



**Faculty of Legal Sciences**

**School of International Studies**

Analysis of the Local and International Cooperation Network in the  
Salesian Foundation Paces in the city of Cuenca. Period 2018-2022

**Degree dissertation prior to obtaining the Bachelor's degree  
in International Studies**

**Author:**

Karol Brigitte Genovez Narvaez

**Director:**

Mgst.Diana Alexandra García Orellana

**Cuenca - Ecuador**

**Year 2023**

## **DEDICATION**

To God, for always being in my life and never leaving me alone, for lifting me up when I felt like I couldn't go on any longer.

To my parents, for their unwavering support and encouragement in shaping me into a better person and professional. Thank you for always showering me with unconditional love and being there for me in every stage of my life. You're my rock, always ready to catch me when I fall, believing in me and providing the shelter I need.

To my grandparents, for their constant love and support, for being like second parents to me and teaching me that anything is possible in life.

To my paternal grandfather, who now resides in heaven but remains present in my daily life. Thank you for never abandoning me.

To my family, who have been the cornerstone of my life, teaching me the value of unity and unconditional affection.

To my friends, who have accompanied me on this long journey, creating countless memories and sharing incredible experiences.

And to all the people who have been or still are a part of my life, thank you for sharing precious memories and supporting me until the end.

## **GRATITUDE**

To God, for granting me the ability to achieve all my goals and for guiding every step I take.

To my parents, for perpetually looking after me and never abandoning me throughout this journey.

To my friends, who have shared countless moments and have always been there for me.

To Mgst. Diana García and Mgst. Gabriela Bonilla, for their invaluable support in this academic endeavor.

To the Universidad del Azuay, my educational home for many years, which has greatly shaped my professional life.

## Table of Contents

DEDICATION .....	I
GRATITUDE .....	II
TABLE OF CONTENTS .....	III
INDEX OF FIGURES .....	IV
INDEX OF TABLES .....	IV
INDEX OF ANNEXES .....	IV
RESUMEN .....	V
ABSTRACT: .....	V
1. INTRODUCTION.....	1
1.1 OBJECTIVES .....	1
1.2 THEORETICAL FRAMEWORK .....	2
1.2.1 INTERNATIONAL COOPERATION REGULATIONS .....	3
1.2.2 NATIONAL REGULATIONS FOR INTERNATIONAL COOPERATION.....	7
2.LITERATURE REVIEW .....	8
3. METHODS .....	11
4. RESULTS AND DISCUSSION .....	12
5. CONCLUSION .....	15
6. REFERENCES .....	17
7. ANNEXES.....	20

## INDEX OF FIGURES, TABLES, AND ANNEXES

### Index of figures

Figure 1 Classification of International Development Cooperation.....	3
Figure 2 International Development Cooperation Milestones .....	3
Figure 3 Sustainable Development Goals .....	6
Figure 4 Pillars and Objectives of the National Development Plan 2021 – 2025 .....	8
Figure 5 Methodology Process.....	11

### Index of tables

Tabla 1 Paris Declaration Principles .....	5
Tabla 2 National and International Cooperation Networks.....	12

### Index of annexes

Anexo 1 Entrevista a Edgar Gordillo, Director de la Fundación Salesiana PACES .....	20
Anexo 2 Entrevista a Roberto Saquicela miembro del programa “Capacitación Técnica Artesanal” .....	23
Anexo 3 Entrevista a Teresa Sánchez miembro del programa “Capacitación Técnica Artesanal” .....	24

## RESUMEN

En la ciudad de Cuenca, Ecuador, se ha evidenciado un aumento significativo en el porcentaje de mendicidad infantil en los últimos años, lo cual representa un desafío para la sociedad cuencana. El crecimiento de la mendicidad infantil se ha atribuido a factores como movimientos migratorios, pobreza y desempleo. Ante esta problemática, ha surgido la necesidad de buscar la cooperación tanto a nivel local como internacional. En este sentido, se analizará el caso de estudio de la Fundación Salesiana PACES para contrastar esta situación. La presente investigación adopta un enfoque cualitativo y utiliza la metodología del estudio de caso propuesta por Montero y León, que incluye entrevistas semiestructuradas. El objetivo principal de esta investigación es comprender el funcionamiento de la red de cooperación local e internacional de la Fundación Salesiana PACES, así como su contribución en la lucha contra los desafíos sociales y los obstáculos que ha enfrentado en su conservación.

**Palabras clave:** cooperación internacional, cooperación nacional, fundación, grupos vulnerables, sociedad cuencana.

## ABSTRACT:

In Cuenca, Ecuador, there has been a significant increase in the percentage of child begging in recent years, which represents a challenge for Cuenca's society. The growth of child begging is attributed to factors such as migration, poverty, and unemployment. This problem has led to the need to seek cooperation at both local and international levels. In this sense, the case study of the Salesian Foundation PACES will be analyzed to contrast this situation. This research adopts a qualitative approach and uses the case study methodology proposed by Montero and León, which includes semi-structured interviews. The main objective of this research is to learn about the functioning of the local and international cooperation network of the Salesian Foundation PACES, as well as its contribution in the fight against social challenges and the obstacles it has faced in its preservation.

**Keywords:** Cuenca society, foundation, international cooperation, national cooperation, vulnerable groups



Este certificado se encuentra en el repositorio digital de la Universidad del Azuay, para verificar su autenticidad escanee el código QR

Este certificado consta de: 1 página

# **ANALYSIS OF THE LOCAL AND INTERNATIONAL COOPERATION NETWORK IN THE SALESIAN PACES OF THE CITY OF CUENCA. PERIOD 2018-2022**

## **1. Introduction**

In the current international system, the importance of international cooperation for the development of countries and institutions or organizations is indisputable. Traditionally, international cooperation was understood as "unidirectional financial aid, through which developed countries (eventually those of the North) have supported developing countries (those of the South)" (AME, 2015). The evolution it has undergone in the international system is due to historical dimensions that had a significant impact on the world. The end of World War II, the Marshall Plan, the African Decolonization Processes, and the problems derived from Globalization were the basis for the new definition of international cooperation, which according to AME (2015) is "An instrument of solidarity among peoples that should promote economic, social and environmental self-sufficiency, as well as the generation of their capacities" (p.11). At the same time, cooperation at the local level is an important axis because it allows for promoting sustainable development and improving the quality of life of communities, foundations, and organizations, among others.

Thus, collaboration between local governments, non-governmental organizations, businesses, and citizens makes it possible to address specific local problems, such as citizen security, access to basic services, education, health, and infrastructure. In this research article, the topic of international and local cooperation networks was addressed, specifically in the city of Cuenca, with the Salesian PACES Foundation as a case study. This research tries to demonstrate the role that cooperation networks have in the case of the PACES Foundation, and what have been the benefits and limitations it has had by having links with different organizations and institutions.

The Salesian PACES Foundation has been fighting against this problem hand in hand with its various programs, and projects, and has continued to move forward with the help of local and international cooperation management. It is known that for projects to meet their objectives some numerous phases and actors must be taken into consideration. To achieve a real impact on such a serious problem as a child begging, not only a foundation is needed, but also a network of local and international actors who, from their expertise, areas of work, and roles within society, contribute to the activities that will lead to the achievement of the objective. It is for this reason that it is of interest to analyze how the cooperation network that the Salesian PACES Foundation has to carry out its work works.

This research will have a qualitative research approach based on a case study methodology according to Montero and León (2022). Case studies are descriptive analyses that refer to a single sample unit, either a person, a group or an organization. In this context, the Salesian PACES Foundation will be used as a case study. The main objective will be to explain precisely the situation of help provided by international and national networks around projects carried out by the PACES foundation, in this way it will be possible to understand how this network works and how other networks can function in the city of Cuenca.

### **1.1 Objectives**

To know the contribution that the local and international cooperation network has in the work of the Salesian PACES Foundation in Cuenca from 2018-2022.

- 1.** Explain the functioning of the local and international cooperation network of the Salesian Foundation PACES.
- 2.** To identify the benefits of the contribution of the local and international cooperation network of the Salesian PACES Foundation in its fight against child begging.

3. Identify the impact generated by the Salesian PACES Foundation in the area of artisanal technical training in Cuenca from 2018 to 2022.

## 1.2 Theoretical framework

The present research work deals with an analysis of the local and international cooperation network that addresses the Salesian PACES Foundation, that is why for a better understanding it is important to define what is international and local cooperation. Before 1945 international cooperation or foreign aid policies did not exist as such, the evolution that international cooperation had is due to three historical events which are the reconstruction of Europe after World War II, the decolonization of Africa, and the globalization of the world economy (Duarte & González, 2014). After the end of World War II, Europe was the hardest-hit region and required reconstruction assistance. In response to this, the United States initiated an aid plan. According to Duarte Herrera & González Parías (2014) it is mentioned that the Marshall Plan implemented between the years 1948-1952 “se destinaron alrededor de US\$13 000 millones de ayuda, distribuidos principalmente bajo el criterio de renta *per capita*, que terminó favoreciendo de manera indirecta a los países aliados” (p.124). [“around US\$13 billion of aid was allocated, distributed mainly under the criterion of per capita income, which ended up indirectly favoring the allied countries” (p.124)].

Thus, the Marshall Plan can be considered a premature process of modern international cooperation. On the other hand, after Africa was decolonized the consequences for its states were negative, in a few years the states were facing precarious situations that they were unable to solve, so neocolonialism emerged (Duarte Herrera & González Parías, 2014, p.124-123). And as the last event that helped international cooperation to evolve is globalization, according to Duarte Herrera & González Parías globalization refers to the following:

Son profundos cambios en esferas tanto económicas como políticas que se han presentado en el mundo entero desde el último cuarto de siglo de la centuria pasada, caracterizado por la tendencia a la eliminación de las barreras fronterizas con la consecuente profundización de los procesos de integración regional y el cambio de relaciones globales con los Estados nacionales así como con los territorios locales (p.125).

[Profound changes in both economic and political spheres have taken place in the entire world since the last quarter of the last century, characterized by the tendency to eliminate border barriers with the consequent deepening of regional integration processes and the change of global relations with national States as well as with local territories (p.125)].

