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| **Title:** Building national capacities for achieving social inclusion of persons with disabilities in the areas of education, employment and participation in the Dominican Republic. |
| **Country:** Dominican Republic |
| **Duration (max. 36 months):** 2 years |
| **Total Budget:** Total programme cost: 442,315 USD; Total requested from UNPRPD Fund: 390,021 USD |
| **Participating UN Organizations:** UNICEF, PAHO/WHO, UNDP |

# **Executive summary**

The Dominican Republic is a high middle-income country with a high level of inequality, which entails larger obstacles for the inclusion of persons with disabilities. Even though the legal framework recognizes the rights of persons with disabilities, there is a significant gap in terms of capacity development among public service providers in the areas of inclusive education, decent employment and social participation. This joint programme aims to support capacity development as a lever of change to promote a human rights approach in favour of children with disabilities outside the educational system, and for persons with disabilities who are subject to discrimination in the labour market and socially stigmatized for their disability.

To define the main obstacles faced by persons with disabilities, this technical proposal was based on consultations and a multi-lateral dialogue between the participating UN agencies, Disabled People’s Organizations (DPOs), the governmental body overseeing the implementation of policies on disability, and other related institutions. These spaces allowed for the participating UN agencies to identify the underlying factors for these obstacles, as well as the focus for the different components and interventions, considering their sustainability and scale-up potential.

This joint programme was developed within the framework of the Sustainable Development Goals (SDGs) and its overarching principle of “leaving no one behind”: it mainly focuses on SDGs 4, 8 and 16. In addition, it also takes into consideration the recommendations made by the Convention for the Rights of Persons with Disabilities (CRPD) Committee.

# **Background and rationale**

**1.1 Challenges and opportunities to be addressed by the project**

The Dominican Republic is a high middle-income country with a high level of inequality, where 70.2% of the population is considered poor or vulnerable. Persons with disabilities represent 12% of the population (1,160,847 people), and when affected by poverty and inequality, they experience stigmatization and social exclusion. According to the national social protection registry, 245,352 households report at least one member with a disability. The coexistence of poverty and disability increases these individuals’ vulnerabilities, further limiting their access to health, education, mobility, social and political participation, and other areas of life. Persons with disabilities (PWD) experience major discrimination and encounter barriers that limit the full realization of their rights and the fulfilment of their potential for human development, regardless of their socio-economic status.

When it comes to the right to education, children with disabilities have limited opportunities to accessing inclusive and quality education: almost half of the population with children with disabilities are not attending school: 43% of girls and 40% of boys under the age of 10 (in contrast, the enrolment rate for students without disabilities at this academic level reached 93.5% in 2015); and 45% of girls and 42% of boys between the ages of 15 and 19. The highest levels of exclusion from the school system can be found among the poorest children.

More than 25,000 children between the ages of 0 and 9 and around 58,000 10 to 19-year-olds have some form of disability.[[1]](#footnote-1) The overall population of school age children and young people with disabilities totals around 83,000 girls, boys and adolescents. 1.82% of these are girls and female adolescents, and 2.24% are boys and male adolescents up to the age of 19.[[2]](#footnote-2)

When it comes to the right to education, children with disabilities have limited opportunities to an inclusive and quality education. Almost half of all children with disabilities are not attending school: 41% of girls and 38% of boys between the ages of 3 and 19, while school attendance rates amongst children without disabilities in the same age group are 80% and 81% respectively.[[3]](#footnote-3)

Children with disabilities have lower levels of access to pre-school education with 38% compared to 53% of children without any form of disability. At primary level, 21% of children with disabilities between the ages of 6 and 11 do not attend school, and almost half of this age group cannot read or write. Among adolescents with disabilities between the ages of 12 and 17 the rate of school exclusion worsens, with 35% not attending school and 30.7% not knowing how to read or write.[[4]](#footnote-4) The highest rate of educational exclusion occurs among the poorest girls.

In 2013 the Ministry of Education carried out a nationwide information-gathering process in 80% of public and private schools, and identified 26,581 children and young people with signs of disabilities: 10,470 girls and 16,111 boys. 91% of students with disabilities attend mainstream education, 74% of them in mainstream state schools.[[5]](#footnote-5)

52% of schools report not having any children with disabilities; of these 48% reject admissions of students with disabilities and 52% expressed a willingness to accept them. During the 2011-2012 academic year 4,578 students were enrolled in special education schools.[[6]](#footnote-6)

64% of schools do not have support staff and 59% do not have specific methodological strategies or teaching resources tailored to students with disabilities and their learning process.

Regarding their inclusion in decent employment, persons with disabilities do not have access to quality work. In the Dominican Republic, 64% of persons with disabilities do not have access to a decent job, compared with 52.5% of persons without disabilities. Persons with disabilities in the poorest quintile experience greater obstacles to completing their studies (36.6%) and to accessing paid work opportunities (48.2%), which are lower for persons with disabilities in the wealthiest quintile (25.5% and 36.4% respectively). There are several causes underpinning this reality, including the lack of adequate job training, and poor articulation between capacity building programs for PWD and private and public enterprises. There are also challenges in national training systems to develop technical and vocational programs that are more inclusive, through an incorporation of technology and other tools to increase people’s job opportunities. In this context, persons with disabilities face serious difficulties to lead independent and successful lives.

One of the main limiting factors faced by persons with disability is their low level of participation in the labour market, despite the fact that most of them are in an economically productive age group. They are therefore excluded from the country’s economic production. Their exclusion from the formal labour market means that many people with disabilities enter the informal market or are forced to resort to begging.[[7]](#footnote-7)

Meanwhile, the Law on Disability in the Dominican Republic (Law 5-13) establishes that within three years from its enactment, five percent (5%) of people working in public entities should have some kind of disability, while in the private sector the target quota is two percent (2%). Nonetheless, the country is still a long way away from meeting this legal requirement whose aim is to achieve open, inclusive, accessible working environments, which enable people with disabilities to compete and take part on an equal basis with other people.

A series of development and policy-related issues are yet to be addressed. These are closely linked to the Convention for the Rights of Persons with Disabilities (CRPD) recommendations that the country must address in order to ensure the inclusion of persons with disabilities throughout their lifetimes. The State authorities are being urged to introduce inclusive and quality education and increase access to employment opportunities.

