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**END OF PROJECT REPORT**

**Title of Project-** Building national capacities for achieving social inclusion of persons with disabilities in the areas of education, employment and participation in the Dominican Republic.

**Name of Country-** Dominican Republic

**Project Duration (From-To):** April 2019-December 2021

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# Introduction

The purpose of this report – which is consistent with the UNDG Standard Progress Report format – is to provide information on the progress made by the project towards the realization of its stated objectives. In keeping with the UN system on-going efforts to strengthen result-orientation, the report should focus on systemic, structural transformation rather than process, highlighting how the different elements of the result chain described in the approved project document contributed to advance the rights of persons with disabilities (PwD) in keeping with the Convention on the Rights of Persons with Disabilities. [[1]](#footnote-2)

Reporting teams are encouraged to attach annexes containing additional relevant information (including assessments, evaluations and studies undertaken or published) and share videos, photographs (high resolution image files) or other multi-media materials illustrating the work and impact of the project. It is recommended, however, that all annexes be clearly referenced, using footnotes or endnotes within the body of the narrative.

Please note the report should be accessible.[[2]](#footnote-3)

# 1. Overall progress

The project seeks to contribute to the development of government and civil society capacities to ensure that people with disabilities in the Dominican Republic improve their access to education, employment, and opportunities for social participation. Therefore, the progress of the project focuses towards achieving the expected impact, focusing on the 4 following areas, the first three are the core impact spheres of the project:

1. **Strengthening, accompaniment and inclusion of organizations of persons with disabilities**

The activities carried out from the project have had the participation of people with disabilities, always ensuring the representativeness of the different types of disabilities and the organizations that represent them, as well as the gender approach has been considered both in the contents and in the participation.

There was a constant openness and support by all agencies towards working with organizations of PwD, from providing advice, sharing calls and funding opportunities, to the support for the activities and actions implemented by each organization. PwD’s organizations were also promoted and encouraged to participate in recruitment opportunities linked to the project. Among the contracts made, it is worth highlighting the technical assistance developed by the Dominican Down Syndrome Association through which a diagnosis was carried out about the situation of people with intellectual disabilities in the country and the guidelines for the development of the Independent Living philosophy.

Regarding the strengthening of the capacities of the organizations, they were promoted and encouraged to participate in the activities carried out by the UN System (UNS), as well as by external entities. As an example, it is worth highlighting the "Convention on the rights of persons with disabilities, the national legal framework and the 2030 Agenda" as instruments to guarantee rights", which was developed as part of the initial activities and included the participation of representatives of more than thirty organizations of people with disabilities, ensuring the representation of the different groups of people with disabilities.

Likewise, strengthening was promoted through direct financing under the following modalities:

* Two small grants to promote inclusive work environments with a gender perspective.
* A letter of agreement in order to increase their capacities to reduce the discrimination suffered by women with disabilities in the field of Sexual and Reproductive Health and violence against women.
* Strengthening and financial support for the activities carried out by Organizations of People with Disabilities.

Finally, together with CONADIS and International Society of Wheelchair Professionals (ISWP), a strengthening program was developed to improve the functioning of the care network, with a view to implementing the disability assessment and certification system, in which PwD and representatives of OPDs will participate.

1. **National capacity building**

The project has contributed to capacity building in the national government to ensure that PwD in the Dominican Republic improve their access to education, employment, and social participation. It was promoted that, in any field of public action, their needs, rights, and demands are considered and recognized nationwide, through the signing of agreements and preparation of work plans with government counterparts (CONADIS, Ministry of Labor and Ministry of Education).

To guarantee improvements in the areas mentioned above, the following aspects were developed:

* Capability building for public servants through training and materials exchange.
* Mainstreaming inclusion in legal and regulatory instruments.
* Construction of educational materials and support tools.
* Technical and financial support for the execution of government plans.
* Increase and reinforcement of partnerships with the private sector.
* Technical and financial advice.
* Improvement of the existing data related to PwD.

It should be noted that the initiatives developed in the project were included with the existing strategies on the Sustainable Development Goals, as well as aligned with the initiatives on disability in order to promote compliance.

1. **Promoting knowledge**

In October 2021, with the lead of the UNS together with the Unique System of Beneficiaries (SIUBEN) the "Study on the situation of PwD based on 2018 SIUBEN data" was published. in conjunction with the. The study offers a characterization of the situation of PwD, based on quantitative and qualitative techniques with which a wealth of up-to-date information is addressed, from the perspective of human rights, integrating, in turn, the gender approach, cycle of life, and aspects of the sustainable human development approach.

The analysis constitutes an opportunity to contribute to the Documentary Production about PwD in the country, from a renewed perspective. Also, in accordance with the mandate of Law 5-13, and other commitments signed by the country in this regard, it can guide the formulation of effective public policies based on evidence in favor of the rights of this vulnerable population. Likewise, the recommendations of the Washington group were incorporated for the first time for the general population, which allows their comparability and subsequent use for the creation of public policies.

Additionally, technical support was provided to CONADIS, in order to expand knowledge in the workplace and address existing gaps, to carry out and disseminate the study "Social and economic consequences of labor exclusion of the PwD in the Dominican Republic." Just as various support tools and key indications were created to promote the labor inclusion PwD in the Dominican Republic.

In the educational field, the necessary support and advice were provided to guarantee the educational inclusion of children and adolescents. With the consequent training of technical staff through support tools. Just as a national study was carried out to identify the training needs of teachers.

To ensure the social protection of PwD, the creation of the Disability Assessment System was supported, with the development of the necessary tools and the training of the personnel involved. In addition, the creation and dissemination of content were promoted to increase awareness and knowledge of the barriers faced by PwD for the full enjoyment of their rights.

**Interagency coordination**

In order to ensure a human rights and life cycle approach throughout the project, various coordination mechanisms were established. Each component of the project is coordinated by the focal point of the United Nations agency, the government counterpart, and the corresponding Organizations of Persons with Disabilities (ODP), thus ensuring constant communication and monitoring of the actions implemented, through meetings or virtual monitoring. In this sense, monthly meetings were carried out with United Nations Agencies (PUNOs) and the UN Resident Coordinator's Office (UNRCO) for progress reporting, and jointly built future actions. In this manner, various agreements have been configured, to coordinate the communication and visibility of, open calls, project actions, and situational context of PwD.

Considering the COVID-19 pandemic emergency response and recovery process, the integration of children, youth and adults with disabilities constituted a priority. In this sense, support and tools were provided within the United Nations System (UNS), and OPDs.

This coordination has ensured the participation and involvement of various actors, increasing the OPDs’ visibility, participation, and engagement in the activities that were carried out by the UNS and the government of the Dominican Republic. These actions have favored the implementation of initiatives that guarantee the participation of PwD. It should be noted that thanks to the experience acquired as a result of the project, the Dominican Republic was selected to implement a pilot phase of a Strategic Global Partnership for Disability Inclusion, through which the UNS will work in three main areas: ICT & Digital Accessibility, Inclusive HR Services, and Physical Accessibility.

# 2.Progress towards impact and specific outcomes

## Table 2. Progress against outcome indicators

*(Add a table for each outcome in the approved project document)*

| **Outcome 1** |
| --- |
| By 2021 the MINERD districts and Disability Care Centers 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.  |
| **Type of Lever:** LEG: Legislation and policy /CAP: Capacity |

### Outcome 1 Indicators

| **Indicator\*** | **Start level** Baseline(Beginning of the project reporting period) \* | **Target\*** | **End level** End line(End of the project reporting period) \* | **Means of Verification** |
| --- | --- | --- | --- | --- |
| National educational resource center in operation and with trained personnel to work with all types of disabilities  | 0  | 1  | 100% of the established objectives. The National Educational Resource Center was created and institutionalized through the Ordinance 90-2020. The redesign of this center was validated in 6 schools with a combined population of more than 3000 students.  | * Ordinance 90-2020 that creates the national resource center for all disabilities, with the improvements of the consulting team.
* Center redesign document.
* Report on the diagnosis of the educational services offered by the MoE for the population with disabilities, in 3 Educational Regions.
* Study with a national sample to identify the training needs of teachers to achieve inclusive education.
* Intellectual Disability Kit of Digital Resources
* Design of a training plan in methodologies and proper use of the accessible pedagogical resources for technicians and teachers.
 |
| Proposal of the curriculum designed from a universal learning design perspective.  | 0  | 1  | With prior approval of the UNPRPD and after several meetings with the MoE, the previous goal was modified towards the creation of two accessible resource kits for students with autism, intellectual and motor disabilities, to cater to the priorities expressed by the MoE at the time. Due to the pandemic, they presented the need to obtain pedagogic resources that would support distance education for students with disabilities. 100% achievement of the established objectives according to the modification.190 technicians of the MoE trained in the appropriate use of the kits.75 Teachers trained in the use of the kits.5102 Children with disabilities, 2,440 boys and 2,662 girls, benefited from the use of the kits to continue distance education during the pandemic.5750 delivered kits (technicians, teachers, families, and students of 123 schools). | * Two accessible Resource Kits for Autism, Intellectual and Motor Disabilities.
* Teacher guide for the use of the Resource Kits.
* Testimonial Video
* Case Study written by UNICEF HQ: Ensuring Inclusive Education during the pandemic and beyond
 |

*\* Please provide sex disaggregation here.*

| **Outcome 2** |
| --- |
| By 2021 the Ministry of Labour is aligned with regulations of Law 05-13 to improve access to decent jobs with a gender approach  |
| **Type of Lever:**  Capacity (CAP) |

### Outcome 2 Indicators

| **Indicator\*** | **Start level**  | **Target level\*** | **End level**  | **Means of Verification** |
| --- | --- | --- | --- | --- |
| # Strategies developed to promote decent access for people with disabilities to the workplace | 4  | 4  | 16  | * MoU Ministry of Labour.
* Open School, that no one is left behind
* Reserve Insurance Trainings
* Diagnosis on accessible environments for PWDs
* Workshops for clients with disabilities.
* Study "Social and economic consequences of the labor exclusion of the population with disabilities in the DR”.
* Training for the staff of the Ministry of Labor
* Training on didactic tools aimed at teachers of “Escuela Taller”
* Consultancy for the Adaptation of the Employment Manual.
* 2 Basic Sign Language Courses for the administrative staff of the Ministry of Labor
* 1 Basic Sign Language Courses for the administrative staff of “Escuela Taller”
* Diploma in Labor Inclusion for the technical team of the Ministry of Labor.
* 2 guides for the labor inclusion of people with disabilities aimed at companies and public institutions and people with disabilities in search of employment
* Self-diagnosis of Accessible Environments
 |
| # OPDs strengthened to develop promotion actions for labor inclusion  | 0  | 2  | 2 | * 2 Grant awarded to two ODPs
 |

*\* Please provide sex disaggregation here.[[3]](#footnote-4)*

| **Outcome 3** |
| --- |
| By 2021 PWD have enhanced capacities for active participation in the community.  |
| **Type of Lever:** Capacity (CAP) |

### Outcome 3 Indicators

| **Indicator\*** | **Start level**  | **Target level\*** | **End level**  | **Means of Verification** |
| --- | --- | --- | --- | --- |
| # Social participation strategies of people with disability carried out with community support and gender perspective  | 0  | 1 | 1 | LOA internal proposal. Documentary videoInformative videosRadio spotReport |
| Proposal of the disability assessment system created  | 0 | 1 | 1 | Terms of ReferenceVideo Training coursesGuidelines of the Disability Assessment System. Final report of the basic training for staff undergoing the implementation of the Disability Assessment System.  |

*\* Please provide sex disaggregation here.[[4]](#footnote-5)*

# 3. Progress towards specific outcomes

## OUTCOME 1

UNICEF Dominican Republic has offered collaboration to the Ministry of Education since 2019 to strengthen its National Policy for Inclusive Education. The outputs made during the project period are detailed below:

1. Report on the diagnosis of the educational services offered by the MoE for the population with disabilities, in 3 Educational Regions.