In this context, the 1960s saw the birth of the Organisation for Economic Co-operation and Development (OECD). The organization was established in 1961, succeeding the Organization for European Economic Cooperation (OEEC), which was created in 1948 to administer the Marshall Plan for Reconstruction after World War II. After the Marshall Plan ended in 1951, the OEEC continued to operate and expand its scope beyond Europe. In 1960, talks began to transform the OECE into a global organization, and in 1961, the OECD was founded. Since then, the OECD has become a global organization that addresses economic, environmental, and social issues worldwide. The OECD currently consists of 38 member countries, whose goal is to promote policies that improve the economic and social well-being of people around the world (Ministry of Foreign Affairs, n.d)

Similarly, in the 1970s, the OECD gave birth to Official Development Assistance (ODA), also known as Official Development Assistance, which refers to the financial and technical aid provided by governments and international organizations to promote the economic and social development of developing countries. Most sources of this aid include national governments, intergovernmental organizations such as the World Bank (WB) and the International Monetary Fund (IMF), and non-governmental organizations. On the other hand, some countries receive aid from other countries that have gone through similar situations or have strategic interests in their development. The amount and conditions of aid vary according to the development objectives set by donors and recipients.

The OECD classifies countries in which to prioritize international aid based on the criterion of per capita income as the main factor, the classification of countries is characterized by: low-income, lower-middle income, upper-middle income, and high-income countries. Ecuador, according to the OECD, is classified in the group of upper-middle-income countries, being in this category indicates that it is a



developing country with higher income levels, although its main challenges are still poverty and inequality, thus cooperation directed to Ecuador is more limited as there are other countries with higher rates and challenges than ours.

Thus, traditional international cooperation was understood as financial aid where developed countries supported developing countries, but with the passage of time how it is perceived has changed, so now it is understood as international cooperation as “un instrumento de solidaridad entre los pueblos que debe promover la autosuficiencia económica, social, ambiental, así como la generación de capacidades propias” (AME, 2015, p.11) [“an instrument of solidarity among peoples that should promote economic, social and environmental self-sufficiency, as well as the generation of their capacities” (AME, 2015, p.11)].

On the other hand, international cooperation does not have an exact classification or there is no unification about the types and modalities, however, they can be classified by criteria such as the type of cooperation, nature of the cooperating party, and geographical criteria (AME, 2015). The following table shows the "Classification of International Development Cooperation" for a better understanding.

**Figure 1 Classification of International Development Cooperation**

Modalidad de cooperación	Naturaleza del cooperante	Criterios geográficos
<ul style="list-style-type: none"> <li>• Financiera</li> <li>• No reembolsable</li> <li>• Reembolsable</li> <li>• Técnica</li> <li>• Asesoría</li> <li>• Capacitación</li> <li>• Voluntariado</li> <li>• Becas</li> <li>• Pasantías</li> <li>• Donación de especies</li> <li>• Ayuda humanitaria o de emergencia</li> </ul>	<ul style="list-style-type: none"> <li>• Bilateral</li> <li>• Multilateral</li> <li>• Descentralizada</li> <li>• Privada</li> <li>• Intermunicipal</li> </ul>	<ul style="list-style-type: none"> <li>• Norte - Sur</li> <li>• Sur - Sur</li> <li>• Triangular</li> </ul>

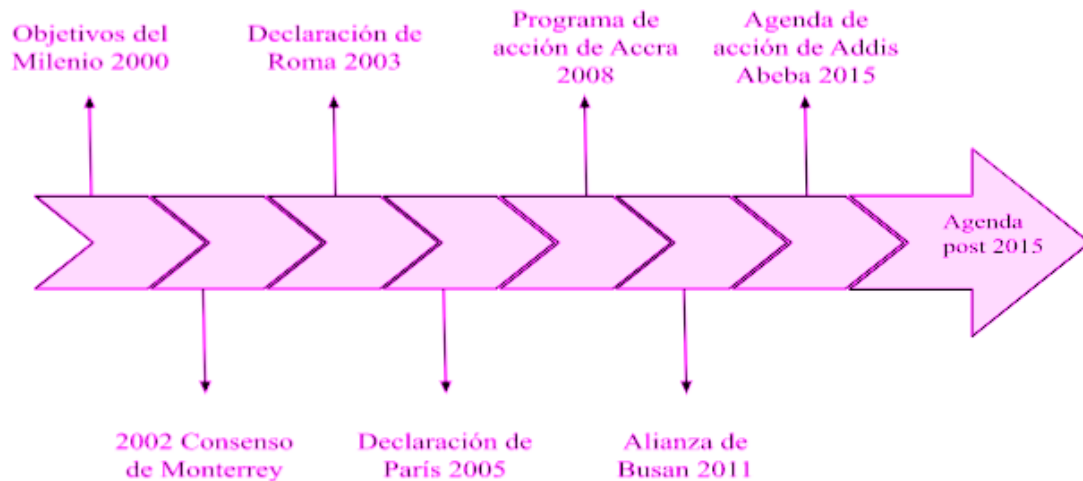
Source: AME,2015

As can be seen in the table, the classification of international cooperation is comprised of several axes in which each one has a specific objective to fulfill depending on the interests or objectives that the countries wish to carry out.

### 1.2.1 INTERNATIONAL COOPERATION REGULATIONS

The management of cooperation is regulated by an international regulatory framework that is determined by a series of conferences and treaties that have had an important impact on the progress of countries in terms of cooperation (AME, 2015). The following table shows the most important milestones in international cooperation since 2000.

**Figure 2 International Development Cooperation Milestones**



Source: Based on AME, 2015.

Based on the United Nations Millennium Declaration, the Millennium Development Goals (MDGs) were established in 2000. This historic meeting was held at the United Nations headquarters in New York. During the summit, the eight Millennium Development Goals were established, starting from eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability and, finally, developing a global partnership for sustainable development (UN, 2013).

The main objective of the MDGs until 2015 was the reduction of poverty and extreme poverty (AME, 2015). In this context, it can be indicated that these objectives were “utilizados como marco de referencia para la justificación de acciones de cooperación, la creación de programas y la ejecución de proyectos y procesos llevados a cabo, tanto por el gobierno central como por los gobiernos locales” [“used as a frame of reference for the justification of cooperation actions, the creation of programs and the implementation of projects and processes carried out, both by the central government and local governments” (AME, 2015, p.30) ].

The Millennium Summit has been considered the cornerstone in the history of international development cooperation because, through the adoption of the Millennium Declaration and the MDGs, the international community is committed to working together to address some of the greatest challenges facing the world.

The International Conference on Financing for Development, also known as the Monterrey Consensus, held two years after the MDGs, established that its purpose is to establish solutions to the high transaction costs of funds in cooperation processes since a significant part of the resources do not reach the recipient countries in their entirety due to the high operating costs of the cooperation agencies and financial institutions themselves (Bustos Cordero & García Orellana, 2021), in other words, the objective of the Monterrey Consensus is to create results regarding financing problems and increase technical and financial cooperation.

In Rome in 2003, the High-Level Forum on Harmonization was held in which several representatives of developing countries and several representatives of multilateral and bilateral development organizations met, as a product of this Forum, the Rome Declaration was constituted with which the purpose was that countries can “armonizar la ayuda teniendo en cuenta las prioridades del país receptor de la ayuda, la necesidad de expandir esfuerzos para armonizar los procedimientos y prácticas por parte de los donantes”, [“harmonize aid taking into account the priorities of the aid recipient country, the need to expand efforts to harmonize procedures and practices by donors”, all this to increase the effectiveness of international cooperation processes (AME, 2015, pg.37) ].

The Paris Declaration on Aid Effectiveness that takes place instead in 2005 aims to leave behind relations based on conditionality, this declaration initiates a “proceso de adaptación de las políticas de ayuda de los donantes, así como de ciertos procedimientos dentro de los países receptores de la ayuda” (Bustos

Cordero & García Orellana, 2021, p.38). ["process of adaptation of donors' aid policies, as well as of certain procedures within the aid recipient countries" (Bustos Cordero & García Orellana, 2021, p.38) ]. in other words, this international agreement establishes the commitments to be assumed by donor and recipient nations to improve the delivery and management of international aid to establish more efficient processes.

Likewise, the Paris Declaration established 5 very important and key principles, which are as follows:

**Table 1 Paris Declaration Principles**

Appropriation	Partner countries establish their development priorities, strengthen their institutions and coordinate the cooperation they receive.
Alignment	Donors base all their support on the national development strategies, institutions, and procedures of partner countries.
Harmonization	Donor actions are more harmonized, transparent, and collectively effective.
Results-oriented management	Manage resources and improve results-oriented decision-making.
Mutual liability	Donors and partners are responsible for development results.

*Source: Adapted from OECD 2005-2008*

Continuing with the important milestones, in 2008 the Accra Agenda for Action was held at the Third High-Level Forum on Aid Effectiveness, which aimed to accelerate and deepen the commitments made in Paris in 2005. The "Accra Agenda for Action" recognizes the importance of new donors that are decentralized governments, local actors such as GADS, foundations, and civil society organizations as development actors; unlike the Paris Declaration, where commitments were accepted by "122 countries, 28 agencies and 14 civil society organizations" (AME, 2015, p.39), in Accra it is established that civil society has greater weight since it had the participation of 80 civil society organizations, a considerable increase from the Paris Declaration that only had 14 organizations, likewise in Paris the issue of decentralized governments did not have a very relevant role as it did in Accra, where decentralized governments had a notable presence and which establishes the importance of the inclusion of new donors and recipients (AME, 2015).

After three years in the framework of the Fourth High-Level Forum in South Korea in 2011, the Busan Declaration was made, in this conference, relevant attention was given to the states with emerging economies, to the new modalities of cooperation, as well as the inclusion of new actors in the development agenda (Bustos Cordero & García Orellana, 2021). In other words, the Busan Partnership is fundamental in cooperation as it "reconoce y enfatiza el rol protagónico de los gobiernos locales en la consecución de los objetivos planteados" (Bustos Cordero & García Orellana, 2021, p.18) ["recognizes and emphasizes the leading role of local governments in achieving the objectives set" (Bustos Cordero & García Orellana, 2021, p.18)].

As a result of this Forum according to AME (2015) an agenda is constituted where several topics were emphasized such as:

- A global agreement with a more inclusive architecture.
- Aid transparency, results, and accountability.
- Intervention in fragile countries.
- Empowerment of civil society.
- The gender perspective (pg.40).

Ultimately, the Busan Declaration stresses the importance of mutual accountability and peer learning, as well as the need to ensure that development aid is used effectively and sustainably.

In 2015 the United Nations (UN) held the Third International Conference on Financing for Development, this conference was held in Addis Ababa, Ethiopia in July. The Addis Ababa Action Agenda sets out a global strategy for financing sustainable development and is supported by the member states of the United Nations. The main themes of the Addis Ababa Action Agenda range from how to mobilize financial resources to achieve sustainable development and how to improve international cooperation in tax and trade issues, as well as in areas such as technology and innovation. In addition, a commitment has been made to reduce tax evasion and improve financial and tax transparency. The Addis Ababa Action Agenda stands out as an ambitious agenda for the development of the international community, emphasizing the importance of financing and improving accountability.

