

# MESaDe: A program to support development, education and health of girls and women

## 1 Name of the Program

Woman development, education and health: An educational inclusion program to support communication skills, sexual harassment prevention, and sexual and reproductive health.

*Mujer,  
Educación, Salud  
y Desarrollo*  
(Spanish name)

## 2 Description of the nominee

The UNESCO Chair on Support Technologies for Educational Inclusion fosters an environment for the interaction of diverse participants, promoting the inclusion of historically-excluded populations such as children, young people, and adults in situations of vulnerability and/or with disabilities, indigenous or older adults, aided by innovative ICT-based tools.

The UNESCO Chair main objectives are described below:

- To conduct scientific research projects pursuing the development of support technologies for regular and special education, which are open, efficient and adaptable, and involve cutting-edge innovations in artificial intelligence, expert systems and data processing, among others.
- To improve the capacities of teachers to assist students in situations of vulnerability and to include in their didactic process the use of free-access ICTs.
- To carry out research projects that tend towards the elimination of barriers that limit the educational inclusion of students in situations of vulnerability, offering integral responses that allow learning achievements.
- To generate an inclusive educational community throughout engagement projects with the society, which is nurtured from the advantages of technologies for educational inclusion.

*We want to  
promote the  
inclusion of  
historically-  
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populations such  
as children, young  
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vulnerability  
and/or with  
disabilities*

## 3 Programme description

In the framework of human rights, education guarantees that people with and without disabilities have access to “basic practical knowledge necessary for the development of competencies in today’s world” (UNESCO, 2008), and thus be able to exercise their rights. In this line, it is fundamental to consider three key stages in the life of a person: childhood, adolescence and adulthood. The MESaDe programme focused on women under social risk throughout those stages.

Commonly, during the first 6 years of life, girls progress meaningfully in several aspects such as motor skills, language, cognition as well as in their social, personal and emotional areas. The development continues in school and high school. At this stage, they are expected to get to know themselves, learn how to make others

*Our objective is  
serving girls and  
women under  
social risk*



respect their personal space and their body. Likewise, they are expected to accept and express their sexuality so that it becomes their health and well-being background. Proper sexual education enables adolescents to be responsible with their bodies, so in the future they can make the right decisions based on values that allow them to live fully.

Currently, several countries (especially developing ones) face challenging circumstances with regard to historically-excluded populations. According to the World Health Organization (WHO) and the United Nations (UN), more than 1 billion people have disabilities. Between 110 and 190 million youngsters older than 15 and adults have meaningful difficulties in terms of functioning or moving abilities, while more than 93 million children under the age of 14 live with a severe or moderate disability. To this, we must add a serious problem that is still evident in many countries worldwide: women and girls continue to suffer discrimination and violence. The UN informs that one in every five women, and girls between 15 and 49 have accounted for physical or sexual violence by their partners within a 12-month period. In addition, 49 countries do not have laws that protect women from domestic violence.

Therefore, this document presents a programme aiming to work on three pillars:

- **Development of girls and women from early stimulation and language development in the first 6 years of life.** In order to support girls with and without disabilities in the initial development and early stimulation stage, our program has more than 10 robotic assistants and 10 educational and intervention software programs that have been delivered for free to several institutions of special and regular education. These tools have been developed with the guidance and support of initial educators, psychologists, speech and language therapists and parents.

We have run dozens of tests to determine the effectiveness and perception of girls, and the results have been highly positive. Nowadays, both robots and educational programs are actively used to provide support in early stimulation through the development of gross and fine motor skills, spatial notions, cognition, pre-math, pre-reading, etc. In addition, these tools also provide support for intervention in cases where girls have communication and language disorders associated or not with a disability.

- **Prevention of sexual harassment in puberty and adolescence.** We have also created educational software programs and robotic assistants that aim to teach girls to prevent sexual harassment as well as the proper way others must respect their (private) body parts and where their personal space begins. This second pillar is connected to the stage of early stimulation and language development.
- **Sexual and reproductive education in the stages of youth and adulthood.** Our program has an intelligent educational platform focused on improving access to Sexual and Reproductive Health (SRH) education for deaf women. We have focused on this population because the lack of application of bilingualism in the educational system (sign language) limits the access of students with hearing disabilities. Similarly, in Ecuador there is not enough educational material adapted for teaching SRH to deaf women.