Before March 2020, UNICEF offered technical assistance to the Ministry of Education for the preparation and design of the instruments that were going to be used to collect the information regarding the educational services offered at the time by the Center for Educational Resources for Children and Young People with Visual Disabilities ‘Olga Estrella’. Field visits were made to several educational centers of three prioritized educational regions, to analyze the services and to carry out 12 interviews and discussion groups in which CAD coordinators, school management teams, teachers, itinerant teachers, district and regional technicians participated. Based on the information collected, from March to June 2020, an organizational diagnosis of these services and an identification of needs was made, collecting information on individuals contributing to the provision of these services and the users benefiting from them. The analysis of the information and its systematization was carried out by UNICEF consultants, followed by the subsequent preparation and delivery of the report to the MoE (Annex 1). This final product strengthened evidence-based knowledge and national capacities to respond to gaps related to educational services offered by the MoE for the population with disabilities.

1. Advocacy for the expansion of services and support of the "Olga Estrella" Educational Resource Center, which was limited to children with visual disabilities, by converting it to a national resource center progressively supporting students with other disabilities.

UNICEF focused on advocating for the expansion of services at the Olga Estrella Center, from offering services only to children with visual disabilities into becoming a National Resource Center, progressively supporting students with different types of disabilities. This advocacy was successful, and in 2020 the center expanded as a result of the Departmental Order 90-2020, in which UNICEF played an important role by participating in its creation and revision (Annex 2). This new legislation that reformed the purpose of the center, plays a key role in the strengthening process of the Olga Estrella, since it reiterates the national priority of offering a quality education to all students no matter their condition.

1. Redesign document of the National Resource Center for the Educational Attention of the Population with Disabilities.

After UNICEF carried out the organizational diagnosis of the services provided by the Resource Center ‘Olga Estrella’ and the identification of its needs, a set of recommendations related to its organizational structure and operational plan was presented. The document was submitted for consultation, debate, analysis and consensus with the center itself and other relevant educational agents involved, in a process that lasted until March 2021, concluding with the delivery of the redesign report to the MoE.

1. The design of a resource kit for intellectual disability.

Between April and July 2020, a resource kit for intellectual disabilities containing a technical description was developed and delivered to the National Resource Center Olga Estrella, in coherence with the national curriculum, current regulations and the universal design of learning (Annex 3).

1. The design of Two Resource Kits for Autism, Intellectual and Motor disability.

Within the 2020-2021 school year and as part of the MoE response plan for the pandemic, two kits of accessible educational resources were developed with the aim of making learning accessible to students with autism, as well as intellectual and motor disabilities. Although both kits were linked to the theme that was addressed in the booklets developed by UNICEF and the MoE for distance education 5 (Growing up with health) and 6 (The environment, our common home), they were also designed to be used as a recurring material by teachers and families of these students.

Each kit consisted of a set of accessible educational materials and an orientation document for teachers. 5,750 copies of the accessible kits were printed and distributed within the three prioritized Regionals (02 San Juan, 08 Santiago and 10 Santo Domingo) to 123 educational centers that had students with these conditions included in their classrooms, in addition to special education centers. In the months of May and November 2021, training on these resource kits was carried out, through videoconference, to teachers, regional and district technicians of special education, technicians of the General Directorate of Special Education and other relevant members of the MoE, for a total of 265 participants. Through the trainings, technicians and teachers obtained a greater awareness of inclusion principles and practices, which provided them with tools to respond more effectively to children with disabilities in the classroom. Also, allowing for future expansion of the project in other schools and territories by having trained professionals who could continue achieving this goal.

1. Study with a national sample to identify the training needs of teachers to achieve inclusive education

A national study was carried out to identify the training needs of teachers, to offer an inclusive quality education to children with disabilities. From September to December 2020, the questionnaire for the identification of training needs in inclusive education was carried out and validated, proceeding to its application electronically during the months of January and February 2021. The consulting team analyzed the information between February and March 2021, proceeding to present and discuss the results in different forums: 1) with the General Directorate of Special Education, 2) with the Regional Coordinators and district technicians, as a preliminary step to the pilot validation of the National Resource Center in the 6 selected centers. The dissemination of the study to the relevant stakeholders served the purpose of informing the training needs identified and to share recommendations for inclusive practices.

1. Validation of the National Resource Center in 6 educational centers

After the delivery and discussion of the national study mentioned above, the training of the technicians of the General Directorate of Special Education began in May 2021, taking as a basis one of the projects that were proposed in the redesign document of the national resource center regarding “What is inclusion?”. Once the technicians were trained, 6 of them were chosen to be responsible for working with the six schools selected from the three prioritized educational regions. During the month of July 2021, each technician accompanied a school on the proposed topic and weekly meetings were held to share results and to clarify doubts. This process resulted in the validation of the National Resource Center in 6 educational centers, which UNICEF guided with the purpose of supporting the development of the staff of the Ministry of Education (MoE), training them in how to train others in this new model, with the goal of installing capacities in the MoE for sustainability and expansion of the project.

## OUTCOME 2

Throughout the implementation of the project, UNDP promoted the labor inclusion of PwD, focusing on three main aspects:

1. Strengthening and increased capacity of the Ministry of Labour to provide inclusive training and regulation adaptation to National law for access to decent Jobs improvement.

UNDP created an important partnership with the Ministry of Labor through an MoU (Annex 4), with a two years duration, whose objective was the development of joint initiatives for the institutional, operational and technical strengthening of the Ministry of Labor, in its capacities to provide training services for employment and labor intermediation to people with disabilities in an efficient, effective and transparent way in the use of resources. The initiatives developed within the framework of said agreement focused on the following aspects:

### Santo Domingo workshop school

The Santo Domingo Workshop School aims to educate and train young people in vulnerable conditions, operating under the auspices, directives, and guidelines of the Ministry of Labor. At the request of said institution, the project carried out actions aimed at strengthening institutional capacities and promoting the labor inclusion of young PwD who are part of the student body.

According to the experiences and perceptions of the administrative and training staff of the Workshop School, a SWOT analysis was initially implemented, which allowed guiding the support strategy and providing an approximation of the problems they faced.

Considering the low diffusion of the programs and their contents, as well as the need to ensure synergies with different entities to allow the incursion into the labor world of the student body, support was given to the logistics coordination of the school, the creation of contents and the search for partnerships.

Regarding logistics coordination, three main activities were carried out (Annex 5):

* "Open School, let no one is left behind", aims to make visible, through artistic, cultural, and recreational representations, the work carried out by a group of young people in the last five years, as well as to motivate inclusion in the workplace based on SDG number 8, which recognizes full and productive employment and decent work for all people. The activity, carried out in November 2019, was led by UNDP together with the Ministry of Labor and the Office of the Resident Coordinator through the initiative 2030 art.
* Bazaar exhibition "Colors, Shapes, and Textures", where a variety of pieces made by the students of the school were exhibited, as a sample of the training they acquired during the period July- December 2021.
* The artistic activity of symbolic delivery of the “Commemorative Mural of Work”. The painting was designed with the aim of promoting reflection on Human Rights, the inclusion of PwD in education processes, and the recognition of equal rights.

In addition to these activities and in order to guarantee the proper promotion of the institution, a company was contracted to create audiovisual content that addressed the services provided by the entity, as well as the experience and testimonies of its members. Likewise, an image report was created to facilitate their dissemination on networks, the subsequent creation of content, and the search for partnerships.

Regarding this last point, several meetings were held, to guide the workshop school in the search for allies, who could: facilitate the labor inclusion of the student body, guarantee institutional sustainability, as well as improve the training offer.

* Experiential workshop "Dare to put yourself in my place" with the support of the *PROBIEN foundation*. Through this initiative, awareness is raised about inclusion and the barriers faced by people with disabilities, as well as the need to guarantee decent treatment.
* Sign language course, given by the *Santa Rosa Help Institute for the Deaf*, to facilitate communication between teachers and students with hearing disability.
* Training on didactic tools, given by the *Santa Rosa Institute for the Deaf*, to provide pedagogical tools and skills related to planning, execution, and evaluation.

### Ministry of Labor

In order to increase the capacity of the Ministry of Labor to comply with the legal regulatory framework on disability and improve access to decent employment for people with disabilities, several training sessions were carried out on disability, rights, and labor inclusion. They had as their target audience the servers that make up the labor inspection body, the employment management staff, and the institution's management staff.

The training actions developed were the following (Annex 6):

* Training for the Ministry of Labor "Knowing the 2030 Agenda": which aimed to contribute to dissemination, innovation, guarantee compliance with the rights of persons with disabilities, raise awareness to promote the initiatives of the Ministry of Labor and Workshop School
* With the support of CONADIS, five trainings on labor inclusion of PwD were carried out for a total of 250 employment inspectors
* With the support of the *PROBIEN Foundation*, seven experiential workshops "Dare to Put Yourself in My Place" were held with the aim of improving effective and inclusive services and job opportunities for PwD. Through this initiative, more than 200 members of the labor inspectorate and employment management personnel were trained, as well as 30 people from senior management of the Ministry of Labor
* Two basic Sign Language courses with the aim of making Dominican Republic sign language known and promoting the labor inclusion of persons with hearing disability
* Diploma in Labor Inclusion for the administrative and technical staff of the MT. The academic program was designed to offer participants the knowledge and attitudes necessary to perform an appropriate labor inclusion, in order to comply with the laws of disability of the Dominican Republic and that a dignified, respectful, and professional treatment is carried out towards the collaborators in a situation of disability

Finally, a contract was carried out in order to guarantee that the employment manual was aligned with the local disability regulations (Annex 7), containing an inclusive approach and mainstreaming disability.

1. Promotion of knowledge about the employment situation of persons with disabilities

Considering the need to have up-to-date data that would improve the labor inclusion of PwD and the creation of effective public policies, knowledge was promoted through the creation of knowledge products and support for different initiatives.

Two guides were prepared and disseminated for the labor inclusion of PwD that provide support tools and key indications for companies, public institutions, and PwD, with the aim of promoting their inclusion in the labor market in the Dominican Republic. (Annex 8) This process was developed together with the Ministry of Labor and the National Disability Council.

The Diagnostic tool on accessible environments for PwD was designed and applied to 3 private companies (ACAP, APAP and METALDOM) and 2 public companies (EDESUR and the Directorate General of Internal Taxes) in order to establish recommendations and create an action plan so that the company can be strengthened on accessible environments for people with disability. (Annex 9) Similarly, a Self-Diagnosis on accessible environments has been prepared, which will be recently launched and will be part of a series of rapid self-assessment questionnaires, which will help reorient interested companies towards more inclusive, equitable, innovative business models. and resilient, aligned with the Sustainable Development Goals of the 2030 Agenda (Annex 10).

Finally, support was provided for the development (technical support and dissemination) of the study "Social and economic consequences of labor exclusion of the population with disabilities in the Dominican Republic" of CONADIS.

1. Strategic partnerships with the public and private sectors to promote the labor inclusion of women people with disabilities, with the support of the OPDs

The participation of ODPs has been guaranteed throughout the initiatives carried out, promoting their incorporation into decision-making spaces, and reinforcing their capacities, through technical and financial support. Likewise, two grants were awarded to support and strengthen the capacity of ODPs that work in the field of labor inclusion with a gender approach.

Partnerships have been created with the private sector in order to promote the incorporation of people with disabilities into the world of work and promote the creation of accessible and inclusive work environments.

Likewise, an alliance was created with Dominican Access, a social company specializing in accessibility, which has prepared a Guide for Customer Service with Disabilities and with which two workshops for Customer Service with Disabilities were developed for a total of 150 workers of the private sector.

The project has made it possible to value the work that the UNS in the Dominican Republic is doing. In this sense, partnerships have been generated beyond the results of the project with organizations of people with disabilities with whom we have held meetings in order to create synergy between the project and its actions (María Batlle Foundation, Hands that Inspire Foundation, ADATS Foundation). State institutions have invited us to publicize our work in different spaces (Ministry of Women, Judiciary, Ministry of Youth) and with the private sector interest has been created to work on disability issues (exchanges with the Popular Association of Savings and Loans (APAP), Popular Association of Savings and Loans of Cibao (ACAP), METALDOM, training at the Mother and Teacher Pontifical Catholic University (PUCMM) and the Ibero-American University (UNIBE).

Finally, it should be noted that the MOU has been ratified, through a meeting with the new minister of labor, which has allowed that, although there have been government changes, it has been possible to maintain the existing planning regarding the field of disability.

Likewise, we support the National Disability Council with the initiative of the Seal of Good Inclusive Practices for People with Disabilities "RD Includes", with a view to promoting inclusive public policies for PwD.