The latest milestone in international cooperation is the Post-2015 Agenda; the Post-2015 Agenda is a global action plan that was established to succeed the Millennium Development Goals (MDGs) after their completion in 2015. The Post-2015 Agenda is based on the idea that sustainable development must be approached from multiple dimensions, including the economy, environment, and society. In September 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development, which is the outcome of the Post-2015 Agenda (Un-Habitat,2015).

The 2030 Agenda sets out a series of 17 Sustainable Development Goals (SDGs), which include ending poverty, protecting the environment, gender equality, and promoting peace and justice, among others. An illustration showing all 17 Sustainable Development Goals is attached below:

**Figure 3 Sustainable Development Goals**



Source: UCLG, (n.f). Distribution of the SDGs according to their areas.

The 17 Sustainable Development Goals are interrelated, aiming to provide clear guidelines and targets for countries to adopt policies by their priorities and challenges (Bustos Cordero & García Orellana, 2021).

## 1.2.2 NATIONAL REGULATIONS FOR INTERNATIONAL COOPERATION

Establishing the international regulations of international cooperation in the Ecuadorian legal framework is regulated in the 2008 Constitution, which is the Magna Carta that establishes the bases and principles of political, social, and economic systems of the country; it also enshrines a model of decentralized territorial organization in which it is present at four different levels which are regional, provincial, metropolitan, cantonal and parochial. In this context, the Constitution establishes in articles 262 to 267 the competencies that correspond to each level of decentralized governments (Bustos Cordero & García Orellana, 2023).

In the Constitution, Chapter Four of the Regime of Competences establishes some articles concerning international cooperation; articles 262, 263, 264, and 267 establish that the autonomous regional governments will have the competence to “Gestionar la cooperación internacional para el cumplimiento de sus competencias” (Asamblea Constituyente, 2008). [“Manage international cooperation for the fulfillment of their competencies” (Constituent Assembly, 2008)]. In addition to the aforementioned, in Title VI Development Regime, Chapter One, Article 275 establishes the realization of good living, also known as Sumak Kawsay, in which the State will plan through the National Development Plan, that is, all international cooperation activities carried out by the State must be aligned with the principles of the National Development Plan and therefore the plans of the decentralized autonomous governments (Asamblea Constituyente, 2008).

In addition to the Constitution, whose importance is established in the previous section, the Organic Code of Territorial Autonomy and Decentralized Organization -COOTAD-, 2010 also has its importance. The COOTAD is an organic norm whose purpose is the political-administrative organization in this case of the Ecuadorian State, for which it regulates the competencies and attributions of the different decentralized autonomous governments and therefore aims to ensure autonomy, whether political, administrative, or financial.

According to the Organic Code of Territorial Organization (2021), this also develops a “modelo de descentralización obligatoria y progresiva a través del sistema nacional de competencias, la institucionalidad responsable de su administración, las fuentes de financiamiento y la definición de políticas y mecanismos para compensar los desequilibrios en el desarrollo territorial” (par.1) [“mandatory and progressive decentralization model through the national system of competencies, the institutional framework responsible for its administration, the sources of financing and the definition of policies and mechanisms to compensate for imbalances in territorial development” (par.1) ].

In this context, the COOTAD establishes that all local governments must “Gestionar la cooperación internacional para el cumplimiento de sus competencias” [“Manage international cooperation for the fulfillment of their competencies”] which are established in articles 32, 42, 55, 65. Complementarily, article 131 establishes that international cooperation may be used by the Decentralized Autonomous Governments to obtain resources and fulfill their competencies within the framework of national planning and that of each local government (Bustos Cordero & García Orellana, 2023).

In short, COOTAD is a legal norm that regulates territorial organization and decentralization in Ecuador. This code establishes the competencies, powers, and responsibilities of the different government agencies in the country, as well as how they must coordinate and articulate with each other to ensure efficient and effective management of public resources.

On the other hand, the National Development Plan Creating Opportunities 2021-2025 is a strategic plan designed by the Ecuadorian State to guide the economic and social development of the country over the next few years, the main objective of this plan is to improve the quality of life of citizens through public policies focused on employment generation, economic growth, social inclusion, and environmental sustainability. This plan is a priority in the country indicated in the Government Plan 2021-2025 and the 2030 Agenda for Sustainable Development (Plan de Creación de Oportunidades 2021-2025 de Ecuador | Observatorio Regional de Planificación Para El Desarrollo, 2021).

The Creando Oportunidades Development Plan is organized into 5 Programmatic Axes, 16 National Objectives, 56 Policies, and 130 goals.

**Figure 4 Pillars and Objectives of the National Development Plan 2021 – 2025**



Source: National Secretariat of Planning, 2021 Adapted: Bustos Cordero & García Orellana, 2023

Within the plan, in the institutional axis, objective 16 indicates that “busca fortalecer la inserción estratégica internacional, mediante la cooperación y las relaciones comerciales lo que permitirá la diversificación internacional en función de los interés nacional” (Secretaría Nacional de Planificación, 2021). [“it seeks to strengthen the strategic international insertion through cooperation and trade relations, which will allow international diversification according to national interests” (Secretaría Nacional de Planificación, 2021)]. Thus, highlighting objective 16.1.1 which establishes that the goal for 2025 is to increase the execution of non-reimbursable international cooperation funds from USD 139.84 million to USD 160.81 million, therefore, strengthening the capacities of decentralized autonomous governments in cooperation issues is necessary (National Planning Secretariat, 2021). Within the 5 axes of the Development Plan, axis number 5 was taken as a reference for a more detailed explanation establishing the importance of strengthening international cooperation as well as decentralized autonomous governments.

In short, the Development Plan "Creating Opportunities" 2021-2025 seeks to establish a long-term vision for the development of Ecuador, to achieve a more prosperous, just, and inclusive society for all its inhabitants.

## 2.Literature review

Given the favorable regulations described in the previous section, Cuenca has managed its competence in international cooperation with the legal tools provided by the central authority. One of the main axes that the city of Cuenca has is to generate projects to mitigate child begging, which in the city has increased due to different factors, in particular human mobility, child exploitation, sexual abuse, and domestic violence, among others.

Thus, some projects or programs seek to reduce this situation as the GAD is doing in conjunction with the Ministry of Economic and Social Inclusion (MIES), the Secretariat of Human Rights, and the Regional Directorate of Labor. The union of these organizations has allowed the implementation of a project called “Ordenanza para la Prevención, Protección de Niñas, Niños y Adolescentes en Situación de Calle, Mendicidad y Trabajo Infantil en el cantón Cuenca” [“Ordinance for the Prevention and Protection of Children and Adolescents in street situations, begging and child labor in the canton of Cuenca”]. This project is part of the national campaign “Solidaridad sin Mendicidad” [“Solidarity without Mendicity”]

which aims to eradicate this social problem (Mosquera, 2022). Likewise, in Ecuador a tax is established which is the Development Fund for Children (FODINFA), this is a tax that is levied on all imports with a surcharge equivalent to 5% of the tax base, this tax “promueve la protección, integridad y cuidado de los niños y adolescentes y familias en situación de riesgo y de emergencia” (Amaya L, 2021, párr.3). [“promotes the protection, integrity, and care of children and adolescents and families at risk and emergencies” (Amaya L, 2021, par.3)].

On the other hand, according to the Minister of Economic and Social Inclusion Esteban Bernal, to address this problem, the ministry works with non-governmental organizations and public organizations so that they can have a process of monitoring and awareness with which they can incorporate the different programs (Mosquera, 2022). In addition, the minister reported that in May 2021, according to the National Institute of Statistics and Census (INEC) “340.000 niñas, niños y adolescentes trabajando en las calles, y que en el 2022 existen 267.000, aunque se ve una reducción significativa no es suficiente” (Mosquera, 2022, párr.9) . [“340,000 children and adolescents working in the streets, and in 2022 there are 267,000, although a significant reduction is not enough” (Mosquera, 2022, par.9)].

Similarly, it is important to highlight the impact generated by the COVID-19 pandemic, studies conducted by the World Food Program, the non-governmental organization Care, the International Program, and World Vision show that some of the activities carried out by children and adolescents are selling products in the street or market, street activities, looking for things in the trash or are engaged in construction - the age range in which they perform these activities range from 9 to 15 years - (Machado, 2021). Likewise, education which is a very important branch for the development of children and adolescents was affected by limiting learning, the Rapid Gender Analysis Survey which states that:

El 82% de ellas ha aprendido poco o nada desde marzo de 2020 cuando el coronavirus llegó al país. Una situación similar es la que han atravesado las adolescentes cuyas edades van entre los 13 y los 15 años. El 77% reconoce que tampoco ha aprendido mucho en el período citado. Mientras que la cifra es del 63% en las niñas de nueve a 12 años (Machado, 2021, párr.16).

[Eighty-two percent of them have learned little or nothing since March 2020 when the coronavirus arrived in the country. A similar situation has been experienced by adolescent girls between the ages of 13 and 15. Seventy-seven percent acknowledge that they have not learned much in the aforementioned period either. While the figure is 63% in girls aged nine to 12 years (Machado, 2021, par.16)].

In this context, it can be said that the birth of foundations, organizations that aim to eradicate these types of social problems that put children and young people at risk, can be defined as “organizaciones constituidas sin fin de lucro que, por voluntad de sus creadores, tiene afectado de modo duradero su patrimonio a la realización de fines de interés general” (Comunidad Autónoma de la Región de Murcia, s.f.). [“non-profit organizations that, by the will of their creators, have affected their assets in a lasting way to the realization of general interest purposes” (Comunidad Autónoma de la Región de Murcia, n.d.) ]. Therefore, in a national context, specifically in the city of Cuenca, there is the Salesian PACES Foundation, which promotes and works in the integral development of children, adolescents, and young people in vulnerable situations, especially in 'street situations' (Fundación Salesiana PACES, n.d.).

The general objective of this foundation is to strengthen the capacities and prevent the human deterioration of children in high-risk situations (street children, abuse, sexual exploitation, child labor, etc.) through a pastoral educational program oriented to the child, his or her family, and community. Given this context, PACES then has the following mission:

Somos una comunidad educativa pastoral salesiana que, desde la pedagogía preventiva de Don Bosco, promueve y trabaja por el desarrollo integral de niños, niñas, adolescentes y jóvenes en situación de vulnerabilidad, especialmente en “situación de calle”, a través del acompañamiento personal y familiar, la formación técnica, artesanal, emprendedora y solidaria, la inserción al mundo socio productivo y la restitución de sus derechos y su protagonismo social (Carcelén, s.f., párr.1).

