of a bigger project named “Solidarity City”. Quito and Portoviejo have also similar programs.
- c. *Design and implementation of volunteer portal.* This interactive portal will allow interested organizations to input their requirements for volunteer services in a decentralized manner, thus enabling students to choose according to their particular activity preference. By means of local volunteer networks, NGOs will also be trained in the use of the platform and portal. This portal will provide a place for youth to share their volunteer experience, publish their experiences with volunteer programs and their volunteer training period, that enter in a National competition for Youth Service Award.
- d. *Design and implementation of two pilot courses in vocational-technical training:* This component will design 2 pilot courses that are synergetic with service-learning practice to be undertaken by youth from each participating school. These courses will provide them with the skills to improve the effectiveness and improve their participation in community development internship at NGO’s or private enterprises. To this effect, three schools will be selected where the most relevant subject matter will be determined based on the demand for volunteer work in community development projects – for example, reproductive health, application of new information technologies to social problems, gender, etc. Based on the projects identified, the content of the prioritized subjects will be developed, and then taught at the selected schools.

¹² In Ecuador, most schools are under the authority of the Ministry of Education. There are, however, certain city-run public schools where the Ministry has relinquished jurisdiction.

3. Component III - Monitoring, Evaluation and dissemination of results

- 3.9 The objective of this component is to design adequate evaluation and monitoring methods that will enable feedback on the implementation phase of the project, and the accomplishment of the planned objectives.
- 3.10 To monitor project goals, the information gathered through the Internet portal from schools, universities and participating organizations will be used. This online information will provide the current data on the state of the project in each locality, including information concerning the schedule and content of workshops, available training to local organizations and where young people are participating in community development projects.
- 3.11 For project evaluation, it will first establish base line information of schools and universities that will participate in the program. Subsequently qualitative evaluations will be undertaken to establish the approximate level of existing social capital and the level of willingness to act on behalf of the common wealth, prior and subsequent to project involvement. It will also measure the impact of volunteer activities on the implementation of projects by beneficiary entities, and will develop a methodology to allow to apprehend both the tangible matters – such as the costs saved by the benefiting entities – and the increase in social capital on the part of participating youth and the networks of local organizations that are strengthened by the implementation of this program.
- 3.12 As part of the public awareness campaign, a *National Volunteerism Day* will be organized and, in partnership with the selected city governments of Guayaquil, Portoviejo and Quito, *presentation of awards for volunteer activities* will take place.

IV. COST AND FINANCING

Type of Expense	Number of Months	Cost per Month	JPO Total	Local Counterpart [1]	TOTAL
Component #1: Institutional strengthening in service learning methodologies			65,000.00	0.00	65,000.00
Training in Paso Joven methodology	1	8,000.00	8,000.00		8,000.00
National Consultant to coordinate training	24	1,500.00	36,000.00		36,000.00
National training sessions	1	6,000.00	6,000.00		6,000.00
3 workshops in each locality to train teachers and local leaders			9,000.00		9,000.00
3 follow-up workshops in year 2			6,000.00		6,000.00
Component #2: Pilot Program: Public Awareness and Youth Participation in Local Development			51,000.00	0.00	51,000.00
4 workshops with local organizations: provision, locale, food, etc., 60 participants to attend each workshop	2	1,350.00	2,700.00		2,700.00
Travel expenses, room and board for consultants from Quito to Cuenca and for those from Guayaquil to Portoviejo		800.00	800.00	0.00	800.00
Consulting services for design and implementation of IT platform that will allow data input, and training to NGOs, schools and universities in its use	2	6,000.00	12,000.00		12,000.00
Design of curriculum with two subjects to be applied at 3 pilot schools	2	5,000.00	10,000.00		10,000.00
Consulting services for coordinating activities at national level and to collect information on youth programs and interventions.	15	1,500.00	22,500.00		22,500.00
Presentation of Paso Joven methodology to municipal authorities for approval of its inclusion in the formal curriculum; handling of approval process.	2	1,500.00	3,000.00		3,000.00
Component #3: Monitoring, Evaluation and dissemination of results			10,000.00	0.00	14,000.00
Methodology and instruments to measure social capital and impact of volunteer involvement on youth and beneficiaries of community projects	2	4,000.00	4,000.00		8,000.00
2 annual National Forums to create awareness of importance of youth community services and celebration of World Youth Service Day.	2	3,000.00	6,000.00		6,000.00
Other Costs:*			5,000.00	60,000.00	65,000.00
Equipment[3] Infocus for training at local level			5,000.00	0.00	5,000.00
General support [4]:	24	2,500.00		60,000.00	60,000.00
Auditing and Evaluation			19,000.00	0.00	19,000.00
Establishment of a base line and collection of preliminary social-capital measurement data.	2	3,500.00	7,000.00		7,000.00
Project Accounting, Final Evaluation and Audit	3	4,000.00	12,000.00		12,500.00
			150,000.00	60,000.00	210,000.00

[1] Counterpart financing usually requires a minimum 20% of total cost of the TC. Can be "in-kind".