## OUTCOME 3

Throughout the implementation of the project, PAHO promoted the social participation of PwD, focusing on three main aspects:

**Disability Assessment and Certification System**

CONADIS, as part of the commitment established in the Organic Law number 5-13 on the Equality of the Rights of Persons with Disabilities and Decree number 363-16 that establishes its Application Regulations, designed the Assessment, Certification, and Continuous Registration System of Disability in the DR. The System is designed based on The International Classification of Functioning, Disability and Health (ICF). It is established as the gateway to public policies, benefits and social services, and comprehensive rehabilitation, with a view to equalizing the opportunities of people with disabilities to fully enjoy their rights under equal conditions as others. Likewise, it lays the foundations to become the largest source of information on disability in the country based on administrative records that can be exploited both for statistical purposes and for the formulation of effective policies and programs for this population.

During the system design process, technical assistance was provided in the following areas:

* Preparation of a cost analysis for the implementation of the disability assessment and certification system
* Technical assistance for the implementation and ratification of the disability assessment and certification system. It included the necessary training programs and requirements for levels 1 and 2 (Annex 11), as well as the construction of a virtual library with the materials to be used or supported
* Technical support with the Operating Manual of the System
* Guide for the analysis of the consistency of information in the disability assessment and certification system. (Annex 12) Through which the logical relationship that exists between the health condition of a person, the barriers and facilitators that are present in the environment with which they interact, and their performance in the activities of daily life is analyzed
* The official launch of the disability assessment and certification system was carried out to make this resource known to collaborating institutions and PwD. This activity, carried out virtually, had the participation of strategic allies for the implementation of the system (Annex 13)
* Wheelchair provision course: through a training-of-trainers methodology, capacities were created to improve the functioning of the care network with a view to implementing the disability assessment and certification system. It was carried out in partnership with the University of Pittsburgh and the International Society of Wheelchair Professionals. The basic and advanced course was carried out virtually, concluding successfully with the participation of 40 people. The selection of the participants was carried out with the guidance and support of CONADIS (Annex 14)

This system will be a catalyst for other processes for the benefit of PwD, such as the correct provision of wheelchairs and other devices, which were included in the Dominican Social Security Plan (PDSS), as well as promoting Community-Based Rehabilitation (RBC).

**National program for the social development of PWD with a focus on community participation and gender equity**

Within the framework of the joint work with the National Disability Council (CONADIS), support was considered for the development of the Independent Living Program and, more specifically, the development of nine courses. This initiative seeks to exploit the maximum human potential of PwD, in labor, social and emotional aspects. Essentially, it works by combining the techniques of handling the support device and the activities of daily life.

The COVID 19 Pandemic forced to rethink the initial proposal, reducing the total amount of courses to those that had already been executed in the course of 2019 (Annex 15):

* First Independent Living Course for persons with visual disability. In this activity, basic guidelines for coexistence, personal care, sexual and reproductive education, rights of PwD, among others, were given.
* Independent Living Course for persons with physical-motor disability. In this activity, basic coexistence guidelines were given, techniques for handling the wheelchair, personal care, sexual and reproductive education, rights of PwD, among others. Also, as part of the program, they received guidance on handling adapted cars.
* Independent living workshop doctors and therapists. In carrying out this, an alliance was established with the Ministry of Public Health (MSP) to support the training of rehabilitators in the philosophy of Independent Living. The latter helps ensure that the learning gained in the Independent Living workshops can be supported by the health professionals who regularly follow up with the PWD. The association with the MSP will make it possible to advance in other needs, which outside the focus of this project, will facilitate the implementation of the disability certification and evaluation system, as well as reorient rehabilitation towards a social participation approach.

In accordance with CONADIS requests, the initial planning was reformulated, addressing two technical assistances in order to strengthen the program and expand the types of disability to be addressed.

* A consultancy was carried out in order to systematize the Independent Living program. So that the actions that have been carried out within the framework of the program and their impact on the lives of the graduates and Dominican society are documented (Annex 16), facilitating its subsequent replication and revision of the contents
* A situational and contextual analysis was carried out for the development of an independent living program for persons with intellectual disabilities. In order to describe and argue, the outline of the training course on Independent Living for this type of disability (Annex 17)

**Actions to reduce discrimination and ensure the social participation of people with disabilities, with emphasis on women**

In order to collaborate with actions that promote the social insertion of PwD, support was provided for the development of the Methodological Guide for Healthy Municipalities and Communities, encompassed in the Healthy Municipalities Strategy, for strengthening local capacities in the Dominican Republic. This Guide is a technical tool, whose purpose is to promote and facilitate the participation and involvement of the population, in order to improve health indicators in the municipalities. The tools in this Guide are aimed at mayors, aldermen, and representatives of organizations that work for local development. It should be noted that the "Validation Workshop Methodological Guide for Healthy Municipalities and Communities" (Annex 18) was held together with the Ministry of Public Health, where PwD, civil society organizations that work on the subject, participated jointly in CONADIS. However, there is still no consensus regarding the final product, so it is still in the process of being prepared.

In order to influence the public and private sector on the right of women with disabilities to access sexual and reproductive health and education, a letter of agreement was made with *the* *Ibero-American Network of Organizations of People with Disabilities* to develop a review of the National legal framework to increase the capacities of entities for PwD to reduce the discrimination suffered by women in the field of Sexual and Reproductive Health and Gender Violence in the Dominican Republic. With this, it was possible to visualize the barriers faced by women with disabilities in these areas, and the importance of mainstreaming disability in existing regulations and laws. Similarly, various audiovisual content (documentary, informative videos, and radio spots) were made to raise awareness of the problem.

In order to support the strengthening and knowledge of operators in the justice system regarding the rights of PwD, technical support was provided for the dissemination of the Manuals on Access to Justice and Disability (Annex 19), to CONADIS request.

Finally, it is worth mentioning the support provided to the National Association of Sign Language Interpreters of the Dominican Republic (ANILESRED), for the launch of the first manual of professional conduct and code of ethics of the Dominican Republic that will govern the interpretation services of Sign Language. Forming the basis to provide quality and professionalism to this essential trade to guarantee inclusive societies, in which people with hearing disabilities are guaranteed the full enjoyment of all their rights.

# 4. Equality between men and women

The project has contemplated and incorporated the gender perspective from the beginning, guaranteeing a representation of men and women with disabilities in its design and in all actions related to its implementation.

In order to promote knowledge about the situation of PwD and the barriers they face, an investigation was conducted as part of the project's interagency activities. It was conducted through a consultancy, which incorporated the gender approach, as well as a quantitative (based on the most up-to-date data in the country) and qualitative analysis. These points made it possible to analyze the existing gaps between people with disabilities in the country according to sex, age, and geographic location. At the same time, it broadened the focus of the analysis to make women visible in the group of people with disabilities, analyzing the double marginalization they experience (gender and disability) and how it reduces their possibilities of participating fully and effectively in society. It should be noted that for the preparation of the qualitative analysis, the participation of women with disabilities was encouraged and guaranteed in the focus groups held.

The dissemination of the results encouraged the creation of complementary or useful research to further identify the barriers faced by people with disabilities, visualizing the double marginalization experienced by women with disabilities to promote public policies and/or initiatives to address this issue.

Regarding the actions of the Project directly linked to the empowerment of women and girls with disabilities, we can highlight the following actions:

* A letter of agreement was signed with *the* *Ibero-American Network of Organizations of People with Disabilities*, in order to increase their capacities and as result reduce the discrimination suffered by women with disabilities in the field of Sexual Health and Reproductive Health and gender violence in the Dominican Republic. These include a review of the national legal framework in interaction with OPDs binding on this issue. This agreement included a review of the national legal framework in interaction with the binding OPDs on this issue, as well as the production of a documentary and various videos that address the situation of women with disabilities in regard to violence, statistics, discrimination, sexual and reproductive rights, and public policies.
* The international technical support for training in the inclusive pedagogical model has considered, since its diagnosis, the barriers faced by girls with disabilities in the educational system, through visits to schools and interviews with key holders, in order to incorporate recommendations and strategies that will allow full educational inclusion. In this way, the educational opportunities of girls are strengthened and the gap to which they may be subjected in their future incorporation into the workplace is reduced. Likewise, the project pursued and achieved the development of capacities in the Olga Estrella Center to guarantee the inclusive education of students with disabilities, developing educational materials to reach children with disabilities, taking into account that they do not promote gender stereotypes. In addition, the number of children who benefited from the intervention was identified, with a total of 2,440 boys and 2,662 girls.
* The *Independent Living Workshops* are training and full inclusion programs, based on the Independent Life Philosophy that seeks to develop the maximum human potential in the social, work, educational, and emotional aspects of people with and without disabilities. To develop them, previous studies were carried out to identify the needs and requirements of PwD, as well as their families, and information was gathered from the experience of professionals working with PwD, in order to define the most appropriate issues of relevance, strategies, and tools, to adapt the courses according to the type of disability or age range. These studies obtain the different barriers faced by men and women with disabilities in different age ranges, as well as the difficulties that their families may face. Taking this information into account, the content is prepared, considering a socio-ecologic model, providing tools and advice on emotional, economic, and social aspects, as well affecting sexual and reproductive rights.
* Grant provided for OPDs to conduct influencing work, and through this initiative, a call was made to support organizations of persons with disabilities. This initiative sought to develop its capacities to promote an approach to labor inclusion in the Dominican Republic that improves access to decent employment for PwD, and that promotes innovative strategic partnerships for the incorporation of disability as a central axis in the achievement of the objectives of the 2030 Agenda, for the achievement of SDG 8. The call was launched incorporating the gender perspective (Annex 20), and once the proposals were selected, they were provided with advice to ensure that the planned actions incorporate the gender perspective in their take action, including as beneficiaries of the project a greater number of women with disabilities and encouraging their participation in activities through the dissemination of invitations to OPDs representing women with disabilities (For example: *Circle of Women with Disabilities* (CIMUDIS). Subsequently, considering the successful development of the project with positive results, two grants were awarded for a second phase of the projects for these organizations, ensuring that the activities are developed with a gender approach.
* Advice and technical support are provided to counterparts and government entities, as well as to organizations of people with disabilities, to guarantee and encourage the incorporation of a gender perspective in their actions.
* Regarding the strengthening of the capacities of the Organizations of People with Disability, the calls offered by the UNS have been reviewed, reinforcing that they have an inclusive language and prioritize the hiring of people with disabilities from a gender perspective. At the same time, various consultancies have been offered to those organizations that have required support with their projects or that have shown interest in opting for some type of financing, presenting difficulties in the formulation or presentation of the requested information. In addition to having constant support from the UNS in terms of providing support to the activities, they develop and provide support with the adaptation of content.
* The initiatives developed within the framework of the project to support people with disability and provide support in the face of the situation of social vulnerability generated by the pandemic were carried out guaranteeing the incorporation of organizations of women with disabilities.
* In the Healthy Municipality strategy, which promotes community empowerment in health processes, the participation of men and women with disabilities was guaranteed in order to ensure visibility of the barriers they face and the incorporation of the gender perspective in their actions.

# 5. Full and effective participation of Persons with Disabilities (PwD)

The full and effective participation of PwD and the organizations that represent them has been a central and essential element for the proper development of the project. In this way, the technical proposal was developed over a two-year period of multilateral consultations and dialogue between PUNOs, Organizations of Persons with Disabilities (OPDs), the National Disability Council (CONADIS), and other related institutions. These spaces enabled participating UN agencies to define the main obstacles faced by PwD and the underlying factors for these barriers, as well as to identify the approach to the different components and interventions, taking into account their sustainability and potential for enlargement.

To guarantee the participation of PwD in the framework of the project and ensure their vision within the UNS, two recruitment processes were carried out to support the implementation of the project. UNDP carried out the recruitment process through the UNV talent program for young professionals with disabilities and WHO-PAHO carried out a recruitment process for the position of National Disability Consultant.

With regard to the implementation of the project, the participation of PwD in the activities and initiatives implemented has been ensured, as has been sought to support OPDs.

The activities that have been implemented have provided the necessary accessibility adjustments to ensure inclusive participation, managing the availability of interpreters, the appropriate infrastructures, availability or support with transport, and the availability of accessible information. As an example, we can mention the workshop "Convention on the rights of persons with disabilities, national legal framework and 2030 agenda as instruments for the guarantee of rights", which was developed as part of the initial activities and included the participation of representatives of more than 30 organizations of people with disabilities, ensuring the representation of the various groups of people with disabilities

In addition, each time, when an activity has been carried out or a group has been invited to participate in activities of the UNS with OPDs, it has been ensured that there is the representativeness of the different groups, to ensure that there is no preference or discrimination in participation.