[We are a Salesian pastoral educational community that, from the preventive pedagogy of Don Bosco, promotes and works for the integral development of children, adolescents, and young people in vulnerable situations, especially in "street situations", through personal and family

accompaniment, technical, artisan, entrepreneurial and solidarity training, insertion into the socio-productive world and the restitution of their rights and their social protagonism (Carcelén, n.d., par.1)].

And as a vision they have:

Nuestra comunidad educativa pastoral se ha consolidado como una propuesta salesiana nacional de educación y formación con enfoque de derechos que, en alianza estratégica con instituciones públicas y privadas, nacionales e internacionales, contribuye al logro de una sociedad justa y equitativa desde el desarrollo integral de niños, niñas y adolescentes en situación de vulnerabilidad, especialmente en "situación de calle", por medio del trabajo integrador de las familias, basado en el respeto a las diferencias, la identidad cultural y la participación ciudadana (Carcelén, s.f., párr.2).

[Our pastoral educational community has consolidated itself as a national Salesian proposal for education and training with a focus on rights that, in strategic alliance with public and private, national and international institutions, contribute to the achievement of a just and equitable society based on the integral development of children and adolescents in vulnerable situations, especially in "street situations", through the integration of families, based on respect for differences, cultural identity, and citizen participation (Carcelén, n.d., para. 2)].

Continuing with the objectives, it is established that some of the specific objectives of the Foundation are to prevent risk situations faced by children in urban-marginal sectors or to strengthen the work they do through constant cooperation and management with public and private organizations (Fundación Salesiana PACES, n.d.). But to achieve a real impact on serious problems such as street children, abuse, sexual exploitation, and child labor, it is necessary not only a foundation but a network of local and international actors who, from their expertise, areas of work, and roles within society contribute to the activities that will lead to the achievement of the objective. It is for this reason that it is of interest to analyze how the cooperation network that the Salesian PACES Foundation has carries out its work works.

The Salesian PACES Foundation was established in 1988 and has been working in the city of Cuenca for approximately 25 years, as mentioned above this foundation was born as a social projection that helps children and young people who are in vulnerable situations, currently, the foundation is under the responsibility of Father Javier Herrán - Rector of the UPS, and the architect Edgar Gordillo - Director of the Foundation. The Salesian PACES Foundation is characterized by having three areas of work where it develops plans that are directed towards children and young people, so the areas of work that it has in function and development are: Preventive presence in the street, technical artisan training, and labor insertion office.

The first area which is "Presencia preventiva en calle" ["Preventive street presence"] seeks to develop timely processes of prevention and accompaniment either from the streets, squares, workplaces, or in neighborhoods, therefore in this area information is collected on populations in preference, and situations are analyzed which legal support is needed, Some of the neighborhoods in which the foundation has worked are Barrio El Vecino, Plaza del Arte, El Vado and Las Malvinas (Fundación Salesiana PACES, n.d.).

Along the same line, the foundation has an area called "Craft technical training", in this area established an educational-labor proposal from the potential of young people in different technical and craft areas with which the foundation has, in other words, in other words, this area of work seeks to "desarrollar procesos educativos integrales con una pedagogía laboral emprendedora y solidaria, a adolescentes y jóvenes de 13 a 20 años en áreas de mecánica industrial, mecánica automotriz, instalaciones eléctricas, electrónica, gasfitería, ebanistería, cocina, panadería, jardinería y belleza" (Fundación Salesiana PACES, s.f.). ["develop comprehensive educational processes with an entrepreneurial and solidarity-based labor pedagogy for adolescents and young people from 13 to 20 years of age in the areas of industrial mechanics, automotive mechanics, electrical installations, electronics, plumbing, carpentry, cooking, baking, gardening and beauty" (Fundación Salesiana PACES, n.d)].

The last area of work is the "Office of Labor insertion", in this area, they want to promote and encourage productive, solidarity, organizational, and entrepreneurial skills of young people so that they can



be inserted into the world of work through a gradual, competent and entrepreneurial process (Fundación Salesiana PACES, n.d.). On the other hand, the foundation has tools so that both individuals and entities can help, such as volunteers, and donations, it is possible to be part of the foundation by becoming a member and even companies can contribute, allowing young graduates of the training to have a permanent job.

In this way, the foundation has carried out several works, projects, and training for the welfare of children and young people in the city of Cuenca, and these actions have been possible thanks to the international and national cooperators who act as long-term support network.

### 3. Methods

This research will have a qualitative research approach based on a case study methodology. According to Montero and León, a case study is an unstructured descriptive analysis that refers to a single sample unit, either a person, a group, or an organization. In this context, the Salesian PACES Foundation will be used as a case study. Besides the fact that case studies have the fundamental objective of making known and understanding the particularity of a situation to distinguish how the parts work and the relationships with the whole (Montero & León, 2002). In this sense, the situation of help provided by the international networks around projects carried out by the PACES Foundation will be explained, in this way, it will be possible to distinguish how this network works and how other networks can function in the city of Cuenca.

This methodology is based on the following 5 phases:

*Figure 5 Methodology Process*



*Source: Based on the review article "Case study and its implementation in research" by Viviana Elizabeth*

In the case study, the first step is the selection and definition of the case, which is the PACES Foundation, and the second step is the presentation of the research questions which are: How does the Local and International Cooperation Network of the Salesian PACES Foundation work? and as a second research question is: What is the social impact of the Salesian PACES Foundation in the city of Cuenca in the artisan

technical training from 2018 to 2022? Continuing with the process, the third step is the presentation of questions, in that case, a list of questions related to the research was developed in which there are semi-structured questions, through an interview that will be directed toward the director of the PACES Foundation and some of the workers as of the beneficiaries. The fourth step is the analysis and interpretation of data, in this case, the most important information taken from the interviews and the information provided will be collected. And the last step is the elaboration of the report, at this point, it is necessary to make a report that explains chronologically the events, characteristics, and conclusions that have been obtained from the research.

#### 4. Results and Discussion

This section will demonstrate the results obtained from the semi-structured interviews conducted with the Director of the Salesian Paces Foundation and two young people who have participated in the program called "Artisan Training". In this way, information was obtained on how PACES has impacted their lives, and what have been the advantages or disadvantages of having been part of these programs by the foundation.

The purpose of these interviews is to provide evidence and a clearer perspective on the international and national cooperation network in which the foundation has worked over the years. Some of the national and international cooperation networks in which PACES Foundation has worked and in which it has agreements are the following:

***Table 2 National and International Cooperation Networks***

<b>National Cooperation</b>	<b>International Cooperation</b>
Ecuador Salesianos Don Bosco	Jugend Eine Welt
Ministry of Economic and Social Inclusion	Environmental NGOs
Cuenca Gad Municipal	Gender Organizations
Universities in the city of Cuenca	
Salesian Polytechnic University Ecuador	
Via Don Bosco	
Ministry of Labor	
Don Bosco Mondo	
Local universities in the city of Cuenca	
National Board for the Defense of Artisans	

*Source: Based on interview with the director of the Salesian PACES Foundation, Edgar Gordillo, 2023.*

As a result of the interview with the director of the Salesian PACES Foundation conducted on May 12, 2023, it was found that the fundamental principle that characterizes PACES is that it does not enter into agreements with just any organization or institution, but is meticulous in establishing a relationship with any institution, because some international entities are very conditional at the time of generating aid. For this reason, PACES seeks to establish relationships with organizations that share similarities in their principles and objectives.

Regarding local cooperation networks, there is a close and constant relationship with the universities in the city of Cuenca. This relationship is based on the possibility for university students to carry out their professional internships at the Salesian Paces Foundation; most of the students who carry out their internships belong to careers such as psychology, automotive mechanics, and medicine, among others. This relationship is advantageous for both parties, on the one hand, the institution provides the students with all its experience and knowledge, and on the other hand, the young people can obtain the experience and knowledge.

The generation of local networks for the PACES Foundation is of utmost importance, since 1994 it has worked with the Decentralized Autonomous Government of Cuenca (GAD). In 2022 an agreement was signed between the GAD, the CEDIA corporation, and the Salesian Polytechnic University where the beneficiaries of the agreement are more than 500 families living in vulnerable conditions, the same line, children and young people have benefited by having access to virtual pedagogical support program in which they can access different educational platforms which will help children to have a quality education (GAD Municipal de Cuenca, 2022). Similarly, the organization has also worked with the Ministerio de Inclusión Económica y Social (MIES) [Ministry of Economic and Social Inclusion] but it was a short relationship, with the Ministry of Education on the other hand there is an agreement since 2004, and from 2007 to 2008 worked with the Ministry of Labor, these two ministries have provided support in different situations in which the institution has required assistance.

PACES also has a relationship with organizations that regulate artisan training, which is of great interest given that the foundation's work focuses on the "Artisan Training" program aimed at young people, so the agreements with the National Board for the Defense of Artisans (JNDA) have been of great importance. The Junta Nacional de Defensa del Artesano [National Board for the Defense of Artisans] is an entity in charge of promoting, protecting, and regulating artisan activities in the country. Its main objective is to support and strengthen the work of artisans, as well as to preserve and promote the culture and ancestral traditions associated with artisan production, and to ensure that artisans receive adequate training and can develop skills and know-how in their trade (National Board for the Defense of Artisans, 2017).

In the case of the PACES Foundation, the relationship with the Junta Nacional de Defensa del Artesano is of great importance due to its focus on the "Artisan Training" program aimed at young people. The agreements and collaborations with the Junta Nacional de Defensa del Artesano [National Board for the Defense of Artisans] allow the foundation to access resources, knowledge, and institutional support to strengthen its training program and offer young people development opportunities in the artisan field. Collaboration with the Junta Nacional de Defensa del Artesano [National Board for the Defense of Artisans] ensures that young participants in the PACES program receive training that is recognized and supported by an institution of reference in the artisan sector. In addition, the JNDA's support contributes to promoting the visibility and appreciation of artisanal products, thus fostering the sustainable development of artisans and the preservation of cultural traditions in Ecuador.

In the area of health, non-governmental organizations have been fundamental support because they intervene in mental health, provide psychological help, and work with substance rehabilitation centers, among other health entities. These agencies, by addressing sensitive health-related issues, play a crucial role in society. Foundation health centers are important for several reasons. First, they provide access to health care services to people who might not otherwise have access to them due to financial or geographic barriers. These centers provide diagnostic, treatment, and follow-up services for a variety of diseases and health conditions. In addition, they are venues that promote prevention and health education by providing information and resources to the community.

Foundation health centers can also play an important role in emergencies or natural disasters, providing rapid medical care and support to those affected. In summary, the health agencies that are working with PACES, in this case, are essential to improving the overall well-being of the Salesian community, specifically the children and young people who are members of the institution, providing quality medical care, promoting prevention, and supporting those who need it most.