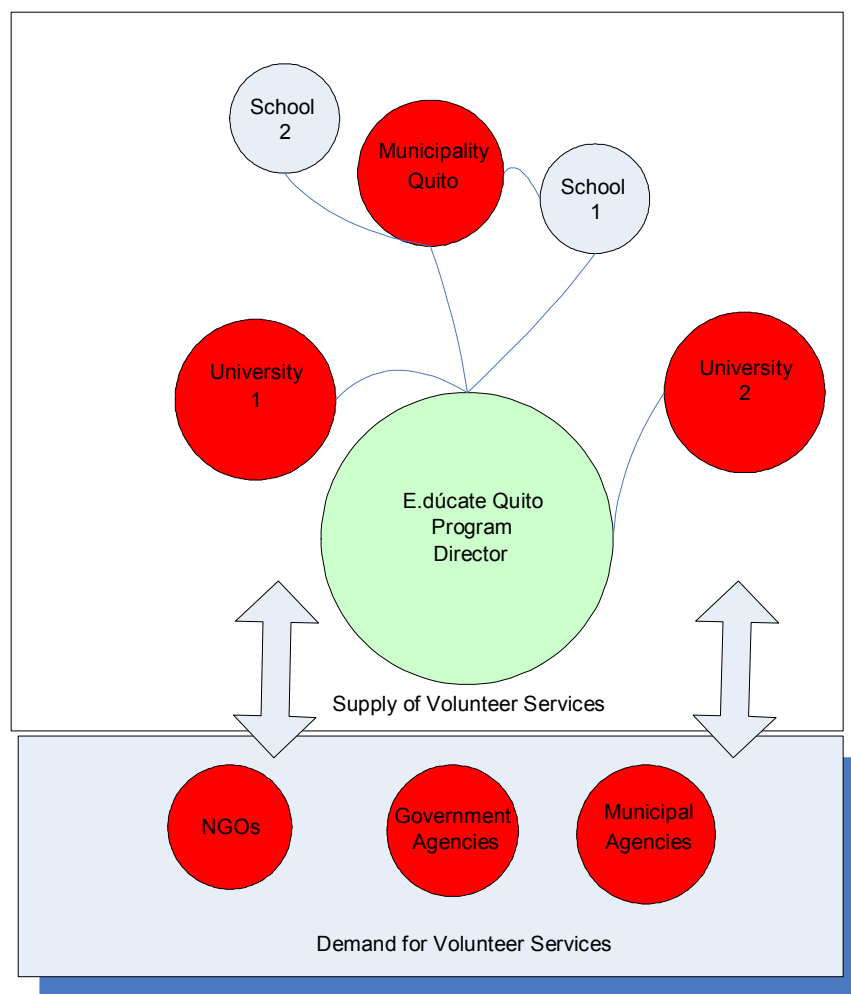
* US.60.000 consist of administrative cost such as rent, electricity, assistance, internet connection, and consulting time.

[3] Can be up to 15% of the total cost of the TC.

[4] Comprises local logistics for consultants, including rental of office space, secretarial services, communications, regular printing and copy services, supplies, etc.

V. EXECUTIVE AGENCY AND EXECUTION STRUCTURE

- 5.1 Fundación E.dúcate [E.dúcate Foundation] is the executing agency responsible for the implementation of this project. E.dúcate is a non-profit organization with more than 10 years of experience in the implementation of social and human-development projects. To date, the Foundation has carried out five human-development projects with financing from the IADB, the World Bank and local municipal resources. A detailed description of these projects is provided in **Annex III**.
- 5.2 For this particular program, E.dúcate will assign one full time project coordinator in Quito, with monitoring and evaluation expertise, a local coordinator in Guayaquil, a financial and manager officer, and a project assistant.
- 5.3 Below is a diagram of the execution structure of the Technical Cooperation. E.dúcate will establish a letter of agreements with the Municipalities, Universities and schools. The municipality will be responsible for fostering the participation of ONGs and other members of the Youth Development Networks, providing information to select schools, teachers and youth leaders, promoting project activities and supporting the implementation of workshops in their cities. The Universities will help with the technical curriculum development, NGO and teacher training, promoting project activities, and fostering youth participation in pilot projects. And the schools will select teachers with skills to transfer learning service knowledge to others, implementation of learning service methodology, fostering youth participation in development projects, upload in project site youth reflection papers in community participation. In addition, the NGO's and Government Agencies will having the following role: train in service learning methodology, define youth profiles to participate in their projects, up load and up date in project site profiles of volunteer needs and activities, promote project activities and foster youth participation through the programs they already implement with youth or community in general.
- 5.4 E.dúcate has extensive experience in the formalization and successful execution of this type of institutional arrangements. And also, E-dúcate has engaged in preliminary discussion and agreements with all of these stakeholders. All of them have demonstrated great interest and commitment to this initiative.