Under the premise “Nothing about us without us”, it was guaranteed that the components of the project and their respective activities included the participation of people with disabilities, not only as assistants but also as organizers and facilitators. Similarly, when making contracts linked to the development of the project (training, product development...) organizations of people with disabilities or people with disabilities were prioritized. For activities with the private sector or external institutions, the contents were revised to be aligned with the principles of the CRPD, and partnerships were established with organizations of PwD or with the National Disability Council, to ensure the incorporation of PwD as moderators or facilitators.

Respecting one of the specific interagency products of the project, research on the situation of PwD, the representation of people with disabilities was guaranteed before its preparation and during its implementation. Prior to its completion, an ethics committee was formed in order to rigorously enforce the initiatives and ensure compliance with institutional, local, and international policies and procedures. Six entities with expertise in the field of disability were summoned for this purpose and with a view to guaranteeing the representativeness of the different types of disability, four of which were organizations of people with disabilities. Likewise, for the qualitative survey, focus groups of the different types of disabilities analyzed in the research were convened.

Regarding the strengthening of the capacities of organizations of PwD, the calls of the UNS were reviewed, reinforcing the inclusive language and prioritizing the hiring of people with disabilities. At the same time, various consultancies were offered to those organizations that required support with their projects or that showed interest in applying for some type of financing, presenting difficulties in formulating or presenting the requested information. In addition to having the constant support of the UNS in supporting the activities they develop and supporting the adaptation of content.

Among the actions planned under the project, direct work was done on strengthening the capacities of organizations of PwD through various actions:

* Letter of agreement with *Ibero-American Network of Organizations of People with Disabilities* to address actions aimed at reducing discrimination against women with disabilities, including the production of a documentary (<https://www.youtube.com/watch?v=LFKM2dif2Yw&t=272s>)
* Delivery of two grants to *Francina Hungria Foundation and Best Buddies RD*, in order to support them in developing their capacities to promote a labor inclusion approach in the Dominican Republic that improves access to decent employment for people with disabilities. Within these initiatives, the following should be highlighted: signing of agreements with public and private institutions; the realization of thirteen dialogue spaces; creation and dissemination of five videos to promote the social and labor participation of people with disabilities; and carrying out various training initiatives
* An OPD, *Dominican Association of Down Syndrome* (ADOSID), was hired to develop an informational survey on the situation of intellectual PwD in the Dominican Republic as well as the design of an outline of an Independent Living course focused on persons with intellectual disabilities
* Support to *ONCE Foundation for Latin America (FOAL)* and *Dominican Foundation for the Blind (FUDCI)* for the development of:
	+ Forum on Networking and Institutional Strengthening: Our Unity Is What Marks Strength
	+ First national meeting to strengthen political participation and institutional articulation of organizations that represent people with disabilities in the Dominican Republic
* *National Association of Sign Language Interpreters of the Dominican Republic (ANILESRED)*, which was supported to launch and disseminate the first manual on professional conduct and code of ethics in the Dominican Republic
* Creation of theatrical training space for the construction of six micro-theater pieces performed by Dominican women with disabilities from *Red Luna*. The pieces will represent some of the experiences and discriminatory situations faced by women with disabilities, on the occasion of the presentation of the Resource Guide for women with disabilities in the Dominican Republic

Finally, it should be noted that for the development of the philosophy of independent living, twelve organizations with experience in disability were involved, of which nine were organizations of people with disabilities, to consider the needs and perspectives of PwD. and it was promoted that most of the facilitators were PwD.

##

## Table 3. Meaningful participation of persons with disabilities

| **Meaningful participation objective** |
| --- |
| Full and effective participation of persons with disabilities at all stages of the project, with representativeness of the various types of disability and with special emphasis on women with disabilities |

### Indicators- Meaningful participation of persons with disabilities

| **Indicator\*** | **Baseline\*** | **Target\*** | **End line\*** | **Means of verification** |
| --- | --- | --- | --- | --- |
| PWDs involved as participants in events and activities organized by the project. | 0 | 30 men with disabilities30 women with disabilities | 21 men with disabilities14 women with disabilities | Lists of participants |
| Number of products developed by organizations of people with disabilities | 0 | 1 documental8 videos7 Podcast   | 16 | Links |
| Number of people with disabilities participating in independent living workshops | 0 | 15 women with visual impairment15 men with visual impairment40 men with physical motor disability40 women with physical disabilities | 17 women with visual impairment22men with visual impairment15 men with physical motor disability15 women with physical disabilities | List of participants |
| Number of OPDs participated at the study on situation of the person with disabilities | 0 | 4 OPDs(1 visual disability1 physical disability1 mental disability1 auditive) | 0 |  |
| Number of people with capacity facilitators in training | 0 | 10 women with disabilities10 men with disabilities | 6 women with disabilities7 men with disabilities | Lists of participantsPhotographs |

*\* Please provide sex disaggregation here as relevant or include indicators on meaningful participation of representative organizations of women and girls with disabilities as well as disaggregate by type of disability.*

# 6. Partnership-Building

The existing coordination between the PUNOs guaranteed constant monitoring and planning of the actions to be carried out. These actions allowed the stakeholders identification for each component and therefore partnerships creation.

In this way, it contributed to state and organized civil society interaction, as well as promoting communication among government institutions. This ensured effective communication channels, dialogues, and the integration of main lead actors, by breaking with the parallel-dual discussion in the matter.

In order to integrate PwD into the initiatives and strategies implemented, and under the premises of "nothing about us without us" and “leaving no one behind”, the project guaranteed the involvement internally and externally by promoting the participation of OPDs and increasing communication channels. Moreover, these actions were developed through discussion spaces, unifying efforts, and initiatives of common areas.

Among the most formal associations with OPDs to highlight are:

CONADIS and ISWP, with support for the development of a strengthening program to improve the functioning of the care network, with a view to the implementation of the disability assessment and certification system, in which people with disabilities and representatives of OPDs participated.

* Francina Hungria Foundation and Best Buddies RD, through the delivery of subsidies to support the implementation of their projects in the workplace
* *The Ibero-American Network of Organizations of People with Disabilities*, with which a letter of agreement was established for the implementation of actions aimed at reducing discrimination against women with disabilities and promoting the social participation of people with disabilities
* *Gisella Eusebio Foundation*, whose president was hired to provide technical support for the development of various guides in the field of labor inclusion.
* Santa Rosa Institute for the Deaf was contracted to provide the following training to the staff of *Santo Domingo Workshop School*:
	+ Sign language course
	+ Teaching Strategies Course
* *National Association of Sign Language Interpreters of the Dominican Republic (ANILESRED)*, which was supported to launch the first manual on professional conduct and code of ethics in the Dominican Republic.
* Support to *ONCE Foundation for Latin America (FOAL)* and *Dominican Foundation for the Blind (FUDCI)* for the development of:
	+ Forum on Networking and Institutional Strengthening: Our Unity Is What Marks Strength
	+ First national meeting to strengthen political participation and institutional articulation of organizations that represent people with disabilities in the Dominican Republic.

In regard to informal associations with OPDs, from the project framework and in response to the situation generated by the COVID-19 pandemic, a total of 10,000 masks were delivered to 8 OPDs. In the same way, all those OPDs who requested it, were supported, as well as various meetings were held in order to create synergy between the project and their actions (Hands that Inspire Foundation, ADATS Foundation, ADOSID).

At government level, driven by the project, the agencies were to initiate joint actions with government agencies, among which the following can be highlighted:

* Joint working agreement between UNDP and the National District Council (ADN) with the aim of promoting the inclusion of people with disabilities in municipal plans, through the implementation of training in inclusion and disability for ADN personnel, diagnosis of the accessibility of public spaces, employment programs, and other initiatives to develop an inclusive municipal agenda
* Agreement between UNDP and the Santo Domingo Este City Council (ASDE) to develop joint initiatives in favor of the integral and sustainable development of the municipality in the areas of strengthening MSMEs, increasing productivity and resilience against COVID-19, disaster risk management, gender equality, and inclusion of people with disabilities
* Collaboration to improve the capacities of the Judiciary through participation in the virtual course "Forensic interview techniques for people in vulnerable conditions, victims or witnesses of crimes." Whose objective was to train forensic psychologists, around the Interview Centers, on the care and access to justice of the populations in vulnerable conditions with whom they currently work. In the same way, it supported the strengthening of the Judicial Power for the inclusion of LGBTQ people, people with disabilities, and women. Specifically, technical assistance was provided in the revision of the Protocol and the Service Guide for interviews with people in vulnerable conditions, victims, or witnesses of crimes, through closed-circuit television, Gesell Chamber, or other technological means
* Institutional and operational support to City Halls and Ministries in the face of mainstreaming disability in the design of their plans and projects (Boca Chica City Council, Administrative Ministry of the Presidency (MAPRE), Ministry of Education (MINERD), General Directorate of Internal Taxes (DGII)

Moreover, showed interest in working with the private sector on PwD issues has been expressed (exchanges with: National Association of Hotels and Tourism of the Dominican Republic, Asonahores; Popular Savings and Loan Association (APAP); Cibao Savings and Loan Association (ACAP); Gerdau METALDOM; training at the Pontifica Universidad Católica Madre y Maestra (Mother and Teacher Pontifical Catholic University) (PUCMM), as well as tools, diagnosis and self-diagnosis, which have motivated the entities to evaluate their level of inclusion and accessibility, for institutional action plans development.

# 7. Promoting ONE UN approach to disability Inclusion

Through the interagency disability project, the need for and importance of mainstreaming disability in the different existing scenarios have been positioned, facilitating technical and logistical support by the technical team. It is worth highlighting as an example, the technical note made by the interagency team (Annex 21), in the framework of the COVID-19 pandemic, whose objective was to provide recommendations and guidance that would support the mainstreaming and integration of children, youth, and adults with disabilities in the response and recovery in the face of the COVID-19 pandemic emergency for PUNOs of the Dominican Republic.

The constant coordination between the agencies involved in the project and the office of the resident coordinator has made it possible to work together and serve as a reference and support to other initiatives of the system. As well as it has helped to generate joint initiatives, promotion activities and dissemination of issues related to disability in the country and has allowed the increase of the participation of PUNOs in common activities. In this sense, the project has promoted the progressive inclusion of accessibility elements in the events carried out by the system, as well as those in which it participates. As well as accessibility in joint communication, both internal and external, has been increasing.

The need to train system personnel on disability issues has been encouraged, so at the beginning of the project a training activity was carried out for all personnel, "Chatting for Equality: Experiences of women with disabilities in the Dominican Republic." Likewise, at the end of the project, the project coordinated and helped the OCR to carry out a sign language course for United Nations personnel, which was attended by 20 people.

The project and its technical team have directly contributed to the reporting of the UNDIS scorecard, supporting the collection of information and guiding its future compliance by providing recommendations and implementation strategies. Standing out within the strategies for the implementation of the UNDIS, the creation of a Working Group within the system, generating that the inclusion of disability is carried out at a programmatic and institutional level, permeating areas such as purchases, hiring, infrastructures…etc. Likewise, it has promoted the incorporation of binding information on disability in the new Common Country Assessment (CCA).

It should be noted that thanks to the logistical support of the technical team and the knowledge acquired within the framework of the project, the country was selected along with 9 other UNCTs to be part of a pilot of the DCO's association for the inclusion of disabilities in business operations. Similarly, together with the OCR, technical support was provided to initiatives on disability that are going to be implemented in the country.

# 8. Linkages to national development agenda

In recent years, the United Nations System in the Dominican Republic has worked on the systematization regarding strategic partnerships and financing for the 2030 Agenda and the strengthening of the articulation of the SDGs with the National Development Strategy (END) in the COVID-19 context. This process has collected a representation of the partnerships with government, civil society, academia, municipalities, and the private sector. Through this action plan, the participation of various organizations of PwD participated. (Annex 22). For the year 2021, the Dominican Republic developed the 2nd National Voluntary Review which mainstreamed PwD rights and priorities in the 2030 Agenda sphere, connected with the END and sectoral policies. This document has been impacted by the work developed with institutions such as the Ministry of Labor, Ministry of Education, National Disabilities Council, and Ministry of Health within the project.

