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FUNDACIÓN IDEL: BUILDING DIGNITY FOR ARGENTINianS WITH DISABILITIES

Moriah Meyskens, Roxanne Miranda, and Karolina Rzadkowolska wrote this case solely to provide material for class discussion. The authors do not intend to illustrate either effective or ineffective handling of a managerial situation. The authors may have disguised certain names and other identifying information to protect confidentiality.

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“Hello! I’m here!” Ana Fernández jubilantly shouted her arrival at the workspace of Fundación Inclusión y Desarrollo Laboral (IDEL)—“inclusion and job development” in English—a non-profit organization that operated in a middle-class suburb of Buenos Aires, Argentina. It was the third day in a row that Fernández, who had Down syndrome, had travelled to work by herself from her own apartment. It was a great development for Fernández, who was slowly progressing to a more independent life. She lived with her parents a few days a week and in her own apartment the other days, and just recently, at 42 years old, had started travelling to work by herself. Fernández strived to be a valued member of society by participating in the programs at IDEL, which, as a protected production workshop, provided job opportunities for individuals with intellectual disabilities in Buenos Aires.

The executive director of IDEL, Erica Polakoff, was proud of the accomplishments of Fernández and other participants in the program. Each day she spent with the participants inspired Polakoff and reminded her of how important it was to engage with and empower individuals who had been marginalized by society. Polakoff knew that, though the organization was small in reach, it had helped create meaningful and productive lives for many individuals in the community, many of whom had no integrated support outside the bounds of secondary school. The organization blended both holistic care and work for individuals with intellectual disabilities, and Polakoff was looking for strategic ways to expand its reach and make it a more sustainable organization. IDEL currently worked with only 10 individuals in the protected production workshop and was struggling to obtain new business clients to provide projects for additional disabled individuals. In 2015, IDEL had secured new sources of funding from sponsors and advertisers, but it still relied heavily on funding from the government, businesses sources, and donors of in-kind contributions. Although IDEL’s government funding had increased 30 per cent from 2012 to 2015, its business revenue had decreased 40 per cent during the same time period.

Polakoff continually struggled to find new business clients, and she was actively working to develop an independent source of earned income for IDEL, which would see the organization sell trash bags with the IDEL logo to take advantage of the trend of conscious capitalism that was becoming more mainstream in Argentine society. Polakoff reflected on these accomplishments and challenges as she prepared to meet with IDEL’s board of directors. Polakoff would work with the board to develop a strategic plan to secure more business clients and to integrate the production of trash bags into the organization’s operations as a source of additional income and work.

INTELLECTUAL DISABILITIES AS A SOCIAL AND ECONOMIC PROBLEM

Internationally, a disability was defined as any long-term physical, mental, intellectual, or sensory impairment that hindered an individual’s full and effective participation in society;[[1]](#footnote-1) people with disabilities included individuals who were deaf, those who were blind, those with physical handicaps, and people who had mental or intellectual disabilities. The International Disability Alliance estimated that 1 billion people worldwide lived with a disability, making this group the most marginalized yet overlooked population worldwide.[[2]](#footnote-2) Approximately 1–3 per cent of the world population, or about 200 million people worldwide, had an intellectual disability. The website Disabled World explained that “intellectual disabilities, also known as developmental delay or mental retardation, are a group of disorders defined by diminished cognitive and adaptive development.”[[3]](#footnote-3) In low-income countries, intellectual disabilities were even more common (affecting 16.41 in every 1,000 people[[4]](#footnote-4)). In Argentina, according to the 2010 census, 20 out of every 1,000 people had a cognitive disability, which represented 824,407 individuals or 2.1 per cent of the population. A full 5.1 million people in Argentina, or 12.7 per cent of the population, had a disability of some kind (visual, hearing, motor, and/or cognitive limitation) (see Exhibit 1).[[5]](#footnote-5)

Since 1982, the United Nations (UN) had sought to support the rights of people with disabilities through various rules and programs.[[6]](#footnote-6) Beginning in 1998, the UN had observed an annual International Day for the Rights of Persons with Disabilities, which provided insight into disability issues and mobilized “support for the dignity, rights and well-being of persons with disabilities.”[[7]](#footnote-7) More recently, the UN Convention on the Rights of Persons with Disabilities (CRPD)[[8]](#footnote-8) was ratified in 2006 as the first common human rights treaty of the 21st century, and as of 2016, 85 per cent of UN member states had ratified the treaty. The convention sought the following:

[T]o promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. (Article 1) . . . “Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. (Article 2).[[9]](#footnote-9)

The Conference of States Parties to the CRPD, an annual meeting that brought together UN agencies, civil societies, and non-government organizations interested in improving the rights of people with disabilities, had grown from 400 to 1,000 participants between 2009 and 2015.