*The programme relies on three mainstays:*

- *Proper development of communication skills*
- *Sexual harassment prevention*
- *Sexual and reproductive health for women*

*More than 10 robotic assistants and 10 educational and intervention software were developed*



Another critical aspect is that sign language in Ecuador still needs to include many other terms that allow obtaining a rich lexicon that makes it possible to create appropriate content for this group of people. This platform provides free access. It includes several videos, animations, images and educational activities in sign language that allow deaf women to have a tool so they learn about several aspects such as sexually-transmitted diseases, family planning, prenatal care, among many other topics.

The program has been in operation since 2015. So far, it has directly benefited hundreds of girls and youngsters studying regular education, as well as those who have communication disorders, disabilities and/or special educational needs.

### **3.1 Specific contribution to the advancement of girls' and women's education**

Our program is aimed at supporting the development of girls' and women's skills and knowledge for their health and future life and work.

### **3.2 Program relation to “Skills: Supporting girls and women to acquire knowledge/skills for life and work”**

Our programme is closely related to the development of knowledge/skills in girls and women because focuses on four key aspects: (i) to support their early development for a proper scholar life, (ii) to overcome communication disorders, (iii) to prevent sexual harassment, and (iv) to have an adequate sexual and reproductive health. On this basis, girls will get better opportunities to be successful in school, learn how to prevent sexual abuse, and when they become women will develop a full and responsible Sexual and Reproductive Health.

### **3.3 Duration of project/programme**

- Start date: May/2015
- No end date foreseen.

### **3.4 Target group(s) for the project/programme**

- Academia or research institutions
- Education institutions
- Educators
- Parents or caregivers
- Girls

*Sign language in Ecuador still needs to include many other terms to create appropriate content for deaf persons*

*An early stimulation gives more opportunities for girls being successful in scholar life*

*We strongly believe that this kind of initiatives must be permanent in time*



- Women
- Boys
- Men

We have the support of the following organizations and institutions of regular and special education:

- Pillars I y II: Early stimulation and speech and language therapy for girls (3 to 6 years old) & Prevention of harassment in girls (between 5 to 15): *Educational Unit Saint Mariana de Jesús (for girls), HOPE Foundation for children and youth with disabilities, Center of Integral Stimulation and Psychotherapeutic Support (CEIAP), University of Azuay (UDA), Educational Unit Técnico Salesiano Headquarters “Carlos Crespi” for children, School for girls “Sor Teresa Valsé”, Cerebral Palsy Institute of Azuay (IPCA), and the University of Vigo.*



- Pillar III: Sexual and Reproductive Health for youngsters and women with disabilities: UNESCO Cluster Office to Bolivia, Colombia, Ecuador and Venezuela.



Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura



Objetivos de Desarrollo Sostenible

Oficina en Quito  
 Representación para Bolivia, Colombia, Ecuador y Venezuela

### 3.5 Beneficiaries

The proposed program currently provides free support to a diverse group of girls, youngsters and adults with or without disabilities that, according to the three pillars covered by the program, is grouped as follows (Fig. 1):

- Early stimulation and speech and language therapy for girls (3 to 6 years old):
  - *Direct beneficiaries without disabilities: 451 girls and 72 boys (Cuenca, Azuay).*

*We work with several institutions of regular and special education that believe in the postulate: “Serve the most needy people”*

*Speech-language therapy pillar beneficiaries: more than 35 girls with disabilities*



- *Indirect beneficiaries without disabilities* that can be reached if the robotic assistant is replicated and the educational software is distributed (1 to 5 years old): 342 226 girls and 341 577 boys (all over Ecuador) [4].
  - *Direct beneficiaries with disabilities (1 to 6 years of cognitive age)*: 35 girls and 25 boys.
  - *Indirect beneficiaries with intellectual disability (1 to 6 years of cognitive age)*: 787 girls and 902 boys [2].
- Prevention of harassment in girls:
    - *Direct beneficiaries (girls and adolescents aged between 5 to 15)*: 960 (Cuenca, Azuay).
    - *Indirect beneficiaries if the robot is replicated and the educational software is distributed (girls and teenagers aged between 5 to 15)*: 1 597 341 (Ecuador) [4].
  - Sexual and Reproductive Health for youngsters and women with disabilities:
    - *Direct beneficiaries with disabilities (adolescents and deaf women aged between 18 to 29)* 3 988 (Ecuador).
    - *Indirect beneficiaries without disabilities (men and women aged between 15 to 29)*: 1 075 636 women and 1 064 678 potential male beneficiaries (Ecuador). From this human group, it is essential to grant access to Internet and computer equipment [4].