Considering the political changes and the COVID-19 context impact in the country, it should be noted that the SDG Commission has been passing through structural changes, constituting an opportunity for the initiatives that have been developed in the project’s framework. The UN Disability Inclusion Strategy (UNDIS) constitutes an opportunity for the UN System in the country to prioritize, identify and coordinate an organized approach to work with other actors and sectors in the country. This process is essential in positioning the disability mainstreaming process with the government, civil society, Academia, Private Sector, among other actors.

# 9. COVID-19

In the framework of the COVID-19 pandemic, the following specific products and activities were carried out:

* Creation and dissemination of three accessible videos on the prevention of COVID-19:
1. "Steps to prevent the virus": it describes different measures that must be taken to avoid contagion (Annex 23)
2. "Stay at home": different people with disabilities and representatives of organizations of people with disabilities motivate to take preventive measures to avoid the spread of the virus (Annex 24)
3. “When to wash your hands”: recommendations about hygiene and how to prevent the spread of infection (Annexed 25)
* Purchase of supplies for the National Council on Disability, in response to a request to be able to temporarily continue the delivery of services and supplies to people with disabilities.
* Preparation of a Technical Note: Response to the COVID-19 pandemic emergency to include people with disabilities, with the objective of making recommendations and guidelines that support the mainstreaming and integration of children, youth, and adults with disabilities into the response to, and recovery from this emergency for the PUNOs of the Dominican Republic
* Purchase and delivery of 10,000 masks to support people with disabilities, and to provide support in the face of the situation of social vulnerability generated by the pandemic (Annex 26)
* Support for the preparation and revision of the script for the UN video on COVID-19 and PwD, as well as the management and support for, the incorporation of sign language into the other videos
* Collaboration in the International Disability Alliance (IDA), for the preparation of the report on how the COVID-19 pandemic has impacted people with disabilities in different ways, in order to collect information relating to the regional challenges and best practices at the country level (Annex 27)
* 100.000 donated masks were delivered to the National Disability Council (CONADIS) in order to support persons with disabilities in the situation of social vulnerability generated by the current pandemic, making efforts to raise awareness of the importance of integrating the mask into the set of measures to prevent the infection of diseases such as COVID-19 (Annex 28)
* Due to the COVID-19 pandemic, schools were closed on March 19 in an effort to retain the contagion of the virus. Through the technical assistance of UNICEF, the design and training of the accessible resource kits for booklets 5 and 6 was carried out, aimed at students with autism, intellectual and motor disabilities. These resource kits allowed this population to continue learning during distance education, by providing different types of resources to support learning. These kits included an orientation guide aimed at teachers to facilitate their guidance and support to families and children.

# 10. Creation of knowledge and communications materials

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of product** | **Type of product (report, guidelines, assessment etc.)**  | **Purpose and process** **Describe what was the purpose of the product who participated in the development of product (OPDs, NGOs, Academia etc) and if the product was tested/ validated.**  | **Link /attachment**  | **Accessible formats** | **Validation****Has the product been validated by national actors. If yes by whom?** |
| "Study on the situation of persons with disabilities based on SIUBEN 2018 data" | Study | The Single System of Beneficiaries (SIUBEN) and the United Nations System present a study on the situation of people with disabilities, which highlights the limited access to social services for people with disabilities in the Dominican Republic. Low access to employment, health and education in a dignified and inclusive manner and exclusion from the social protection system are part of the challenges faced by people with disabilities in the country according to its main findings. | [**Study**](https://dominicanrepublic.un.org/es/152121-estudio-sobre-la-situacion-de-las-personas-con-discapacidad-en-base-los-datos-del-siuben) | Yes | Yes |
| Executive Summary of "Study on the situation of persons with disabilities based on SIUBEN 2018 data" | Executive summary | The Single System of Beneficiaries (SIUBEN) and the United Nations System present a study on the situation of people with disabilities, which highlights the limited access to social services for people with disabilities in the Dominican Republic. Low access to employment, health and education in a dignified and inclusive manner and exclusion from the social protection system are part of the challenges faced by people with disabilities in the country according to its main findings. | [**Executive summary**](https://dominicanrepublic.un.org/es/152122-resumen-ejecutivo-estudio-sobre-la-situacion-de-las-personas-con-discapacidad-en-base-los) | Yes | […] |
| Labor inclusion guides aimed at companies and public institutions | Guide | The United Nations Development Program, the Ministry of Labor and the National Disability Council present the Guidelines for the labor inclusion of people with disabilities that provide support tools and key indications for companies, public institutions, and people with disabilities, with the aim of promoting the labor inclusion of people with disabilities in the Dominican Republic. | [**Guide**](https://www.do.undp.org/content/dominican_republic/es/home/library/guias-de-inclusion-laboral-dirigidas-a-empresas-e-instituciones-.html) | Yes | Yes |
| Labor inclusion guides aimed at people with disabilities in search of employment | Guide | The United Nations Development Program, the Ministry of Labor and the National Disability Council present the Guidelines for the labor inclusion of people with disabilities that provide support tools and key indications for companies, public institutions, and people with disabilities, with the aim of promoting the labor inclusion of people with disabilities in the Dominican Republic. | [**Guide**](https://www.do.undp.org/content/dominican_republic/es/home/library/guias-de-inclusion-laboral-dirigidas-a-empresas-e-instituciones-.html) | Yes | Yes |
| Self-diagnosis of Accessible Environments | Self-diagnosis | Promoting the inclusion of people with disabilities in companies. Know the level of accessibility of your company and the benefits of ensuring the inclusion of people with disabilities in the work environment. | [Self-diagnosis](https://www.empresassosteniblesrd.org/herramientas-empresariales/)  | Yes | […] |
| Technical Note: Response to the COVID-19 pandemic emergency to include people with disabilities. | Technical Note  | With the objective of making recommendations and guidelines that support the mainstreaming and integration of children, youth and adults with disabilities into the response to, and recovery from this emergency for the agencies of the United Nations System of the DR.  | [Technical Note](https://dominicanrepublic.un.org/es/53412-nota-tecnica-respuesta-la-emergencia-covid-19-incluyendo-las-personas-con-discapacidad) | Yes | […] |
| Social and economic consequences of the labor exclusion of the population with disabilities in the Dominican Republic | Study | Whose objective was to analyze the main barriers and economic and social consequences of the labor exclusion of the population with disabilities in the country. | [Study](https://drive.google.com/file/d/11_wqxyCaWtNPoAz_allJ9iN4kDr43CE7/view?usp=sharing) | Yes | Yes |
| Report on the diagnosis of the educational services offered by the MoE for the population with disabilities, in 3 Educational Regions | Report | To gather information regarding the services offered by MINERD for students with disabilities and make recommendations for their improvement | [Report](https://drive.google.com/file/d/1qXde7Y7uv77zJiqD3KFjtsB3fQvwY3ac/view?usp=sharing) | Yes |  |
| Redesign document of the National Resource Center for Educational Attention to the Population with Disabilities | Report | Strengthening and validation of a National Resource Center for the Educational Inclusion of children and adolescents with disabilities Dominican Republic | [Redesign document](https://drive.google.com/file/d/1AhhtDSF8tWrhR1tC4YxCIe41o7StTMdE/view?usp=sharing) | Yes |  |
| Ensuring Inclusive Education During the Pandemic and Beyond | Dominican Republic case study | To disseminate the initiatives developed by UNICEF in the educational field. | [Study case](https://www.unicef.org/dominicanrepublic/informes/garantizar-la-educacion-inclusiva-durante-la-pandemia-y-mas-alla-republica-dominicana) | Yes |  |
| Study with a national sample to identify the training needs of teachers to achieve inclusive education. | Report | To identify the training needs of teachers to achieve inclusive education. | [Report](https://drive.google.com/file/d/1qxDiLS5wnmgwwVfGuXkZ--SqZ1BTk1S5/view?usp=sharing) | Yes |  |
| Two Accessible Resource Kits for Autism, Intellectual and Motor Disability, with the teacher’s guide. | Guidelines | Provide accessible resources to support the learning of students with these disabilities. |  [PLAN 5 | UNICEF](https://www.unicef.org/dominicanrepublic/informes/orientaciones-docentes-plan5-sobre-kit-de-materiales-educativos-accesibles)[PLAN 6|UNICEF](https://www.unicef.org/dominicanrepublic/informes/orientaciones-docentes-plan6-sobre-kit-de-materiales-educativos-accesibles) | Yes |  |
| The Intellectual Disability Resource Kit | Guidelines | Design of a resource kit for intellectual disabilities. | [Kit](https://drive.google.com/file/d/1AhhtDSF8tWrhR1tC4YxCIe41o7StTMdE/view?usp=sharing)  | Yes |  |
| Diagnosis on accessible environments for people with disabilities | Assessment  | Evaluate the level of inclusion of the entities | [Diagnosis](https://drive.google.com/file/d/1Wnjm7rOA4lwusL0zkFw_vLxD1-l9j-EZ/view?usp=sharing) | Yes |  |
| Responding to COVID-19 for people with disabilities: Differentiated and cross-cutting approaches | Blog | Report on the response to COVID-19 for people with disabilities | [4. COVID19](https://www.do.undp.org/content/dominican_republic/es/home/blog/pandemia-y-dia-discapacidad.html) | Yes |  |

* What communications strategies did the project adopt?
* Please list type of communications materials.

