



GODFATHER *and* GODMOTHER FOR A DAY

Educational support for the most
vulnerable in Ecuador



FUNDACIÓN CREA TU ESPACIO – FCTE
Sponsor for a Day | Educational Support Sep 2026 – Jul 2027

SDG 4
Quality Education

SPONSOR FOR A DAY **TOGETHER FOR THE RIGHT TO EDUCATION**

Presentation and Educational Support Document
School Year 2026–2027 · Cuenca and Alausí, Ecuador

10 Years
of educational support

442+
children & adolescents
supported

21
high school graduates

74
active scholarship recipients
2025

Aligned with the UN Sustainable Development Goals (SDGs) 2030

SDG 4
Quality Education

SDG 10
Reduced Inequalities

SDG 1
No Poverty

SDG 16
Peace & Strong Institutions

1. GLOBAL CONTEXT: THE RIGHT TO EDUCATION

1.1 EDUCATION AS A FUNDAMENTAL HUMAN RIGHT

The right to education is enshrined in **Article 26 of the Universal Declaration of Human Rights (UN, 1948)** and reaffirmed in the **Convention on the Rights of the Child (CRC, 1989)**, ratified by 196 countries. Education is recognized as a central catalyst for sustainable human, economic and social development.

UNESCO, 2024	244 million children and young people worldwide are still out of school.
World Bank, 2023	Learning poverty affects 57% of 10-year-old children in low- and middle-income countries.
UNICEF, 2023	1 in 5 school-age children do not attend class globally.
ILO, 2022	One additional year of schooling increases individual earnings by up to 10%.
UNDP, 2023	Education accounts for up to 50% of economic growth in developing countries.

According to the **Global Education Monitoring (GEM) Report 2023** by UNESCO, education reduces structural inequalities and is one of the most effective pillars for breaking intergenerational cycles of poverty.

Source: UNESCO GEM Report 2023; UNICEF State of the World's Children 2023; World Bank Education Overview 2023

1.2 SUSTAINABLE DEVELOPMENT GOAL 4: QUALITY EDUCATION

SDG 4 aims to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all." Its targets include ensuring that by 2030 all children complete primary and secondary education, with special attention to vulnerable populations and those in human mobility situations.

Key SDG 4 indicators relevant to FCTE:

- **Target 4.1:** Full, free, equitable and quality primary and secondary education for all children.
- **Target 4.5:** Eliminate gender disparities and barriers for vulnerable groups, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- **Target 4.a:** Inclusive and safe educational facilities for all.
- **Target 4.c:** Quality teacher training for intercultural settings.

Source: UN – Agenda 2030 for Sustainable Development. Goal 4 and its targets. <https://sdgs.un.org/goals/goal4>

1.3 CONNECTION WITH OTHER STRATEGIC SDGS

The Sponsor for a Day program directly connects to a chain of mutually reinforcing SDGs:

SDG	Name	Link to the FCTE Program
SDG 1	No Poverty	Guaranteed education reduces the risk of intergenerational poverty in migrant and vulnerable families.
SDG 4	Quality Education	Central objective of the program: access, continuity and graduation within the Ecuadorian educational system.
SDG 5	Gender Equality	68% of beneficiaries are girls and adolescent women; equal access is prioritized.
SDG 10	Reduced Inequalities	Support for immigrant populations, the Saraguro community, and children of parents living abroad.

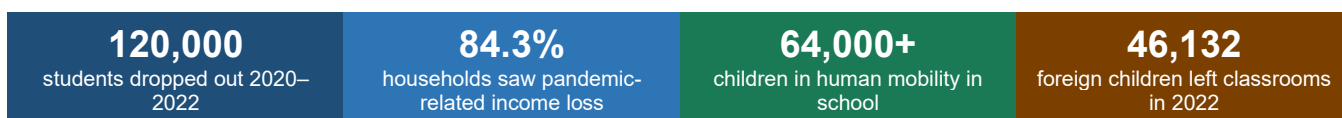
SDG 16	Peace & Institutions	Working against xenophobia and school-based discrimination; strengthening the child protection system.
SDG 17	Partnerships for the Goals	The sponsorship model as a citizen-civil society alliance for development.

