

## PROJECT PLAN for years 2009- 2011

Please note the instructions for filling in this project plan form in the Application guide or the internet:  
<http://global.finland/english/ngo/index.htm>

- new project
- continuation of on-going project, MFA project code \_\_\_\_\_, project initiation year \_\_\_\_\_
- project is based on earlier forms of co-operation, years \_\_\_\_\_
- the planning of project has been supported by MFA preparation trip allowance, year \_\_\_\_\_

### Organisation:

#### 1. Basic information on the Project

1.1 Name of organisation registered in Finland	<b>Suomen Lasten ja Nuorten Säätiö Barn- och ungdomsstiftelsen i Finland</b>
1.2 Name of Project in Finnish	<b>Ecuadorin maaseutukoulujen ja –yhteisöjen kehittäminen aurinkoenergiaa hyödyntäen</b>
1.3 Name of Project in English	<b>Development of rural schools and communities with solar energy in Ecuador</b>
1.4 Name of Project in other relevant language	<b>Desarrollo de escuelas y comunidades rurales con energía solar en Ecuador</b>
1.5 Location of Project (country, province, village/municipality)	<b>Ecuador</b>  <b>Province:</b> Chimborazo <b>Counties:</b> Alausí, Colta, Pallatanga  <b>Province:</b> Tungurahua <b>Counties:</b> Ambato, Pelileo  <b>Province:</b> Bolivar <b>Counties:</b> Chillones, Guaranda, San Miguel
1.6 Name of the local partner organisation	<b>Fundación Esquel</b>
1.7 Contact details of local partner organisation	República de El Salvador N34-229 y Moscú Edificio San Salvador Oficina 7 y 8 [Quito, Ecuador] Tel: +(5932) 245-3800 Fax: +(5932) 245-3777 Email: <a href="mailto:programas@esquel.org.ec">programas@esquel.org.ec</a>
1.8 Representatives of the co-operation Partner responsible for the Project and their contact information, if other than above	<b>Cornelio Marchán</b> – Executive President  <b>Wilson Andrade</b> – Program Director
1.9 Internet home pages of the co-operation Partner and/or the Project (if any)	<b><a href="http://www.esquel.org.ec/">http://www.esquel.org.ec/</a></b>
1.10 Planned initiation and termination dates (on a yearly level) of the Project	<b>2009 - 2011</b>

**Please answer the following question and fill in the budget summary (1.13) only after answering all other questions on the form.**

1.11 Summary of the Project plan. Describe here briefly (max. 700 characters) the development problem that this project is addressing, its immediate objective and the practical means through which these objectives are to be reached:

The current project seeks to tackle the extreme poverty, underemployment and the high functional illiteracy<sup>[1]</sup> rates found in the rural counties of the provinces of Chimborazo, Tungurahua and Bolivar. At the same time, these three provinces possess a high percentage of indigenous populations (60%, 15% and 30% respectively), who are one of the most vulnerable members of the population in these provinces as they are the ones who confront the highest levels of poverty and unemployment in their counties. Furthermore, according to statistics from the National Hydrology and Meteorology Institute (INAMHI, acronym in Spanish) of Ecuador, the Highland region, where these provinces are located is characterized by being an area where the solar rays are stronger (due to their high altitude and location near the Equator), where weather conditions seem most favourable for the implementation of solar panels as their precipitation rates are low as well as their vegetation in high altitude counties.

In addition, these three provinces are characterized by having isolated counties and parishes that have low electrification rates. Hence, the project's immediate objective is to endow centres that offer communitarian interest services located in the provinces of Chimborazo, Tungurahua and Bolivar with solar energy and to ensure a technological transfer that generates/boosts job opportunities for youths. This goal will be reached by the installation of photovoltaic cells in participating communities (schools, community centres), by training youths in the maintenance of the solar panels and on the management of the project's products (which will be chosen after a mapping of the selected areas and meeting with participating local actors is undertaken), such as: the creation of computer labs or centres, endowing rural schools with laptops, among others.

1.12 If this Project is the continuation of an earlier project, please describe here the main results of the earlier stages of the Project.

Although this project's aim is to endow participating communities with renewable energy schemes that will help improve their livelihoods, as this project will also provide rural schools with solar panels, it becomes in part, a component of a larger program called "Support for Rural Schools in Ecuador" which Esquel Foundation has developed, since the year 2001, in various provinces that confront high poverty levels. In this way, by providing alternative electrification schemes, it will boost education accessibility to children, youth and promote adult education in remote rural areas, as with the solar panels rural schools can be used at night by adults to improve their literacy and other basic skills and hence help improve the high functional illiteracy rates found in each of the participating provinces.

1.13 Budget Summary

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<sup>[1]</sup> Functional illiteracy refers to the inability of an individual to use [reading](#), [writing](#), and (to an extent [computational](#)) skills efficiently in everyday life situations. Illiteracy is the inability to read or write simple sentences in any language.

year	2008	2009	2010
Self-financing of the Organisation	41.250	41.250	41.250
Project support application	233.750	233.750	233.750
Total costs	275.000	275.000	275.000

1.14 Other funding of the Project (if any). If the Project receives other funding, please state here the amount and the source of the funding:	
Amount	Source
43479 euros	Own funds of Esquel Ecuador

## 2. Local Partner Organisation and nature of co-operation

2.1. Please describe the criteria used in choosing the co-operation Partner.

The Finnish Children and Youth Foundation and Fundación Esquel have cooperated actively since the year 2005. Both for part of the International Youth Foundation's (IYF) partner network.

The cooperation between FCYF and Esquel started with projects that focused on the improvements of local rural government structures and especially their transparency. The cooperation then moved towards the strengthening of the bilingual education in rural areas.

Esquel has proved to be a reliable expert organization with excellent acceptance among the community organizations and people in the Ecuadorian rural areas. Esquel also has quality control and internal monitoring and evaluation mechanisms.

2.2 Has the Organisation previously worked with this Partner? If so, please describe the nature of this co-operation and when it took place?

The two foundations have earlier carried out the following projects, all with the financial support of the Ministry for Foreign Affairs of Finland:

2005-2006: Local Governance and Participation with Ecuadorian Indigenous and Racially Mixed Populations;

2007-2008 (to be finished in June): Strengthening Transparency and Civilian Oversight Mechanisms in Two Local Alternative Governments of Ecuador;

These two projects contributed to the strengthening of transparency in the local alternative governments (LAGs) in the counties of Nabón and Chordeleg, through empowering the participating indigenous populations to exercise their rights, influence and power within oversight mechanisms.

2006-2007: Support for Rural Schools: Improving the Quality of Education in the Central Highlands in Ecuador.

This project contributed to the improvement of bilingual education through the further training of indigenous teachers, development of didactic materials and rebuilding of school buildings. In 2007 the MFA granted the project a second phase, which will be implemented between 2008-2010.