In addition to preserving human rights and dignity, solutions were sought to address the economic challenges and costs associated with each disability. Studies showed that parents struggled with the costs of caring for a child with a disability; while acting as caregivers, they might lose time and wages, for which they might not be compensated. With no services to incorporate intellectually disabled persons into the formal workplace, disabled persons and their parents suffered from the high opportunity costs of lost economic wages. To compensate for some of these economic challenges, the Argentine government provided a lifetime stipend to the families of those with disabilities.

Legally, the Argentine constitution and laws prohibited discrimination against persons with “physical, sensory, intellectual, and mental disabilities in employment, education, air travel and other transportation, access to health care, or the provision of other state services.”[[10]](#footnote-10) Another specific law mandated that persons with disabilities had full access to buildings. These laws were mandated by the federal government but were not enforced or adopted in many cities and states. Argentina had an employment law that dictated that 4 per cent of federal government jobs must be reserved for persons with disabilities. However, advocacy groups and non-governmental organizations claimed that this law was not always followed. Some entities had no intention of integrating persons with disabilities into the operational workflow and, to meet the minimum requirements enforced by the government, simply paid a salary to individuals who had intellectual disabilities (even though these individuals did not work). In addition, while this mandate included individuals who had both intellectual and physical disabilities, corporations opted to hire—and preferred to work with—individuals who had physical disabilities because they were still intellectually able to perform many tasks required by organizations.

In 1992, Argentina passed *Law 24.147*, which stated that designated protected production workshops should provide workers who had disabilities with an opportunity to have paid work and, within their operation, should take into consideration the conditions of the workers.[[11]](#footnote-11) *Law 26.816* further protected these workshops and working groups for people with disabilities,[[12]](#footnote-12) and as a result of this law, the government provided legal and financial support to the workshops. Protected production workshops allowed individuals with intellectual disabilities to earn a salary while participating in their programs. They differed from workshops that were not protected because other organizations often had individuals pay to participate in their programs. Fundación IDEL operated as a protected production workshop.

FUNDACIÓN IDEL

Fundación IDEL’s mission was to “provide a sheltered space for the full development of persons with disabilities, enabling them to become a part of the labour market and to help them achieve self-sustainability with dignity.” Its name aptly summarized its goals and services: inclusion and job development. Polakoff believed that the greatness of a community or society could be traced to how it cared for and treated those with special needs and capabilities. IDEL focused on offering employment for people with disabilities and thus provided a means for participants to feel dignified and empowered by contributing to society.

The objectives of the organization were to achieve a significant change in Argentine culture; promote job inclusion for people with disabilities as a fundamental value of society; enhance the capabilities and improve the quality of life of the members of the program, helping them to become more autonomous and building their self-esteem;and offer a quality service that met the market demand.

The target beneficiaries of the program were adults with intellectual disabilities. The state of Buenos Aires had over 200 schools and programs for students with intellectual disabilities, which offered a variety of services, including education, physical therapy, and non-protected production workshops. However, once participants graduated, there was a lack of institutions that provided working opportunities for them as adults. IDEL provided work to individuals with intellectual disabilities. Only four other organizations had this status in Buenos Aires: Fundación Steps, Fundación Discar, redACTIVOS, and the Labor Association for Adults with Intellectual Disabilities (ALPAD) (see Exhibit 2).