Although great progress has been achieved in the legal framework to promote full social inclusion for persons with disabilities, there is an important capacity gap in terms of development of policies and programs that will ensure effective compliance with current laws and regulations. The country signed the Convention on the Rights of Persons with Disabilities (CRPD) and its protocol in 2006, and ratified it in 2008. Law 1-12, the National Development Strategy to 2030, in which the country takes on commitments in all sectors (education, health, social protection and labour) to improve living conditions and eliminate the obstacles to the inclusion of persons with disabilities was enacted in 2010. This was followed by the enactment in 2013 of Law 5-13, which guarantees equal rights and parity of opportunities for all persons with disabilities. Regulations for this law were enacted in 2016. As a way of supporting the fulfilment of the national and international commitments that the country has taken on, the implementation of a National Roadmap for the Prevention, Detection and Integrated Care for Children with Disabilities began in 2017, with the involvement of the National Disability Council (CONADIS in Spanish), the Ministries of Health, Education, the Presidency and the National Institute for Integrated Care in Early Childhood and the Integral Disability Centre (CAID in Spanish).

The United Nations funds, programmes and agencies involved in the formulation of the project will work with governmental bodies and organizations, such as CONADIS, the Ministry of Education, the Ministry of Labour and civil society organizations working with persons with disabilities. These organizations will help strengthen the rules and public policies that provide educational and employment opportunities to persons with disabilities, while improving the specialized studies that focus on this population.

This project will contribute to fulfilling the Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDG) recommendations, as well as Law 5-13 on disability in the Dominican Republic, and the 2018-2022 UNDAF (United Nations Development Assistance Framework) outcomes linked to the persons with disabilities identified in the National Development Strategy, the Government Plan, the 2030 Programme and the National Roadmap for Disability.

**Initiatives in the process of implementation**

The United Nations Development Program in the Dominican Republic (UNDP DR) is strongly committed to promoting policies and strategies for improving inclusion rates of people with disabilities. The premise of not leaving anyone behind is an essential principle of our country programme and of our work. In this context, and through our programme work, our office has a very good track record of working towards the recognition and fulfilment of the rights of vulnerable groups in the country, with a special focus on people with disabilities.

Over a period of more than three years, we have worked jointly with public institutions and civil society organisations that represent the interests of people with disabilities. This work has helped us raise awareness, design policies and implement measures that address the interests of these sectors, by developing more inclusive strategies.

Some specific measures supported by the UNDP in the area of disability are outlined below:

**2017**:

* Organisation of a discussion group on Workplace Inclusion at the Young Entrepreneurs Association (ANJE).
* Capacity building in accountability, advocacy and project development for human rights organisations that work against ethnic and racial discrimination, discrimination on the grounds of disability, gender, sexual orientation and gender identity in the country through a Diploma Course in Accountability, advocacy, and public policy projects against discrimination jointly organised with the FUNCEJI Organisation and the Canadian Embassy.

**2018:**

* UNDP DR supported the coordination of a technical training course for policy and planning staff at CONADIS on the implementation of Agenda 2030, the Rapid Integrated Assessment (RIA), Combinations of SDGs, SDGs / Disability Indicators and the national structure for following up on Agenda 2030 (High-Level Inter-institutional Commission for Sustainable Development – Sustainable Development Commission) together with the Resident Coordinator’s Office (RCO), the National Statistics Office and the Sustainable Development Commission.
* It also supports the National Disability Council in the two editions of the ‘DR Includes’ certification *(Sello RD incluye).* This initiative is aimed at promoting and recognising good practice by public and private institutions geared at promoting the full inclusion of people with disabilities. This initiative seeks to continue promoting the application of the national and international regulatory framework on the rights of people with disabilities. Thanks to this initiative we have achieved replicability of a series of recognised good practices and created incentives for new institutions that wish to participate and become more inclusive. We have implemented two rounds of this certification process (2017 and 2018). In last year’s process, 26 public and private institutions were recognised.

Meanwhile, UNICEF is prioritising its ongoing support for the Ministry of Education by strengthening educational policies, promoting a national educational system where all children and adolescents can access, learn and complete their schooling, especially the most excluded groups, including people with disabilities. In recent years UNICEF has provided a range of financial and technical support to MINERD, such as: strengthening and expansion of Resource Centres for Attention to Diversity (CAD in Spanish) creating technical skills in multidisciplinary teams that guide and support teachers in mainstream schools to ensure educational inclusion of children with disabilities, starting with 3 CADs in 2006 and growing to 11 in 2016. In 2014-2015, as part of the process of updating the educational curriculum at all levels, General Guidance notes for Attention to Diversity were drawn up as manual designed for teachers with pedagogical guidance for classroom work with children with cognitive challenges. These manuals were used for training 100 MINERD specialist staff to act as multipliers at national level to extend this guidance to the teachers that they support in their educational districts. Also, since 2014, UNICEF has been supporting a range of government institutions in the preparation of a National Roadmap for Diagnosis and Comprehensive Care for Children with Disabilities. This roadmap is currently being revised by the Executive Branch with a view to enacting a decree that will make its implementation compulsory across all sectors.

PAHO/WHO has a regional disability programme supported by the World Disability and Rehabilitation Programme. Their work is supported by regulations and guidelines issued by WHO and the Convention on the rights of people with disabilities, which establishes that the state must guarantee people with disabilities have access to appropriate health services, without any discrimination in health services provision (articles 26 and 26). PAHO/WHO actively supports the application of the United Nations Convention by: preparing regulatory instruments, public policies including a global action plan to improve medical care and rehabilitation services, promoting the application of the Convention on the rights of people with disabilities, helping the states to incorporate medical care and rehabilitation services in general primary health care, supporting the design of community-based rehabilitation programmes, improving specialised rehabilitation centres and their links with community-based rehabilitation and promoting strategies for people with disabilities and for professionals to support and protect the rights and dignity of PWD.

At a national level, PAHO/WHO is jointly developing the Independent Living programme with CONADIS, initially aimed at people with motor disabilities and wheelchair users. The programme’s impact (more than 300 people trained) has motivated other disability-related institutions with the aim of strengthening the project in all its different approaches. The Independent Living programme creates tools that enables people with disabilities to lead a full life without any help (or with reduced support) from their relatives and caregivers.

**1.2 Proposal development process**

The technical proposal was developed over a two-year period of consultations and multi-lateral dialogue between the United Nations System agencies, Disabled People’s Organizations (DPOs), the governmental body overseeing the implementation of policies on disability and other related institutions. These spaces allowed for the participating UN agencies to define the main obstacles faced by persons with disabilities and the underlying factors for these barriers, as well as to identify the focus for the different components and interventions, taking into account their sustainability and scale-up potential.

A workshop was held to review the draft proposal and its related theory of change. Four organizations representing persons with disabilities were part of this workshop, including the Dominican Association of Disability (ADR in Spanish), the Ibero-American Network of Persons Living with Physical Disability in the Dominican Republic (La Red), the Association of Persons with Physical and Motor Disabilities (ASODIFIMO in Spanish), the Circle of Women with Disabilities (CIMUDIS in Spanish) and the National Federation of Persons with Disabilities (FENADID in Spanish), as well as CONADIS , the Ministry of Health, the National Health Service, the Ministry of Labour, the Ministry of Education (MINERD) and the National Technical-Vocational Training Institute (INFOTEP in Spanish). Inputs from participants were critical to get the project’s theory of change right and to ensure the right focus for the proposed interventions. CIMUDIS led the consultations and workshops to review the proposal, and will also be an active member of the monitoring and evaluation committee that will guarantee gender mainstreaming in the project.