### 2.3 Additional information on the co-operation Partner.

Esquel is an Ecuadorian non profit organization that promotes democracy, governance, corporate social responsibility and socio-economic development. Esquel is known for implementing successful projects on strengthening local governments, building local economies and providing effective social services in the areas of education, culture, the environment, health, migration and social security.

Areas of intervention:

#### Education:

The objective of this area is to contribute to the improvement of coverage and quality of educational system through the promotion of the learning and quality education right for excluded population; the strengthening of social context as students, teachers, parents and local institutions; the increase of management quality of educational system.

#### Migration and development:

The aim of this line of intervention is to create suitable economic and social conditions for development promoting migrants' rights and refugees, stimulating economic opportunities in the areas more subject to migration and in the communities that receive Colombian refugees; encouraging the creation or the strengthening of institutional services for migrants, refugees and their families.

#### Local economic development

The intent is to profit of local resources potential in order to expand and diversify the economy, fight poverty and strengthen local private and public actors: the strategy address to the impulse of a territorial management to point to the potential of human and local resources, the dynamism of the economy, the revaluation of culture and protection of the environment. Esquel's intervention creates income generation and job opportunities direct to the weaker population and stimulate the coordination between actors such as local government, entrepreneur sector, social organization and communities. Within this area of intervention, great efforts are concentrating on boosting sustainable tourism initiatives, promoting the valorization of local resources and the more complete respect and regeneration of the surrounding environment. Esquel has an associate entity, the Corporation for the Development of Micro-enterprises (CODEMIC), which manages Esquel's micro financial system.

#### Social responsibility

Esquel involves the participation of the entrepreneur sector as a co-responsible actor of development, together with authorities and citizens, sensitizing to the concept of social responsibility and promoting a suitable institutional environment. Currently Esquel heads the executive secretariat of the Ecuadorian Consortium for Social Responsibility (CERES).

Esquel has worked in 21 of Ecuador's 24 provinces. At the moment, we have focused our areas of work in the following regions: in the highlands (or Sierra): within the provinces of Chimborazo, Cotopaxi, Tungurahua and Azuay in the fields of education, migration and democratic issues; within the Northwest of Pichincha, on its local economic development program and projects related to it; in the Northern border with Colombia, on human security projects and Colombian refugees' integration to Ecuadorian society; and finally, in the northern coast of Ecuador, in the province of Manabí, with our environmental and sustainable tourism program.

### 2.4 How will the co-operation Partner participate in the implementation of the Project (e.g. does it provide labour, economic resources, other assets)?

The Esquel Foundation plays an essential role in the implementation of the Project. During the initial phase, Esquel will work at the community level and define the exact rural sites where the solar panels will be installed. Thus, Esquel will undertake a technical diagnostic of the participating provinces' rural areas, selecting areas where it is possible and feasible to place the solar panels. In addition, once the

project jumpstarts, Esquel will be in charge of carrying out a fast participatory diagnostic, recollecting data on the economical and social conditions of the beneficiary population.

With this information, and with the collaboration of local grassroots organizations and youths, as well as with the help of the Intercultural Bilingual Education Provincial Board of Chimborazo (DIPEIBCH), Tungurahua (DIPEIBT) and that of Bolivar (DIPEIB-B) in the case of the selected bilingual intercultural rural schools to be endowed with solar panels, the criteria for selecting the centres that offer communitarian interest services and the beneficiary populations (youths and adult population) of this project will be determined.

Moreover, throughout the project, Esquel will act as coordinator of the planned activities, and will also be in charge of evaluating and monitoring the project's progress periodically.

In economic terms, Esquel will provide part of the Program Director's time as well the accountant, the systems and communication's manager and its training methodology in terms of jumpstarting productive initiatives and schemes. Concerning the beneficiaries, they will provide their labour to install the solar panels in the selected areas as their counterpart, as well as to the other activities related to the endowment of solar energy schemes: implementation of computer centres, among others. The beneficiaries of the project will also provide the venues for the training sessions to be held with youths throughout the project.

2.5 Are there other parties involved in the co-operation (e.g. Finnish, local or international organisations or officials)? If so, please describe their role and involvement in the Project.

The company that will provide the solar panels will be in charge of their installation and technical training of the national supervisors and local trainers.

### 3. Background and sustainability of the Project

3.1 How was the Project idea initiated? Is it e.g. a part of a larger Program?

This Project is a logical continuation to the Project *Support to the Rural Schools in Ecuador* that the FCYF and the Ecuadorian foundation Esquel have been implementing and the second phase of which is now going on. The Project has been supporting the further training of bilingual (indigenous) teachers, elaboration of didactic materials as well as rebuilding of rural schools.

The Ministry of Education's Department of Bilingual Intercultural Education has an e-learning program for bilingual teachers, but as the schools and rural communities seldom have electricity the teachers can not take advantage of these programs and fall back in their professional competence. Furthermore, without electric power the schools can not use electrical equipments such as computers in support of or as a media of teaching. This situation widens the gap between urban and rural areas in general, and in education in particular. Lack of computers and electricity in rural schools means that indigenous people are in threat of becoming more marginalized in the society.

With electricity the school buildings –which often are centres of the community- could be used also at night for different purposes, such as literacy courses.

3.2 Describe briefly the environment in which the Project will be implemented.

#### ❖ Chimborazo Province:

The Province of Chimborazo is composed of 10 counties; all have similar characteristics and necessities, with a total territorial extension of 5.999 km<sup>2</sup>. Riobamba is its provincial capital. This project will work in the the Colta, Pallatanga and Alausí counties.

### **Demography:**

According to the VI National Census of Population and Housing in 2001, the province of Chimborazo registered 403,185 inhabitants, 47.4% men and 52.6 % women. The population is distributed by 39.1% living in urban areas and 60.9% in rural zones. For this reason the territory is considered to have the largest rural and farming population in Ecuador. Around 37% of the total population is indigenous; and 95% of this group exhibits high poverty rates, with a similar rate among men and women.

### **Economy:**

The economy of the Province of Chimborazo is largely based in rural cattle farming, though there are some medium sized companies located near urban centers, but in reduced numbers. The economies of cities and communities are largely characterized by productive artisan practices. Locally produced agricultural products are sold at considerably low prices to intermediaries and there is disorganization among the producers. A high percentage of the population, notably indigenous farmers, has no access to credit from private financial institutions, which affects their economic development.

The climate is predominately temperate and dry, depending on the altitud.

### **Politics:**

Political parties and groups do not exercise much political activity in the counties and rural parishes. In 1997 a change in the Political Constitution of the Republic allowed for the popular election of Parish Board members, increasing the community participation in the political arena.

### **Culture:**

The most commonly used language is Spanish. Most of indigenous persons are bilingual, speaking Quichua as their mother tongue. In the Province of Chimborazo the catholic religion predominates. Churches are important cultural centers in each county.