History and Evolution

IDEL was founded in 2005 in Buenos Aires by Rabbi Sergio Bergman. Bergman had worked with institutions in the United States and Israel that provided protected work environments for people with intellectual disabilities, and he was inspired by these organizations to establish something similar in Buenos Aires. Bergman took the lessons learned from these experiences to create a workshop in Buenos Aires through Fundación Judaica, a local Jewish non-profit organization. Fundación Judaica worked with different social causes in Argentina, including education, community development, culture, and social action. Since its origin, Fundación Judaica had worked on integrating people with disabilities into society and had promoted programs that provided education and enhanced self-dignity.[[13]](#footnote-13) The foundation had founded the Arlene Fern Community School in 1996 with the mission to develop young students with disabilities through an integrated educational program. Over 50 students had graduated from the school since its inception. The foundation discovered that Argentine society had few post-graduation opportunities for those with intellectual disabilities. Graduates of the community school did not have the appropriate skills—or, more importantly, the opportunities—that would enable them to work. Very few individuals with disabilities went on to work in the public or private sector after they left school, and many relied on the care and support of their families. In this empty space, the idea for IDEL grew.

Rabbi Bergman and the executive manager at the time, Alejandra Goldschmidt, started the organization as a project under Fundación Judaica, which initially provided the funding and volunteers. Jaime Kleidermarcher, the first president of the board of directors, linked the organization with companies in various industries that created projects that could be completed by intellectually disabled workers. The organization grew, attracted more volunteers, and was recognized by the government of the City of Buenos Aires for providing a boost to economic development and acting as a stellar social program for individuals with disabilities. In 2011, IDEL became an independent organization and separated itself from the umbrella of Fundación Judaica. However, IDEL remained a part of the Fundación Judacia’s network of 19 organizations, and Fundación Judaica continued to support the organization by providing workspace, covering certain overhead costs (e.g., telephone, Internet, and electricity), and offering continued strategic direction. IDEL operated out of NCI Emanuel,[[14]](#footnote-14) a Jewish temple in Buenos Aires. Although IDEL stemmed from Jewish roots, its programs served all individuals with intellectual disabilities, regardless of their religion. Only about 40 per cent of volunteers and participants were Jewish.

IDEL Participants[[15]](#footnote-15)

IDEL measured its success by the number of individuals it was able to help and by the improvement in their lives. Polakoff estimated that IDEL worked with about 10 individuals in its protected production workshop on a daily basis (generally the same individuals daily). Similar to many non-profit organizations, IDEL demonstrated its success and the value of its programs to stakeholders through anecdotal stories.

For example, Ana Fernández (see the case introduction) joined IDEL in 2007. She described herself as a shy individual, but she was very hard-working and meticulous when completing her projects. At IDEL, she worked on many different types of projects, including one that involved folding a paper airplane along a specific line. Fernández enjoyed this work and paid great attention to detail. Her patience allowed for her to even fold the airplanes that may have been printed unevenly onto the paper. Although she completed her tasks with great accuracy, IDEL volunteers still assisted in keeping her focused: “Ana was patient and she could do her work, but we have to sit with her as she is very controlling. She also forgets to pay attention to the work that she’s doing, so sometimes she starts to fold on another [surface] when she needs to fold on the table.”

When Fernández first started at IDEL, she had to work on projects alone because she had a tendency to control everything and everyone around her. As she progressed at IDEL, she developed social skills that helped improve her ability to work alongside others. She also worked with her psychologist and IDEL to understand why she should not try to control others. Fernández now shared her workspace with another person, and her relationships with the other workers had improved so much that she enjoyed outings with her co-workers. IDEL had taught Fernández to work alongside her peers to reach a common goal and had helped her become more confident and live a more autonomous and fulfilling life.

Fernández was experimenting with travelling to work and living on her own. She spent a few days of the week with her family and the rest of the week in her own apartment, and she travelled to work daily by train or by bus. As time progressed, Fernández planned to slowly increase the number of nights she spent in her own apartment until she was fully comfortable living on her own. Fernández also had a passion for art and attended art workshops when she was not working at IDEL. She had learned various art techniques and had showcased her artwork at two exhibitions. In 2014, an event at a cultural centre showcased 15 of her pieces, and her designs had also been turned into merchandise items for sale.