In the political sphere, the foundation has the legal support of the Cantonal Councils with which it has a permanent relationship. The Cantonal Councils are local government bodies whose main objective is to administer and manage public affairs at the cantonal level. These councils are made up of councilors elected by the citizens and are responsible for legislating, overseeing, and making decisions on issues of

local interest, including socioeconomic development, urban planning, the provision of public services, and cultural promotion. The foundation's relationship with the Cantonal Councils provides it with a legal framework and institutional support to carry out its activities. It also allows the foundation to establish strategic alliances and collaborate on joint projects that benefit the local community (Intergenerational Equality Council, 2022).

According to the interviewee, the relationship with international cooperation is more limited but respectful. PACES has worked with organizations that share the same goals and philosophy. However, over time they have not had active participation with more international cooperation actors because there is still a vertical relationship in the international system. In other words, an organization provides financial and/or technical cooperation but there is a conditionality. For example, PACES must address sensitive issues such as abortion if it receives financial cooperation, which is when the foundation takes a step aside and does not conclude these agreements because it is not aligned with the philosophy of faith of the institution.

Along the same line, the director of the institution indicated that PACES has had international relations with organizations in countries such as Germany, Belgium, Spain, Switzerland, and Italy, this group of countries has provided some kind of help because behind them are Salesian works, so they are never alone because the Salesians are present in many countries around the world, in which they are managing resources for works in this case for PACES that is part of the Salesian family. The organization in which PACES has had a link is with the Austrian organization Jugend Eine Welt (Youth One World), this the manager of projects for the foundation indicates the director, that is to say, this organization is in charge of searching and contacting to obtain international financing, it is a network in which PACES has worked, they have had meetings, talks where they put on the table some of the projects they have and in which they need cooperation, it is a very important tool for the Salesian PACES Foundation.

Along the same lines, the results obtained from the interviews conducted with two young people who are part of the "Artisan Training" program of the PACES Foundation will be presented.

The interview began with the young Roberto Saquicela, it should be noted that he was asked if he wanted to conduct this interview anonymously but decided that there would be no problem with exposing his name. The young man was born in the city of Cuenca and has been approximately 10 years ago in the Salesian Foundation PACES, that is, his school education was made in the institution because his mother could not take care of him, due to her work in the Free Fair did not have time to help him with homework or pending that at that time Roberto had.

In addition, the young man indicated that most of his time was dedicated to helping his mother at work, which explains why he was not dedicated to his studies. Thus, at a certain point, they told his mother about a foundation that was located in the same sector of the Feria Libre, where they helped children and young people in all aspects, this is how the mother decided to admit him so that he could have a complete school education because she could not help him with his homework. The educational experience was a very nice stage for Roberto, he explained that the school entrance time was from 7:30 in the morning until 12:40 in the afternoon, and they were given breakfast and lunch, he also remembers that before doing their homework they would do dynamics, activities or watch movies together. After finishing the activities, they would do their homework with the help of volunteers, and before finishing the school day, the teachers would send them canguil with honey or pieces of chopped fruit such as watermelon.

Roberto is currently in the "Artisan Training" program where he is studying the career of Automotive Mechanics, he started in the year 2023 with his studies because he could not be 3 years in the foundation due to the pandemic Covid-19. The pandemic changed certain actions of the PACES foundation in which one of them was that they had to close the "Artisan Training" program, so at that time PACES could only attend the children's schooling program, and after the pandemic ended, Roberto resumed his studies and is part of the program again. In his first classes, he has been given theories, and they have taught him new parts of the cars, among other activities that are performed in their classes, the workshop is located in the facilities of the Salesian Foundation PACES so he explains that for the students it is easy for them to perform the practices.

To conclude the interview, he was asked how it was to join PACES and from his experience, he would recommend or not be part of this foundation, Roberto does recommend belonging to PACES because of all the good experiences he has received from them. In addition, this foundation has given him a second opportunity to study, he explained that some young people do not have the opportunity to study at

universities but by joining PACES they have the opportunity to start again and study what they like, this experience was somewhat complicated for the young man at the beginning because he does not know others but over time Roberto has been able to connect with new young people who have the same interests and dreams so now he is happy with what he has been able to establish.

In the same way, another interview was conducted with a young woman who has been part of the Salesian PACES Foundation for a long time, she was asked at the beginning of the interview if she wanted it to be anonymous or not which she explained that there was no problem in exposing her name. Teresa Sanchez was born in the city of Cuenca to a family of limited resources so since childhood she has had to work to help her family. For Teresa, the admission process was easy, some of the steps that are performed are case studies to know the current situation, and interviews, among others so that with all the information obtained can assess the situation and welcome children as young people to the institution.

Currently, Teresa is part of the Artisan Training program and is studying "Beauty", she considers it an excellent course because she is learning a lot while doing internships, her schedule is from 8 in the morning until noon and the duration of the course is 1 year, after her classes and internships she goes to help her mother at work but she does not leave her studies aside.

For all her years in the institution and her great performance, she has become one of the leaders of the PACES group. Being a leader means that she mainly represents all the children of the foundation through processes of participation and leadership, Teresa is a leader due to several skills and abilities such as public speaking, ease of speech, and above all charisma. She has been a leader in the Artisan Center and in the Organizational Centers, Teresa has earned this title and the trust of everyone so she feels very proud of everything she has achieved within the institution.

PACES has become her family, since she was 6 years old she has been part of the foundation and she considers that it has been one of the best experiences she has had because of the great help they have given her throughout time, that is why she recommends that they become part of the Salesian PACES Foundation because she considers that she can have a second chance in life thanks to the assistance they provide her.

With the interviews conducted with the young people who are part of the "Artisan Training" program, it can be determined that the Salesian PACES Foundation has generated great positive impacts in the lives of many children and young people who have had to experience situations of scarce resources and that make them vulnerable. This organization has been in operation since 1988 and currently continues to work for those most in need due to its objectives and principles of faith. In the first interview we can highlight that young Roberto had to go through some limitations since he was very young, in such a way that his basic rights were violated because since he was a child he had to help his mother at work which limited him to study, and like Roberto, there are many cases in which children or young people have had to experience complicated situations throughout their lives, so the impact of foundations like PACES has planted a solid foundation of help in the city of Cuenca.

International cooperation plays a fundamental role in the global perspective because it recognizes that developed countries can assist developing countries and least developed countries so that international cooperation has become a primary axis for the achievement of the SDGs. In this case, international cooperation has not played a relevant role because local cooperation networks are stronger and aligned with the objectives and principles of faith promulgated by the Salesian PACES Foundation, but this is not the case with international organizations because there is still a type of conditionality at the time of obtaining development aid.

## **5. Conclusion**

International cooperation is a transcendental tool for the achievement of certain goals in terms of the social development of people. For this reason, the collaboration of local governments and non-governmental organizations allows them to intervene in social problems to improve life in society. In this paper, the international and national cooperation networks of the Salesian PACES Foundation have been analyzed to examine child begging conflicts and their harmful consequences for children and adolescents.

The PACES Foundation has identified several projects and programs aimed at improving the conditions of children living in marginal urban areas. To this end, the foundation has implemented programs aimed at preventing all kinds of mistreatment, sexual exploitation, and child labor that minors may suffer in their situation of begging. The Salesian PACES Foundation has been working for more than 25 years in the city of Cuenca, and one of its most important programs is the "Craft Technique Training" project, through which it seeks to implement an entrepreneurial culture in underage children.

To achieve its goals and objectives, PACES Foundation has generated agreements with various public and private organizations, which have benefited more than 500 families living in vulnerable situations. The work done by the foundation has been achieved thanks to the national cooperation that has configured PACES, however, the problem lies in the fact that international cooperation has been more limited. This is because, at the international level, there is still a vertical hierarchical relationship at the time of signing international social cooperation agreements, under which international entities decide to impose conditions that may move away from the principles and values of the PACES Foundation, a situation that generates little cooperation with international organizations.

Therefore, although international cooperation promotes the materialization of various social benefits, it is no less true that as far as the Salesian PACES Foundation is concerned, such cooperation has been limited by the verticality and hierarchy of cooperation agreements. Therefore, it can be affirmed that international cooperation can only materialize in those cases in which international organizations respect the principles and values of the PACES Foundation, and do not condition how the economic resources granted for the financing of the Foundation's social programs should be managed.

