

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	ECUADOR/CAN - Andean Group
▪ TC Name:	Applying innovation to support the inclusion and well-being of children with disabilities during and beyond COVID-19 through a technology-based strategy
▪ TC Number:	EC-T1449
▪ Team Leader/Members:	GUAIPATIN, CARLOS (IFD/CTI) Team Leader; SUAZNABAR, CLAUDIA (IFD/CTI) Alternate Team Leader; ALMEIDA OLEAS, NATALIA (LEG/SGO); TOBAR ARIAS, ELSA KATHERINE (CAN/CEC); SANCHEZ MALDONADO, ALEXANDRA (CAN/CEC); ESCUDERO, CAROLINA (VPC/FMP); RODRIGUEZ PINEDA, MARIO VINICIO (VPC/FMP); CRISTIAN SUAREZ (VPC/FMP); PROANO SOTOMAYOR, MARIA FERNANDA (CAN/CEC); MARIA ELENA CASTELLANOS (IFD/CTI); GENESIS MORALES (IFD/CTI)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	08 May 2020
▪ Beneficiary:	ECUADOR
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$800,000.00
▪ Local counterpart funding:	US\$89,000.00 (In Kind)
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	IFD/CTI - Competitiveness, Technology and Innovation Division
▪ Unit of Disbursement Responsibility:	IFD - Institutions for Development Sector
▪ TC included in Country Strategy (y/n):	No
▪ 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 will seek to minimize the human consequences of the outbreak of COVID-19 for children with disabilities (CWD) and their families across four communities in Ecuador, by putting in place a comprehensive technology-based intervention to support the educational development of CWD at a distance. The project will also enable the monitoring of the children's psychological well-being by providing social-emotional support as they navigate the new realities brought on by the pandemic.
- 2.2 The sudden outbreak of COVID-19 has dealt the world at large with significant challenges. Vulnerable communities are particularly affected, such as children with disabilities (CWD) who under "normal" circumstances are among the most vulnerable and marginalized groups in the world. In Ecuador, COVID-19 has struck CWD and their families with new and complex scenarios, steeping them into a reality marked by hunger, illness, limited or no access to education or technologies that could promote their education, and neglect and in some cases abuse. Prior to the pandemic, the National Registry of Disabilities of the Ministry of Public Health (RND) and the Social

Registry (MIES) estimated that 12% of the population with disabilities in Ecuador lived in a situation of extreme poverty and 16% in a situation of poverty.

- 2.3 In the cities of Santo Domingo and Guayaquil, the IDB, in partnership with Fe y Alegría Ecuador and with support from the IDB's Japanese Trust Fund has supported the social and educational inclusion of more than 200 children and youth with disabilities since 2010. These children live in some of the poorest neighborhoods in Ecuador, in communities marked by violence and a lack of education. Beyond being sources of education for CWD, the Fe y Alegría centers in Santo Domingo and Guayaquil also operate as places where CWD's well-being is ensured. When changes in the childrens' behavior are detected, the matters are investigated. The Fe y Alegría project has policies, routes and protocols for the protection and restitution of the rights of its students with disabilities in cases of violence or neglect. The proximity of the teachers to the community allows for the identification of risk situations that may be affecting the students, thus activating protection measures. With the onslaught of COVID-19 however, the realities of CWD of the project have completely altered.
- 2.4 Nowadays, there is consensus about the benefits of technology in the educational process; however, technology can also be useful as a monitoring tool. This project will implement a social innovation technology-driven approach benefitting 311 CWD and their families in Manta, Quito, Santo Domingo and Guayaquil (an estimated total number of 4000 final beneficiaries) by tapping into technology's dual functionality as both a tool for education, but also as a means of monitoring physical and psychological aspects of CWD by keeping up a channel of communication and engagement. By putting in place the right technologies accompanied by an evidence-based curriculum and intervention to ensure that children with disabilities do not fall further to the periphery during this pandemic, this project will provide a long-term engagement platform to ensure CWD continue to learn and develop in order to pursue the opportunities that come with education: to get a job, escape poverty, support their families, and develop their communities.