| **Name of Product** | **Type of Product (Toolkit, Video, Poster, publication etc.)** | **Purpose** | **Dissemination** | **Links/ Attachments** | **Language** | **Accessible formats** |
| --- | --- | --- | --- | --- | --- | --- |
| "Study on the situation of persons with disabilities based on SIUBEN 2018 data" | Video  | Get to know "Study on the situation of persons with disabilities based on SIUBEN 2018 data" | It will be disseminated on networks | [Video](https://www.youtube.com/watch?v=-WUzqPEQNPM)  | Spanish | Yes |
| Infographic | Infographic | Get to know "Study on the situation of persons with disabilities based on SIUBEN 2018 data" | It will be disseminated on networks | [Infographic](https://drive.google.com/file/d/1uK2tqe2-yenkb0laT4Bahr0yAxt5W_lN/view?usp=sharing) | Spanish | Yes |
| Edwin Daniel's story and how he used accessible learning materials  | Video | To publicize how UNICEF supported inclusive education in the Dominican Republic during the COVID-19 pandemic. | It will be disseminated on networks | [Video](https://www.youtube.com/watch?v=vlO8-f70cFg)[Video with English subtitles](https://www.youtube.com/watch?v=vlO8-f70cFg) | Spanish | Yes |
| Women with disabilities and violence. From resilience to public policies. | Documental | Address the situation of women with disabilities in terms of violence, for the construction of public policies. | It will be disseminated on networks | [Documentary video](https://www.youtube.com/watch?v=LFKM2dif2Yw&t=272s) | Spanish | No |
| Women with disabilities, violence and discrimination. | Video | Address the situation of women with disabilities in terms of violence and discrimination. | It will be disseminated on networks | [Video 1: women with disabilities.](https://www.youtube.com/watch?v=uy9i0yry-fM) | Spanish | No |
| Women with disabilities, data and statistics. | Video | Address the situation of women with disabilities in terms of data and statistics. | It will be disseminated on networks | [Video 2: women with disabilities.](https://www.youtube.com/watch?v=1sR17YF0Ado) | Spanish | No |
| Women with disabilities, sexual rights and reproductive rights.  | Video | Address the situation of women with disabilities in terms of sexual and reproductive rights. | It will be disseminated on networks | [Video 3: women with disabilities](https://www.youtube.com/watch?v=eYXDSfhBggo) | Spanish | No |
| Women with disabilities, sexual rights and reproductive rights 2. | Video | Address the situation of women with disabilities in terms of sexual and reproductive rights. | It will be disseminated on networks | [Video 4: women with disabilities](https://www.youtube.com/watch?v=Lqcja5pF9XY) | Spanish | No |
| Seminar: "Current status of independent living for people with intellectual disability". | Seminar | To raise awareness of the current state of independent living for people with intellectual disability. | It will be disseminated on networks | [Independent living for people with intellectual disability](https://www.youtube.com/watch?v=05FrI5RGtKQ&t=5s) | Spanish | Yes |
| Keynote Speech Provision of Appropriate Wheelchairs: A Human Rights Issue | Conference | Addressing the Provision of Appropriate Wheelchairs as a Human Rights Issue | It will be disseminated on networks | [Provision of appropriate wheelchairs](https://www.youtube.com/watch?v=O3VC2QD2N5k) | Spanish | Yes |
| A day with Mayor Carolina Mejía | Video | Meet the first Mayor and talk about her management, her plans for the city and about inclusion. | It will be disseminated on networks | [Video](https://www.youtube.com/watch?v=XtgGEt7HCwI) | Spanish | No |
| Best Buddies & Cervercería Nacional Dominicana | Video | Get to know the Cerveceria and talk about inclusion and diversity. | It will be disseminated on networks | [Cerveceria](https://www.youtube.com/watch?v=-RQLA7yxIjo) | Spanish | No |
| "Stay at home" | Video | Different people with disabilities and representatives of ODPs motivate to take preventive measures to avoid the spread of the virus | To be disseminated during the prevention and action stage on Coronavirus  | [1. COVID 19](https://www.youtube.com/watch?v=GpKq6ShbH88) | Spanish | No |
| Explanatory video of the steps to prevent and Coronavirus | Video | Spreading and raising awareness among people with disabilities about Coronavirus prevention  | To be disseminated during the prevention and action stage on Coronavirus  | [2. COVID 19](https://www.youtube.com/watch?v=MV9R_2RroOs) | Spanish | No |
| Explanatory video on when to wash your hands  | Video | Spreading and raising awareness among people with disabilities about Coronavirus prevention  | To be disseminated during the prevention and action stage on Coronavirus  | [3.COVID 19](https://www.youtube.com/watch?v=0hzoOTD0dEU) | Spanish | No |
| Social and economic consequences of the labor exclusion of the population with disabilities in the Dominican Republic | Video | Offer information about the research and its purpose | It will be disseminated on networks | [Study](https://www.youtube.com/watch?v=5vOlDGq80eg&t=23s) | Spanish | No |
| Visiting the National Congress. | Video | Learn about the work of the National Congress from the hand of Deputy José Horacio Rodríguez. | It will be disseminated on networks | [National Congress](https://www.youtube.com/watch?v=84FT5-kE3EQ&t=5s) | Spanish | No |
| Participation in the program The Big Question. | Video | Learn about the work of the National Congress from the hand of Deputy José Horacio Rodríguez. | It will be disseminated on networks | [Big question](https://www.youtube.com/watch?v=HikC1pgWImk) | Spanish | No |
| Perspectives of labor inclusion of people with disabilities in the new health context. | Video | Learn about the perspectives of labor inclusion of people with disabilities in the new healthcare context. | It will be disseminated on networks | [Perspectives of labor inclusion of people with disabilities in the new health context.](https://www.youtube.com/watch?v=nGjg81j4YBk) | Spanish | Yes |
| System of assessment, certification, and continuous registration of disability. | Video | Testimonials from allies in the process of creating the system of assessment, certification, and continuous registration of disability. | It will be disseminated on networks | [System of assessment, certification, and continuous registration of disability.](https://www.youtube.com/watch?v=PVhgmPU9E7Y&t=5s) | Spanish | No |
| System of assessment, certification, and continuous registration of disability. | Video | Presentation of the system of assessment, certification, and continuous registration of disability. | It will be disseminated on networks | [System of assessment, certification, and continuous registration of disability.](https://www.youtube.com/watch?v=sgIFLW-j2Y8&t=4s) |  |  |
| Independent life promotional video | Video | Promote the independent living course, boost the participation of people with disabilities and publicize the initiative | To be disseminated before independent living courses | [Independent life promotional video](https://drive.google.com/file/d/1pElSKYBEogecVqEFuOOokNyyeQJgMOjO/view?usp=sharing) | Spanish | Yes |
| Independent life promotional video | Video | Promote the independent living course, boost the participation of people with disabilities and publicize the initiative | To be disseminated before independent living courses | [Independent life promotional video](https://drive.google.com/file/d/1TJylqfAvaRfJQevvye1VrYOvA1zm7l5D/view?usp=sharing) | Spanish | Yes |
| Logo of the project | Logo | Guarantee visibility of the project | During the inception phase and implementation phase. | [Logo](https://drive.google.com/file/d/1hMkQmEILzs5F-sZIksO25Dqtv4zSkPQn/view?usp=sharing) | Spanish | No |
| Banner of the project | Banner | Guarantee visibility of the project | During activities of the inception phase and implementation phase. | [Banner](https://drive.google.com/file/d/1iWR864XWXG-Wh_JbZc8nvjtHQN4_heYi/view?usp=sharing) | Spanish | No |
| Promotional video of the project | Video | Facilitate the dissemination of the project and its understanding | During the inception phase and implementation phase. | [Promotional video](https://drive.google.com/file/d/1r9gL7Wu3SyBspWqkxQE2lpmLZuYcgn6W/view?usp=sharing) | Spanish | Yes |

# 11. Challenges

**COVID-19**

Given the situation generated by the COVID-19 pandemic, the government of the Dominican Republic was obliged to approve exceptional measures such as the national state of emergency, with the following closure of educational centers, the total or partial closure of some productive sectors, and the cancellation of face-to-face activities.

In order to guarantee the continuation of the school year and the safety of the students, as well as the reduction of infections, education in the Dominican Republic began to be taught using a non-face-to-face method, using media such as radio and television. Under this new modality, it was impossible to carry out activities related to raising awareness in the educational community about the inclusion and participation of children and adolescents with disabilities in ordinary schools. Just as the priorities established by the Ministry of Education were modified, improving planning, since new support was requested, and the existing ones were restructured and visits by consultants had to be canceled and activities postponed or modified. However, despite the difficulties, thanks to the technical and financial assistance under the project, and advocacy, received from UNICEF, the MoE redesigned the Olga Estrella Resource Center to expand its support progressively to all students with different types of disabilities.

Similarly, the impossibility of carrying out face-to-face activities due to the COVID 19 pandemic meant that part of the activities proposed within the framework of the social participation component had to be reformulated. The independent living workshops were put on hold indefinitely as the response to the COVID-19 pandemic did not allow face-to-face activities. Likewise, it is important to mention that the change of national authorities, due to the start of a new government in August 2020, necessarily changes contacts and focal points in these institutions. Despite this, dialogues were held with government entities to reformulate the planning and continue advancing in the execution of the project.

Finally, regarding the scope of labor inclusion, the effects of the pandemic have been reflected in delays in activities, but thanks to the continuity of government representatives, it has been possible to continue with the existing planning except for minor modifications to it. During the restrictive measures, the activities were carried out in digital format, taking into account accessibility for people with disabilities (sign language interpretation, subtitles...). Once face-to-face activities are resumed with limited capacity, they are carried out in a hybrid format (face-to-face with virtual transmission) to encourage greater participation.

**Impact on people with disabilities and measures**

The COVID 19 pandemic has generated an increase in the violation faced by people with disabilities, generating on many occasions greater challenges to guarantee adequate support as well as the guarantee of their rights. The change in national priorities to safeguard basic needs and the health of the population has led to the choice of technology to give continuity to productive and educational activities in the country. However, not all people with disabilities have access to basic home services or required electronic devices, complicating the possibility of impacting them and worsening their situation. To address this context, we have worked along with the OPDs, to try not to leave anyone behind in the government responses and actions carried out by the UNS.

**Election period and government transition**

The Extraordinary General Presidential elections, Senate, and Provincial Elections of the Dominican Republic were held on July 5, 2020. As a result of them, in August of the same year, there was a change of government authorities, which has been accompanied by several government changes at the level of infrastructure, planning, and civil service. Although it has been possible to mitigate how the project could be affected in its entirety, through dialogues with the new authorities and advocacy, it has not stopped generating an impact on it. In general, we can underline that part of the planning had to be postponed and, in some cases, readjusted according to the needs of the new authorities, who were affected in parallel by the pandemic.

It should be noted that CONADIS, the governing body on disability matters, readjusted its internal structure in parallel with the political changes, incorporating the figure of the President of the Council into the organization chart (integrating a new authority to it). The position of President of the Council was appointed in December 2021 while that of Executive Director was appointed in June 2021. Later, in November 2021, the President of CONADIS was dismissed, without having filled the position so far. These changes caused uncertainty in the field of disability and made the partnerships more complex by lacking the personnel they require to operate; however, constant support has been maintained for CONADIS as well as support for the requirements they have been requesting.

**Disability training**

In the country, there are various gaps at a university training level linked to disability, which means that when publishing consultancies or requiring advice, the deadlines for relaunching calls must be extended or an international search must be used.

**Accessible communication**

At the national level, it is not guaranteed that information will be disseminated in compliance with universal accessibility criteria that allow people with disabilities to access it. For these reasons, organizations of people with disabilities are the main means of communication for people with disabilities to obtain information. Although the project has allies that guarantee certain accessibility criteria (sign language interpreters) that are always available in the activities carried out under the project, it is completed to incorporate them into the dissemination of information and information produced by external institutions. However, it is ensured that they have an appropriate approach and provide tools to enable institutions to be able to generate accessible information.

# 12. Project follow-up and sustainability

To provide follow-up and continuity to the initiatives proposed in the project, we have worked hand in hand with government counterparts, in order to strengthen partnerships and work based on existing needs.

Currently, UNICEF has started another three-year project offering support to the MoE to continue the strengthening of the National Resource Center Olga Estrella to have accessible materials for specific disabilities, learning methodology guides for teachers, and different training sessions available for the transformation of services in regular schools, to move from a segregating or integrating model to an inclusive pedagogical model. The technical assistance of the team of consultants from Murcia in Spain will continue during this follow-up project, which UNICEF is in the main funding source with their own resources.

Regarding the labor sphere, the Ministry of Labor has reaffirmed its interest in continuing to count on the support of the UNDP to achieve the labor inclusion of persons with disabilities. For these purposes, a two-year project would be launched with the support of the ONCE Foundation. This initiative will aim to improve the opportunities for labor inclusion of persons with disabilities through the implementation of a comprehensive labor intermediation mechanism adapted to existing contexts, structures, and initiatives, in the private environment (including self-employment and entrepreneurship) and in the public sector.

To guarantee the rights of people with disabilities and encourage their participation, CONADIS is directly and transversally supported in the initiatives it proposes as well as in the plans and regulations pending completion.

In the same way, support and accompaniment are provided to the initiatives developed by organizations of persons with disabilities, as well as promoting their participation in all public and private spaces that are considered pertinent. In the case of organizations linked to the labor sphere (Fundación Francina Hungary and Best Buddies), second financing was started through small grants so that they could give continuity to the initiatives to promote labor inclusion under the understanding that they were successful.

In the framework of the United Nations, since the beginning of the implementation of the project to date, the mainstreaming of disability has been encouraged in all the initiatives being implemented. With the creation of the Task Force, this initiative was strengthened as well as its continuity guaranteed, with an eye toward compliance with the United Nations Disability Inclusion Strategy (UNDIS). In addition, the Dominican Republic was selected to implement a pilot phase of a Strategic Global Partnership for Disability Inclusion, through which we will work in three main areas: ICT & Digital Accessibility, Inclusive HR Services, and Physical Accessibility.

Finally, we are working on the creation of partnerships and agreements with the private sector to promote and facilitate the inclusion of people with disabilities. For example, a project is currently being designed with the National Association of Hotels and Restaurants to promote the inclusion of people with disabilities in the labor market and ensure that they can participate in leisure and recreational activities on an equal footing with others.