## 6. References

- Amaya, L. (2021). *Qué es el impuesto de importación y cuál es su proceso*. Calendario Tributario 2023. Retrieved June 23, 2023, from <https://calendariotributario.org/ec/impuesto-de-importacion/>
- Asamblea Constituyente. (2008). *Constitución de la República del Ecuador*. Asamblea Nacional. Retrieved June 23, 2023, from [https://www.asambleanacional.gob.ec/sites/default/files/documents/old/constitucion\\_de\\_bolsillo.pdf](https://www.asambleanacional.gob.ec/sites/default/files/documents/old/constitucion_de_bolsillo.pdf)
- Asociación de Municipalidades Ecuatorianas. (2015). *Guía para la Gestión Descentralizada de la Cooperación Internacional*. <https://amevirtual.gob.ec/guia-para-la-gestion-descentralizada-de-la-cooperacion-internacional/>
- Asociación de Municipalidades Ecuatorianas. (2015). *GUÍA PARA LA GESTIÓN DESCENTRALIZADA DE LA COOPERACION INTERNACIONAL – AME VIRTUAL*. AME VIRTUAL. Retrieved June 23, 2023, from <https://amevirtual.gob.ec/guia-para-la-gestion-descentralizada-de-la-cooperacion-internacional/>
- Bustos Cordero, A., & García Orellana, D. (2023). *Manual de Cooperación Internacional para la Gestión Ambiental y el Desarrollo Territorial*. <https://publicaciones.uazuay.edu.ec/index.php/ceuzuay/catalog/book/255>
- Bustos Cordero, A. M., & García Orellana, D. (2021). *Manual de Cooperación Internacional para la Gestión Ambiental de los GAD Parroquiales en el Cantón Cuenca*. <https://publicaciones.uazuay.edu.ec/index.php/ceuzuay/catalog/book/167>
- Carcelén, J. (n.d.). *Fundación Salesiana PACES*. Fundación Salesiana PACES. Retrieved June 23, 2023, from <https://paces.org.ec>
- CGLU. (n.d.). *OBJETIVOS DE DESARROLLO SOSTENIBLE LO QUE LOS GOBIERNOS LOCALES DEBEN SABER*. Retrieved June 23, 2023, from [https://www.uclg.org/sites/default/files/los\\_ods\\_lo\\_que\\_los\\_gobiernos\\_locales\\_deben\\_saber.pdf](https://www.uclg.org/sites/default/files/los_ods_lo_que_los_gobiernos_locales_deben_saber.pdf)
- Código Orgánico De Organización Territorial. (2021). *CODIGO ORGANICO DE ORGANIZACION TERRITORIAL, COOTAD*. Ecuador - Guía Oficial de Trámites y Servicios. Retrieved June 23, 2023, from <https://www.gob.ec/regulaciones/codigo-organico-organizacion-territorialcootad>
- Comisión Económica para América Latina y el Caribe (CEPAL). (2017). *Financiamiento de la Agenda 2030 para el Desarrollo Sostenible en América Latina y el Caribe: desafíos para la movilización de recursos*. [https://repositorio.cepal.org/bitstream/handle/11362/41169/1/S1700216\\_es.pdf](https://repositorio.cepal.org/bitstream/handle/11362/41169/1/S1700216_es.pdf)
- Comunidad Autónoma de la Región de Murcia. (n.d.). *Fundaciones*. CARM.es. Retrieved June 23, 2023, from [https://www.carm.es/web/pagina?IDCONTENIDO=6074&IDTIPO=100&RASTRO=c974\\$m](https://www.carm.es/web/pagina?IDCONTENIDO=6074&IDTIPO=100&RASTRO=c974$m)
- Consejo de Igualdad Intergeneracional. (2022). *El Sistema de Protección cuenta con 214 Consejos Cantonales de Protección de Derechos*. Consejo de Igualdad Intergeneracional. <https://www.igualdad.gob.ec/el-sistema-de-proteccion-de-derechos-cuenta-con-214-consejos-cantonales-de-proteccion/#:~:text=Son%20organismos%20colegiados%20de%20Derecho,del%20gobierno%20nacional%20que%20tengan>
- Cors Oroval, C. (n.d.). *La cooperación descentralizada pública*. Observatorio de la Cooperación Descentralizada.
- Duarte Herrera, L. K., & González Parias, C. H. (2014, 10 28). ORIGEN Y EVOLUCIÓN DE LA COOPERACIÓN INTERNACIONAL PARA EL DESARROLLO. 8(15), 117-131.
- GAD Municipal de Cuenca. (2020, November 2). *Municipalidad de Cuenca suscribe convenio con la Fundación PACES*. GAD Municipal de Cuenca. Retrieved June 23, 2023, from <https://www.cuenca.gob.ec/content/municipalidad-de-cuenca-suscribe-convenio-con-la-fundacion-paces>
- Jaimes Velásquez, M., & Arteaga González, M. (2021). La Mendicidad Infantil Y Su Impacto En Los Derechos De Los Niños, Niñas Y Adolescentes. 3-20. <https://revistas.unisucre.edu.co/index.php/veritas/article/view/872/961>
- Junta Nacional de Defensa del Artesano 2. (2017). *ESTATUTO ORGANICO POR PROCESOS DE LA JUNTA DE DEFENSA DEL ARTESANO*. <https://www.artesanos.gob.ec/institutos/wp->

content/uploads/downloads/2018/01/ESTATUTO-ORGANICO-POR-PROCESOS-DE-LA-JNDA.pdf

- Machado, J. (2021, October 25). *La pandemia empuja a niñas y adolescentes a trabajar en el hogar y en las calles*. Primicias. Retrieved June 23, 2023, from <https://www.primicias.ec/noticias/sociedad/la-pandemia-empuja-a-ninas-y-adolescentes-a-trabajar-en-el-hogar-y-en-las-calles/>
- Ministerio de Asuntos Exteriores, Unión Europea y Cooperación. (n.d.). *Creación y Países Miembros*. Ministerio de Asuntos Exteriores, Unión Europea y Cooperación. Retrieved June 23, 2023, from <https://www.exteriores.gob.es/RepresentacionesPermanentes/ocde/es/Organismo/Paginas/Creaci%C3%B3n-y-Pa%C3%ADses-Miembros-.aspx>
- Observatorio Regional de Planificación para el Desarrollo de América Latina y el Caribe. (2021). *Plan de Creación de Oportunidades 2021-2025 de Ecuador*. Plan de Creación de Oportunidades 2021-2025 de Ecuador | Observatorio Regional de Planificación para el Desarrollo. Retrieved June 23, 2023, from <https://observatorioplanificacion.cepal.org/es/planes/plan-de-creacion-de-oportunidades-2021-2025-de-ecuador>
- OCDE/World Trade Organization. (2015). *Lista del CAD de países y territorios beneficiarios de AOD, por grupo de países según el nivel de ingresos*. Retrieved June 23, 2023, from [https://www.oecd-ilibrary.org/development/la-ayuda-para-el-comercio-en-sintesis-2013/lista-del-cad-de-paises-y-territorios-beneficiarios-de-aod-por-grupo-de-paises-segun-el-nivel-de-ingresos\\_ayuda\\_sintesis-2013-94-es;jsessionid=UHeRr7AE1-O6gGM1dCPnmUJdPV6Y](https://www.oecd-ilibrary.org/development/la-ayuda-para-el-comercio-en-sintesis-2013/lista-del-cad-de-paises-y-territorios-beneficiarios-de-aod-por-grupo-de-paises-segun-el-nivel-de-ingresos_ayuda_sintesis-2013-94-es;jsessionid=UHeRr7AE1-O6gGM1dCPnmUJdPV6Y)
- OECD. (n.d.). *Declaración De París Sobre La Eficacia De La Ayuda Al Desarrollo (2005) Y Programa De Acción De Accra (2008)*. Retrieved 2005, from <https://www.oecd.org/dac/effectiveness/34580968.pdf>
- Organización de las Naciones Unidas. (2013). *Cumbre del Milenio / Naciones Unidas*. the United Nations. Retrieved June 23, 2023, from <https://www.un.org/es/conferences/environment/newyork2000>
- Secretaría Nacional de Planificación. (2021). *Plan de Creación de Oportunidades 2021-2025*. Retrieved June 23, 2023, from [https://observatorioplanificacion.cepal.org/sites/default/files/plan/files/Plan-de-Creaci%C3%B3n-de-Oportunidades-2021-2025-Aprobado\\_compressed.pdf](https://observatorioplanificacion.cepal.org/sites/default/files/plan/files/Plan-de-Creaci%C3%B3n-de-Oportunidades-2021-2025-Aprobado_compressed.pdf)
- Smith, J. (2013). *La Cooperación al Desarrollo y los Gobiernos Locales*. <https://derechodelacultura.org/wp-content/uploads/2019/06/2.3.-LA-COOPERACIÓN-AL-DESARROLLO-Y-LOS-GOBIERNOS-LOCALES.pdf?view=download>
- Subsecretaría de Relaciones Económicas Internacionales de Chile. (2023). *Qué es OCDE*. <https://www.subrei.gob.cl/organismos-multilaterales/ocde-organizacion-para-la-cooperacion-y-desarrollo-economico/que-es-ocde>
- UCLG, Platforma, Global Taskforce, UNDP, & UN HABITAT. (2021). *Módulo de Aprendizaje 4: Localizar los ODS a través de la cooperación descentralizada*.
- UCLG. (s.f.). *Distribución de los ODS según sus áreas*. Localizing The SDGs: Module 1: Introduction to Localizing the SDGs. [https://learning.uclg.org/wp-content/uploads/2021/02/m1\\_en\\_slides.pdf](https://learning.uclg.org/wp-content/uploads/2021/02/m1_en_slides.pdf)
- UN-Habitat. (2015). *Agenda de desarrollo post 2015*.
- Vallés, C. (2021, June 23). *¿Qué es la Ayuda Oficial al Desarrollo? Evolución de la AOD y surgimiento de un debate que enfrenta a dos posturas polarizadas en torno a su eficacia*. Geopol 21. Retrieved June 23, 2023, from <https://geopol21.com/que-es-la-ayuda-oficial-al-desarrollo-evolucion-de-la-aod-y-surgimiento-de-un-debate-que-enfrenta-a-dos-posturas-polarizadas-en-torno-a-su-eficacia/>

Agregue referencias aquí. Asegúrese de seguir el formato de referencia APA 7ma. edición. (Fuente 11)

Rahman, M. A., Sarker, B. R., and Escobar, L. A., Peak demand forecasting for a seasonal product using Bayesian approach, *Journal of the Operational Research Society*, vol. 62, pp. 1019-1028, 2011.

Reimer, D., Entrepreneurship and Innovation, Available: <http://www.ieomsociet.org/ieom/newsletters/>, July 2020.

Reimer, D., and Ali, A., Engineering education and the entrepreneurial mindset at Lawrence Tech, *Proceedings of the 3<sup>rd</sup> Annual International Conference on Industrial Engineering and Operations Management*, Istanbul, Turkey, July 3 – 6, 2012, pp. xx-xx.



- Reimer, D., Title of the paper, *Proceedings of the 5<sup>th</sup> North American International Conference on Industrial Engineering and Operations Management*, Detroit, Michigan, USA, August 10-14, 2020, pp. xx-xx.
- Shetty, D., Ali, A., and Cummings, R., A model to assess lean thinking manufacturing initiatives, *International Journal of Lean Six Sigma*, vol. 1, no. 4, pp. 310-334, 2010.

## 7. Annexes

### Annex 1 Entrevista a Edgar Gordillo, Director de la Fundación Salesiana PACES

#### Entrevistadora: ¿Qué es PACES?

**Entrevistado:** PACES es una obra salesiana, cuando decimos que es una obra dentro del lenguaje salesiano estamos hablando de una comunidad, no como una institución, estamos mezclando mucho lo que tiene que ver el ambiente de comunidad, de equipo, que intenta, que busca comprometerse, es muy eh, muy grave diría que estamos comprometidos es muy pretencioso decirlo, no. somos, no. Buscamos comprometernos con una labor más de vocación, no solamente una obra o mejor dicho como una institución que tiene que ver con temas sociales, sino que hablamos de una obra salesiana con esa comunidad comprometida con una intervención educativa, social, socioeducativa pero ante todo que lo hace movida por la fe, no es exclusivo la labor educativa y social como tal. Fundamentamos nuestra acción en valores cristianos que tienen que ver con la fe. Eso marca quizá un poquito la diferencia de nuestro ser, entonces cómo decimos que somos una obra salesiana, estamos hablando personas, equipos, que buscamos cultivar esa educación desde la fe.