Another participant at IDEL was Lisa Suárez (age 36), who had Down syndrome. Before IDEL, Suárez had successfully completed a four-year program at Cascos Verdes, where she had studied environmental education.[[16]](#footnote-16) After she graduated from Cascos Verdes, Suárez had become an agent of change, promoting environmental protection, and eventually she discovered IDEL. Since 2007, Suárez had arrived at IDEL on time every day with her caretaker. Suárez liked to have a say in which projects and materials she worked with. She did not have an interest in participating in outings with her co-workers, but she had a strong bond and great respect for her peers and a particularly strong friendship with one of her co-workers. Her family was very involved with the organization: her brother was an active member of the board of directors and her brother-in-law assisted IDEL with marketing and web design. Outside of IDEL, Suárez participated in fitness courses, took piano lessons, and acted in musical comedy workshops. IDEL had given her the opportunity to connect with her co-workers and take part in several different programs. Through working at IDEL, she had become more confident and led a more fulfilling life; she felt good about living in a society that enabled her to be a part of it. Earning her own salary made her more conscious about the value of money and the importance of saving.

Leaders and Structure

The organization included the board of directors, an advisory board, an executive director (the only paid employee), and volunteers (see Exhibit 3). The board of directors was made up of the president, a treasurer, a volunteer representative, a representative from one of the families of the participants with intellectual disabilities, and two representatives from the companies that IDEL worked with. The board oversaw the vision, strategic plans, and decisions for the organization. The president of the board was in charge of IDEL’s relationship with the Fundación Judaica as well as other organizational issues. The advisory board was made up of volunteer specialists in such areas as communications, legal issues, marketing, and project management who helped provide technical advice to IDEL. The protected production workshop worked with the individuals with intellectual disabilities and was supported by the executive director and the volunteers.

Polakoff started working for IDEL as executive director in February 2013. She had a degree in psychology and over 15 years of experience working in inclusive school programs for students with intellectual disabilities. The president of IDEL had sought her out and asked her to work for the organization as she had successfully helped his daughter in her primary school program. Polakoff managed the staff, volunteers, workers, and day-to-day operations, and she worked with the board of directors. The volunteer program included 15 active volunteers led by Angeles de la Vega. The volunteers did not receive a salary but volunteered for IDEL because they genuinely enjoyed working with the program participants. Two to three volunteers were present each day to help facilitate the tasks during the workshops and assist with any questions. Volunteers worked at IDEL once or twice per week, and they understood the participants’ needs as well as the needs of the business clients. In the past three years, IDEL had an average of 25 volunteers per year. Prospective volunteers approached the organization because they knew someone who was affiliated with the organization or they had found out about IDEL through its Facebook page.[[17]](#footnote-17) Interested volunteers were scheduled for interviews and were informed of the responsibilities and rules of the program. From there, volunteers decided whether IDEL was the right fit for them.

The volunteers met monthly to discuss program objectives and participants. Sometimes, specialists were brought in to these meetings to discuss a relevant topic of interest. If one of the participants had a concern, Polakoff spoke with them, their family members, and medical professionals to see how their needs could be better addressed. Polakoff also met with the board of directors every two weeks to evaluate the organization’s current processes and workflow, making note of what worked for IDEL and what needed to be improved.

Operations and Business Offering

Through the protected production workshop, Fundación IDEL provided a sheltered workspace, work projects, and a salary for participants. Roughly 10 participants came to the sheltered space at NCI Emanuel and worked in four-hour shifts, Monday through Friday. The participants sat at workstations arranged in the community room and assembled products for different companies, most often for toy stores. These products included children’s puzzles and paper toys, school supplies, and single-item goods. At the beginning of each new project, each participant was trained by volunteers. Projects were assigned based on each individual’s capabilities, and tasks were mindfully changed to accommodate the needs and intellectual disabilities of each worker. For example, one participant, Mario, had trouble working on a project that required more than five steps to put a paper airplane in a bag; therefore, volunteers changed the assembly of the product to fewer than five steps to accommodate his abilities. IDEL worked only with individuals with intellectual disabilities because the location was unsuitable for individuals with physical disabilities.

A typical day at IDEL consisted of volunteers preparing for the participants’ arrival, setting up the individual workstations (making note of the productivity from the previous day and prioritizing the tasks that needed to be completed that day), monitoring the workstations, and making sure the workstations were clean and orderly. At the end of the day, finished products were placed in boxes, and one volunteer was tasked with writing a daily report to be distributed to other volunteers and the director. The report noted what was completed that day and included any observations made regarding the participants—whether they had improved their productivity, whether any challenges had occurred, and if so, how they were solved. It also noted any changes to the projects that made it easier for the participants to complete them.