**Project approach**

**2.1 Focus of the project – “What is the project about?”**

The project will contribute to create capacity to build a disability inclusive development model in the Dominican Republic. Over two years, the project will contribute to develop the capacity of national government and civil society to ensure that persons with disabilities in the Dominican Republic will improve their *access to education, employment and social participation opportunities that help persons with disabilities lead independent lives* by 2020. Interventions will focus on poor persons with disabilities in excluded rural and marginal urban areas (Greater Santo Domingo and the Southern and Border regions), using a gender mainstreaming approach. The entry point for this project is to leverage change through capacity building for the government and DPOs in the three components. While the country features an inclusive legal framework, including plans that promote inclusion for persons with disabilities in the spheres of education, employment and participation, access to services and social inclusion show significant gaps for persons with disabilities.

There is a lack of data regarding the vulnerability of women and girls with disabilities in the Dominican Republic, which renders the task of designing specific gender-sensitive activities difficult. However, regionally-specific reports can help us presume that certain forms of discrimination against women and girls with disbailities are common in Caribbean countries. However useful this information might be, it is essential to gather qualitative and quantitative data about the barriers that women and girls with disbailities face in the country.

The leverage for change through capacity building will impact the following elements (and associated rights):

* Inclusive education: access to learning and the retention rates for children with disabilities in regular public primary schools by building the capacities of the Ministry of Education,
* Access to decent work and employment: access to technical-vocational training services and employment opportunities for persons with disabilities, by strengthening policies with the Ministry of Labour and DPOs.
* Social participation: ability of persons with disabilities to take a proactive role in their personal development and social involvement.

**2.2 Theory of change of the intervention – “How will the project produce positive change?”**

Disability-inclusive models in the Dominican Republic have advanced through new legal frameworks and specific initiatives, but progress still needs to be made in terms of capacities and operationalisation of such frameworks. Persons with disabilities are still not granted equal access to education, health care services, work and employment, and social protection, among others. The project aims to build national capacities to improve social inclusion of persons with disabilities in the areas of *education, employment and participation*. The participating agency will support the government and DPOs to improve access to **inclusive and quality primary education**, **vocational-technical training**, **decent employment**, **disability assessment** and **independent living programmes**.

The independent living programme provides tools to people with disabilities according to the type of disability they present. It is a training strategy that aims to accomplish the empowerment of people with disabilities on their rights and opportunities, facilitates interactions that creates communities and social groups that would help them to have an inclusive live according to their goals and needs. This strategy has been assumed by the government (CONADIS) as a way of helping PWD to have a social rehabilitation that directly impacts their mental health, their willingness to interact in their communities and their educational and work development.

This strategy includes basic orientation on how to use technical aids, sexual and reproductive health orientation, how to address access barriers, leadership and social development of people with disabilities and orientations regarding how to improve their professional profile. This articulates with the education and employment offer that would be address on the inclusive and quality education and the **Decent and inclusive employment components.** <https://www.youtube.com/watch?v=Kmz5WKsBEOc>

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| **Change leverage** | **Description of the rights to be promoted** |
| **Capacity building** | - *Promotion of the right to an* ***Inclusive and Quality Education***:   * Support for the Ministry of Education to improve its inclusive education policy; * Design and open a national resource centre producing accessible educational materials and training for specialists and teachers to increase access and learning for children with disabilities.   - *Promotion of the right to* ***Decent and Inclusive Employment****:*   * Support for bringing the Accessible Employment Manual in line with the regulations of Law 5-13; * Work will be carried out with the Ministry of Labour and the private sector, as well as with DPOs; * Information will be produced about the universal accessibility gaps and improvement for technical and vocational training.   - *Promotion of the right to* ***Social Participation***:   * Support for the implementation of the system for assessing the level of disability; * DPOs, the CONADIS, the Ministry of Health and National Health Service will promote the development of persons with disabilities. |

The project will work to leverage changes in cultural values and partnerships to encourage the success of the implementation strategy and overcome obstacles related to traditional values and the fragmentation of the sector.

The existing legislation favours accessibility in education, in the workplace and social participation of persons with disabilities. However, low capacity levels in the institutions responsible for implementing these laws result in barriers to ensure that people with disabilities are fully included in these spheres. In order to address this issue, the logic of the theory of change is as follows:

* If the Ministry of Education districts and Diversity Support Centres (CAD) acquire the capacity to guide and support teachers, access and retention levels in regular public primary schools will increase and inclusive and quality education will be provided to children with disabilities.
* If INFOTEP offers technical-vocational training that is accessible to persons with disabilities and the Ministry of Labour brings the regulations in line with Law 05-13, access will be increased to decent employment with a gender-sensitive approach.
* If CONADIS and the Government adopt the system for assessing functioning and disability and implement actions that promote independent living of PWD social inclusion will be promoted.

Greater Santo Domingo and the Southern and Border regions have been prioritised for this project. These areas contain pockets of poverty and a large migrant population, resulting in human development levels below the national average. Policy work will cover all forms of disability and some specific interventions will be carried out with persons with motor and visual disabilities.

The project prioritises the most vulnerable and excluded population groups, with an emphasis on girls and women and the migrant population, as summarized in the table below. Despite the fact that the project has prioritised certain territories and groups, interventions will be targeted at building capacities in the government and DPOs for sustainability and scale-up to other groups.

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| **Components** | **Total Beneficiaries** | **Ages** | **Location** |
| **Inclusive and quality education** | - **Direct:**  - 100 Specialists from the National Resource Centre and the Ministry of Education headquarters  - 300 teachers  - 50 schools (5,000 children)  - 1,000 children with disabilities  - 2,000 families  The outputs of the projects will have a gradual impact on the other teachers, as it is public policy. | 6 6 to 15 years | Schools in:  - Greater Santo Domingo  - San Juan  - Barahona |
| **Decent and inclusive employment** | - Partnerships with 10 private companies and 10 public entities for the implementation of the accessible employment manual.  - 70% INFOTEP COS (Training Centres) will have universal access plans.  - 25 Ministry of Labour officials and five DPOs will take part in the elaboration and implementation of the employment guide.  - 5 DPOs (including organizations for women with disabilities) will influence the public and private sectors on the issue of inclusive employment. | 18 to 40 years | Santo Domingo |
| **Social Participation** | - Partnerships with 10 public institutions and 5 DPOs and public entities.    - 450 men and women with motor, intellectual and visual disabilities.  - 20 specialists from the Care Centre for Children with Disabilities.  - 60 people from several key institutions. | 14 to 40 years | - San Juan  - Santo Domingo  - Barahona |

theory of change diagram described below


**Theory of Change Diagram**

**Breakdown of the theory of change:**

**OUTCOME 1: By 2020 the MINERD districts and Disability Care Centres have the capacity to guide and support teachers, ensuring that they offer an inclusive and quality education for children with disabilities in regular public primary schools.**

**Output 1.1** The Ministry of Education’s National Resource Centre for Educational Inclusion of children and adolescents with disabilities is designed and up and running, with accessible learning methodologies, teaching materials, books and teacher training models.