Source: United Nations – Sustainable Development Goals 2030. <https://sdgs.un.org/goals>

2. EDUCATIONAL REALITY IN ECUADOR

2.1 NATIONAL OVERVIEW: CRISIS AND OPPORTUNITY

Ecuador faces a complex educational crisis, worsened by the COVID-19 pandemic and the intensification of migration flows since 2019. According to the **Ecuadorian Ministry of Education**, approximately **120,000 students dropped out of the educational system between 2020 and 2022**. This figure exceeds UNICEF's initial January 2021 estimate of 90,000 children out of school in Ecuador.



Source: Ecuadorian Ministry of Education, 2022; UNICEF Ecuador, 2021; Primicias, 2022

The impact of COVID-19 reduced household incomes in **84.3% of surveyed households**, according to **UNICEF Ecuador (2021)**, increasing the risk of school dropout, particularly among families in human mobility situations and economic vulnerability.

2.2 STRUCTURAL CAUSES OF SCHOOL DROPOUT

FCTE's analysis, based on its social reports (2023–2025) and complemented by evidence from international bodies, identifies the following main causes:

Dropout Factor	Data / Local Impact	Source
Uniform costs	Two uniforms (daily + athletic) cost USD \$120 per student/year. The Ministry of Education suspended government provisions in 2022.	FCTE Social Report 2023; MoE 2022
School supply lists	Average cost USD \$60 (elementary) to USD \$70 (high school) per student, excluding backpack.	FCTE Social Report 2025
Monthly associated expenses	Transport and food: USD \$20–25/month per student. With two children, this exceeds the family budget.	FCTE Social Report 2023
Technology gap	Since 2020, FCTE has distributed 55 devices to 47 families. 56% of 2025 support included technology.	FCTE Social Reports 2024–2025

Discrimination & xenophobia	Originating from teachers, school administrators and peers. Affects the school climate for migrant children and Saraguro communities.	FCTE Social Report 2025; UNHCR 2022
Internal/external migration	Family reunification in the US and new migrations interrupt schooling.	Primicias 2022; MoE 2023

2.3 REGULATORY FRAMEWORK AND COMMITMENTS OF THE ECUADORIAN STATE

Ecuador has a robust regulatory framework for education. The **Constitution of the Republic of Ecuador (2008)**, in Article 26, establishes that "education is a right of all persons throughout their lives and an unavoidable and inexcusable duty of the State." The **Organic Law on Intercultural Education (LOEI)** and its regulations guarantee access regardless of immigration status.

However, the gap between the legal framework and reality persists. Ecuador's **National Development Plan 2021–2025** includes educational targets aligned with SDG 4, but implementation in highly vulnerable territories — such as Cuenca and Alausí — requires the active participation of organized civil society.

Source: Constitution of Ecuador 2008, Articles 26–28; LOEI; Senplades – National Plan 2021–2025



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3. THE PROGRAM: SPONSOR FOR A DAY





3.1 DESCRIPTION AND MODEL FOR INTERVENTION

The **Sponsor for a Day** program is an initiative by Fundación Crea Tu Espacio (FCTE) which has been operating since 2014. Under a **solidarity-based educational sponsorship model**, it connects individual and collective donors with children and adolescents (NNA) in situations of human mobility and vulnerability to guarantee their access to and continued participation within the Ecuadorian educational system.

Territorial coverage	Cuenca (Azuay) and Alausí (Chimborazo), Ecuador
Target population	Migrant children (Venezuelan, Colombian), the Saraguro community and children of Ecuadorians living abroad
School year	September–July (11 months, 3 terms)
Modality	Comprehensive sponsorship: supplies + social support + psycho-emotional support + academic tutoring
Cost per beneficiary 2026–2027	USD 164.30 per full school year
Financial target 2026–2027	USD 12,158.20 for 74 children & adolescents

3.2 PROGRAM COMPONENTS

The program operates through four complementary intervention pillars, addressing the structural causes of school dropout identified in the social assessment:

 School Supplies	 Clothing & Footwear	 Technology	 Comprehensive Support
Stationery, backpacks, books and materials for all levels per ministerial decree.	Daily and athletic uniforms, casual and athletic shoes, prioritized by family social assessment.	Tablets, laptops, calculators and internet access to ensure educational continuity, especially in high school.	Social follow-up, psycho-emotional support, academic tutoring and family guidance.