Many of IDEL’s participants had been part of the program for years. In fact, there were over 40 individuals on IDEL’s waiting list. Nevertheless, the organization was unable to grow because of the limited space, projects, budget, volunteers, and low participant turnover. The program had only recently added an individual who had been on the wait list for two years.

IDEL partnered with a few local businesses to develop work projects that were suitable for individuals with intellectual disabilities. Companies that contracted with IDEL expected the organization to have a project completed by a certain date. Projects were always completed on time, and IDEL guaranteed that products were assembled well. Polakoff was in constant communication with the partner businesses to ask for any suggestions and discuss whether there were issues that needed to be addressed for the next batch of products. The organization had some slower periods during the year, which meant that deadlines could be met and volunteers could monitor the quality of the projects. However, the variability of work sometimes led to periods when workers did not have any work at all.

Participants received AR$2,450[[18]](#footnote-18) per month as of January 2017.[[19]](#footnote-19) AR$1,050 of this salary came from the Argentine Ministry of Labor program supporting protected production workshops, and the remaining $1,400 came from the companies IDEL partnered with. Each company paid IDEL between $0.25 and $3.50 per completed unit. For example, on one particular work day, six individuals assembled 350 bracelets in 3.5 hours, earning a total of $105 for the day. However, the number of clients and quantity of work could vary each month; some months saw anywhere from one to six clients.

Funding

IDEL received funding from several sources, including the government, private companies, donors, and partner organizations (see Exhibit 4). Some donors provided small monthly contributions. However, larger businesses, such as Google, had provided search engine optimization free of charge.[[20]](#footnote-20) Four to five company sponsors, generally small businesses and friends of IDEL’s volunteers, helped fund other overhead costs that were incurred during the year. However, most of the organization’s expenses (e.g., the community space, security, cleaning costs, breakfast, Internet, telephone, electricity, and gas) were contributed as in-kind donations from the parent organization, Fundación Judaica. Any gaps in the budget were covered by various fundraising events held throughout the year. For example, IDEL staged a play and used the admission proceeds to support its operations. These events assisted IDEL not only in raising money but also in spreading the word regarding the organization to potential donors and client companies.

THE FUTURE OF IDEL

While the funding from the government and earnings for the completed projects gave IDEL an advantage over non-profit organizations that needed to secure funding exclusively from donors, charity still played a big role in the organization’s operations. In order to grow in the future, IDEL needed to increase the revenue it generated. Several options seemed plausible, including developing more business clients and successfully implementing the earned-income strategy of selling trash bags under the IDEL label. As Polakoff prepared for her meeting with her board of directors, she listed all the areas in which she felt IDEL could improve: financial sustainability, operations, marketing, and external relations. She hoped to be able to set and meet goals within each area that would ultimately help IDEL serve more individuals with intellectual disabilities in Buenos Aires.

Exhibit 1: Argentine 2010 Census of Individuals with Disabilities



Source: Argentine National Census and Statistics Institute, “Censo Nacional de Población, Hogares y Viviendas 2010 [National Population and Housing Census 2010],” accessed November 20, 2016, www.indec.gob.ar/censos\_total\_pais.asp?id\_tema\_1=2&id\_tema\_2=41&id\_tema\_3=135&t=0&s=0&c=2010.

Exhibit 2: Argentine Protected Production Workshops in Buenos Aires

Revenue models varied from organization to organization. Some organizations paid individuals only through a subsidy provided by the government. Fundación Inclusión y Desarrollo Laboral (IDEL) utilized both government subsidies and revenues from the companies it partnered with to pay the workers.