**Activities:**

* + 1. International technical support for the design of the national resource centre for educational inclusion of children and adolescents with disabilities in mainstream schools (Resource Centre).
    2. Design of an Operational Plan for ensuring the resource centre runs effectively.
    3. Design of an inclusive educational materials kit for disability (except sensory disability) prioritising intellectual disability.
    4. Production of video-books with inclusive stories and other teaching materials linked to developing the skills set out in the curriculum.

**Output 1.2** MINERD technical teams have the capacities needed for providing support in mainstream schools to guarantee full participation and learning for children and adolescents with disabilities

**Activities:**

* + 1. Drawing up a teacher training plan
    2. Training for MINERD specialist multipliers who will train teachers
    3. Teacher training in priority areas.

**Output 1.3** The educational community is made aware of inclusion and participation for children and adolescents with disabilities in mainstream schools.

**Activities:**

* + 1. National technical support for the design of communication materials for development, which raise awareness of the national educational community about the rights of children and adolescents with disabilities and explain the implications of their educational inclusion.
    2. Workshops in 10 priority schools using the communications materials to promote changes in attitudes, perceptions and discriminatory practices towards students with disabilities.

**Shared output for all agencies: Academia and national experts acquire knowledge and awareness of educational and professional-technical inclusion for students with disabilities.**

* 1. Support the international seminar on Educational and technical-professional inclusion organised by the ONCE Foundation for Latin America in 2020 and NGOs in the country with experts and experience.
  2. Strategic academic meeting for Agenda 2030, including INFOTEP.
  3. Meetings with the Ministers of Education, Labour, Higher Education, Presidency or the commissions responsible for the technical professional education qualification framework.
  4. Organise two cycles of awareness-raising training with national universities on education, work and the development of individuals with disabilities.

**OUTCOME 2: By 2020 INFOTEP offers technical-professional training accessible to PWD and the Ministry of Labour is aligned with regulations of Law 05-13 to improve access to decent jobs with a gender approach**

**Outputs:**

**Output 2.1:** INFOTEP’s technical-professional training offer is revised and adapted to respond to the training needs of people with disabilities.

**Activities:**

* + 1. Mapping of gaps in universal access and improvement of INFOTEP’s technical-professional training;
    2. Providing teacher training spaces to encourage reflection about the concept of attention to diversity for students with disabilities with the aim of overcoming the obstacles to successful educational careers.

**Output 2.2:** The Ministry of Labour’s accessible employment manual is in line with the regulations of Law 05-13.

**Activities:**

* + 1. Develop Training Toolkits for Employment by the Ministry of Labour
    2. Implementation of Ministry of Labour’s accessible employment manual in line with the regulations of Law 05-13.

**Output 2.3:** Strategic alliances formed with the public and private sector for promoting workplace inclusion for people with disabilities.

**Activities:**

* + 1. Preparation of a joint strategy with the Public Administration Ministry for promoting affirmative actions
    2. Advocacy with public and private sector about persons with disabilities’ right to decent employment with a gender-based approach involving all DPOs in the campaign

**Shared output for all agencies: Academia and national experts acquire knowledge and awareness of educational and professional-technical inclusion for students with disabilities.**

* + 1. Support the international seminar on Educational and technical-professional inclusion organised by the ONCE Foundation for Latin America in 2020 and NGOs in the country with experts and experience.
    2. Strategic academic meeting for Agenda 2030, including INFOTEP.
    3. Meetings with the Ministers of Education, Labour, Higher Education, Presidency or commissions responsible for the technical professional education qualification framework.
    4. Organise two cycles of awareness-raising training with national universities on education, work and the development of individuals with disabilities.

**OUTCOME 3: By 2020 PWD have enhanced capacities for active participation in the community.**

**Outputs:**

**Output 3.1:** The government and PWD have developed a joint strategy to reduce discrimination against women with disabilities.

**Activities:**

* + 1. Promote advocacy actions that directly improve the involvement of health authorities and other key partners in the development of people with disabilities.
    2. Advocacy with the public and private sector about women with disabilities right to sexual and reproductive health access and education.
    3. Preparation of a joint strategy with the Ministry of Health and Education to promote actions that create awareness towards women with disabilities right to health and education.

**Output 3.2:** National programme for the social development of PWD with a focus on community participation and gender equity implemented.

**Activities:**

* + 1. Design and implement an individual development program for people with disabilities based on the philosophy of independent living, including a gender-based approach.
    2. Create incentive to promote community participation and the integration of people with disabilities within the social circle.
    3. Develop partnerships with education institutions in order to provide technical training opportunities for the participants of the independent living program.

**Output 3.3:** By 2020, a national disability assessment system is created and validated.

**Activities:**

* + 1. Develop workshops to validate a proposal for the disability assessment system with key institutions and in conjunction with OPD.

**Shared output for all agencies: Academia and national experts acquire knowledge and awareness of educational and professional-technical inclusion for students with disabilities.**

* + 1. Support the international seminar on Educational and technical-professional inclusion organised by the ONCE Foundation for Latin America in 2020 and NGOs in the country with experts and experience.
    2. Strategic academic meeting for Agenda 2030, including INFOTEP.
    3. Meetings with the Ministers of Education, Labour, Higher Education, Presidency or commissions responsible for the technical professional education qualification framework.
    4. Organise two cycles of awareness-raising training with national universities on education, work and the development of individuals with disabilities.