3.3 CUMULATIVE IMPACT 2014–2025: MONITORING DATA

Below is the historical record of beneficiaries and cumulative investment since the program's inception, as evidence of sustained growth and the program's increasing relevance:

Year	Children Supported	% Female	Investment (USD)	Population
2016	30	60%	1,258	Human mobility, vulnerability, Cuenca/Alausí.
2017	35	65%	1,458	Human mobility, vulnerability, Cuenca/Alausí.
2018	35	72%	1,755	Human mobility, vulnerability, Cuenca/Alausí.
2019	32	60%	1,500	Human mobility, vulnerability, Cuenca/Alausí.
2020	60	50%	2,000	Pandemic: +technology (55 devices, 47 families).

2021	64	65%	2,000	Post-pandemic; COVID-19 impact on households.
2022	72	65%	3,765	Rise due to migration crisis & suspension of uniforms from Ministry of Education.
2023	84	60%	4,235	Higher demand; uniform cost USD \$120/student.
2024	94	72%	6,345	Historical peak of beneficiaries.
2025	72	68%	4,235	100% supplies; 45% shoes; 12% uniforms; 56% technology.

Source: FCTE Social Reports 2016–2025; Sponsor for a Day Program Records

4. MONITORING, EVALUATION AND IMPACT FRAMEWORK

4.1 THEORY OF CHANGE

Core premise: When a vulnerable family has the necessary supplies, tools and support, children and adolescents can remain in the educational system, graduate, and break intergenerational cycles of poverty.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	SDG IMPACT
Sponsor donations FCTE technical support Partner network	Distribution of supplies, uniforms & technology Social/psycho-emotional follow-up Academic tutoring	Children with full materials Families with support 55+ technological devices	School retention Improved performance Reduced dropout 21 highschool graduates	SDG 4: Education SDG 1: Poverty SDG 10: Inequality SDG 5: Gender

4.2 MONITORING AND EVALUATION INDICATORS

Following the **SMART framework** (Specific, Measurable, Achievable, Relevant, Time-bound) recommended by the **UNDP and OECD for social impact projects**, the FCTE program works with the following indicators:

Level	Indicator	Baseline (2025)	Target 2026–2027	Verification Source
Coverage	% of children receiving 100% of basic supplies	100% (2025)	100% (74 children)	FCTE delivery records
Coverage	No. of children with educational technology	56% with technology	≥ 60% of the group	Delivery records
Retention	School-year retention rate	~85% estimated	≥ 90%	Teacher/family reports
Graduation	Cumulative no. of high school graduates with FCTE support	21 graduates	+4 by end of 2026	High school diplomas
Well-being	% children reporting positive school environment (no discrimination)	No baseline data	≥ 75% positive	School environment survey
Gender	% of girls and adolescent women in the program	68% (2025)	Maintain ≥ 60%	Program records

Efficiency	Cost per beneficiary with full support	USD 154 (2025)	USD 164.30 (2026)	Executed budget
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Source: Adapted from: OECD-DAC Criteria for Evaluating Development Assistance; UNDP – Impact-Oriented Monitoring and Evaluation Guide

4.3 IMPACT EVIDENCE: SOCIAL RETURN ON INVESTMENT

Social Return on Investment (SROI) evaluation is a methodology developed by **Social Value International** and recommended by the **OECD** to measure the social value generated by development programs. Applied to the FCTE context:

Total 10-year investment (est.)	USD \$28,080 in educational supplies and support (2016–2025).
Educational outcomes	442 children remained in the educational system; 21 high school graduates.
Income projection (World Bank, 2023)	Each additional year of schooling = +10% in labor earnings. A high school graduate in Ecuador earns on average 30% more than someone who did not complete the cycle.
Reduction of social risk	According to UNICEF, keeping a child in school reduces the probability of child labor by 40% and the risk of youth violence by 35%.
Gender impact	Girls who complete secondary education are 26% more likely to participate in formal labor markets (UNESCO, 2023).
Breaking poverty cycles	30% of immigrant beneficiaries achieved legal status or resettlement to a third country during their school enrollment period, partly due to their educational stability.

Source: World Bank – Returns to Education 2023; UNICEF – Education and Protection 2022; UNESCO GEM Report 2023; Social Value International – SROI Methodology

5. VOICES OF CHANGE: IMPACT TESTIMONIALS

The program's impact is most vividly reflected in the voices of those who experienced it. The following are testimonials from graduates supported by FCTE, representing the achievement of the SDGs in real lives:

“ I received support from the Foundation for 6 years. In the previous school year, I graduated from high school and for me it was a great achievement; I reached it with the support of my parents and Crea Tu Espacio. I hope they keep this project going.