In the Province of the Chimborazo there are two obvious cultural traditions. One is the mestizo population, which is influenced by the cultural changes of the west. The other is found in the indigenous communities which continue their traditional ways of life; they have not allowed the habits of the consumer society to harm their identity. After an intensive effort, this last group has been able to carry out primary bilingual education efforts, in order to preserve the Kichwa language, while administering teachings based on their own concepts and philosophies. Other traditions may also be observed in the special celebrations of the native populations of Chimborazo, particularly among the Kichwa populations and in the town of Puruhá. Celebrations are commemorated to remember religious holidays and the traditional character of Pacha Mama (Mother Earth). These events are particularly important during the solstices and equinoxes which are from the 20th to the 23rd of March, June, September and December of every year. They celebrate national holidays, and those religious and cultural ones which are closely tied to their identity. Despite their proximity of one another, each community has certain cultural patterns which make them distinct; these may be seen in food, housing characteristics, traditions, myths and legends, music, and history among others.

### **Social:**

In the rural sector of the Province of the Chimborazo around 85% of the population live below the poverty line, meaning their family income is smaller than the value of two basic family shopping baskets (USD \$604.11 as of August of 2006). In Penipe, 50% of the rural population is living in poverty. The incomes of these families do not cover their basic needs (food/nutrition, health care, education, housing, and social security). National and local government programs are limited in cover and thus are unable to contribute to relieving poverty. In regards to health, an alarming level of the

rural population of the province is undernourished (60% of children age 5 and under). The vast majority of the population is in jeopardy of contracting parasites, because of poor sanitary conditions. Nevertheless, preventive health systems, particularly vaccines, have cover up to 80% of the population. The most serious social problem is the lack of job opportunities available in the formal economy, the absence of individual initiatives, and the inability to develop productive projects. This encourages migration of the population to others areas, particularly among younger generations, those between ages of 15 to 29 years old.

### ❖ **Tungurahua Province:**

The province of Tungurahua is composed of 9 counties; located in the highlands of Ecuador with a great cultural diversity. Its name comes from the Tungurahua volcano, which returned to activity in December 1999, have a territorial extension of 3.200 Km<sup>2</sup>. Ambato is its provincial capital. In this project we will help the Ambato and Pelileo counties.

#### **Demography:**

According to the VI Census of Population and Housing 2001, the Province of Tungurahua registered 441,034 inhabitants; 52% men and 48% women. Of the population 60% live in rural areas and of this percentage 35% are 15 years old or younger.

Nearly 40% of the total of the population is indigenous, another 40% racially mixed, and 20% is divided between afro-Ecuadorian, white and others.

#### **Economy:**

The economy of the Province of Tungurahua is based 33.8% in agriculture, 18.3% in commerce, 17.4% in manufacturing, 13.5% in services, 4.6% in construction, 4.6% in transportation, and 2% in financial services. The climate is predominately temperate and dry. Agriculture constitutes the activity of greatest economic relevance in the province. Around 40% of the economically active population is active in agriculture, while 50% of the land is used for farming activities.

Furthermore, 61.3% of the population lives in poverty due to unsatisfied basic needs, among the indigenous population this figure is at an alarming 93.9%. The rate of employment among indigenous men is at 81.9% and among women 54.4%.

#### **Culture and Social:**

The most commonly used language is Spanish. Most of indigenous persons are bilingual, speaking Kichwa, as their native language. In the Province of Tungurahua the catholic religion predominates. Churches are important cultural centers in each county. Other minority religions also exist such as Evangelicalism.

In the province one finds both pre and post colonial traditions and customs. For this reason some festivals are based in tradition, some our based in the founding of counties and parishes, and others may be based on more recent events such as the festival of fruits and flowers which remembers the earthquake tragedy of 1949. In the province of Tungurahua there is a grand wealth of these typical customs, a product of the legacy of the villages covering the territory which have been maintained over the years.

#### **Current situation:**

At the moment, the Province of Tungurahua has been affected by the eruptions of Tungurahua volcano, which has been sporadically erupting since 1999. In 2006, the volcano began erupting in July, resulting in a devastating eruption on August 17th. This eruption was the strongest in seven years, spewing tons of ash, rocks and lava that devastated entire villages of the Penipe and Pelileo counties.

### ❖ **Bolivar Province:**

The province of Bolivar is composed of 7 counties, located in the highlands of Ecuador with an extension of 3.926 Km<sup>2</sup> (is the smallest province of Ecuador) and an average altitude of 2608m (but some mountains measure till 4500m). Guaranda is its provincial capital. In this project we will help the Guaranda, Chillones and San Miguel counties.

### **Demography:**

According to the VI Census of Population and Housing 2001, the Province of Bolivar registered 169,370 inhabitants; 49% men and 51% women. Of the population 74% live in rural areas and of this percentage 35% are 15 years old or younger.

Nearly 25% of the total of the population is indigenous, another 68% racially mixed, and 7% is divided between afro-Ecuadorian, white and others.

### **Economy:**

Specialties that distinguish this province are: engraved wooden furniture, guitars, weapons, pyrotechnics, jewelry, batters' production. There are also factories of sweets and candies, fabrics made by loom, sugar cane alcohol distillery and sugar cane production.

The climate is particular variables, passing from the cold and dry to the tropical one. The average of temperature is 14 °C.

Furthermore, 77.6% of the population lives in poverty due to unsatisfied basic needs, and the 44% lives in extreme poverty. Speaking about indigenous population, the 96,8% lives in poverty (98,6% in rural areas) and the 80.9% lives in extreme poverty (83,5% in rural areas).

### **Culture and Social:**

The most commonly used language is Spanish. Most of indigenous persons are bilingual, speaking Kichwa, as their native language. The Province of Bolivar is prevalently of catholic religion, existing a minority of Evangelicalism.

3.3 What is the general state of development in the field of the Project in the area? How does the local government function in this field and in these issues? How does the local government participate in the implementation of the Project - or limit it?

For the period of 2007-2016<sup>1</sup>, the National Council on Electricity of Ecuador, CONELEC, is taking on a massive program of rural electrification during which it intends to reach rural areas that still don't count with the service. If possible, it aims to endow them with Non Conventional Renewable Energy. The program seeks to provide electric service where it is more profitable, meaning, where they can serve a greater number of people. This signifies that isolated communities will still remain excluded. The project thus endeavors to provide clean energy to these areas, in order to promote a more equal development for the country.

Thanks to its geographic position, Ecuador benefits from suitable conditions for the installation and the more proper exploitation of photovoltaic cells: this means that a significant investment on solar energy can respond with very good results in terms of quantity of energy generated and stored. The Corporation for the Energetic Investigation on Ecuador<sup>2</sup> is a private non-profit entity that promotes and motivates scientific investigation on renewable energies and energetic efficiency. The Corporation has recently published an atlas of the solar exposure of every square kilometer of Ecuador which will be a crucial tool to establish the more suitable areas to implant the photovoltaic cells.