**2.3 Other programmatic considerations**

**Table 1.**

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| 1. ***Mix of targeting and mainstreaming***   *How will the proposed project mix targeting and mainstreaming strategies in order to generate structural transformation?* |
| The Project will promote organisational and oversight capacities for groups of persons with disabilities, so that they may contribute to meeting their set objectives and continue working to guarantee their rights. There will also be a focus on strengthening relevant public policies for the social inclusion of persons with disabilities in the areas of education, employment and social participation. One of the areas of added value in this project is the creation of spaces for dialogue and coordination between the government and DPOs with a view to establishing partnerships. |
| 1. ***Scalability and Sustainability***   *How does the project intend to create the conditions for the long-term sustainability of the project results?*  *How will the project create the conditions for scalability of results and successful approaches tested through project activities?* |
| This project aims to strengthen governments capacity to respond to the different issues addressed in the project’s components, however, future intervention might be done in specific geographical regions of the country according to national priorities. |
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| All project actions were designed purposely to be implemented by national institutions with the support of UN agencies. There will be a strong focus on policy, government and civil society capacity development to ensure ownership and sustainability of results, including resource allocation and use of tools and laws developed or influenced by the project. All partnerships brokered by the project will foster coordination across government sectors, DPOs and the UN System. It is expected that the project will be a catalyst to launch specific efforts regarding the disability targets of the 2030 Agenda, as well as the implementation of CRPD committee recommendations and UNDAF outcomes.  The Dominican Republic is committed, through the regulatory frameworks and a range of governmental plans (Development Strategy, Educational Pact, Presidential Goals to 2020, MINERD Strategic Plan 2017-2020), to supporting the vulnerable population, specifically students with disabilities, and to ensuring, as established by the Convention on People with Disabilities, their right to a quality, inclusive education.  As part of this commitment, the Ministry of Education, since 2002, has the Olga Estrella National Visual Disability Resource Centre, which designs, transcribes and prints materials in Braille (as well as other resources for students with impaired vision) to guarantee public accessibility to curricular contents.  This model for supporting the visually impaired population has proved effective in guaranteeing that students with disability can carry out their studies at the country’s public and private schools. Given this situation, in its 2017-2020 Strategic Plan the Ministry of Education agreed to extend the services offered at this centre to other disabilities.  In the framework of this project, with UNICEF’s support, the Ministry of Education will extend the Olga Estrella National Visual Disability Resource Centre and convert it into a National Centre for Educational Inclusion of children and adolescents with disabilities, with an initial emphasis on the extension of services to the population with intellectual disabilities, as it is one of the most excluded groups. In order to achieve this, the MINERD technical team in the country needs to be strengthened in specific response tools.  At present, MINERD has been assigned funds for modifying the infrastructure, paying human resources and the possibility of inserting this extension of services into new legislation (Departmental Order) to ensure its sustainability.  As well as government funding, the Centre will continue to receive technical and financial support from FOAL for educational inclusion for visually disabled students. Under this care model, 500 children and adolescents with visual disabilities are currently receiving inclusive education, with appropriate teaching resources and support from itinerant teachers who support their teachers. The teaching staff in the resource centre is made up of 42 itinerant teachers and 27 who are based at the centre, as well as the administrative staff.  The sustainability of the proposal made with a view to developing the disability assessment system and the design of individual development programmes based on the independent living philosophy is supported by the involvement of key actors and the institutionalisation of the project within the national programmes. CONADIS has already incorporated these programmes as part of its contributions to vulnerable populations, which with the help of this project will become strengthened when the other disabilities are tackled. Likewise, the development of a disability assessment system is an output that CONADIS proposed two years ago and which PAHO/WHO made a commitment to supporting. |

**Table 1.1**

**Risk Management Strategy**

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| ***Type of risk\****  ***(contextual***  ***programmatic, institutional)*** | ***Risk*** | ***Likelihood (L, M, H)*** | ***Impact on result*** | ***Mitigation strategies*** | ***Risk treatment owners*** |
| *Programmatic* | Mainstream schools oppose the provision of inclusive educational services to children with disabilities | M | Reduced number of children who access quality and inclusive education | Advocacy to reduce stigma and discrimination, with an emphasis on schools that exhibit greatest opposition to educational inclusion. | School principals and teachers, families of children without disabilities |
| *Programmatic* | The Ministry of Education does not deliver on school infrastructure adaptation for accessibility. | M | Reduced number of children fully participate in school due to physical barriers | Political influencing/advocacy | Ministry of Education |
| *Programmatic* | Employers do not adopt the Ministry of Labour’s accessible employment manual for hiring staff. | M | Partial achievement of objective regarding implementation of accessible employment manual | Political influencing/advocacy  Social surveillance | Ministry of Labour and private sector  DPOs |
| *Programmatic* | Physical access barriers remain in public spaces. | M | Social participation of PWD is hampered | Political influencing/advocacy | CONADIS  Ministry of Public Works |
| *Programmatic* | Government institutions oppose the adoption of the disability assessment and functioning system. | M | A reduction in the opportunities for social inclusion of PWD | Political influencing/advocacy  Technical assistance | CONADIS and public bodies |
| *Contextual* | Occurrence of natural disaster events in the country | M | Temporary delays in implementation of project activities | Notify UNPRPD and make reasonable adjustments to the implementation cycle | PAHO/WHO, UNDP, UNICEF |

\* Please specify here the type of risk and refer to the following definitions:

Contextual: risk of state failure, return to conflict, development failure, humanitarian crisis; factors over which external actors have limited control.

Programmatic: risk of failure to achieve the aims and objectives; risk of causing harm through engagements.

Institutional: risk to the donor agency, security, fiduciary failure, reputational loss, domestic political damage etc.

**2.4 Result chain of the intervention**

**Table 2. Expected impact**

|  |
| --- |
| **Impact:**  What rights will be advanced? For whom? |
| Impact: By 2020 PWD in the Dominican Republic have improved their access to quality education, decent work opportunities and social participation throughout their life cycle.  Based on all focus areas to be addressed in the project (quality and inclusive education, decent employment and social participation) the following rights will be addressed: The right to respect physical and mental integrity, the right to live in the community, the right to education, the right to health, the right to work, the right to an adequate standard of living and the right to participate in cultural life (see others). |

**Table 3. Expected outcomes (there will be as many such tables as the outcomes envisaged by the project)**

|  |  |
| --- | --- |
| **Outcome 1**  What structural shifts will be achieved? |  |
| **Outcome formulation** | **Type of lever\*** |
| 1. MINERD districts and Disability Resource Centres for the Attention to Diversity CADs have the capacity to guide and support teachers, ensuring that they offer an inclusive and quality education for children with disabilities in regular public primary schools. | - LEG: Legislation and policy  - CAP: Capacity of key actors (duty bearers or right holders) |
| **Outputs**  What project deliverables will contribute to the achievement of the outcome? |  |
| **Output formulation** | **Type \*\***  (Only for capacity outcomes) |
| 1.1 National Resources Centre for Educational Inclusion of children and adolescents is designed and functioning. | CAP: Capacity of key actors (duty bearers or right holders) |
| 1.2 MINERD technical teams are trained on inclusive quality education | CAP: Capacity of key actors (duty bearers or right holders) |
| 1.3 Communication and advocacy strategy designed and implemented to increase awareness on inclusive education. | CUL: Cultural norms, beliefs, attitudes and values |
| 1.4 Organization of knowledge and awareness exchange activities addressed to national academia and experts | CAP: Capacity of key actors (duty bearers or right holders)  - PAR: Partnership |