PACES es entonces desde esta lógica, una institución al servicio de poblaciones de mayor situación de vulnerabilidad, hoy que estamos hablando de la vulnerabilidad como ese estado, como esa situación, que impide a las personas a acceder a las situaciones más básicas de vida, más elementales. Cuando hablamos de la vulnerabilidad, como el acceso al mínimo siquiera de esas derechos o necesidades básicas estamos hablando entonces de poblaciones especialmente de jóvenes, de niños, de adolescentes que en viven situaciones de lo que nosotros llamamos múltiple vulnerabilidad caracterizadas por la extrema pobreza primero. Nosotros podemos encontrar situaciones de vulnerabilidad a nivel emocional y eso lo podemos encontrar en todos los estratos sociales. Sin embargo, nosotros partimos de que PACES atiende o se dedica a las familias y poblaciones en situaciones de mayor pobreza o empobrecimiento, económicamente hablando, no. Familias que viven con uno o dos dólares al día, con familias que no tienen viviendas, que viven en hacinamiento con familias, familias que han emigrado del campo ciudad, con familias que no tienen situaciones educativas o escolares en mínimos. Mm, estamos hablando de situaciones de múltiple vulnerabilidad agudizadas hoy en día por situaciones de violencia intrafamiliar, que tiene que ver especialmente con niñas y mujeres. Cuando hablamos de mujeres estamos hablando de mamás, tías y abuelas que conviven en la familia. Estamos hablando también de situaciones a más de la violencia, como el consumo de sustancias, el microtráfico y la violación interna y externa. Entonces esas son las situaciones últimas de mayor vulnerabilidad que PACES busca atender. Desde esta lógica, de valores cristianos.

Esto quiero recalcarlo siempre, por ahí, luego cuando usted nos pregunta de la situaciones de la cooperación internacional, nosotros nos alineamos no con cualquier financiera, no con cualquier organización del exterior. Nosotros, nosotros somos selectivos o seleccionamos estas instituciones.

#### Entrevistadora: ¿Cómo nace PACES?

**Entrevistado:** El nombre de PACES, es un nombre bastante, como diría yo, bastante cultural que no representa quizá o no es representativo de lo que el mundo salesiano hace. PACES nace en Cuenca en 1988, desde la comunidad salesiana del Colegio Técnico Salesiano, con el padre Guillermo Mexi al frente. Con la finalidad de capacitar técnicamente y artesanalmente a adolescentes que estaban en las calles de la ciudad de Cuenca. En ese entonces, el fenómeno de la callejización de los niños y adolescentes era otro. Pues, habían muchos niños que lustraban

zapatos en Parque Calderón, en el terminal terrestre y en otros sectores de la ciudad. PACES nace oficialmente diríamos con ese nombre PACES, nace en el 88 en los talleres del Colegio Técnico Salesiano con esta propuesta de capacitar. Como usted se dará cuenta, siempre PACES está relacionado o está relacionando con su quehacer, su labor en función del trabajo. Sin embargo, la acción con los niños y los jóvenes de las calles no es originaria en PACES, para nada. En los años, a finales de los 60, la historia nos cuenta, la historia salesiana obviamente, es que María Auxiliadora, el padre Ambrosio Saguinagui funda el club de lustrabotas y empieza o más bien, desarrolla un trabajo muy similar al de PACES. Talleres, juegos, catequesis, un trabajo bastante interesante, porque este salesiano italiano Ambrosio cuenta que salía a las calles de la ciudad, a los parques de la ciudad, contactaba a estos chicos, a estos adolescentes y los invitaba a los patios de María Auxiliadora, en donde años atrás otro salesiano muy conocido en nuestra ciudad desarrolló un trabajo no exclusivo con aquellos niños lustrabotas, sino con muchos niños de los sectores pobres de Cuenca, el padre Carlos.

Entonces, como usted se dará cuenta, PACES no tiene un origen exclusivo. Yo diría que PACES tiene su origen desde los primeros días que los salesianos llegaron a Cuenca, que empiezan a dedicar su labor a los sectores más populares, más pobres de la ciudad de Cuenca. Y tengo que decirlo, los salesianos estuvieron desde el inicio vinculados a diferencia de otras congregaciones religiosas, a poblaciones más pobres, más populares de la ciudad. Esa era la naturaleza de los salesianos y así nace, en ese cimiento, nace PACES. Tomar en cuenta que 30, 40 años atrás se hacía una labor muy similar, muy similar.

#### **Entrevistadora: PACES tiene ayuda de cooperantes nacionales, si es así, cuáles son?**

**Entrevistado:** Bueno hoy en día, cualquier tipo de intervención que realicen las organizaciones, llámense públicas, privadas, llámense industriales, educativas o sociales, no se pueden pensar individuales. Cualquier intervención, cualquier acción que realice este tipo de organización, de instituciones y colectivos, e incluso hoy en día, personas individuales, no podemos concebir solos. El trabajo en red, la sinergia es indispensable, el concepto que nosotros juntos pensamos mejor, actuamos mejor, tenemos una premisa nosotros, con un trabajo en red todos ponemos, todos ganamos, vamos. Y ahí viene, esto de ser a fin o identificar afinidad a la hora de hacer trabajo en red. No podemos aliarnos con cualquier institución que de pronto, en principio sin valores no están semejantes no digo iguales, pero sí parecidos a las nuestras, en donde exista mínimos de relaciones o valores institucionales las cuales compartir. A todos nos puede mover la solidaridad, a todos nos puede mover que se yo, filosofías parecidas, sin embargo, a la hora de la operatividad, esos aspectos pueden distanciarse un poco. Por eso, nosotros por muchos años, hemos ido manteniendo ciertas relaciones y también ciertas distancias. Actualmente, nosotros desde esta lógica tenemos relaciones con algunas instituciones, primero con absolutamente todas las universidades, al menos aquí en la ciudad de Cuenca. Con el mundo académico es indispensable estar en contacto siempre, por pensar o cómo dice un salesiano por dejarnos leer, nuestra actividad, nuestra labor, es importante que la academia nos ayude revisando lo que hacemos para ir repensando, reinventado, para ir lo que llamamos un tanto innovando. Entonces, primero la relación con las universidades con carreras especialmente que son más afines al mundo socioeducativo, sociología, etcétera. Eh, segundo, tenemos, eh, relación con organizaciones del mundo del desarrollo, eh, que tiene que ver mucho con el ámbito público em, especialmente el ámbito del desarrollo social, por ejemplo, unos GADs, el municipio de Cuenca, de la cual tenemos relación desde, oficialmente desde 1994 y no hemos, eh, hemos mantenido yo diría casi permanentemente durante ese año convenios de cooperación. Durante un breve lapso de tiempo tuvimos convenios con el MIES, eh, luego hemos estado ahora, aquí permanente, también desde si no estoy mal, desde el 2008, 2007 en contacto, desde el 2004 con lo que Ministerio de Educación y lo que se llamaba la Educación Compensatoria, en donde estaba la Junta Nacional de Defensa del Artesano.

Avanzando el tiempo desde el 2007 al 2008 hemos quedado exclusivamente con la Junta Nacional de Defensa del Artesano y el Ministerio de Trabajo. Instituciones que regulan la formación artesanal de jóvenes, y de que alguna manera han sido de gran interés por los cuales hemos trabajado.

Encuentran en la universidad, encuentran en este espacio de foro nacional artesanal, una oportunidad de mucho desarrollo familiar, personal y ante todo para garantizar o mejorar sus oportunidades de empleo y emprendimiento. Otras de las instituciones con las cuales nosotros hemos tenido una permanente relación, al menos a nivel nacional, internamente son las instituciones con las ONG's, hablando de redes de cooperación por ejemplo fundaciones. Especialmente instituciones dedicadas a la salud o especialmente a la salud mental, centros de recuperación de drogas, intervención psicológicas, eh, terapias de familias, en donde nosotros remitimos, en donde nosotros nos apoyamos, instituciones que tienen que ver con el ámbito legal, la protección de derechos por ejemplo los Consejos Nacionales de Protección, la cual tenemos una relación bastante sólida y una serie de fundaciones, de ONG's que están vinculadas hasta el momento.

**Entrevistadora: PACES tiene ayuda de cooperantes internacionales, si es así, cuáles son?**

**Entrevistado:** Yo en esto quiero ser claro, porque no creo que eso es muy tópico y muy, quizás estamos romantizando la cooperación o el trabajo en red porque decimos, “ay que maravilla todos piensan igual”, y eso no es así. Creo que la diversidad, en la pluralidad está también esa riqueza. No solamente de pensar distinto y ser distinto, sino también de complementarnos también en diferentes términos. Yo no puedo pensar de igual forma, de tal persona, de tal decisión, pero sí una relación de mucho respeto, de mucho reconocimiento de lo que hacen.

En el ámbito internacional nosotros trabajamos con organizaciones que a fines a nuestros, a nuestra filosofía, a nuestros criterios, a nuestras políticas, eh, nos permite acceder a sus a sus proyectos de financiamiento, a sus procesos de formulación de proyectos, en fin. Estas organizaciones y la relación entre la historia de PACES, me gustaría hablar de la historia de la cooperación con las obras salesianas que usualmente son con jóvenes de situación de vulnerabilidad o jóvenes de situación de callejización como los conocemos en PACES; sino también con sectores campesinos, con sectores indígenas, eh, los salesianos están en muchos ámbitos y la relación internacional no solamente es para lo que hace obras salesianas en PACES, sino también...Entonces la cooperación internacional, al menos salesiana ha ido delimitándose con aquellas instituciones, nos hemos ido quedando con estas instituciones que tienen más que ver con el ámbito del desarrollo, pero que tienen que ver con el desarrollo hoy en día llamado, desarrollo sostenible antes desarrollo humano. Ahora es interesante hablar del desarrollo humano y sostenible, pero que tienen también muchas de ellas, estos orígenes y estas estructuras desde la iglesia católica. No, eh, organizaciones que desde la gestión de la iglesia, eh, busca recursos a nivel de países, autos denominados países del primer mundo, no es cierto.. Eso es, eh, y ahí me detengo un momento porque cuando hablamos de criterios de afinidad, de conexión con ciertas instituciones de cooperación internacional, eh, es importante saber cómo se ha ido delimitando, por ejemplo, organizaciones que la cooperación internacional ha tenido en su línea de tiempo, ciertos momentos, ciertas etapas, y podría decir que, eh, en los años de lo que conozco, de los años ochentas, eh, incluso parte de los noventas era una relación más de asistencialismo social, en donde el primer mundo colaboraba con el tercer mundo porque ellos tienen y nosotros no tenemos, ellos pueden y nosotros no podemos.

Y era una relación tanto más vertical, una relación de, de esa visión de los países pobres y no, hoy en día buscamos que ya no esté esa visión, es difícil pero partimos de esa lógica de no eh, en esos años en donde se atacan las consecuencias. Y vimos que la situación no mejoraba o no mejoraba mucho, porque se generaba un asistencialismo social, que no era más que caer en otro problema. Yo diría, aunque duela este término, en una mayor cosificación de los que, de los beneficiarios que se llamaban en ese entonces. Los destinatarios llamados campesinos, los beneficiarios llamados indígenas, llamados niños de la calle, llamados mendigos, etc, etc. Eh, identificados casi casi como objetos de protección, no como sujetos, no como personas con historias con capacidades, con valores.