Furthermore, there are many initiatives at the local level of integration and coordination of social

<sup>1</sup> Plan Maestro de Electrificación 2007-2016 – promoted by CONELEC, the National Council on Electricity and passed on December, 2007.

<sup>2</sup> Corporación para Investigación Energética de Ecuador - CIE <http://www.energia.org.ec/index.html>

activities, such as the *casas comunales* and the provision of the service *Creciendo con nuestros hijos*. These initiatives grow from the civil society and intend to cover necessities of local coordination and social help, as well as organize social recreational moments for the community. But usually these initiatives don't count with a definite and large budget and they face difficulties even to afford the payment of electricity- necessary in order to provide service after 6 p.m. - or indeed anything that relies on the use of electronic equipment, when available. Endowing these centers with photovoltaic cells will ensure the sustainability and continuity of their activities.

#### 3.4 How has the Project been planned?

The planning of the Project has been a joint effort between the two foundations and is based largely on the experience gained by the two parties in implementing other projects in Ecuadorian rural areas and with indigenous people.

However, there are a lot of technical details that need to be defined *in situ* and with the final project beneficiaries and therefore an initial phase of four months for a field study is included in the Project.

#### 3.5 Describe the most essential problems of the beneficiaries that the Project is meant to address.

Directs beneficiaries of this project are over 100 centres (schools, community houses) that provide services of common interest to the communities. Those centres are settled in communities so isolated that are lacking the electric service or, more often, in communities that are endowed with electricity but that cannot count on the continuity of this service. Moreover, often the communities don't count with the means to afford the expenditure that those centres require, especially of maintenance and electricity, reducing the capabilities of those centres to provide their services. The installation of solar panels will solve those problems by providing a stable source of electricity whose only cost for the community will be those referred to maintenance.

Others beneficiaries of the project are these young people living in the communities where local authorities and grassroot associations will decide to install the solar panels. In these provinces, in rural areas, the underemployment has an average of 88% and for youths there are not so many job possibilities. The project aims to offer to a selected group of youths<sup>3</sup> a professional training for the maintenance of the equipment installed as well as the solar panels. The idea is to offer them the possibility of a paid job in the same communities where they have born and grown.

#### 3.6 What are the risks that can compromise the outcome of the Project? How is the Project organisation planning to minimize these risks?

The potential risks that may generate drawbacks in the development of the project may include:

First, that youths, once they receive the training on the management of solar panels, prefer to move to bigger cities to look for a better paid job. In order to minimize that risk, the project decided to train a small group of youth (40 for a total of 150 panels): in this way, each trained youth will have to care about 4 panels, reducing the possible competition between them.

Moreover, it is possible that communities, once the panels and the additional equipment have been installed, don't use the providing benefits, maybe due to distrust on new technologies. In order to avoid this possibility, the project has previewed a meeting between local authorities and grassroots institutions. During this meeting, the participants will decide where the panels will be installed and which common interest needs to be strengthened together with the additional equipment.

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<sup>3</sup> The selection is made during the meeting with youths of the participating communities, activity 2.1

Since this is an election year in Ecuador, it is possible that some of the current commitments to be met by municipal officials linked to the project are not fulfilled. However the mechanisms that can facilitate the management of such commitments would be the implementation of a written agreement between the Municipality, Selected organizations and Esquel.

At the moment, Ecuador has chosen to adopt a democratic process to boost its Constitution through the National Constituent Assembly. The members of the Assembly are currently making proposals which will be subsequently affirmed or denied by a public consultation in which citizens will be asked to vote in favor of against of the constitutional reforms proposed by the Assembly. Such reforms can be binding and can consequently lead to amend the content of the trainings envisioned for this project; for which Esquel Foundation, will carry out the adjustments that are required in this regard in order to conform to the reality.

3.7 Will the Project create a new institution or procedure or is it going to support some existing structure?

The current project will not create a new institution or procedure. However, it will indirectly or directly (depending on if the project is able to reach an agreement with the CONELEC and other governmental energy related structures) support the endowment of non conventional renewable energy to rural areas that the CONELEC intends to reach. Furthermore, although the exact location of solar panels will only be decided after specific assessments and a fast participatory diagnostic is carried out, where possible, the project will try to contribute to the endowment of electricity to isolated indigenous rural communities with high poverty and underemployment levels, thus tackling the most vulnerable sectors.

3.8 How and when will the responsibility of the Project be transferred to the local government, local organisation or to the beneficiaries?

### **Infrastructure and Materials**

Those responsible for the execution of the project are Esquel Foundation, jointly with the local actors such as grassroots organizations and youth organizations that will maintain the solar panels and manage the products of it: computer centers, among others, as well as the directors of the educational centers, and the community beneficiaries. The community will take the final responsibility of the project.

### **Social and Cultural**

Regarding all the trainings, which will take into consideration all the social and cultural conditions of each location, after the project has built the capacity of the youths to maintain the solar panels and manage the computer centers and other possible products to be installed as part of the technological transfer of the project, they will have the responsibility of promoting their knowledge and disseminate the project to the local communities.

In the case of the rural schools that will be endowed with solar panels, the director of each school and its representatives will have the responsibility of teaching children about alternative energy schemes and their economic and cultural benefits.

### **Financing**

The participating local governments will contribute economic and material resources, transportation and locations to hold trainings. The communities will contribute with a semiskilled labor force through manual labor, locations for meeting and maintenance of the solar panels that are placed in their schools.

The community will support with the maintenance of the entire infrastructure provided. Esquel will carry out post-project follow-ups, with its own or foreign resources, in order to assure that the communities, their common interest centres and the school zones endowed with solar panels and additional products of the technological transfer continue to benefit from the project.

On the other hand, Esquel Foundation, which is continuously working in the region, will place emphasis in developing a strong social network that will be felt throughout the project so that the common interest centers become reference points of alternative and renewable energy of their communities.

#### **4. Beneficiaries**

##### **4.1 Who are the direct beneficiaries of the Project? How many are they (approx.)?**

As the decision of which centres will benefit from the installation of solar panels will only be decided during participatory meetings held once the project is implemented, a specific definition of the direct beneficiaries is not feasible at this moment.

On the other hand, as it has been estimated that the project will install 42 solar panels during the first year: the priority will be given to the 42 intercultural bilingual educational centres where FCYF and Esquel, funded by the Finnish Ministry of Foreign Affairs, are actually working with the project "Support for Andean Rural Schools: Improving the Quality of Education in the Provinces of Chimborazo and Tungurahua in Ecuador". Other centers of communitarian interest would be other schools, health centers, stowage depending on the assessment of need undertaken in the rural communities. The installation of a computer centre is previewed which will benefit from the use of photovoltaic cells.