|  |  |
| --- | --- |
| **Outcome 2**  What structural shifts will be achieved? |  |
| **Outcome formulation** | **Type of lever\*** |
| 2. Increased capacity of INFOTEP and Ministry of Labour to provide inclusive trainings and adapt regulations to National law to improve access to decent jobs. | -- KAP: Capacity of key actors |
| **Outputs**  What project deliverables will contribute to the achievement of the outcome? |  |
| **Output Formulation** | **Type \*\***  (Only for capacity outcomes) |
| 2.1 Revision and adaptation of INFOTEP’s technical-professional training offer | - KNO: Knowledge  - HUM: Human Resources  - ACC: Access  - TOO: Tool |
| 2.2. Produced Ministry of Labour accessible employment manual in line with the regulations of Law 05-13. | CAP: Capacity of key actors (duty bearers or right holders)  - PAR: Partnership  - TOO: Tool |
| 2.3 Strategic alliances formed with the private and public sector have been created for promoting workplace inclusion of people with disabilities. | - PAR: Partnership |

|  |  |
| --- | --- |
| **Outcome 3**  What structural shifts will be achieved? |  |
| **Outcome formulation** | **Type of lever\*** |
| ~~.~~  Government capacity to support persons with disabilities’ participation and inclusion in the community and all aspects of society. | *- KAP: Capacity of key actors* |
| **Outputs**  What project deliverables will contribute to the achievement of the outcome? |  |
| **Output Formulation** | **Type \*\***  (Only for capacity outcomes) |
| 3.1 The government and PWD have developed a joint strategy to reduce discrimination against women with disabilities. | - CUL: Cultural norms, beliefs, attitudes and values  - PAR: Partnership  - KNO: Knowledge  - ACC: Access |
| 3.2 National programme for the social development of PWD with a focus on community participation and gender equality implemented. | - KNO: Knowledge  - ACC: Access |
| * 1. By 2020, a national disability assessment system is created and validated. | - KNO: Knowledge  - ACC: Access |

*In defining the above, please refer to the following definitions based on the UNDG Harmonized RBM Terminology.*

***Impact:*** *Positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types.*

***Outcome:*** *The intended or achieved short-term and medium-term effects of an intervention’s outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact.*

***Outputs:*** *The products and services which result from the completion of activities within a development intervention.*

*When articulating the result chain, the following should be noted with reference to the level of control the project can have over the envisaged short, medium and long term results of the planned intervention.*

***Outputs*** *are elements within the direct sphere of influence of the organizations implementing the project. Implementing partners are therefore directly accountable for this component of the result chain.*

***Outcomes*** *are higher-level structural shifts, which are not fully within the control of the project. For this reason, projects cannot be directly accountable for outcome-level transformation, although it is expected that successful projects will be able to demonstrate high rates of outcome-level achievement.*

***Impact*** *- as a significant change in conditions of life - is not intended to be achieved solely by the project and in most cases will not be fully observable within the project implementation time span. However, within an appropriate timeframe it should be possible for the project to show a plausible link between the outputs delivered, the outcomes facilitated and relevant improvements in conditions of life.*

**\*** Please specify here the type of lever of change to which each proposed outcome corresponds. With reference to Table 1, page 33 of the SOF, for each outcome select one of the following options:

- LEG: Legislation and policy

- CUL: Cultural norms, beliefs, attitudes and values

- PAR: Partnership

- CAP: Capacity of key actors (duty bearers or right holders)

**\*\*** For capacity-related (CAP) outcomes only: please specify here the type of capacity driver to which each proposed output corresponds. With reference to Technical Note Section 2.1, for each output select one of the following options:

- KNO:Knowledge

- ACC: Access

- HUM: Human Resources

- FIN: Financial resources

-TOO: Tool

-PRO: Procedures

-NET: Networks

-ACC: Access

-ACV: Accountability Venues

# **Elements of project design**

*Equality between men and women*

The country has sex-disaggregated information from a range of sources but a socio-economic and socio-demographic classification of girls and women with disability is required, based on sources of statistical information and crosschecking the variables. This classification will enable participating UN organizations to address the problems of inequality between men and women in the country and improve the design of the project interventions. Therefore, the project will carry out a study to obtain disaggregated information on the social and economic context of women and girls with disabilities in the Dominican Republic.

Besides that, activities specifically linked to the objective of closing gender inequality gaps will be included across all the project components. In inclusive and quality education: children with disabilities are more likely to suffer abuse, violence and discrimination, and girls are even more vulnerable; for this reason, awareness raising activities will be carried out at schools for protection and reducing stigmas and discrimination with an emphasis on girls with disabilities. In social participation: themes linked to sexual and reproductive health will be included in the individual independent living development programme. In decent and inclusive employment: awareness raising activities/sensitization work will be carried out targeting public and private sectors for access to decent employment for persons with disabilities, with a gender-based approach.

*Full and effective participation of persons with disabilities*

DPOs have been involved in the design of the project proposal together with the government and the UN System. They will also form part of the monitoring and evaluation committee throughout the whole project, while implementing specific activities. Heterogeneous criteria have been used for groups made up of persons with disabilities, and DPOs working specifically to advance the rights of women and girls with disabilities will have a key role in implementing, monitoring and evaluating the project.

As achieving equal opportunities is the main purpose of the project, non-discrimination - both indirect and direct - will be one of the key concepts that will be addressed throughout the project cycle. All project components will guarantee the equal access to opportunities, while taking into consideration that not all people will have the same starting point.

Inclusive development will be implemented using a two-tier approach taking into account the mainstreaming of common strategies to eliminate the obstacles that lead to exclusion, while also implementing specific actions for persons with disabilities.

*Accessibility*

During all project phases (design, implementation, monitoring and evaluation), persons with disabilities are expected to play a key role. The project includes holding consultations with the disabled population to obtain first-hand information on their needs and points of view about the problems that the project seeks to tackle. During the initial phase people with disabilities will take an active part in validating the design of the initiative and in the development of its Monitoring and Evaluation strategy. The project will increase access for DPOs that participate in all project activities, including accessible physical environment, transport, information and communications, including information technology systems and other services and facilities that are open to the public or used by the public. The project will also ensure that all project activities are coordinated taking into account the care work performed by women with disabilities

# **Partnership-building potential**

A consultative process took place to develop this project proposal with government institutions, Disabled People’s Organizations (DPOs), and organizations supporting persons with disabilities. These organizations will be part of a project monitoring committee that will help involve government institutions and DPOs.