|  |  |
| --- | --- |
| **Organization** | **Focus** |
| Fundación Steps | Fundación Steps was founded in 1991 to create education and employment opportunities for individuals with intellectual disabilities within Buenos Aires. The organization processed recycled paper and created various paper products for home and office use. Products included custom-made stationery, folders, bookmarks, and book covers. These products, which were created by individuals with intellectual disabilities, were then sold to companies in the food and restaurant industry. The organization also organized different group projects. For example, a group of individuals would go with a volunteer to a partner company to wash employees’ cars. Fundación Steps had a work-readiness development program that allowed participants to develop their technical and general work skills and also provided them with therapeutic support and periodic health checks. In addition, the organization was able to place the individuals in companies that had job opportunities that fit their skill sets. The organization ensured individuals were taken care of in these companies and continued to support them throughout the process. |
| Fundación Discar | Established in 1993, Fundación Discar worked with companies to hire individuals with intellectual disabilities, thereby furthering their skills and creating awareness that individuals with disabilities could perform tasks with great professionalism. The organization ensured the sustainability of its relationships with the companies by contacting companies, researching the available positions, evaluating and selecting appropriate employees, training the companies, and continuously monitoring the individual throughout employment. |
| redACTIVOS | redACTIVOS ran 18 protected production workshop facilities with over 600 employees with disabilities. The organization worked with over 90 companies to produce quality products such as leather goods, work uniforms, and board games to be sold at a fair price. |
| ALPAD | ALPAD promoted the social and occupational inclusion of individuals with intellectual disabilities in the workforce. Its services included creating gifts, cutting and packaging material fit to company specifications, collating, folding, and labelling printed material, and assembly. |

Note: ALPA = Asociación Laboral para Adultos con Discapacidad Intelectual

Source: Created by the case authors based on content from Fundación Steps’s Facebook page, accessed April 21, 2016, https://www.facebook.com/FUNDACION-Steps-198524243524006/; “Fundacion Steps,” NESsT Argentina, accessed November 20, 2016, www.nesst.org/argentina-eng/?portfolio=fundacion-steps; Website of Fundación Discar, accessed April 21, 2016, www.fundaciondiscar.org.ar; “redACTIVOS,” accessed April 21, 2016, http://redactivos.org.ar/; and website of Asociación Laboral para Adultos con Discapacidad Intelectual (ALPAD), accessed April 21, 2016, www.alpad.org.ar/.

Exhibit 3: FUNDACIÓN Inclusión y Desarrollo Laboral (IDEL)—Organizational Structure



Source: Created by the case authors based on “About Us–Equipo de Trabajo,” Fundación IDEL, accessed October 15, 2016, www.idel.org.ar/acerca-de-nosotros.html.

Exhibit 4: Fundación IDEL Revenues, 2012­–2015 (in thousands of AR$)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOURCE** | **2012** | **2013** | **2014** | **2015** |
| **Government** | 100 | 110 | 120 | 132 |
| *% of total revenue* | *22.22%* | *22.92%* | *29.27%* | *31.88%* |
| **Business** | 150 | 160 | 100 | 90 |
| *% of total revenue* | *33.33%* | *33.33%* | *24.39%* | *21.74%* |
| **Events** | 200 | 210 | 190 |  |
| *% of total revenue* | *44.44%* | *43.75%* | *46.34%* | *0.00%* |
| **Sponsors** | 0 | 0 | 0 | 105 |
| *% of total revenue* | *0.00%* | *0.00%* | *0.00%* | *25.36%* |
| **Advertisements** | 0 | 0 | 0 | 57 |
| *% of total revenue* | *0.00%* | *0.00%* | *0.00%* | *13.77%* |
| **Extraordinary Donations** | 0 | 0 | 0 | 30 |
| *% of total revenue* | *0.00%* | *0.00%* | *0.00%* | *7.25%* |
| **Total Revenue** | **450** | **480** | **410** | **14** |

Note: AR$ = Argentina peso; AR$1 = USD$0.063 on January 27, 2017.

Source: Company documents.