During the second year, the project will be extended to the province of Bolivar, where a total of 58 panels will be installed in the three provinces. Priority will be given, again, to the intercultural bilingual educational centers of the three provinces that will be interested. The participatory meeting involving local institutions and grassroots associations will define where to install the other solar panels.

Furthermore, during the third year the project will install a total of 50 panels in the three provinces, the exact location of which will depend on the decisions taken during the participatory meetings.

If it is not possible to count the number of direct beneficiary people, we can affirm that 220 centres providing a communitarian service will benefit of the installation of photovoltaic cells and, when necessary, the installation of other procurement in order to improve their social service.

In the other hand, the project will target 120 youths as beneficiaries belonging to the participating communities. They will be trained during the three years in the maintenance of the solar panels and the additional equipment installed. They will benefit from a professional training that will allow them to access to an income-generating job in the same rural area where they live.

Finally, the project will foster equal opportunity for participation for men and women, in planning, developing, negotiating and decision making processes that will be held in the beginning diagnostic schemes, as well as during all training activities to be carried out with participating communities.

##### **4.2. Who are the indirect beneficiaries of the Project?**

The indirect beneficiaries of the project are the people settled on the rural area of the counties where the project will work, and it means:

**Chimborazo province:**

Colta: 42.406 people  
Pallatanga: 7.640 people  
Alausí: 37.260 people

**Tungurahua province:**

Ambato: 133.187 people  
Pelileo: 39.937 people

**Bolivar province:**

Chillones: 16.349 people  
San Miguel: 20.766 people  
Guaranda: 60.901 people

For a total of 358.446 rural people of which 184.542 women.

***If the project support applied for is less than 20.000 €, please answer the following question:***

4.3 How do the beneficiaries themselves participate in the Project?

***If the project support applied for is 20.000 € or more, please answer the following question:***

4.4 Define the nature of participation in the Project by each group of beneficiaries.

The direct beneficiaries of the project are 220 centres providing services of common interest for the communities that receive a solar panel and some additional equipment; and the 120 youths that will receive training.

First of all, the nature of the participation of all direct beneficiaries will be that of providing inputs, ideas, knowledge, points of view and most of all, deciding on the following activities:

- The meeting for the selection of the communities where to install the solar panels and the additional equipment. During this activity, the division of responsibilities and counterparts will be chosen;
- The meetings to be held with youths and their organizations in order to select those who will receive the professional training.

In addition, the participating centres will be offering their workforce as their counterpart for the installation of all the equipments.

Concerning youths, their participation will focus mainly on the trainings and, in future, they will be responsible of the maintenance of the equipments. They will work for the communities and will be paid from the responsible of the management of the centre where the equipments will be installed.

**5. Objective, plan of action, monitoring and information****Objectives**

5.1 What is the long-term development objective of the Project?

To contribute to the sustainable community development in rural areas of the selected project regions of Ecuador.

5.2 What is the direct objective of the Project?  
(Limited by the area of implementation and the group of beneficiaries)

To improve the quality of education and quality of other services in rural communities with the help of solar energy and to boost job opportunities for youth.

**If the project support applied for is 20.000 € or more, please answer the following question:**  
(those applying for a smaller amount of support may also answer if they wish)

5.3. What are the results targeted by this Project?

**The project will have two main results, as follows:**

1. Teachers and pupils of rural schools of the selected project counties will benefit of e-learning programs and other teaching tools available in internet and with the help of computers as the solar panels produce electric power to the school buildings.

Centres offering services of common interest count with photovoltaic cells of technology which improves the provision of their service to the community and lower their negative economic and environmental impact.

2. New job opportunities created for youth in the selected project counties. Knowledge about opportunities arising from renewable energy shared with the beneficiaries and larger public.

## **Implementation**

5.4 Describe the activities by which the results and immediate objectives are to be accomplished. If possible, please also give a rough timetable (by year) of project implementation.

### **1.**

#### **In Ecuador**

1.1 Quick participatory diagnostic recollecting information about economical and social conditions of the beneficiary population. Combined to this analysis a base line data will be collected in order to have comparable information of the prevailing situation now and at the end of the project.

1.2 Technical diagnostic of the participating provinces' rural areas, selecting areas where it is possible and feasible to install photovoltaic cells.

1.3 Publication of diagnostics' results.

1.4 Meetings to be held with local governments, such as the Provincial, Mayors, *Juntas Parroquiales* (*parish boards representatives*), and grassroots and community based organizations, among others to: select communities interested in the project; define where to install the panels and if a new community service will be installed and to define responsibilities and counterparts.

#### **In Finland**

Once the Ministry has approved the funding the FCYF will start the procurement process of the solar panels and computers. Considering the financial volume of the purchase the procurement announcement has to be made at EU level, through the HILMA data base. The procurement will

include the solar panels, their freight to Ecuador, installation and training of the locals in their use and maintenance. *Solar energy* is a very new concept in Ecuador and there are not local producers of panels which is the reason that FCYF will have to procure the panels outside Ecuador.

## 2. In Ecuador

2.1. Installation of the solar panels.

2.2. Training of the locals in the use and maintenance of the panels by representatives of the panel provider. Before the training can start, Esquel will organize meetings with youths of the participating communities (one meeting held per province) to: select youths that will receive a training in the maintenance of the photovoltaic cells; to choose the youths that will work on the computer labs or centres; to select the youths that will manage one of the community services to be built as a result of the implementation of the project (schools with laptops, among others). The criteria to select the participating youth will be defined once the project jumpstarts. However, a basic criterion will be that the selected youths come from a poor, isolated, rural community, that their socio-economic situation is that of poor, under the poverty line or extreme poverty and that they are unemployed.

2.3. Construction, restructure, among other activities to be carried out of the eventual additional service provided to the community (to be decided in the meeting to be held with local governments).

2.4. Official handover of the clean energy products.

2.5. Meeting with youths of the participating communities (one meeting held per province) to: select youths that will receive a training in the maintenance of the photovoltaic cells; to choose the youths that will work on the computer labs or centres; to select the youths that will manage one of the community services to be built as a result of the implementation of the project. The criteria to select the participating youth will be defined once the project jumpstarts. However, a basic criterion will be that the selected youths come from a poor, isolated, rural community, that their socio-economic situation is that of poor, under the poverty line or extreme poverty and that they are unemployed.

2.6 Training of the selected youths on solar panel's management.

2.7 Training of the selected youths on management of the project's products

2.8 Installation of at least two computer centres in the selected provinces that will be set up with the use of alternative energy (solar panels).

2.9 Agreement with the Radiophone School of Riobamba about a dissemination plan of the experience and knowledge that the project has produced.