*Early stimulation pillar beneficiaries: more than 451 girls.*

*The pillar of SRH can benefit all deaf women of Ecuador*

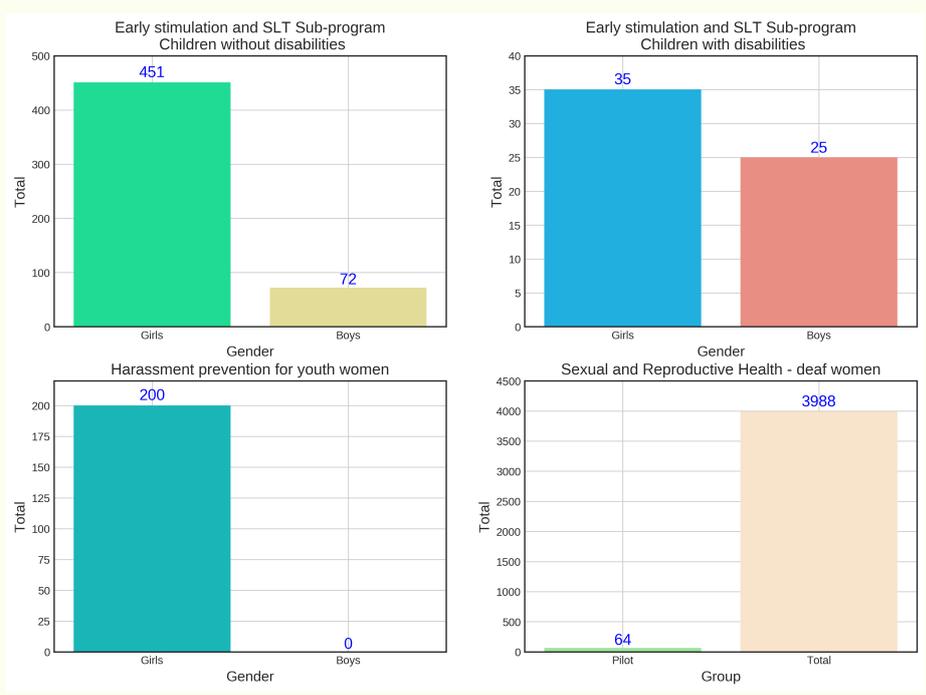


Figure 1: Direct and indirect beneficiaries of the Pillars I and II.

### 3.6 Funding of project/programme

Current funding sources:

- Politécnica Salesiana University - UNESCO Chair on Support Technologies for Educational Inclusion

Planned funding sources:

- IEEE Sight initiative (recently created at the Salesiana Politécnica University).

### 3.7 Project/programme resources

The annual cost of the program is 12 000 USD.

The number of staff involved per year is 27 professionals from different areas (engineers, psychologists, special educator, speech-language pathologists, early stimulators, doctors)

### 3.8 Follow-up plan

The monitoring plan and the projected growth are carried out in base of the three pillars of the programme “Women, health and development”:

#### 1. Early Stimulation and language therapy for girls (3 to 6 years) [10] (Figures 1, 3):

- Impact:* With the objective of determining the results that the program attains each year, some cooperation agreements have been signed with the beneficiary institutions that have received the robotic assistants, as well as the educational and monitoring software. In each institution, there is at least one responsible person who gives support to the girls (with the support of the UNESCO Chair team of Politécnica Salesiana University). Progress reports are compiled, and the impact that the tools developed for the girls is determined.
- Expansion:* it is fundamental that the robotic assistants can be replicated with the objective of giving educational support to more boys and girls of schools, not only from Cuenca and the Province of Azuay, but also from all Ecuador. This will be feasible thanks to the tool, which is freely distributed; and the 3D design and the source code that can be freely used by any school or family.
- Monitoring:* With the purpose of counting with some statistical data of the progress of the girls, in the areas of early stimulation and language therapy, the teachers at the beneficiary institutions will generate reports related to the advances that will be presented during the intervention. The tools help in the compilation of data regarding the rehabilitation and exercising activities that are carried out within the working sessions

*We require more volunteers, donors, investors, and all people that want to help*

*The SRH platform can easily be maintained and improved to contain material for women with other disabilities*

*To reach more girls we only need to reproduce the robots and educational software*

*All codes and designs are available in the*

*UNESCO Chair of the Politecnica*



Figure 2: Speech-language therapy - FONA & intervention software.