# 13. Detailed expenditure in relation to sections 5 and 6 above.

| **Category** | **Activity (please describe)** | **Budget Allocated** | **Total Expenditure** |
| --- | --- | --- | --- |
| Direct impact on empowerment of women and girls with disabilities  | Letter of agreement with OPDs to address actions aimed at reducing discrimination against women with disabilities. | 25,000 | 25,000 |
|  | Disability Assessment System  | 13,000 | 13,000 |
|  | Independent Living Workshops | 63,000 | 8,000 |
|  | Theatrical training space | 1,100 | 1,100 |
| Direct Impact on OPDs’ capacity | Grant for OPDs to conduct influencing work | 30,000 | 30,000 |
|  | Letter of agreement with OPDs to address actions aimed at reducing discrimination against women with disabilities. | 25,000 | 25,000 |
|  | Support to launch the first manual of professional conduct and code of ethics in the Dominican Republic. | 4,500 | 4,500 |
|  | Support to FOAL and FUDCI for the development of: Forum on Networking and Institutional Strengthening; First national meeting to strengthen political participation and institutional articulation of organizations that represent people with disabilities.  | 1,340 | 1,340 |
|  | Wheelchair assignment course | 18,500 | 18,500 |
|  | Development Independent Living course focused on People with intellectual disability. | 7,000 | 7,000 |
| Accessibility costs | International technical support for training 11 CADs in the inclusive pedagogical model. | 58,991 | 58,991 |
|  | Accessible transport for the Independent Living workshops | 9,000 | 5,000 |

# 14. Life stories and testimonies

| **Name**  | **Sex** | **Designation and Organization** | **Is this a testimony from a person with a disability? If so, what kind of disability do they have?[[5]](#footnote-6)** | **Testimony** | **Photo Shared (Y/N)[[6]](#footnote-7)** | **Consent for Use of Photo obtained (Y/N)** | **Photo Caption** | **Photo Credit** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Edwin Daniel | M | Special School of Santo Domingo | Autism | Testimony about Accessible Resource Kits. | Yes | Yes | UNICEF RD | UNICEF RD |
| Henry Rodríguez  | M | Director of the resource center Olga Estrella | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Johanna Jiménez | F | Santo Domingo Special School Teacher | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| María Rodríguez | F | Director School Workshop Santo Domingo | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Inés Rosario  | F | Santo Domingo Workshop School Teacher | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Samir Santos  | M | General director of Employment | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Maureen Tejeda | F | Executive Director Best Buddies DR | No | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Francina Hungría  | F | President of the Francina Hungria Foundation | Visual disability | Testimony about the results of the project | N/A | N/A | N/A | N/A |
| Anny Yubelis | F | Member of the National Board of the Blind | Visual disability | See below | Yes | Yes | Leonela Medina-PAHO/WHO | Leonela Medina-PAHO/WHO |
| Erick Sabino | M | [...] | Visual disability | See below | Yes | Yes | Leonela Medina-PAHO/WHO | Leonela Medina-PAHO/WHO |
| Yajaira Peña | F | Member of the National Disability Council | Visual disability | See below | Yes | Yes | Leonela Medina-PAHO/WHO | Leonela Medina-PAHO/WHO |

**Edwin Daniel**

[Conoce la historia de Edwin Daniel y cómo utilizó materiales de aprendizaje accesible](https://www.youtube.com/watch?v=osM5FMnEzoE)

**Henry Rodríguez / Johanna Jiménez /María Rodríguez (** Annex 29 )

**María Rodríguez /Inés Rosario /Samir Santos (**Annex 30)

**Maureen Tejeda /Francina Hungría (**Annex 31)

**Anny Yubelis**

My name is Anny Yubelis Nuñez, I belong to the National Board of the Blind, I am a girl of low vision, I have three years with this condition. This ACTIVITY of Independent Life RD has served me well as I have been able to learn how to address and move alone without having a guide by my side.

For you, what is being independent?

Being independent for me is, being able to go to the store alone without having a guide, but to guide me through some obstacle that I find that I can overcome it and any barriers that you are facing can break it.

[Video](https://drive.google.com/file/d/1iBNtIUSTJulkvg8IPOdbosqD9ZFSNdwR/view?usp=sharing)

**Erick Sabino**

My name is Erick Sabino, I live in Boca Chica and this is my first independent life course. I am very pleased with this independent living course because I had a very different expectation than it really is, and I have been very surprised that one can demonstrate to society and ourselves that if we are in this world to contribute something. And it is what Independent Life has taught me, how I can raise awareness in other people, how I can be a better person, how I can teach my own family so that they too can be useful to society.

For you, what is being independent?

I understand by being an independent person what it is to be able to manage you, to be able to address you, to be able to do many things for yourself, which can lead you to have results, to have a participation in either society or in your family. But I also like better a concept that they call interdependence which is what I'm aiming for that is when you already manage to lead other people, other people who want to create an independence and that those people you can train and help them to how they can be better people tomorrow.

[Video](https://drive.google.com/file/d/1CPiKOmrAYaX1Ny-BlrlaJD63D5xwfW53/view?usp=sharing)

**Yajaira Peña**

My name is Yajaira Peña. I belong to the National Disability Council-CONADIS and am a visually impaired person. This independent life course, this philosophy, has served me well because I have a better management in terms of my performance in the streets, in the house, in the workplace.

For you, what is being independent?

Being independent, it represents everything. For me it is to be a productive entity in this society, that others who do not have disabilities see me as a normal person. I'm blind, yes, but I can, I can work in an office, I can work in the house, have kids, have a family. For me, that's being independent.

[Video](https://drive.google.com/file/d/1FPA2Q3dogBH1JUfIe4SdVAvfHh5VNQWs/view?usp=sharing)

# 15. Photos depicting Project related impact and outcomes[[7]](#footnote-8)

*Please share photos depicting project related impact and outcomes in high resolution image files with appropriate consents of subjects having been taken as well as with the associated credits and along with permission for use in UNPRPD publications and communications materials including website. For photos of children due protocols should be followed for ensuring safety and obtaining consent. Kindly list below the following for photos shared.*

| **Photo No.** | **Photo description for use in alternative text for images to enable persons with visual impairments using screen readers to understand and perceive the image.** | **Consent for Use of Photo obtained (Y/N)** | **Photo Caption** | **Photo Credit** |
| --- | --- | --- | --- | --- |
| 1 | A group of people with physical-motor disabilities exercise up a hillside. | **Y** | Conadis | Conadis |
| 2 | A visually impaired person learns how to make use of a computer. | **Y** | Conadis | Conadis |
| 3 | An Independent Life Instructor Mexico gives a talk for people with physical-motor disabilities | **Y** | Conadis | Conadis |
| 4 | A United Nations representative and a representative of a disability organization provide a talk | **Y** | Michele Rivas | ONURD |
| 5 | Several people participate in a visibility activity. | **Y** | Conadis | Conadis |
| 6 | A group of people with disabilities offer a concert during an activity. | **Y** | Conadis | Conadis |

[**https://drive.google.com/drive/folders/1RHd9OpPp\_cl0YrKP3ve7s3ZFMMivbW2Y?usp=sharing**](https://drive.google.com/drive/folders/1RHd9OpPp_cl0YrKP3ve7s3ZFMMivbW2Y?usp=sharing)

# 16. Risk Reporting

| ***Type of risk\*******(contextual,******programmatic, institutional)*** | ***Risk*** | ***Occurrence******(Y/N)*** | ***Impact on result***  | ***Mitigation strategies*** | ***Risk treatment owners*** |
| --- | --- | --- | --- | --- | --- |
| Institutional | Pressure or lack of interest in the project due to political election in the country  | Yes  | Delays in activities and products to be implemented  Possible lack of political support for the involvement of governmental actors in the project.  | Developing consensus with different political parties to ensure future support   | [...]   |
| Programmatic  | Physical access barriers remain in public spaces.  | Yes  | The participation of people with disabilities is hampered  | Recommending and managing que locations meet universal accessibility criteria  Advocating for appropriate changes to in inaccessible spaces  | CONADIS   |
| Context   | Coronavirus (COVID-19)   | Yes   | Delay in activities to be implemented  Lack of interest and support in disability-related initiatives  Repercussions on the national economy   | Developing strategies to assess the needs of people with disabilities  Facilitating communication and access to information of public interest  Exposing the vulnerability of people with disabilities to the government  | [...]   |
| Institutional | Lack of involvement of a state actor  | Yes  | Delay in the formulation of the Disability Assessment System  | Facilitating communication spaces between government institutions and serving from the United Nations as moderators of the process  | CONADIS  MSALUD  OPS/WHO  |

\* 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.

# Annex 1

**The UNPRPD MPTF approved in June 2020 it’s New Strategic and Operational Framework 2020-2025. As the Fund has now the obligation to report against the new results framework, we are requesting projects that were approved before June 2020 to reflect on which Fund’s outcome/outputs/indicators their project is contributing.**