The project also previews a “zero” result that includes all the jumpstarting activities as well as the closing of the project,as follows:

0.1 Agreement signed with the donor

0.2 Selection of project coordinator and other personnel and acquisition of the necessary tools for the project

0.3 Elaboration of the operative and planning rules of the project

0.4 Elaboration of the Planning, Monitoring and Assessment System (SPME-acronym in Spanish)

0.5 Closing of the project – this activity includes the hired external audit for the project and a systematization of the experience gathered by the project.

***If the project support applied for is less than 20.000 €, please answer the following question:***

5.5 What has been agreed with the Partner about the separation of responsibilities in the implementation of the Project?
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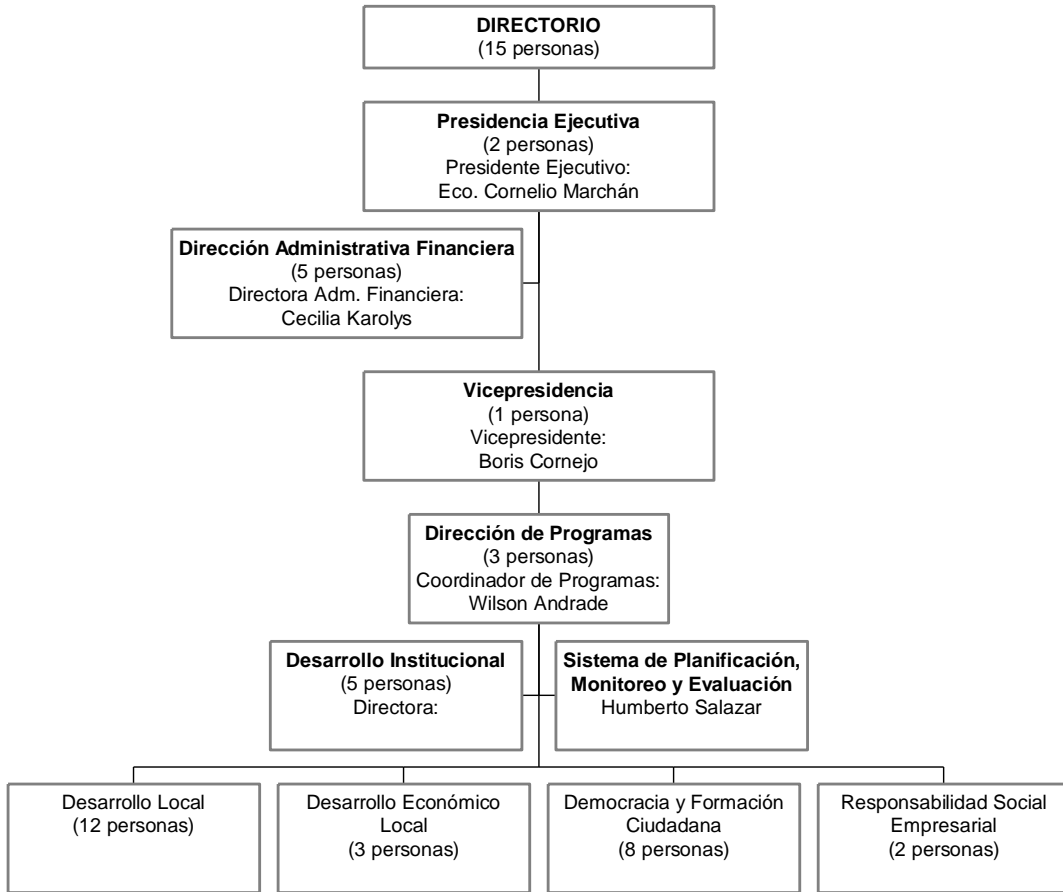
***If the project support applied for is 20.000 € or more, please answer the following question:***

5.6 Describe the implementation and monitoring organisation of the Project and the responsibility of each party therein.

***Structure of the implementation and monitoring organization of the Project:***

**Esquel's organizational chart:**

**ORGANIGRAMA FUNDACION ESQUEL**



The project's coordinator is responsible for the organization of the implementation of the project. The project's coordinator usually works under the Programs Director's authority as most of the Esquel's projects are part of larger programs and processes.

All the projects implemented by Esquel are monitored and analyzed through the Planning, Monitoring and Evaluation System developed by the Foundation. Then the viability of the project is evaluated by the Administrative and Financial Department. The monitoring system, which consists of an internal quarterly evaluation, allows for problems within the project to be corrected during its implementations, such as drawback corrections, measuring the degree of compliance of the project's goals and indicators at the time the project is implemented.

Finally, all the implementation and monitoring processes held in the implementation of each project are supervised and evaluated by the Program Officer and the Quality Systems Management and members of the staff that work in these departments, which supervise that each project is run and implemented under the compliances needed to be kept with the ISO 9001 that Esquel has attained since the year 2006.

In the specific case of this proposal, its implementation will be defined by the project's coordinator together with the participation of local actors and direct stakeholders of the project. Hence, through the implementation of the project's first activities (a quick participatory diagnostic recollecting information on economical and social conditions of the beneficiary population and the technical diagnostic of the participating provinces' rural areas, selecting areas where it is possible and feasible to install photovoltaic cells), the exact locations to place solar panels will be defined as well as the needs of the direct beneficiaries of the project will be understood and tackled by the project. After this is done, the project's coordinator will plan the rest of activities according to the timeline envisioned by the project.

Moreover, the coordinator of the project will have to:

- Define the terms of reference for inter-institutional Agreements to be made as well as to hire professional staff needed for the execution of the program, together with the Programme Director.
- Elaborate and update the projects' information database and its continuous systematization following the guidelines of the established monitoring and evaluation process created by Esquel entitled the Planning, Monitoring and Evaluation System (SPME).
- Provide orientation and assistance in elaborating the pertinent follow-up schemes to work plans and activity time-lines for the execution of the project.
- Resolve problems pertaining to the fulfillment of the objectives of the project.
- Elaborate regular follow-up reports about the progress and compliance of objectives of the project and present them to the Director of Programs.

#### Programme Director:

The Program Director is in charge of overseeing Esquel's various programs. He is charged of maintaining the efficiency and effectiveness of each program by working with coordinators and local supervisors. For the duration of this project, he will work together with the project's coordinator and use feedback to monitor the program's progress and resolve any problems that may arise.

#### Coordinator of the Planning, Monitoring and Evaluation System:

This coordinator is in charge of the Planning, Monitoring and Evaluation System designed by Esquel during the year 2001. This integrated system supports a culture based on permanent learning, where constant feedback is implemented into the processes with the help of the project's beneficiaries.

#### Financial Management:

Esquel Foundation counts on its staff of experienced accountants and financial experts to guarantee the monetarily sound operation of each of the foundation's projects.

### **Monitoring**

5.7 How do the responsible persons of the Finnish organisation follow the implementation of the Project and the use of financial resources? How do they participate in its implementation?