The institutions below have been consulted individually and through joint workshops to develop the proposal:

**Government institutions**

• National Disability Council (CONADIS)

• Ministry of Education (Directorate of Special Education and Diversity Support Centres (CAD), Regional and district directions

• Ministry of Labour (Disability Division and of the Equal Opportunities and Non-Discrimination Directorate)

• National Technical-Vocational Training Institute (INFOTEP)

• Ministry of Health (governing body for the health sector)

• Integrated Disability Centre (CAID)

• ONCE for Latin America and the Caribbean. (FOAL)

**Organizations supporting persons with disabilities**

• Dominican Disability Association (ADR)

**Disabled People’s Organizations (DPOs)**

• The Ibero-American Network of Persons Living with Physical Disability in the Dominican Republic (La Red) is composed of the following organizations: Association of Persons with Physical and Motor Disabilities (ASODIFIMO), Circle of Women with Disabilities (CIMUDIS) and the National Federation of Persons with Disabilities (FENADID).

# **Long-term UN engagement in the area of disability**

The United Nations System seeks to promote a Human Rights approach in its programmes by advocating for improving living conditions for persons with disabilities, in the components of the Participating UN organizations. The UNDAF includes indicators that promote strengthening of public institutions to ensure sustainable development and a rights-based approach without discrimination against persons with disabilities. Each organization involved has mainstreamed inclusion and protection issues for persons with disabilities, as follows:

UNDP’s 2018-2022 proposed Country Programme Document includes areas of work geared at promoting inclusion and access for persons with disabilities, as well as inclusion of strategic partners like CONADIS, the Ministry of Labour, among others.

PAHO/WHO’s strategic plan, under the Health Systems and Services programme category, includes a development plan for people with disabilities with an inclusion and rights-based approach based on the Community-Based Rehabilitation strategy. Likewise, the interventions implemented by the Organizations are conducted as part of the WHO’s current 2014-2021 global action plan on disability.

UNICEF’s 2018–2022 Country Programme aimed at achieving integrated care in early childhood development and inclusive quality education for children with disabilities.

# **Management arrangements**

The governance structure of the joint programme will consist of:

* Steering committee: UN participating organizations, UN Resident Coordinator, Ministry of Education, Ministry of Labour, CONADIS and one representative of civil society. This committee will meet twice a year for approval of the annual work plan and technical and financial reporting.
* Monitoring committee: UN participating organizations, Resident Coordinator Office, all implementing partners and coordination unit of the joint programme. This committee will meet every quarter.

The coordination unit of the joint programme will be located in UNDP premises under the oversight of the Resident Coordinator Office. The coordination unit will ensure coordination of the different components, monitoring of the joint programme in all participatory manner and accountability to the Resident Coordinator Office.

**Table 4. Implementation arrangements**

| **Outcome number** | **UNPRPD Focal Point** | **Implementing agencies** | **Other partners** |
| --- | --- | --- | --- |
| **1.** By 2020 children with disabilities have better access, can learn and stay in school. | UNICEF | Ministry of Education (Directorate of Special Education and Diversity Support Centres (CAD), Regional and district directions and Disabled People’s Organizations | National Disability Council (CONADIS) |
| **2.** By 2020 PWD have increased access to technical-professional training and better work opportunities, taking into account, during the implementation, the labour gap between men and women. | UNDP | Ministry of Labour (Disability Division and of the Equal Opportunities and Non-Discrimination Directorate); National Technical-Vocational Training Institute (INFOTEP), Disabled People’s Organizations (DPOs) and Organizations supporting persons with disabilities | National Disability Council (CONADIS), Ministry for Public Administration and Private Sector |
| **3.** By 2020 PWD have enhanced capacities for active participation in the community. | PAHO/WHO | National Disability Council (CONADIS) and Disabled People’s Organizations | Ministry of Health (governing body for the health sector), National Health Service and Integral Disability Centre (CAID),  Dominican Republic Down’s Syndrome Association, Special Olympics Organization |

# **Knowledge management**

A baseline study will be conducted at the initial stage in order to identify the situation with regards to inclusive and quality education, decent and inclusive employment and social participation of persons with disabilities in the project intervention areas.

Monitoring committee made up by participating UN organizations, DPOs and Governmental Institutions will be set up as part of the project, to provide continuous follow-up on the implementation of the interventions, and to advocate for the achievement of the expected outcomes. Monitoring of the project activities will be achieved through meetings and events with DPOs and the government, as well as field visits. Integrated reports with information on each of the project components will be produced on a regular basis to provide updates on the progress made in the planned activities, which will enable timely adjustments as needed.

Using all these inputs, a systematisation will be carried out when the project comes to an end, highlighting the attained achievements, which will be shared with the DPOs and government, as good practices for the elimination of obstacles and the social inclusion of persons with disabilities.

# **Inception Activities**

The following initial activities will be carried out:

* Presentation of the project to align Ministries and directors of Disabled People’s Organizations (DPOs).
* Project monitoring committee meeting for M&E planning.
* Socio-economic and Socio-demographic classification of women with disabilities.
* Baseline study for each of the components (Education, Employment and Independent Living).
* Workshops with all the project partners for understanding the CRPD (Government, DPOs, Private Sector, Trade Unions,). It would include an expert on CRPD, gender and disability, and employment.