### III. Description of Activities and Outputs

- 3.1 **Component I: Development and Provision of technology, connectivity and software to improve the participation and accessibility to educational and psycho-social support.** This component will provide CWD and teachers with the basic, contextualized and pertinent technological resources for learning and support adapted to the circumstances of the health emergency. This component will acquire, develop, adapt and distribute the required technologies, connectivity (with local internet company) and software to initiate the educational and social-emotional interventions to support the CWD from their homes during COVID-19.
- 3.2 **Component II: Development and implementation of customized virtual education curricula for CWD.** This component will include providing support to caregivers of CWD, in implementing specific consideration when managing care, mental health and education of their children at home.
- 3.3 **Component III: Prevention of violence and protection of girls, boys and adolescents with disabilities.** Through virtual home visits (at a distance) and alert mechanisms with the use of ICTs and the education platform, conditions will be created to protect infants and adolescents with disabilities in situations of psycho-social risk that are intensified by measures of social confinement to prevent the expansion of COVID-19.
- 3.4 **Component IV: Impact Evaluation and Guidelines for technology-driven inclusion strategy .** This component includes the evaluation of the effectiveness of the intervention and feasibility study to design and potentially inform a national strategy for the inclusion and education of the two target age groups.

- 3.5 **Component V: Execution and Audits.** This component will ensure the project management, logistics, mobilization, communications and the measures to ensure the conditions that allow the project to be carried out, taking the protection measures and biosafety protocols for technical personnel. In addition, this component will allow auditing of the project's financial statements and processes for procurement and contracting of consultancies.

#### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Development and Provision of technology, connectivity and software to improve the participation and accessibility to educational and psycho-social support	US\$240,000.00	US\$0.00	US\$240,000.00
Development and implementation of customized virtual education curricula for CWD	US\$220,000.00	US\$29,000.00	US\$249,000.00
Prevention of violence and protection of girls, boys and adolescents with disabilities	US\$190,000.00	US\$60,000.00	US\$250,000.00
Impact Evaluation and Guidelines for technology-driven inclusion strategy	US\$100,000.00	US\$0.00	US\$100,000.00
Execution and Audits	US\$50,000.00	US\$0.00	US\$50,000.00
<b>Total</b>	<b>US\$800,000.00</b>	<b>US\$89,000.00</b>	<b>US\$889,000.00</b>

#### V. Executing Agency and Execution Structure

- 5.1 The executing agency will be the “Fe y Alegría” association in Ecuador that provides educational services for impoverished groups. The organization was founded in Venezuela in 1955, and came to Ecuador in 1964 to quickly become an important player in education for poor children, especially children with disabilities. Studies have shown that their education increases test scores among all students, particularly in the poorest segments of the student population. FA operates in 16 countries in LAC, which allows them input from teaching traditions and government solutions.
- 5.2 Their institutional capacity has been proven through numerous projects, specifically two of them in collaboration with the Bank.

#### VI. Project Risks and Issues

- 6.1 The social stigmas surrounding people with disabilities are very powerful, which has generated in some communities of people with disabilities and in their families a strong sense of identity and claim for rights. To successfully implement the project, the community of people with disabilities and their families must be involved from the outset. The awareness strategy should involve partners, educators, technical, administrative and service personnel. Having the experience of educators and community leaders will be a fundamental factor to dispel the paradigm that people with disabilities cannot be included or cannot achieve the academic results of their peers without disabilities. The project will work intensively with the educational communities

and will lay the foundations for the valuation of diversity, but there is a risk of a greater complication to be able to comprehensively address the great diversity of the population with disabilities that is served in the FyA system, which is an important and sensitive factor in the project and that will be taken into account from the first moment.

## **VII. Environmental and Social Classification**

7.1 The ESG classification for this operation is "C".