The FCYF's Development Manager will review both technical and financial reports produced by Esquel on quarterly basis. FCYF will make financial disbursements upon approval of these reports. FCYF will conduct follow up monitoring and assessment of project activities both at distance and on site by conducting a field monitoring visit once a year.

5.8 How do the local co-operation Partners follow the implementation of the Project and the use of financial resources?

During the implementation of the project Esquel will be the one who coordinates and executes the planned activities. The coordinator of the project or his assistant will visit the project at least three times a month; they must monitor and evaluate the fulfillment of the activities related to the deadlines.

#### Monitoring activities of the Project's Coordinator:

- Maintain direct relations with the Director of Programs as well as with the Administrative and Financial Direction in defining the general guidelines of the project, alliances, strategies for monitoring and evaluating the course of the project, the completion of budgets and financial and administrative activities.
- Elaborate and update the projects' information database and its continuous systematization following the guidelines of the established monitoring and evaluation process created by Esquel entitled the Planning, Monitoring and Evaluation System (SPME).
- Maintain permanent communication with the project coordinating team as well as with the Director of Programs and the Financial and Administrative Direction. The on-site coordinator is required to participate in all departmental and institutional coordination meetings to which she is invited.
- Elaborate regular follow-up reports about the progress and fulfillment of the objectives of each of the projects and present them to the Director of Programs.

#### Monitoring activities of the Director of Programs:

For the duration of this project, he will work in conjunction with the project's coordinator and use feedback to monitor the program's progress and resolve any problems that may arise. The Director will visit the project at least one time every three month

Monitoring activities of the Coordinator of the Planning, Monitoring and Evaluation System:

He will implement the Planning, Monitoring and Evaluation System for this project and especially its monitoring component. The Monitoring component is a permanent observation and documentation process of the project's information. The tool used for this purpose is the Annual Operative Plan, designed with the aforementioned methodology. This monitoring strategy delivers continuous and structured information that provides feedback on: the progress made in each project or program, the conditions of the expected results and the external changes that may influence the project's execution or implementation. The monitoring component helps adjust institutional actions to a dynamic reality, while maintaining the project's progress.

External audit

Furthermore, as the Planning, Monitoring and Evaluation System only provides the monitoring of the activities of the project, Esquel also carries out an external audit with a recognized firm, on all the projects undertaken by the Foundation throughout the year.

5.9 What kind of numerical or other data will be collected on the advancement of the Project?

The preliminary activities carried out by this project are two diagnostics:

A quick participatory one, searching for socio-economic information: it will be published and left to local authorities as a tool of reference for measuring the impact of their politics on the rural population. A technical one, in order establish which areas are more suitable for the installation of solar panels, that will later on be published and will become a main tool at meetings held to decide the centres that will benefit from the installation of solar panel.

5.10 Where and how will the accounting and audit of the Project be arranged?

In order to establish quality standards necessary for planning and conducting audits, reporting results and taking actions that involve continuous improvement of its processes, Esquel has implemented a Quality Management System, according to quality standards of the ISO 9001:2000.

Based on this information the following table explains the accounting and audit entities that will be responsible for this project:

Type	Evaluator	Period of Control
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<b>Financial Audit</b>	INTERNATIONAL PRICE WATERHOUSE COOPERS	Annual
<b>Management Audit</b>	Local entity COTECNA ECUADOR	Bi-annual

In addition, Esquel will hire the services of a firm that will specifically audit this project. The cost of the services provided by this audit firm will add up to a total of 4490 euros.

5.11 Will the organisation evaluate the Project during its implementation or afterwards? If the answer is yes, please describe how it will be carried out.

Esquel conducts quarterly monitoring evaluations in order to assess the degree of progress within all of its projects to know whether there are drawbacks in the implementation, where the necessary corrective actions are taken.

On the other hand, internal biannual monitoring assessments are conducted by Esquel to analyze the degree of compliance of the goals and indicators of the projects under implementation.

Furthermore, Esquel conducts internal reports on a quarterly basis and Process Reports for all financial supporters and program partners every six months, unless otherwise directed.

Process Reports will include information organized in the following format: (1) Summary; (2) Activities Carried Out; (3) Problems Found and Solutions Taken; (4) Lessons Learned; (5) Unexpected Results; (6) Conclusion.

Finally, at the end of the project, a systematization report on the results of the project will be presented.

### **Planning, Monitoring and Evaluation System**

The project will implement the Planning, Monitoring and Evaluation System (PMES), which was designed by Esquel in the year 2001. This integrated system supports a culture based on permanent learning, where constant feedback is implemented into the processes with the help of the project's beneficiaries.

The Planning component is based on our unified institutional methodology of planning by results. The methodology is our own adaptation of the ZOPP (Planning system based on objectives) of the GTZ; a revised Logical Framework Approach and other methodological contributions. The planning component is based on a system of indicators that facilitate effective monitoring and evaluation processes.

The Monitoring component is a permanent observation and documentation process of the project's information. The tool used for this purpose is the Annual Operative Plan, designed with the aforementioned methodology. This monitoring strategy delivers continuous and structured information that provides feedback on: the progress made in each project or program, the conditions of the expected results and the external changes that may influence the project's execution or implementation. The monitoring component helps adjust institutional actions to a dynamic reality, while maintaining the project's progress.

The Evaluation component is also a continuous learning process used to strengthen and improve projects, incorporate multiple intervention approaches, focus towards real and relevant issues, promote participation and flexibility and, perhaps most importantly, build internal capacities.

## Information

5.12 Describe how the organisation will inform about the Project. Give details on the goals, target groups, information material and information channels.

This is a pilot project and will be carefully documented from the very beginning in order to produce information that can be used at later stages as the project will hopefully be multiplied to more provinces. The two foundations, Esquel and the Finnish Children and Youth Foundation will publish information about the progress of the project on their web page. Press releases will also be produced at specific moments of the project (f. ex. installation of the solar panels and the training by foreign experts, schools getting electricity and computers, community representatives' interviews). The FCYF will produce exhibition material of the project and exhibit in Finland in fairs and other relevant public events.

Information will be given through Internet: FCYF's homepage ([www.slms.org](http://www.slms.org)), e-Newsletters, linked homepages of FCYF's national and international partners, printed media (magazines, newsletters, brochures, etc., published by the FCYF and its allies) and in seminars, conferences, and workshops (either organized or attended by FCYF).