Figure 3: Early stimulation robot & software.

(failures, successes, time required to complete the task, etc.) This information is used to determine what elements, software and hardware, can be adjusted or improved in the future.

## 2. Sexual Harassment Prevention in girls 4 (Fig. 4):

(a) *Impact:* As in the case mentioned above, the robotic assistants and the educational software that have been given to the beneficiary institutions allow all the girls to get an adequate stimulation and the teaching of values

and attitudes that enable the prevention of sexual harassment.



Figure 4: Woman-robot for Sexual harassment prevention (for girls and youth).

- (b) *Expansion:* The future planning has established the necessity to create more robotic assistants, and furthermore, to count on more virtual versions with the purpose of reaching a higher number of girls in our country and in other regions of Latin America. All the 3D designs, the source code of the educational software and the pedagogical sources are freely distributed.
- (c) *Monitoring:* To accomplish the monitoring process of educational intervention, some surveys and interviews to the beneficiary institutions, teachers and families will be applied. In addition, some awareness campaigns are made in order to prevent sexual harassment, not only in schools, but also with parents. The girls and youngsters that conclude with the formative plan will receive a special certificate whose main objective is to generate motivation and an attitudinal change to face harassment problems.

### 3. Sexual and Reproductive Health for youngsters and women with disabilities (Fig. 5):

- (a) The intervention aims to improve the level of knowledge and the access to SRH based on 4 main aspects:
- Sexual and reproductive rights.
  - Sexually-transmitted infections.
  - Family planning.
  - Prenatal, delivery and postnatal controls.

It grants access to an educational course in these areas through an adapted platform for deaf people using audiovisual materials and translated to Ecuadorian Sign Language.

*The robot for sexual harassment prevention represents an iconic personage for girls and youth: the Blessed girl Laura Vicuña*

*Expanding the Ecuadorian Sign Language is a priority*

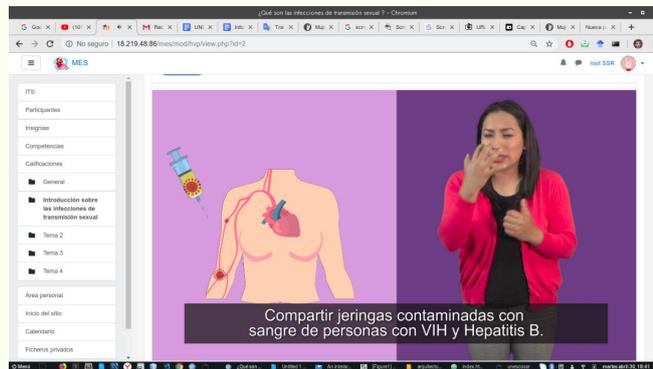


Figure 5: The intelligent environment to support SRH for deaf women [5].

The course lasts for 8 weeks. During this time, the deaf women have access to the audiovisual materials. After each educational video, the deaf women can and must make a self-assessment of the learnt contents with feedback based on the explanation of possible errors that allow the clarification of doubts and the improvement of the comprehension of the contents.

The monitoring of the process consists in a quarterly visit to the deaf women to perform, through focus groups, the supervision of their sexual and reproductive health in their practice areas. Furthermore, to determine, by means of interviews and focus groups, how they are exercising their Sexual and Reproductive Rights (SRR), and what their practices are within the Sexual and Reproductive Health (SRH) after the course.

### 3.9 Achievements and Impact

Without any doubt, the main success that has been achieved regarding the early stimulation and language therapy pillars is the girls', teachers' and parents acceptance of the developed tools. These tools have enabled the children to develop their fine motor and cognition through games that allow the proper supervision of their growth. Another key aspect is that therapists and teachers who work with children touched by communication disorders (associated with disabilities or not) have been able to use these tools in an effective way during the educational and therapeutic sessions.

According to our researches, in the case of Language Therapy and Early Stimulation, the attention period has increased in more than 17 minutes, for sessions that last 40 minutes. In the same way, it has been demonstrated that the robotic assistants and the software developed can even help the girls with cochlear impact in emotional and pedagogical aspects. Another research concluded that girls and boys with cerebral palsy, attending the Institute of Cerebral Palsy of Azuay (IPAC, acronym in Spanish) quickly accepted the robotic assistants.