- 5.5 Once the project evaluation is available, the Executing Agency will prepare a summary of the primary lessons learned and these will be made public through a national forum to be attended by the members of the network formed throughout the implementation of the project, as well as by other institutions interested in these matters. This report will also be distributed through the project portal and to strategic partners, city governments, non-profit organizations and universities.

VI. MAJOR ISSUES

- 6.1 The only foreseeable risk is the upcoming Presidential elections. However since all the activities will be taken place in specific communities, the leaders at municipality level will remain in position. The participating municipalities and institutions were selected based on their proven institutional strengthen and its capacity to make decision. So the risk is minimal.

VII. ACTION PLAN

- 7.1 A tentative plan of action for preparing the proposed Technical Cooperation is summarized as follow:

Request of Donor's Eligibility	Donor's Response	TC Profile CESI & Programming Committee	Plan of Operations – CRG & Loan Committee	Plan of Operations - Approval
March, 2006	May, 2006	May, 2006	June, 2006	July, 2006

ANNEX I - LOGICAL FRAMEWORK

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
Goal			
To contribute to the reduction of poverty in three cities in Ecuador: Guayaquil, Quito and Portoviejo, through the engagement of poor students in school program and their participation in the development and implementation of poverty alleviation programs.	After 24 months of program execution, at least 500 young people from the cities of Guayaquil, Quito and Portoviejo are engaged in school through the implementation of service-learning service projects and are actively participating either in the development or implementation of poverty alleviation programs.	Progress report and final evaluation	Youth are not engaged in formal learning because of current methodologies and lack of life experience also does not have opportunities or skills to participate in their community development. If the methodology changes by providing them a life learning experiences and skills, they will engage, learn and participate.
Purpose			
To enable and promote youth participation (12-24 years old) in the development of their communities, and, 2) to increase the quality of education of poor disadvantaged youth for youth development and empowerment.	By the end of the project: (a) 2000 students will be engaged in learning through community participation (b) 500 students will be actively participating in community development projects. (c) 200 teachers will teaching through service methodology engaging students in formal learning	Final project report Interview of foundation, teachers, leaders and students about the result of the experience. Results from applying methodology to measure social capital building.	Local Governments of the Cities of Guayaquil, Quito and Portoviejo, as well as other national run public and others schools have interest in applying this pilot program in the academic curriculum.

