

## TC Document

### I. Basic Information for TC

▪ 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); Marieke Gottsch (IFD/CTI); Manuel Urquidi Zijderveld (LMK/CBO); Ady Beitler (INT/TIU); Betina Hennig (LEG/SGO); Mariela Rizo (IFD/CTI)
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination	Client Support
▪ Date of TC Abstract authorization:	May 14, 2015
▪ Beneficiary:	Asociación Fe y Alegría, Ecuador
▪ Executing Agency and contact name	Asociación Fe y Alegría, Ecuador Jaime Sarmiento, Project Coordinator
▪ Donors providing funding:	Japanese Fund for Poverty Reduction (JPO)
▪ IDB Funding Requested:	US\$700,000
▪ Local counterpart funding, if any:	US\$93,360 (in-kind)
▪ Disbursement period (which includes Execution period):	30 months
▪ Required start date:	September 15, 2015
▪ Types of consultants:	Individual consultants
▪ Prepared by Unit:	IFD/CTI
▪ Unit of Disbursement Responsibility:	IFD/CTI
▪ TC Included in Country Strategy:	No
▪ TC included in CPD:	Yes
▪ GCI-9 Sector Priority:	Priority Area 1: Equity and Productivity

### 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 are carried out through an inclusive process, incorporating the final beneficiaries to adequately define the problem.<sup>1</sup>
- 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, 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

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

measurable impact that lays the groundwork for social innovation components in CTI loan operations in Chile, Colombia and Uruguay.

- 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.”<sup>2</sup> 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 in removing barriers that prevent the education and inclusion of children with disabilities.
- 2.5 The project was implemented through the Asociación Fe y Alegría (FyA), a private non-profit organization that promotes social cohesion through integrated education in various countries of Central and South America. Among others, the project provided financing to upgrade and expand the facilities of the FyA Special Center of Santo Domingo de Los Tsáchilas to allow for the integration of more children, as well as to upgrade the ICT tools and methodology for education, including software, special IT devices and tools and hardware. Given the very positive experience and evaluation, as discussed below, this TC was proposed as a follow-up scaled-up version of its predecessor.
- 2.6 **Lessons learned in Ecuador.** The results and impact evaluation of the project in Ecuador demonstrated an increased motivation and overall sense of opportunity among children with disabilities.<sup>3</sup> 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 related 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 FyA centers across Latin America.<sup>4</sup> The model of inclusion developed by FyA 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).
- 2.7 **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

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

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

<sup>4</sup> For the complete impact evaluation of the project, 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.

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).

- 2.8 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 guidelines<sup>5</sup>. 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).
- 2.9 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 FyA, will develop a social innovation project for the technological-skills education for vocational training of more than 400 students with disabilities in 2 FyA centers in the cities of Guayaquil and Santo Domingo, Ecuador.
- 2.10 In *Santo Domingo de los Tsachilas* the project will be implemented in the *Unidad de Educación 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.<sup>6</sup>
- 2.11 The Japanese Fund for Poverty Reduction has a proven track record of supporting and implementing community-based development and inclusion projects, which 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.
- 2.12 In terms of corporate priorities, it is to be stressed that this TC is directly linked to the first sector priority of GCI-09 "Social policy for equity and productivity". The latter calls for a sustainable reduction in poverty and inequality through the promotion of a new generation of social programs that foster equality of opportunities for all, which also includes marginalized groups such as people with disabilities. In addition, in its Country Strategy 2012-2017 for Ecuador<sup>7</sup> the Bank specifically highlights the unequal access to education services by marginalized groups and underlines that the Bank's engagement in the social sector is intended to support the country in addressing the factors underlying the intergenerational transmission of poverty that comes with it.
- 2.13 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 goal to close the accessibility gaps and strengthen equality and social

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

<sup>6</sup> Censo de Población y Viviendo (CPV-2010).

<sup>7</sup> Ecuador: Estrategia de País del BID 2012- 2017. Septiembre de 2012.

integration. The project is part of Ecuador's 2015 project pipeline, and was approved by the Government of Ecuador.

2.14 The IDB Sector Framework on Innovation, Science and Technology emphasizes and highlights the importance of innovation, science and technology for the IDB's strategic approach to development in the Region. Particularly, the Sector Framework emphasizes the compelling need to apply and develop social innovation to address deficits in social inclusion of people with disabilities, poverty reduction, access to health care and education, and gender equality. Many sectors in which the Bank works in Latin America and the Caribbean are expected to start incorporating innovation and technology as an expanding part of their investment and reform programs.

2.15 **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/ Components and budget

3.1 To reach its objectives, the project will develop 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 FyA; (ii) design of curriculum and 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 disabilities<sup>8</sup>; (iii) identification, acquisition and installation of IT tools and hardware; (iv) application of curriculum and education of more than 400 students (total) in both FyA 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.** An important angle of this component is the involvement of IDB's ConnectAmericas, a network for

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<sup>8</sup> "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.

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 and the Ministry of Education of Ecuador will be involved throughout the whole process; (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 FyA Centers in Santo Domingo and Guayaquil, and a final evaluation to ensure sustainability and replicability of project results.