Regarding the harassment prevention pillar, the robotic assistant could be adapted to the reality of different schools that only receive (or almost totally) girls. In the case of "Sor Teresa Valsé" Primary School, the robotic assistant became, virtually, the Blessed Laura Vicuña, who is considered a symbol of honesty, dignity and work

*Nowadays, in Ecuador and other countries of Latin America, only a few resources are accessible to deaf women*

*According to our researches, in the case of Language Therapy and Early Stimulation, the attention period has increased **in more than 17 minutes**, for sessions that last 40 minutes*

*Regarding the harassment prevention pillar, the robotic assistant became,*



Figure 6: The final users of the different tools developed: girls and boys with/without disabilities, women, and deaf women.

for the girls in this institution. This beautiful adaptation allowed the girls to feel identified with the robot, and at the same time, feel that this symbol of their second home (school) becomes a modern guide in the pursuit of care and welfare respecting their personal space and their body.

In the area of Sexual and Reproductive Rights, for the first time, an innovative tool was generated that helps women with hearing disability in Ecuador, despite the great limitations that exist regarding resources adapted to their needs. In one side, it is important to mention that the subject about sexuality in people with disabilities is still considered a taboo not only in Ecuador, but also in several countries in Latin America. On the other side, the group of deaf women who have been participating in this project, have positively accepted the audiovisual material through the validation of contents of audiovisual materials for deaf people in focus groups. The contents are adapted to the needs of this human group, and are totally identified and recognized when accessing educational content.

Finally, an indirect achievement that is presented in Academy: Dozens of university students of different majors (Electronics, Information technology, Mechanics, Mechatronics, etc.) and other Higher Education Institutions and collaborating entities have been sensitized about the hard reality faced by girls, youngsters and women who live in vulnerable situations.

### 3.10 Innovation

In Ecuador and other Latin American countries, even today, structures, adequate staff and rehabilitation and educational tools are required to carry out a suitable process of diagnostic and intervention in girls, adolescents and women in vulnerable situations. For this reason, in this programme, the design and construction of robotic assistants, educational software and multimedia contents has been conducted in a

*In the area of SRR, for the first time, an innovative tool was created that helps women with hearing disability in Ecuador*

local innovation process. This process has integrated methodological strategies of intervention proposed by Ecuadorian educators of basic education, psychologists, interpreters of sign language, doctors and language therapists.

Regarding Early Stimulation and Speech-Language Therapy, a robot has been created that, for the first time, can take the shape of any stuffed animal. This feature permits the girls and boys to feel really close to the thing and see it as “a friend who teaches”. A friend they can hug, touch, and be confident with. This issue is a relevant aspect for the intervention in the language area because the robotic assistant and the educational software have generated a great motivation in children that present communication disorders. Besides, these tools have helped the children to improve their attention, as well as to have a positive rehabilitation and development in the future [1,7–9,11,12]. Another important aspect is that even girls with cochlear implant have been able to interact with the robotic assistant for language therapy. With this they can move up at their own pace, and receive a series of kinaesthetic stimuli which empower them to continue the rehabilitation process.

*In the area of Early Stimulation and Speech-Language Therapy, a robot has been created that, for the first time, can take the shape of any stuffed animal*

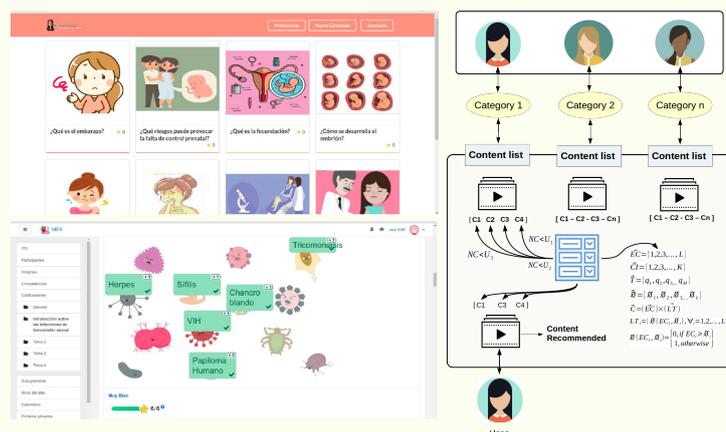


Figure 7: The expert system support implemented in the SRH educational platform for deaf women [6].