— **Daniel Morales (Colombian)**
High school graduate 2021 · Manuel J. Calle Educational Unit

“ I received support from first grade onwards and have now graduated from high school. For nearly 9 years I received support, and it allowed me to reach the goal of becoming a high school graduate. I hope they continue supporting more children and adolescents.

— **David Bacuilima (Ecuadorian)**
High school graduate 2019 · Daniel Córdova Toral Technical School

“ For nearly 5 years I received support in educational materials and technology. I am grateful for this support — it helped me complete years in school and become a high school graduate. I hope this help continues to reach more children and adolescents.

— **Sara Valencia (Colombian-Ecuadorian)**
High school graduate 2023 · República de Chile Educational Unit



I received support from 10th grade onward: technology, school supplies, uniforms and shoes — they all allowed me to finish high school. I am so happy and I dedicate this graduation to the Foundation. They made this dream possible and they also inspire me to continue to university.

— **Emili Gustos (Ecuadorian)**

High school graduate 2025 · Manuel J. Calle Educational Unit

21 adolescents have completed high school with FCTE support since 2014. Every graduation represents the fulfillment of SDG 4 in a real life.



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6. PROPOSAL: BECOME A SPONSOR FOR A DAY

6.1 GENERAL OBJECTIVES:

Guarantee the permanence and educational continuity of 74 children and adolescents (NNA) in situations of human mobility and socioeconomic vulnerability in Cuenca and Alausí, during the school year September 2026 – July 2027, through the comprehensive provision of educational supplies, technological tools, and psychosocial support.

6.2 SPECIFIC OBJECTIVES:

1. Provide 100% of school supplies, uniforms and necessary technological materials to the 74 active scholarship holders, through the management of at least USD 5,000 as the first phase of collection before the start of the school year in September 2026.
2. Raise a minimum of USD 7,158.20 complementary through the GlobalGiving platform and the sponsor network, executing at least 3 digital mobilization campaigns between June and November 2026.
3. Achieve a school retention rate equal to or greater than 90% among the 74 scholarship holders at the end of the school year and contribute to the graduation of at least 4 new high school graduates.



6.3 THE CHALLENGE: SEPTEMBER 2026 – JUNE 2027

For the school year **September 2026 – July 2027**, FCTE is supporting **74 children and adolescents from Cuenca and Alausí**. The projected cost per beneficiary is **USD \$164.30**, representing a total investment of **USD \$12,158.20** to guarantee their full continuity in the educational system for this new school year.

74 children need support	\$164.30 per beneficiary / year	\$12,158.20 total 2026–2027 goal	11 months duration of school year
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6.4 HOW TO CONTRIBUTE

Your support can take the following forms, each with direct and measurable impact:

 Full Sponsor USD \$164.30 for a complete school year for 1 child: school supplies + uniform + shoes + technology repair & maintenance + social support.	 School Supplies Sponsor USD \$40–50 to cover the full school supply list and backpack for 1 child for the entire year.	 Uniform & Footwear Sponsor USD \$100 for a school uniform (casual or athletic) and shoes (casual or athletic).
 In-kind donations of educational materials are also welcome: notebooks, pens, pencils, geometry sets, rulers, paints, markers or any other item that helps complete the beneficiaries' supply list.		

6.5 PROGRAM CHALLENGES

- Maintain support in supplies, technological tools and educational resources to ensure the continuity of migrant and vulnerable children and adolescents in school.
- Raise a minimum of USD \$5,000 for educational support in the 2026–2027 cycle as a first phase.
- Expand the sponsor network to reach the total of USD \$12,158.20 and cover all 74 beneficiaries.
- Continue accompanying children in human mobility situations so that their right to education is not undermined by external factors.
- Support all academic processes through to the end of the school year, preventing further dropouts.

6.6 TRANSPARENCY AND ACCOUNTABILITY

FCTE is committed to **full transparency standards** in the use of resources. Donors receive:

- Social report on each sponsored beneficiary at the start, midpoint and end of the school year.
- Photo report of deliveries and support activities.
- Signed and registered delivery record for supplies and tools.
- Annual consolidated impact report with outcome indicators.
- Access to the GlobalGiving platform for international donations with full traceability.

*“One year of education can change a child's destiny.
Ten years change the destiny of their family”.*

Fundación Crea Tu Espacio (FCTE) · Cuenca & Alausí, Ecuador

Sponsor for a Day Program | School Year 2026–2027

Contributing to SDG 4 · Quality Education for All

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Ten years change that of their family



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