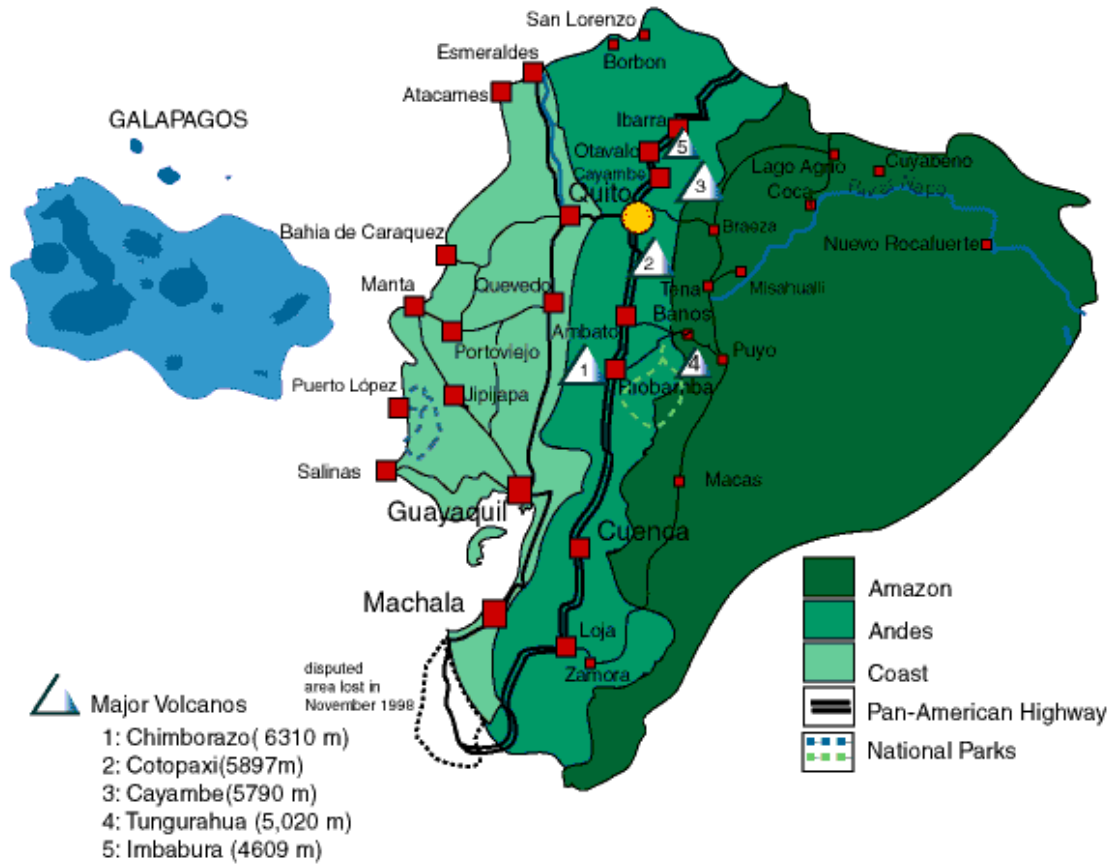
Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
Components			
<i>Component I</i> Institutional Strengthening in service learning methodologies.	After 24 months of program execution: (a) 3 Foundation trainers qualified in the Paso Joven methodology; (b) 20 national trainers supporting the training in Paso Joven methodology in the three cities selected; (c) 200 teachers and volunteerism leaders trained in the cities selected; (d) 20 student leaders trained in the methodology at the national level; (e) 200 youth leaders passing on the methodology in the localities selected; (f) 2,000 youth motivated by teacher or leaders to participate in community projects.	Progress reports; Materials available; Training program; Interviews of trained teachers and leaders; Signed agreement letters with the participant's schools that include a Work Plan to train teachers and to support the oversight and execution of community-based projects. Youth Papers on their community service experiences.	NGO, youth organization leaders, teachers and city officials continue to be interested in receiving training and want to participate actively in the implementation of this project.

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
<p><i>Component II</i> Youth Participation in Local Development.</p>	<ul style="list-style-type: none"> (a) At least 3 schools and 2 universities in each city will be implementing the Volunteerism curriculum in keeping with the Paso Joven methodology; (b) At least 150 non-profit organizations, city governments and government agencies will have inputs their requirements for youth volunteers; (c) At least 2,000 young people will have participated in community development projects; (d) The two vocational-technical courses having synergy with volunteer activities will have been designed and piloted at three schools. 	<p>Evaluation report;</p> <p>Publication of the papers produced by youth in project website. (About community work, lessons learned and volunteer experience);</p> <p>Platform and Interactive Portal (webpage) of the E.ducate, built based on the Paso Joven Portal;</p> <p>Audio-visual records of the experiences;</p> <p>Results from applying methodology to measure social capital building in youth and community.</p>	<p>The community has motivated and young people to participate in activities for the local development.</p>

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
<p><i>Component III</i> Monitoring, Evaluation and Dissemination of Results.</p>	<p>(a) During the National Volunteerism Day, X schools received acknowledgment and award based on the greatest impact they had on alleviation of poverty;</p> <p>(b) The benefits of the use of methodology in the educational system and their contribution to the society are recognized;</p> <p>(c) Others schools are interested in adopting the methodology;</p> <p>(d) A method of measuring social capital is developed.</p>	<p>Projects records and Evaluation of the experiences;</p> <p>Articles in the local press;</p> <p>Expressions of interest of schools/high schools in applying this pilot program in its schools;</p> <p>Application of methodology to measure social capital building through youth community participation.</p>	

ANNEX II – MAP OF ECUADOR

Ecuador, South America



ANNEX III – PROGRAMS IMPLEMENTED BY E.DÚCATE

Interconnected Multi-Learning Centers – INFODEV-E.dúcate (2003-2004)

This project was financed by the INFODEV foundation and the World Bank to establish three pilots programs in Portoviejo, Río Chico and San Antonio de Ibarra to provide schoolchildren with access to new information and communication technologies.