On the other hand, regarding the pillar of SRH, it is important to highlight that the intervention based on learning by means of audiovisual material previously validated for deaf people, enable the interest of deaf women for sensitive issues regarding their health and sexuality. This group of people find it essential to have access to materials in their own language, not only because they feel identified, but also because the understanding of the educational contents is enhanced when they are adapted to their specific accessibility needs. The learning also increases when their vocabulary in sign language is augmented (various new signs were created) to ensure their comprehensive reading through the right visual and motor sign coordination, subtitled word, image or animation, achieving a better understanding of the concept [3, 5, 6].

The free and voluntary access to the contents, together with the fact of having an open training platform, enables deaf women to feel freedom to learn about SRH, in their own environment and without restrictions; the technology enables them to have their own schedule and learning pace. This profoundly changes their development opportunities, by strengthening the neurocognitive process of knowledge and the

*We have developed an expert system prototype to suggest educational contents for the deaf woman (SRH)*



emotive part of the learning activity.

Furthermore, through the implementation of artificial intelligence techniques, we created an expert system based on 58 rules (integrated to the education programme of SRH) that allows recommending educational contents. The recommendations are based on the level of SRH knowledge of the deaf women. From these recommendations, a pilot study plan is generated, which cover topics related with Sexual and Reproductive Rights, sexually-transmitted infections, contraceptive methods and prenatal checkups. With help of an expert system of deaf women, they have an approach on contents which reinforce their education process providing a better learning experience.

Finally, we should point out that the tools both hardware and software used for the design and development of the different pillars are of open source. Thus, we guarantee that in the future we will maintain an open access license in order to generate new tools and prototypes for Ecuador and other countries of Latin America and the world.

### 3.11 Sustainability

The following strategies have been developed in order to maintain the programme as a real support tool over time:

- From the start of the programme several framework and specific agreements were signed with institutions like the Institute of Cerebral Palsy of Azuay (IPAC, acronym in Spanish), The Education Unit Santa Marian de Jesús, HOPE Foundation, Education Unit Técnico Salesiano Campus “Carlos Crespi”, Fiscomisional Basic Education School Sor Teresa Valsé, Special Education Unit “Claudio Neira Garzón”, among others. Thus, a commitment has been stated that ensures at least 5 years of cooperation and support to these institutions that receive children, youngsters and adolescents in vulnerable situation.
- The Politécnica Salesiana University, Cuenca Headquarters has allocated a complete server to accommodate permanently all the platform with the three pillars described above. Therewith it is guaranteed a solid basis that will enable to increase substantially the number of beneficiaries i.e. girls, young people, and women in vulnerable situation. Likewise, it can be provided to children and adolescents who want to access to the early stimulation process, speech therapy and sexual and reproductive education.
- A cooperative network has been established with several institutions —both local (Universidad del Azuay) and international (Universidad de Vigo, Saint Ambrose University)— through which we can count on important support from technical, academic and scientific scope.
- Currently, the opening of the humanitarian support group IEEE SIGHT in the Politcnica Salesiana University (Cuenca Headquarters) is being negotiated, with the prospect that we will count on support —both human and technical— to reach populations located in rural sectors and indigenous people.

*All our tools (hardware and software) are open-source*

*We will work for more than five years with institutions that receive children with disabilities*

*We have established strategic alliances with institutions*



- The work done to date has allowed to generate not only technological support tools for girls, adolescents and women with special education needs and with disability, but also it has enabled to generate support methodologies that can be used in a free way for any institutions that wish to improve both rehabilitation and educational processes.

For future work, if we count with external support, the following strategies will enable reaching near 1 000 direct beneficiaries:

- To enable a strategic alliance with the Minister of Education of Ecuador (ME) in order to distribute freely mobile applications and the robotic assistance that can be developed with external support.
- To enable a strategic alliance with the Health Minister of Ecuador (HME) to enable more deaf women on a continuous basis into the educational platform, whose main feature is that we will continue with the creation of new courses and educational contents adapted to LSE. In the same way, permanent free access to the platform will be guaranteed.
- In order to continue with the sustained growth into the platform, credentials and training will be given to institutions which are in places difficult to reach like Huayrapungo School, “Rigoberto Navas” School of Cañar, and other institutions in other provinces.
- Similarly, as a fundamental aspect, an empowerment campaign will be directed towards parents, families and communities of the beneficiaries. Thus, it will be possible to have a greater impact and disseminate the proposal in a fast and dynamic way.