Entonces, eh, ese paso de aquellos años yo diría hasta mediados de los noventa, en donde hay corrientes bastantes interesantes a nivel de Latinoamérica. Especialmente se han cuestionado qué

al ver que la situación de empobrecimiento no cambiaba o ha cambiado mucho, han intentado redefinir esa cooperación internacional. Hemos estado en muchos espacios de cooperación internacional, no necesariamente vinculados al sector de la iglesia, hablando de muchas organizaciones, hoy día, por ejemplo, de organizaciones ambientalistas, organizaciones que están muy metidas en temas de género, por ejemplo. Están mejor alineados a lo que, al pensamiento de la iglesia o al pensamiento social de la iglesia. Sectores ambientalistas que se han pegado muchísimo a la carta del papa, al ámbito de la defensa del agua, de cuestionar mucho trabajo el trabajo de las mineras, por ejemplo, eh, y en donde muchas de estas instituciones, eh, realizan procesos, programas y proyectos que tiene mucho que ver con el ámbito socioeducativo muy similar que tiene PACES. Y yo tengo que decir que estas organizaciones sociales que no pertenecen a la iglesia han sido más radicales, más radicales que nosotros, eh, con la cooperación, y han delimitado por no decir que ha roto radicalmente relaciones para buscar y mantener una figura, una acción coherente con su pensamiento y con lo que verdaderamente necesitan, en este caso, con la realidad latinoamericana. Entonces, cuando hablamos de cooperación internacional de PACES, le comento este contexto y le comento también que la cooperación actual de PACES está muy alineada a instituciones que mantienen pensamientos similares al nuestro. Y no es que seamos exclusivos o discriminatorios, no, no, no; estamos siendo más bien, buscamos alinearnos a sectores para mantener un trabajo coherente, no es porque hay plata hay estamos, no. Otra cosa es que los resultados nos permita gestionar quizá mejores oportunidades de financiamiento, pero hasta ahora hemos buscando, y también estos espacios de gestión internacional con fondos de gobiernos que están vinculados al ámbito de desarrollo humano y sostenible, y en donde nos permite plantear cosas que son nuestros principios, por ejemplo en alguna ocasión una organización tenía una interesante propuesta para formular proyectos de prevención, eh, problemas en jóvenes, nos decía dentro de eso tenemos que tocar temas de la salud sexual, en eso estamos de acuerdo, pero cuando nos dijeron que teníamos que tocar temas de defensa y de aborto, dimos un paso al costado.

Y lo marcamos porque nuestra experiencia nos da, porque pensamos y estamos convencidos de que por más difícil que sea la situación de familias o de adolescentes que han sido abusadas sexualmente, el tema del aborto tiene que ser revisado, no así como se nos da. Por dar un ejemplo, no se trata solo del tema económico, vuelvo a decir, porque hay dinero, no, no. No podemos casarnos si cabe el término, con estas instituciones financieras, no, no. Actualmente, hemos tenido muy buenas relaciones con países como Bélgica, España, Alemania, Suiza, Austria; en donde siempre atrás de eso están obras salesianas, casi nunca estamos solos, los salesianos como digo, nos molestamos que somos una plaga. Usted va a Austria y encuentra a salesianos que están gestionando recursos para obras como PACES, de Latinoamérica, de África, en fin.

## **Annex 2 Entrevista a Roberto Saquicela miembro del programa “Capacitación Técnica Artesanal”**

**Entrevistadora: ¿Cómo se llama?**

**Entrevistado:** Roberto Saquicela

**Entrevistadora: ¿En dónde nació?**

**Entrevistado:** En Cuenca

**Entrevistadora: ¿Cómo usted entro a PACES?**

**Entrevistado:** Ingrese así, primeramente, hace 10 años, bueno en ese entonces yo no tenía quien me ayude a hacer deberes y nada de eso, y justo mi mami estaba vendiendo justo en la Feria, y ahí ella se enteró que había una fundación que ayuda a hacer deberes, daban el almuerzo y también era parte de la catequesis y mi mami viendo esa oportunidad fue y conversó, bueno la conversación que ellos tuvieron no me explico solo me dijo que me había puesto porque ella no me podía ayudar a hacer deberes, por eso yo ingrese allá.

**Entrevistadora: ¿Conocía de esta fundación antes?**

**Entrevistado:** No sabía antes, mi mamá se enteró porque le contaron de esta fundación.

**Entrevistadora:** ¿Cree que PACES a generado un impacto en su vida después de estos 10 largos años?

**Entrevistado:** Sí, o sea entrar a algo nuevo al inicio es un poco complicado porque estás conociendo nuevas personas, pero tuve la oportunidad de conocer a un grupo de jóvenes, señoritas que nos llevábamos super que bien, hicimos bastantes cosas tanto en PACES como afuera.

**Entrevistadora:** ¿Desde qué edad se encuentra en PACES, y más en concreto en el Programa de Capacitación Artesanal?

**Entrevistado:** Yo estoy desde este año y estoy estudiando la carrera de Mecánica Automotriz.

**Entrevistadora:** ¿Retomando eso de los 10 años ¿me podría explicar un poquito de cómo era el programa de escolaridad?

**Entrevistado:** Cuando yo estaba en la escuela, nos llevaban a la escuela, nos daban el almuerzo bueno eso era la fundación de la feria, supongamos que teníamos antes de hacer deberes, veíamos la película, hacíamos una actividad o dinámicas, después de ver una película o una dinámica hacíamos los deberes, ahí nos ayudaban las voluntarias a hacer los deberes, y ya para irnos nos iban dando por supongamos un canguil con miel, o sea mezclado, o pequeños trozo de sandia.

**Entrevistadora:** ¿Cuáles eran los horarios de la escuela?

**Entrevistado:** Yo salía de la escuela a las 12:40 y entraba a las 7:30 a.m , o sea antes de ingresar ahí, ya cuando ya ingresé o sea yo iba a la escuela y de ahí me iba para allá, para la feria a ayudar a mi mamá.

**Entrevistadora:** ¿Recién este año va a tener Mecánica Automotriz ¿ya ha tenido una clase o algo?

**Entrevistado:** Sí, nos dan .....nos dan teorías, sí nos ayuda bastante, conocemos las partes nuevas del carro, la hacemos acá abajo.

**Entrevistadora:** ¿Cuántos tiempo dura la carrera de Mecánica Automotriz?

**Entrevistado:** Dura 1 año la carrea.

**Entrevistadora:** ¿Recomienda que las personas sean parte de PACES?

**Entrevistado:** Si es recomendable, o sea, ver una persona que no puede entrar a la universidad pero tiene una segunda oportunidad donde puede, o sea, no sacar un título así profesional pero sí sacar un título de maestro. En los 10 años que llevo aquí, eh, 3 años no pude estar por eso de la pandemia, y me fui de la fundación porque me había enterado que solo los niños se habían quedado ahí, y los adultos ya no. Cuando yo estaba en noveno yo me retiré, y después de vuelta ingresé.

### **Annex 3 Entrevista a Teresa Sánchez miembro del programa “Capacitación Técnica Artesanal”**

**Entrevistadora:** ¿Cómo se llama?

**Entrevistada:** Teresa Sanchez

**Entrevistadora:** ¿Cuántos años tiene?

**Entrevistada:** 18 años

**Entrevistadora:** ¿Cómo usted entró a PACES?

**Entrevistada:** Yo era una niña osea que trabaje desde niña y de una fundación que también es del PASAS, ahí estuve o sea estaba casi toda mi vida entonces llegó esta gran oportunidad que yo tuve para ingresar acá, y pues gracias a eso hasta ahora todo me está yendo bien, en las fundaciones que estuve ya es como mi familia es como una segunda familia que yo tengo .

**Entrevistadora:** ¿Cómo conoció esta fundación?

**Entrevistada:** Por un amigo de mi mami, le dijo que había un centro que es ayudaba a los niños trabajadores y todo eso, entonces gracias a amigo de mi mamá pudimos ingresar acá.

**Entrevistadora:** ¿El proceso para entrar a la fundación, fue difícil?

**Entrevistada:** No es complicado, ellos ven los documentos, les hacen un estudio de caso para ver si de verdad lo necesita.

**Entrevistadora:** ¿Cómo entro a PACES, específicamente para el Programa de Capacitación Artesanal ?

**Entrevistada:** Yo hice el papeleo para venir acá a los cursos del CFA, como estaba antes en la escuela solo tuve que hacer los papeleos.

**Entrevistadora:** ¿A qué edad entró a PASAS?

**Entrevistada:** A de ser unos 6 o 7 años en la fundación, yo también fui una de las líderes, en las fundaciones hacen un grupo de líderes para poder sobresalir, llevarnos entre todos nosotros, hacer varias actividades, todo eso.

**Entrevistadora:** ¿Cree que PASES ha generado un impacto en su vida?

**Entrevistada:** Sí, yo solo tengo buenas cosas para decir, o sea PACES ha sido muy excelente y todas las actividades que se han realizado, PASAS es como una familia para mi como le digo, ellos me han dado una mano, pase por problemas, ellos han estado ahí para apoyarme, para seguir adelante conmigo y les agradezco mucho por esa gran ayuda que me han dado.

**Entrevistadora:** ¿Cuándo usted tiene problemas muy graves , a quien usted acude?

**Entrevistada:** Sí, en las fundaciones esta nuestra psicóloga, tenemos a Janeth que nos ayuda, ellas están ahí para nosotros.

**Entrevistadora:** ¿Desde cuantos años está en el Programa de Capacitación Artesanal?

**Entrevistada:** 18 años entre

**Entrevistadora:** ¿Y qué materia está siguiendo?

**Entrevistada:** Belleza, recién entre este año, es un excelente curso, se aprende bastante, ahorita estamos yendo para las pasantías, para aprender un poquito más.

**Entrevistadora:** ¿Cuánto dura el curso?

**Entrevistada:** 1 año

**Entrevistadora:** ¿Los profesores que vienen son externos o de aquí mismo?

**Entrevistada:** De aquí mismo de PACES

**Entrevistadora:** Recomienda que las personas sean parte de PACES, ¿por qué?

**Entrevistada:** Sí recomiendo que sean parte de PACES, es un excelente lugar, puedes aprender bastante , o sea para mi PACES es excelente en todas las maneras, es super agradable.

**Entrevistadora:** ¿En los cursos a que hora entra y a qué hora sale?

**Entrevistada:** De 8 a 12, luego le ayudo a mi mamá y también las pasantías.