The project was carried out from June 2003 to October 2004. The following results were obtained:

- Training in the application of technology in the classroom to 200 teachers from schools that were part of or close to the multi-learning centers.
- 6,000 children from nearby schools have access to a computer lab and, more importantly, to the personalized learning platform which will improve their academic achievement in math and language.
- Development of software to analyze the quality of math and language learning for fifth-grade to tenth-grade schoolchildren.
- Development of an individualized supplementary curriculum that enables children to overcome learning difficulties.
- Development of a curriculum that improves the teacher's ability to evaluate and implement a supplementary curriculum.

Integration of the APCI Platform (Personalized, Complementary and Interconnected Learning) into the Interconnected Multi-Learning Centers – FLACSO-E.dúcate (2004-2005)

This was a joint project with FLACSO whose main goal was to incorporate the APCI application into the classroom as a tool to improve the academic achievement of students in math and language. The project has been implemented in four multi-learning centers located in Portoviejo, Río Chico, San Antonio de Ibarra and San Plácido, and aims to train teachers in the use of the APCI platform and other technological tools.

With this technical help, APCI now offers ten math and language courses, from sixth to tenth grade.

Through using of the APCI platform, at least 1,500 students have been successful in improving their academic achievement in math and language. Additionally, we are now drafting the reference terms for the hiring of a firm to evaluate this project.

More Technology, Quality Education for Guayaquil Project – Municipality of Guayaquil- E.dúcate (2005-2006)

This project was commissioned by the Municipality of Guayaquil.

Objectives

The long-term objective of the “More Learning Project” is to improve the quality of education of low-income students from Guayaquil and reduce the inequality that exists because of the digital-technology gap. Improvement in the quality of education will be measured by progress in academic achievement. The goal is a 25% reduction in the failure rate over 5 years.

The short-term objectives are:

- ✓ To provide computer infrastructure (a lab with 4 computers on a network) and access to Internet for at least 300 schools in the first stage of the program.
- ✓ To train directors and teachers at each school in the use of information and communication technology, as well as in the use of didactic tools and the APCI math and language learning platform. At least 800 teachers and directors are expected to take advantage of this training process.
- ✓ To put the personalized APCI math and language learning platform into operation in each computer lab center, as well as other tools such as educational CDs.
- ✓ To reduce the digital-technology gap through providing 300 schools – 50% of all local public schools – with access to Internet.
- ✓ To engage parents’ participation in the various activities and stages of the project.

Components: The program has four components:

1. Infrastructure

Each school will have a classroom customized to serve as a computer lab where four computers will be installed on a network. Each lab will have air conditioning and modules for the computers.

2. Training

The each school director will attend a motivation seminar at the outset of the program, and at least two teachers will be trained in:

- Digital technology support for the educational process
- Managing teaching and learning in environments supported by digital technologies
- Internet as a tool for research and learning

A follow-up will be conducted at each school to monitor the implementation of the program.

3. Integration APCI and Other Technological Tools in the Classroom

The heart of the project is the application of the APCI platform as a tool to improve students' academic achievements in math and language.

In addition, other tools such as ENCARTA and CD TODO will be integrated into class activities.

4. Follow-up and Evaluation

Through the APCI platform, a personalized follow-up will be conducted on the academic development of students by grade, school and parish. The project will also have external evaluation tools that will provide feedback.

Project Update

By October 2005, 200 directors had been motivated, 100 teachers had been trained and 104 labs had been installed in 104 schools. Thirty-two thousand children now learn while playing with the APCI platform and other digital tools.

Productive Youth

This project is currently in the design phase and aims to: i) increase job opportunities for youths from 16 to 24 years of age and improve their access to the formal and informal job markets; ii) supply organizations and firms with a better-trained labor force that has the essential skills and experience to perform different activities, thus increasing company productivity; iii) draw up a vocational and technical curriculum for high schools, to be tested in various locations around the country.

The objectives of the program are to be achieved through activities that are designed to provide specific and productive training directly related to the needs of firms in local areas. The following parallel activities are being considered: mediation, information and orientation services required by the job market, youth, local firms and productive sectors. By promoting greater and closer interaction, the program will also stimulate competition among the various institutions that offer training.

To summarize, the program is directed to improving the quality and application of job training, increasing the employment rate among job seekers 16 to 24 years old, and improving the quality of jobs and the salary and earning level of young people in the selected areas.

Some of the key components of the program are:

1. Applied and virtual vocational and labor training.
2. Design of a technical and vocational curriculum for high schools and its application as a pilot program.
3. Improvement of infrastructure and technological equipment.
4. Onsite mediation and labor orientation.
5. Evaluation and follow-up of progress, products and results.