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2. “Who We Are,” International Disability Alliance, accessed November 15, 2016, www.internationaldisabilityalliance.org/about. [↑](#footnote-ref-2)
3. “Defining the Meaning of Cognitive Disability,” Disabled World, June 4, 2016, accessed December 8, 2016, www.disabled-world.com/disability/types/cognitive/. [↑](#footnote-ref-3)
4. “What Is Intellectual Disability?,” Special Olympics, accessed November 15, 2016, www.specialolympics.org/Sections/Who\_We\_Are/What\_Is\_Intellectual\_Disability.aspx. [↑](#footnote-ref-4)
5. Argentine National Census and Statistics Institute, “Censo Nacional de Población, Hogares y Viviendas 2010 [National Population and Housing Census 2010],” accessed November 20, 2016, www.indec.gob.ar/censos\_total\_pais.asp?id\_tema\_1=2&id\_tema\_2=41&id\_tema\_3=135&t=0&s=0&c=2010; “Fundacion Steps,” NESsT Argentina, accessed November 20, 2016, www.nesst.org/argentina-eng/?portfolio=fundacion-steps#sthash.V5iHNBbi.dpuf; According to the National Advisory Committee for the Integration of Persons with Disabilities, about 10 per cent of Argentines had a disability. [↑](#footnote-ref-5)
6. United Nations, “Secretariat for the Convention on the Rights of Persons with Disabilities,” United Nations Enable, 2007, accessed November 15, 2016, [www.un.org/esa/socdev/enable/disabout.htm](http://www.un.org/esa/socdev/enable/disabout.htm). [↑](#footnote-ref-6)
7. “International Day of Persons with Disabilities—3 December,” United Nations Division for Social Policy and Development Disability, 2016, accessed November 8, 2016, <https://www.un.org/development/desa/disabilities/international-day-of-persons-with-disabilities-3-december.html>. [↑](#footnote-ref-7)
8. “Convention on the Rights of Persons with Disabilities,” United Nations Division for Social Policy and Development Disability, accessed March 3, 2017, https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html. [↑](#footnote-ref-8)
9. United Nations Ad Hoc Committee on a Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities, op. cit. [↑](#footnote-ref-9)
10. “Country Reports on Human Rights Practices for 2015,” United Sates Department of State, accessed November 8, 2016, [www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper](http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper); “The Rights of Persons with Disabilities,” United Nations Permanent Mission of Argentina, accessed November 8, 2016, http://enaun.mrecic.gov.ar/node/5232. [↑](#footnote-ref-10)
11. Argentina, “Ley 24.147—Por la que se adoptan disposiciones con relación a los tallers protegidos de producción y grupos laborales protegidos para trabajadores discapacitados [Law 24.147*—*Adopting Protected Production Workshops and Workgroups for Disabled Workers],” January 1992, accessed November 8, 2016, <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1006&context=gladnetcollect>. [↑](#footnote-ref-11)
12. Argentina, “Ley 26.816: Regimen federal de empleo protegido para personas con discapacidad [Law 26.816*—*Federal Regulations for Protected Employment for Individuals with Disabilities],” January 7, 2013, Department of Justice and Human Rights, accessed November 8, 2016, <http://servicios.infoleg.gob.ar/infolegInternet/anexos/205000-209999/207088/norma.htm>. [↑](#footnote-ref-12)
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14. Website of NCI Emanuel Community, accessed October 15, 2016, www.nciemanuel.org.ar/index. [↑](#footnote-ref-14)
15. Based on conversations with the executive director and a site visit to Fundaction IDEL in January 2016 and “IDEL—Integración y Desarrollo Laboral / Fundación Judaica. Un Logro Enorme que Merece ser Compartido [IDEL—A Gigantic Achievement That Deserves to Be Shared],” Iton Gadol News, September 4, 2014, accessed October 15, 2016, <http://itongadol.com/noticias/val/81226/idel--integracion-y-desarrollo-laboral---fundacion-judaica-un-logro-enorme-que-merece-ser-compartido.html>. [↑](#footnote-ref-15)
16. Website of Cascos Verdes, accessed March 3, 2017, <http://cascosverdes.org/>; Cascos Verdes was a non-profit organization that promoted the social and labor inclusion of youth and adults with intellectual disabilities, while creating environmental awareness. [↑](#footnote-ref-16)
17. IDEL used Facebook for many years as its primary method of marketing and communication, but in January 2016 it developed its own website at [;](http://www.idel.org.ar/) IDEL’s Facebook page, accessed March 3, 2017, https://www.facebook.com/FundacionIDEL. [↑](#footnote-ref-17)
18. AR$ = Argentina peso; All figures are in AR$ unless otherwise stated; AR$1 = USD$0.063 on January 27, 2017. [↑](#footnote-ref-18)
19. IDEL participants worked only 17.5 hours per week. In August 2016, minimum wage in Argentina was AR$6,000 for a full-time job. [↑](#footnote-ref-19)
20. Some of IDEL’s sponsors were seen on the organization’s website: www.idel.org.ar/formamos-parte.html. [↑](#footnote-ref-20)