**6. Free-form description of the Project and its operation** (optional: if the other questions in this form are not suitable or sufficient to describe the Project, please use this space to give additional information)

**Detailed budget will be submitted in week 23.**

Budget	Year	Year	Year	Total
<b>1. Personnel costs (Appendix 1)</b>				
Salaries and related costs of Finnish personnel				
Travel and accommodation of Finnish personnel				
Salaries and related costs of local personnel				
Other personnel costs				
Value of Finnish voluntary work				
<hr/>				
<b>Personnel costs, subtotal</b>				
<hr/>				
Fees of hired experts				
Other costs				
<hr/>				
<b>Activity costs, subtotal</b>				
<hr/>				
Procurement of materials and appliances				
Construction				
Other procurements				
Value of donated goods				
<hr/>				
<b>Materials, procurements and investments, subtotal</b>				
<hr/>				
<b>4. Operation and maintenance (Appendix 4)</b>				
Operation costs				
Maintenance costs				
<hr/>				
<b>Operation and maintenance, subtotal</b>				
<hr/>				
<b>5. Monitoring, evaluation and information (Appendix 5)</b>				
Personnel costs and external services				
Travel and accommodation				
Other costs				
Information costs in Finland (max. 5 % of total project costs)				
<hr/>				
<b>Monitoring, evaluation and information, subtotal</b>				
<hr/>				
<b>Total implementation costs</b>				
<hr/>				
<b>6. Administrative costs (Appendix 6)</b>				
Salaries and related costs of administrative personnel				
Office costs				
Statutory audit costs of the Finnish organisation				
Fund-raising (excluding information costs)				
Value of Finnish voluntary work in administration				
<hr/>				
<b>Total administrative costs</b>				
<hr/>				
<b>Total project costs</b>				
<hr/>				

Administrative costs as a % of total costs (max. 10%)

Financing plan	Year	Year	Year	Total
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**1. Self-financing (Appendix 7)**

Cash contributions  
 Voluntary work and material donations

Self-financing as a % of total project costs (min. 15%)

**2. Project support from the Ministry for Foreign Affairs**

Earlier allocation of project support  
**New/additional application**

**Total financing**

**8. Development objectives and cross-cutting themes of the Project**

8.1. What is/are the development objective(s) of the Project? Mark one main objective and max. 3 other significant objectives:		
Main objective	Other objective	
		Abolishing extreme poverty and famine
	x	Extending elementary education to all
		Improvement of gender equality and the situation of women
		Diminishing infant mortality
		Improving the health of pregnant women
		Work against HIV/Aids
		Work against malaria and other significant illnesses
	X	Sustainable development of the environment
		Access to clean water
		Improving living conditions in the slums
		Improving the working conditions of the private sector and increasing economic interaction
		Advancing democracy, human rights and good governance
		Advancing the state of peace and security
		Developing a just and regulated international trade and financial system
		Solving the debt problem of developing countries using national and international means
X		Bringing the benefits of using new technology and especially information technology to developing countries in co-operation with the private sector
		None of the above. Other, explain.

**If the project support applied for is 20.000 € or more, please answer the following question:**

8.2 How does the Project plan take into account the Poverty Reduction Strategy Paper (PRSP) or other equivalent national plans of the developing country concerned? If it has not been taken into account, please justify:

Over the last three years, Ecuador has made strides in taking effective ownership of the Millennium Development Goals (MDGs) at both national and local levels. In 2005, the government affirmed that the MDGs were “state policy” and completed the first National MDG Report. Since then, the MDGs have taken their place in the public planning process (in the Social Agenda for 2006), in sectoral plans (the Ten-Year Plan for Education 2006-2015 and the Plan for Sustainable Tourism 2007-2020), and particularly at local government level. Ecuador’s new government, which came to power in January 2007, fully incorporated the MDGs in its agenda. The government is finalizing the Human National Development Plan 2007-2015, based on the MDGs. This Plan will have a regional focus and be extensively based on the localization work of the MDGs.

The proposed project between the Finnish Children and Youth Foundation and the Fundación Esquel will support the National Ten-Year Plan for Education by bringing solar power to rural schools, thus enabling the use of computers and other electric equipment in the instruction. Bilingual teachers will also be able to use internet for e-learning (professional program provided by the Ministry of Education).

The Project contributes mainly to the Millenium Development Goals numbers seven and eight, and to lesser extent to the goal number two.

8.3. Cross-cutting themes of development policy		
The development policy program of the Finnish government contains a number of cross-cutting themes that are to be taken into account in all development activities.		
<b>Instructions:</b> In the column "impact" please mark a sign as advised below according to the impact this Project is estimated to have. Justify with one sentence the most important positive and negative impacts of the Project.		
<b>Options:</b>		
	<b>++</b>	significant positive impact
	<b>+</b>	positive impact
	<b>0</b>	no impact
	<b>-</b>	negative impact
<b>Themes</b>	<b>Impact</b>	<b>Justification/Additional information</b>
<b>Impact on the Environment</b>		
Access to clean water and sanitation	0/+	Depends on the installation of <i>bombas de riego</i>
Environmental distress (soil, water, atmosphere, waste)	+	
Protection of biodiversity	0	

Sustainable use of natural resources (incl. Energy, consumption, erosion)	++	
<b>Reducing gender inequality</b>		
Division of work between men and women	0	
Women's access to income and their right to possess	+	Promoting job opportunities for youths, women will be preferred.
Women's participation in decision making	+	They would participate in reunion deciding the strategy of installation and management of the photovoltaic cells.
Sexual health and reproductive rights	0	
Reducing violence	0	
Equal opportunities to education	0	
<b>Supporting the most vulnerable groups (the disabled, ethnic or religious minorities, aboriginals, children)</b>		
The most vulnerable groups as members of the community (the attitudes towards the most vulnerable)	0	
Empowerment of the most vulnerable groups	+	To promote access to work of youths settled in isolated rural areas
Equal rights of the most vulnerable groups	0	
<b>Good governance and enhancing democracy</b>		
Reducing corruption	0	
Strengthening the local skills on good governance	0	
Transparency of financial management and information (among implementors)	0	
Improving information exchange in the civil society	0	
Improving involvement in the civil society	0	

## 9. Signatures

Place and date

Place and date

Signature

Signature

Name in capitals

Name in capitals

Position

Position

**9. Signatures**

Esquel Foundation



DIEGO PEÑA  
Programs and Cooperation and Development Director

FCYF

Signature  
Name in capitals

**Appendices**

Any applicable agreements, requests for assistance, authorisations, etc.

## ***Appendices***

- 1.1 – Registro Oficial Fundación Esquel (1)
- 1.2 – Registro Oficial Fundación Esquel (2)
- 1.3 – Acuerdo Ministerial Fundación Esquel
- 2.1 – Estatutos Fundación Esquel
- 2.2 – Estatuto Reformado
- 3 – RUC Esquel
- 4 – Caso Institucional
- 5 – Auditoria 2007
- 6 – Memoria 2006
- 7 – Personal Fundación Esquel
- 8 – Junta Directiva Esquel
- 9 – Organigrama Estructural Esquel
- 10 – Experiencia Esquel 1990 – 2008
- 11 – Map of localization of the project
- 12 – Map of Bolivar
- 13 – Map of Chimborazo
- 14 – Map of Tungurahua