**Indicative Results Matrix**

<b>Suggested indicator</b>	<b>Baseline</b>	<b>Target at the end of the TC</b>	<b>Means of verification</b>
<b>Output Indicators: products</b>			
Component 1: Established and digitally programmed ICT curriculum, Teachers Trained, Students Trained	0	400 students trained  100 teachers trained 1 curriculum designed	Electronic copy of the document. Copies of tuition and training certificates
Component 2: Cooperation agreements with private sector companies to facilitate strategic inclusion of students with disabilities. Advocacy and awareness raising activities with companies about the importance of hiring people with disabilities Internships and immersion– programs for project-participants	0	15 Cooperation agreements 50 companies participate in advocacy and awareness raising activities 50 project participants complete internships	Agreement contracts and letters of commitment Electronic copies of reports of events held and database of participants and their contact details Internship certificates
Component 3: Project Documentary Movie including Audiovisual Production. Campaigns and Dissemination Strategy Development with Ministry of Education of Ecuador	0	1 Documentary Movie 1 Cooperation agreement with Ministry of Education of Ecuador	Electronic copies of each consultancy study.
Component 4: Line base and impact evaluation	0	1 Line base study 1 Impact Evaluation	Electronic copy of each study
<b>Outcome Indicators:</b>			

Labor inclusion for students with disabilities on the basis of a training plan focused on technology	The rate of labor inclusion of students with disabilities will be defined in the baseline study	400 students with disabilities develop skills for the labor inclusion on the basis of a training plan focused on technology. The rate of employment and inclusion of young people with disabilities increased at least 30% after project completion. At least 200 young people gain work experience at project completion	Copies of training certificates, employment certificates and certificates of internships
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#### Indicative Budget<sup>9</sup>

Component	IDB Funding (US\$)	FyA Funding (in-kind)
<b>Component I:</b> Curriculum and ICT tools development for job skills training and implementation <sup>10</sup>	368,000	93,360
<b>Component II:</b> Collaboration with private sector companies to facilitate strategic inclusion of students with disabilities into the workforce	95,500	
<b>Component III:</b> Dissemination, transfer of knowledge and skills through documentary and ConnectAmericas	167,500	
<b>Component IV:</b> Impact Evaluation	69,000	
<b>Sub total</b>	<b>700,000</b>	<b>93,360</b>
<b>Project Total</b>	<b>US\$793,360</b>	

3.6 TC supervision will be provided by the Inter-American Development Bank through the Competitiveness and Innovation Division (IFD/CTI). Carlos Guaipatin, Information Technology Specialist, will provide the technical supervision of the TC on behalf of the Bank.

#### IV. Executing agency and execution structure

- 4.1 The executing agency will be [Fe y Alegría Ecuador](#), a part of the FyA organization. FyA has been in Ecuador since 1964 and has since its inception provided poor and disadvantaged children with education opportunities. FyA operates in 17 countries in Latin America and the Caribbean, and the results and methodology developed through the IDB's ICT for Education project in Ecuador, which was executed by FyA, is now being implemented in 5 countries across the Region. FyA's institutional capacity has been proven through numerous projects and assessments, including EC-T1194.
- 4.2 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

<sup>9</sup> It is estimated that the private sector companies involved in the project will contribute approximately the equivalent of an estimated US\$80,000 (in-kind) towards Component 2 of the project.

<sup>10</sup> Indicative budget contemplates resources for the project administration (i.e. hiring of the program manager) under Component I.

external consultants participating in the TC; and (iv) produce the six-month, midterm, and final reports on the technical and financial progress.

- 4.3 Because of the reach of FyA, and the intricate dissemination strategy developed in collaboration with the IDB's ConnectAmericas initiative, the results of this TC will reach beyond Ecuador to the entire LAC region.
- 4.4 Procurement: The executing agency, when contracting consulting services required for execution of this TC, will follow Bank procedures, standards, and policies for the procurement of goods and services, as established in documents GN-2349-9 and GN-2350-9. The agency will facilitate periodic review by the Bank of expense vouchers and consulting contracting processes.

## **V. Major issues**

- 5.1 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.

## **VI. Exceptions to Bank policy**

- 6.1 There are not exceptions to Bank policies in order to execute this TC

## **VII. Environmental and Social Strategy**

- 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.

### **Required Annexes:**

- [Annex I - Letter of Request](#)
- [Annex II - Terms of Reference](#)
- [Annex III - Procurement Plan](#)

**USING TECHNOLOGY FOR THE INCLUSION AND PROMOTION OF TECHNOLOGICAL SKILLS FOR  
CHILDREN AND YOUTH WITH DISABILITIES**

**EC-T1307**

**CERTIFICATION**

I hereby certify that this operation was approved for financing under the Japan Special Fund Poverty Reduction Program (**JPO**) through a communication dated May 14, 2015 and signed by Eimon Ueda, Executive Director for Croatia, Japan, Korea, Portugal, Slovenia and United Kingdom. Also, I certify that resources from said fund are available for up to **US\$700,000** in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of four (4) calendar months counted from the date of eligibility from the funding source. If the project is not approved by the IDB within that period, the reserve of resources will be cancelled, except in the case a new certification is granted. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except in the case of local consultants working in their own borrowing member country who shall have their remuneration defined and paid in the currency of such country. No resources of the Fund shall be made available to cover amounts greater than the amount certified herein above for the implementation of this operation. Amounts greater than the certified amount may arise from commitments on contracts denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.

Original Signed

8/25/15

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Sonia M. Rivera  
Chief  
Grants and Co-financing Management Unit  
ORP/GCM

\_\_\_\_\_  
Date

**APPROVAL**

Approved:

Original Signed

8/26/15

\_\_\_\_\_  
Jose Miguel Benavente  
Chief  
Competitiveness and Innovation Division  
IFD/CTI

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Date