### 3.12 Supporting Materials

Below we provide ten links related to program resources such as multimedia materials, tech reports, papers, and websites:

1. A detailed version of the different points that describe the program (beneficiaries, follow up plan, innovation, etc.):

[http://catedraunescoinclusion.org/wp-content/uploads/Documents\\_Reports/reportes/UNESCO\\_UPS\\_Prize.pdf](http://catedraunescoinclusion.org/wp-content/uploads/Documents_Reports/reportes/UNESCO_UPS_Prize.pdf)

2. The main web page that contains the educational environment for SRH, the software/tools for harassment prevention, and the early stimulation and speech-language therapy tools:

<http://mesade.org>

3. A web page with the general description (motivation, proposal, results, etc.) of the Sexual and Reproductive Health pillar for Deaf Women:

<http://mesade.org/ssr.html>



4. A web page with the general description (motivation, proposal, results, etc.) of the harassment prevention for young women:

<http://mesade.org/arise.html>

5. A web page with the general description (motivation, proposal, results, etc.) of the early stimulation for children with and without disabilities:

<http://mesade.org/felpudo.html>

6. A web page with the general description (motivation, proposal, results, etc.) of the speech-language therapy for children with and without disabilities:

<http://mesade.org/fona.html>

7. A folder that contains several papers of the three pillars developed (validation, research results, etc.):

<http://mesade.org/papers/>

8. A web page of the main SRH contents developed and adapted for the deaf woman (Please logg-in as guest):

<http://mesade.org/lcm/login/index.php>

9. A folder that contains several agreements and Memorandums of Understanding signed between the UPS and the beneficiaries institutions:

<http://mesade.org/convenios/>

10. The source code, 3D designs, and all technical resources of all developed platforms, robotic assistants, tools and educational software:

<https://github.com/catedraunescoups?tab=repositories>

### 3.13 Our team of researchers and volunteers

The research team of the Politécnica Salesiana is described below:

- Yaroslava Robles-Bykbaev - Medical Doctor. M.Sc.
- Paola Ingavélez Guerra - M.Sc. Computer Science Engineer.
- Liliana Matute Sánchez - computer science student.
- Karina Panamá Manzheda - computer science student.
- Verónica Velsquez Angamarca - electronics engineering student.
- Verónica Villa - computer science student.
- Cristian Oyola Flores - computer science student.
- Carlos Contreras Alvarado - computer science student.
- Kevin Mosquera Cordero - mecatronics engineering student.



- Efrén Lema Condo - electronics engineer.
- Fernando Pesántez Avilés - Doctor of Pedagogy (UNESCO Chairholder)
- Vladimir Robles-Bykbaev - PhD in Information and Communication Technologies
- Nataly Campos Sarmiento - Economist.
- Jorge Galán Montesdeoca - PhD in Communication.

The research team of collaborating institutions is described below:

- Adriana León Pesántez - Speech-Language Pathologist (Center of Integral Stimulation and Psychotherapeutic Support - CEIAP of University of Azuay).
- Ana Lucía Pacurucu - PhD in Psychology (Center of Integral Stimulation and Psychotherapeutic Support - CEIAP of University of Azuay)
- Paola Suquilanda Cuesta - Bachelor of Basic Education (Educational Unit Saint Mariana de Jesús).
- Sor Gladys Aguilar - Director of the Educational Unit Saint Mariana de Jesús.
- Ximena Ramón - Bachelor of Basic Education (“Sor Teresa” Valsé School for girls).
- Luis Curay - Director of the Educational Unit Técnico Salesiano Headquarters “Carlos Crespi” for children
- Sor Rosa Castro. Director of the “Sor Teresa” Valsé School for girls.
- Marcela Gutiérrez - Bachelor of Basic Education (HOPE Foundation for children and youth with disabilities).
- Gabriela Ortíz - Speech-Language Pathologist (Cerebral Palsy Institute of Azuay).
- Hernán Tenorio - Medical Doctor (Cerebral Palsy Institute of Azuay).
- José Pazos Arias - PhD in Telecommunications (University of Vigo)
- Martín López Nores - PhD in Telecommunications (University of Vigo)
- Estefanía Juca - Sign Language Interpreter.



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la Inclusión Educativa

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