# **Budget**

**Table 5. Project Budget**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Item** | **Unit cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| **Staff and Personnel Costs** | Project Coordinator | 2004 | 24 | 48,106 | 48,106 | - | - |
|  | UNDP Focal Point | 703.916 | 24 | 16,894 | - | 16,894 | - |
|  | PAHO/WHO Focal Point | 375 | 24 | 9,000 | - | 9,000 | - |
|  | UNICEF Focal Point | 1,100 | 24 | 26,400 | - | 26,400 | - |
| **Supplies, commodities and materials** | 50 kits with instruction materials for implementing the inclusive pedagogical method in the classroom | 150 | 50 | 7,500 | 7,500 | - | - |
|  | Visual communication materials | - | - | 6,300 | 6,300 | - | - |
|  | Workshops for following up and ratifying the identification of gaps | 500 | 4 | 2,000 | 2,000 | - | - |
|  | Workshops for following up and ratifying improvements in vocational and technical training | 500 | 4 | 2,000 | 2,000 | - | - |
|  | Workshops for following up and ratifying Ministry of Labour employment training manuals | 500 | 4 | 2,000 | 2,000 | - | - |
|  | Forums for promoting affirmative action for workplace inclusion | 2,500 | 4 | 10,000 | 10,000 | - | - |
|  | Actions for the implementation of the accessible employment manual (inter-ministerial dialogues, meetings, events, publication of the manual, media tour …) | - | - | 11,000 | 11,000 | - | - |
|  | International seminar on Educational and technical-professional | - | - | 10,000 | 10,000 | - | - |
|  | Presentation of the project to ministers and directors of DPOs | 500 | 1 | 500 | 500 | - | - |
|  | Project follow-up committee meeting for planning the monitoring and evaluation | 500 | 1 | 500 | 500 | - | - |
|  | Meetings for understanding the CRPD and the scope of 2030 Agenda in the disability sector | 1,000 | 1 | 1,000 | 1,000 | - | - |
|  | Independent Living Workshops | - | - | 63,000 | 63,000 | - | - |
|  | Workshops for ratification of the assessment system (inter-sectorial participation) | 10,400 | 1 | 10,400 | 10,400 | - | - |
| **Contractual Services** | International technical support for training 11 CADs in the inclusive pedagogical model. | 43,000 | 1 | 43,000 | 43,000 | - | - |
|  | National technical support for designing the methodology with key processes and influencing messages geared at ensuring protection and reducing stigma and discrimination against children with disabilities with a gender-based approach. | 10,000 | 1 | 10,000 | 10,000 | - | - |
|  | Consultancy for the identificationof gaps of universal accessibility | 8,000 | 1 | 8,000 | 8,000 | - | - |
|  | Consultancy for improving technical and vocational training | 8,000 | 1 | 8,000 | 8,000 | - | - |
|  | Consultancy for producing employment training guides for the Ministry of Labour | 10,000 | 1 | 10,000 | 10,000 | - | - |
|  | Consultancy for drawing up a strategy for promoting affirmative action for workplace inclusion in the Ministries of Labour and Public Administration. | 8,000 | 1 | 8,000 | 8,000 | - | - |
|  | Final external project evaluation | 6,000 | 1 | 6,000 | 6,000 | - | - |
|  | Baseline study on inclusive and quality education, decent and inclusive employment and social participation | 4,000 | 1 | 4,000 | 4,000 | - | - |
|  | Socio-economic and social demographic classification of women with disabilities | 4,000 | 1 | 4,000 | 4,000 | - | - |
|  | Reproduction of materials and promotion for the independent living workshops | 4,200 | 1 | 4,200 | 4,200 | - | - |
|  | Technical support: Consultancy for supporting the process of preparation and ratification of the disability assessment system proposal | 2,500 | 1 | 2,500 | 2,500 | - | - |
|  | Technical support for ICF (International Classification of Functioning, Disability and Health) training - 2 Instructors. | 3,000 | 2 | 6,000 | 6,000 | - | - |
| **Equipment vehicles, furniture depreciation** |  | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
| **Travel** | Accessible transport for the Independent Living workshops | - | - | 9,000 | 9,000 | - | - |
|  | […] | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
| **Transfers and grants** | Training in the inclusive pedagogical model for teachers in 30 pilot schools (MINERD) | - | - | 20,000 | 20,000 | - | - |
|  | Workshops and meetings with the school communities to advocate for protection and for reducing the stigma and discrimination against children with disabilities with a gender-based approach with DPOs | - | - | 12,500 | 12,500 | - | - |
|  | Grant for DPOs to conduct influencing work | 35,000 | 1 | 35,000 | 35,000 | - | - |
| **General Operating expenses** | […] | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
|  | […] | […] | […] | […] | […] | […] | […] |
| **Subtotal** | - | - | - | 364,506 | 364,506 | 52,294 | - |
| **Indirect costs (7%)** | - | - | - | 25,515 | 25,515 | - | - |
| **Total** | - | - | - | 390,021 | 390,021 | 52,294 | - |

From the above information please specify the following:

**Table 6. Detailed Costs**

| **Category** | **Activity (please describe)** | **Total cost** |
| --- | --- | --- |
| Inception activities | Presentation of the project to ministers and directors of DPOs | 500 |
|  | Project follow-up committee meeting for planning the monitoring and evaluation | 500 |
|  | Baseline study on inclusive and quality education, decent and inclusive employment and social participation | 4,000 |
|  | Meetings for understanding the CRPD and the scope of the 2030 Agenda in the disability sector | 1,000 |
|  | Socio-economic and Socio-demographic classification of women with disabilities | 4,000 |
| Monitoring and Evaluation[[8]](#footnote-8) Costs | Project follow-up committee meeting for planning the monitoring and evaluation | 500 |
|  | Final external project evaluation | 6,000 |
| Direct impact on empowerment of women and girls with disabilities | Workshops and meetings with the school communities to advocate for protection and for reducing the stigma and discrimination against children with disabilities with a gender-based approach with DPOs | 12,500 |
|  | Training in the inclusive pedagogical model for teachers in 30 pilot schools (MINERD) | 20,000 |
|  | Independent Living Workshops | 63,000 |
|  | Grant for DPOs to conduct influencing work | 35,000 |
| Direct Impact on DPOs’ capacity | Independent Living Workshops | 63,000 |
|  | Grant for DPOs to conduct influencing work | 35,000 |
|  | International technical support for training 11 CADs in the inclusive pedagogical model. | 43,000 |
|  | Consultancy for the identification of gaps of universal accessibility | 8,000 |
|  | Consultancy for drawing up a strategy for promoting affirmative action for workplace inclusion in the Ministries of Labour and Public Administration. | 8,000 |
|  | National technical support for designing the methodology with key processes and influencing messages geared at ensuring protection and reducing stigma and discrimination against children with disabilities with a gender-based approach. | 10,000 |
|  | 50 kits with instruction materials for implementing the inclusive pedagogical method in the classroom | 7,500 |
| Accessibility costs | Accessible transport for the Independent Living workshops | 9,000 |
|  | Reproduction of materials and promotion for the independent living workshops | 4,200 |

*\*Please note that in this budget not all the items from the general budget are included.*

1. ENHOGAR National Household Survey 2013 [↑](#footnote-ref-1)
2. Disability in children and adolescents in the Dominican Republic, UNICEF 2015 [↑](#footnote-ref-2)
3. Disability in children and adolescents in the Dominican Republic, UNICEF 2015 [↑](#footnote-ref-3)
4. ENHOGAR National Household Survey 2013 [↑](#footnote-ref-4)
5. Information gathering about students with signs of disability, MINERD 2013 [↑](#footnote-ref-5)
6. Information gathering about students with signs of disability, MINERD 2013 [↑](#footnote-ref-6)
7. The Rights of Persons with Disabilities in the Dominican Republic. “*Observatory for the implementation of the Convention on the Rights of Persons with Disabilities” (OPcD in Spanish)*, implemented by the Association of People with Physical-Motor Disabilities (ASODIFIMO) in partnership with the Pedro Francisco Bonó Centre and in collaboration with the Circle of Women with Disabilities (CIMUDIS) and the Dominican Foundation for Blind People (FUDCI); with support from the European Union. [↑](#footnote-ref-7)
8. Please include costs for a final external evaluation of the project. [↑](#footnote-ref-8)