| **REPORTING AGAINST UNPRPD MPTF RESULTS FRAMEWORK** |  |  |
| --- | --- | --- |
| **Outcome 1: National Stakeholders are equipped with the knowledge and practical tools for disability inclusive policies and systems** | **Yes/No** | **Brief Description**  |
| **Outcome indicators**  |  |  |
| 1.1 # of stakeholders in UNPRPD supported countries[[8]](#footnote-9) with increased knowledge and capacities to design/reform and deliver inclusive policies and systems (disaggregation by stakeholder Gov/ UN/OPDs/other) | **Yes** | The Ministry of Education, the National Disability Council and the Ministry of Labor have strengthened their capacities to provide more accessible and inclusive services. |
| 1.2 # of stakeholders in UNPRPD supported countries with strengthened evidence-based knowledge and capacities to assess and respond to gaps in relation to preconditions to CRPD implementation and inclusive SDGS achievement | **Yes** | Support was provided to the Ministry of Education, the National Council for Disability, and the Ministry of Labor to strengthen their knowledge and capacities in order to respond to existing gaps in the areas of education, work, and social participation. |
| 1.3 # and % of UNPRPD supported countries that have developed and/or strengthened national guidelines, protocols, and/or standards to design and implement policies and systems | **Yes** | The following support is provided:* Ministry of Education: Strengthening of the Olga Estrella Resource Center
* Ministry of Labor: Reformulation of the employment service manual
* CONADIS: support for the creation of the disability assessment and certification system
 |
| 1.4 # of stakeholders in UNPRPD supported countries used UNPRPD’s situational analysis to inform their future actions around disability inclusion. (disaggregation by stakeholder Gov/ UN/OPDs) | **No** |  |
| 1.5 # and % of UNPRPD supported countries that undertook multi stakeholder capacity building initiatives on disability inclusive policies and systems | **No** |  |
| **Output 1.1 - Capacity of the national stakeholders is enhanced to develop and implement gender responsive and disability inclusive policies and systems for the CRPD and SDGs implementation** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 1.1.1. # of trainings developed and delivered to support national CRPD /inclusive SDG implementation disaggregated by geography (country, regional and global), topic(thematic area, specifics modules on women with disabilities and underrepresented groups needs and rights, and specific modules on instruments for planning and implementation of UN development activities both in development and humanitarian settings). | **Yes** | Support was provided with a discussion on the convention on the rights of persons with disabilities, the national legal framework and the 2030 Agenda as instruments to guarantee rights on the legal framework for disability and the 2030 Agenda for sustainable development. |
| 1.1.2. # of participants (disaggregated Gov (type of ministry)/ UN/OPDs/other) (disaggregated by sex/type of disability/rural urban) participating in capacity building activities funded or provided by UNPRPD programmes | **Yes** | Through independent living workshops. |
| 1.1.3. # of OPDs (disaggregated by type umbrella- disability specific- women-other) that benefitted from capacity building activities (type of activities) funded by UNPRPD programmes to strengthen the capacity of organizations of persons with disabilities. | **Yes** | Through three grants, the development of three OPDs was financed that worked with: Labor inclusion of people with intellectual disabilities* Labor inclusion of people with visual disabilities
* Sexual and reproductive rights of women with disabilities
 |
| 1.1.4. # of OPDs that have been trained to participate in planning and monitoring of national development plans related to UN/government /other | **Yes** | Support was provided with a discussion on the convention on the rights of persons with disabilities, the national legal framework and the 2030 Agenda as instruments to guarantee rights on the legal framework for disability and the 2030 Agenda for sustainable development. |
| 1.1.5. # of capacity building activities (disaggregated by type of capacity building) funded by UNPRPD programmes, directed at women and girls with disabilities on their rights and requirements and/or directed at underrepresented groups of persons with disabilities on their rights and requirements. (Number of participants, disaggregated by age, disability and geographical location.  | **No** |  |
| **Output 1.2- Knowledge products are developed and piloted, particularly to address gaps on the preconditions to implement CRPD and disability inclusive SDGs** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 1.2.1. #of knowledge products (disaggregated by product: tools, guidelines, protocols, reports) developed, piloted and disseminated to the relevant stakeholders to inform inclusive practices | **Yes** | Accessible Resource Kits with guidelines for teachers that were developed and disseminated to Ministry of Education technicians, teachers and students. |
| 1.2.2 # of knowledge products developed that address gaps related to inclusion of women and girls with disabilities and underrepresented groups of persons with disabilities | **Yes** | Videos about women's sexual and reproductive rights were produced through a grant to an OPD |
| 1.2.3. # of actors involved in developing and testing of knowledge products (disaggregated by product tools, guidelines, protocols, reports) disaggregated by actor (GOV/ OPDs (disaggregated by type of representation)/ NGOs/Other) | **Yes** | For the elaboration of "Study on the situation of persons with disabilities based on SIUBEN 2018 data", people with disabilities were taken into consideration through the formation of focus groups |
| **Output 1.3 - Evidence generation, learning and exchange mechanisms are developed and functional, based on country level experiences, to increase understanding and inform innovative practices.** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 1.3.1. # of learning and evidence generated to inform inclusive policies and systems disaggregated by type e.g. situational analysis, thematic reports, peer reviewed evidence evaluations and assessments, learning reports, case studies etc. | **Yes** | "Study on the situation of persons with disabilities based on SIUBEN 2018 data" |
| 1.3.2. # actors involved in learning and evidence generated to inform inclusive policies and systems disaggregated by actor (GOV/OPDs, NGOs, etc) | **No** |  |
| 1.3.3. # of established mechanisms/ instances promoting learning and exchange across countries (disaggregation by region/ group of countries/ theme and participants (disaggregation by sex, disability, representation of OPDs, UN ,GOV/other) | **No** |  |
| 1.3.4. # of reports, case studies and/or other sources of evidence addressing the situation of women with disabilities and underrepresented groups of persons with disabilities disaggregated by disability specific or mainstream and women or underrepresented) | **Yes** | Videos about women's sexual and reproductive rights were produced through a grant to an OPD."Study on the situation of persons with disabilities based on SIUBEN 2018 data" The dissemination of the study "Social and economic consequences of PWD exclusion from the workplace" was supported. |
| **Outcome 2: Gaps in achievement of essential building blocks or preconditions to CPRD Implementation in development and humanitarian (gender equality, data accessibility, support services, etc.) are addressed** | **Yes/No** | **Brief Description**  |
| **Outcome indicators**  |  |  |
| * 1. # and % of UNPRPD supported countries with inclusive and non-discriminatory laws, national policy/plan for persons with disabilities.
 | **Yes** | Law No. 5-13 on Disability in the Dominican Republic, protects and guarantees equal rights and equal opportunities for all persons with disabilities |
| * 1. # and % of UNPRPD supported countries with inclusive service delivery systems and processes across the sectors.
 | **No** |  |
| * 1. # and % of UNPRPD supported countries with enhanced or newly established mechanisms supporting formal participation of OPDs to support CRPD implementation.
 | **No** |  |
| * 1. # and % of UNPRPD supported countries with enhanced and or newly established multi-stakeholder national and/or sub-national coordination and monitoring mechanisms established to monitor CRPD and include multi-sectoral representation and representation of OPDs
 | **No** |  |
| * 1. # and % of UNPRPD supported countries that have mechanisms in place to support quality, disaggregated and globally comparable data on disability in line with international standards to inform laws, policies and programmes
 | **No** |  |
| **Output 2.1 - Legislative and policy frameworks are newly developed, reviewed, or reformed to promote equality and non-discrimination, based on CRPD standards, and are translated into plans as relevant.** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 2.1.1. # of newly produced, reviewed, or reformed laws and policies disaggregated by type (disability specific /mainstream) disaggregate by review reformed and developed | **Yes** | Departmental Order 90-2020, restructuring the Olga Estrella resource center to guarantee educational inclusion |
| 2.1.2. # of developed and or adopted national action plan/strategy to ensure that persons with disabilities, have access to quality and affordable services,(disaggregation by service) | **Yes** | The National System for the Assessment, Certification and Registration of disability is being validated |
| 2.1.3. # of national strategies and plans with measures in place to ensure disability sensitive budgeting and financial management | **Yes** | National budget assigned to CONADIS and ODPs |
| 2.1.4. # laws and policies (mainstream and targeted) changes addressing rights and inclusion of most marginalized groups (disaggregation women and underrepresented by different groups)  | **Yes** | The third National Plan for Gender Equality and Equity 2018-2030 (PLANEG III)/ National plan for the reduction of teenage pregnancies 2019-2023/ Child Marriage and Early Marriage Reduction Plans (MIUT)/ Action protocol interview center for people in a condition of vulnerability, victims or witnesses of crimes |
| 2.1.5. # of laws and policies and plans on VAWG and or SRHR that adequately respond to the rights of women and girls with disabilities (disaggregation by plan-laws-policies and VAWG-SRHR) | **Yes** | The third National Plan for Gender Equality and Equity 2018-2030 (PLANEG III) is prepared as an instrument of the National Equality Policy, with the purpose of serving as a reference and link with actions aimed at achieving full and real equality between men and women implemented by government entities executing public policies whose responsibility for follow-up and monitoring is the Ministry of Women; in addition to promoting the socio-cultural changes necessary to achieve equality and equity between genders through a strategy of actions articulated with and between State institutions. |
| 2.1.6. # of developed/strengthened multi-stakeholder coordination mechanisms supporting legal, policy and plans changes (disaggregation by stakeholder Gov/ UN/OPDs/other).  | **Yes** | Advisory Team for Protection, Gender and Age (EC-PGE) of the National Emergency Commission, as well as its response commissions.  |
| 2.1.7. # of organizations of persons with disabilities taking part in consultation processes related to legislative and policy changes, disaggregated by kind of organization of persons with disability, constituency represented among persons with disabilities and geographical location. | **Yes** | The OPDs are being consulted regarding the formation of the governing bodies of CONADIS |
| **Output 2.2 –Service delivery systems implementation and processes across the sectors are reviewed/reformed/developed to ensure disability inclusion** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 2.2.1. # of reviewed, newly developed or strengthened service delivery systems and processes disaggregated by precondition (add as footnote) type of change (reviewed developed or strengthened) and sector. | **Yes** | The National Resource Center Olga Estrella was strengthened to offer services to all disabilities, by offering resources, training, and guidance to its team.  |
| 2.2.2. # of reviewed, newly developed or strengthened national implementation systems and processes addressing the rights for women with disabilities in particular around Sexual and Gender Based Violence and SRH services.  | **Yes** | The third National Plan for Gender Equality and Equity 2018-2030 (PLANEG III) is prepared as an instrument of the National Equality Policy, with the purpose of serving as a reference and link with actions aimed at achieving full and real equality between men and women implemented by government entities executing public policies whose responsibility for follow-up and monitoring is the Ministry of Women; in addition to promoting the socio-cultural changes necessary to achieve equality and equity between genders through a strategy of actions articulated with and between State institutions. |
| 2.2.3. # of reviewed, newly developed or strengthened national implementation systems and processes addressing the rights the most marginalized groups of persons with disabilities (disaggregation by group (women, underrepresented, etc) | **Yes**  | The National Human Rights Plan of the Dominican Republic 2018-2022 (PNDH) expresses the political will of the Dominican Government to promote the mechanisms ofpromotion and defense of the dignity and fundamental rights of all people in the national territory in accordance with the values, principles, norms and mandates contained in the Dominican Constitution |
| 2.2.4. # of supported multi-stakeholder coordination mechanisms supporting targeted services delivery systems and processes changes (disaggregation by stakeholder Gov/ UN/OPDs/other).  | **Yes**  | Action protocol interview center for people in a condition of vulnerability, victims or witnesses of crimes, through closed television circuit, Gesell camera or other technological means/ Service guide for interviews with people in a condition of vulnerability, victims or witnesses of crimes, through closed television circuit, Gesell camera or other technological means |
| 2.2.5. #and of organizations of persons with disabilities taking part in consultation processes, disaggregated by kind of organization of persons with disability, constituency represented among persons with disabilities (including Women and underrepresented groups) and geographical representation e.g. national/local. | **Yes** |  |
| **Output 2.3 National data collection systems, accountability and monitoring mechanisms, and inter-ministerial coordination systems are reviewed/reformed/developed to ensure disability inclusion** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 2.3.1. # of strengthen /developed national and/or sub-national coordination and monitoring mechanisms for CRPD implementation in line with article 33 | **No** |  |
| 2.3.2. # of OPDs involved in government monitoring and accountability mainstream mechanisms (disaggregation by type of OPDs and type of government mechanism) | **No** |  |
| 2.3.3. # of national mechanisms, institutions, services, programmes, collecting disaggregated data on persons with disabilities (disaggregated by mechanism institution service) according to international standards | **Yes** | "Study on the situation of persons with disabilities based on SIUBEN 2018 data", carried out together with SIUBEN incorporates the guidelines of the Washington Group on the operation and took into account international recommendations for the identification of the population with disabilities. |
| 2.3.4. # of national coordination, accountability and monitoring mechanisms related to GBV and SRH mainstreaming disability. | **No** |  |
| **Outcome 3: National development and humanitarian plans and monitoring processes include disability mainstreaming** | **Yes/No** | **Brief Description**  |
| **Outcome 3 Indicators** |  |  |
| * 1. % # of UNPRPD supported countries with instruments for planning, implementation and monitoring of UN development and humanitarian activities inclusive of disability (disaggregation by process planning-implementation and monitoring)
 | **No** |  |
| * 1. % # of UNPRPD supported countries with adopted national SDGs plans and budgets that are inclusive to persons with disabilities including women with disabilities and underrepresented groups
 | **No** |  |
| * 1. % # of UNPRPD supported countries with formal participation of persons including women and underrepresented groups with disabilities in mechanisms for planning implementing and monitoring the SDGs and/or UN development and humanitarian Instruments (disaggregation UN instruments and SDGs national plans)
 | **No** |  |
| * 1. % # of UNPRPD supported countries with inclusive national implementation and monitoring of COVID 19 response and recovery plans
 | **No** |  |
| **Output 3.1 - Disability inclusion is strengthened in instruments for planning and implementation of UN development activities at the country level including in humanitarian settings** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 3.1.1. # of Common Country Analysis (CCA) including disaggregated data and analysis of the situation of persons with disabilities. Disaggregated by type of analysis e.g. thematic focus versus cross cutting comprehensive inclusive analysis | **No** | Data on the situation of people with disabilities is included but not in the requested breakdown |
| 3.1.2. #UNSDCF where disability inclusion has been mainstreamed and/or targeted | **Yes** | Data on the situation of people with disabilities are included |
| 3.1.3. # of UNSDCF with at least 3 indicators related to disability  | **No** |  |
| 3.1.4. # of UNSDCF related financial tools with explicit allocations for disability inclusion | **No** |  |
| 3.1.5. # of joint programmes funded through MPTFs funds where the rights of persons with disabilities have been addressed (disaggregation by disability group) through collaboration with UNPRPD programmes | **No** |  |
| **Output 3.2 - 'Disability Inclusion in National Development and Humanitarian Planning, Implementation and Monitoring mechanisms is strengthened.** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 3.2.1. # of national and subnational SDGs implementation plans integrating targeted and mainstream actions towards persons with disabilities. | **Yes** | Mainstreaming, acceleration and policy advice (MAPS) / Roadmap / Action Plan for Addressing SDG 2/  |
| 3.2.2 # of adopted/ implemented COVID 19 inclusive response and recovery plans and frameworks containing systematic mainstreaming of persons with disabilities including the most marginalised.  | **Yes** | Preparation of a Technical Note : Response to the COVID-19  pandemic emergency to include  people with disabilities, with the objective of making recommendations and guidelines that support the mainstreaming and integration of children, youth and adults with disabilities into the response to, and recovery from this emergency for the agencies of the United Nations System of the Dominican Republic. / The Inclusive Socioeconomic Recovery Program managed to impact more than 300 actors in the production chain, entrepreneurs, owners and owners of small businesses belonging to populations in vulnerable conditions (including people with disabilities) to ensure that they are not left behind in the process of economic recovery from the crisis caused by COVID-19. |
| 3.2.3. % and # Humanitarian Response Plans (HRPs) and Humanitarian Needs Overviews (HNOs) addressing persons with disability needs and rights; | **No** |  |
| 3.2.4. # of SDGs implementation data collection, monitoring and accountability processes assessing progress against specific disability-inclusion targets | **Yes** | "Study on the situation of persons with disabilities based on SIUBEN 2018 data"carried out together with SIUBEN incorporates the guidelines of the Washington Group on the operation and took into account international recommendations for the identification of the population with disabilities. |
| **Output 3.3 - Systematic engagement of OPDs is strengthened/enhanced in the national development coordination mechanisms and accountability frameworks (government/UN/Independent) around SDGs** | **Yes/No** | **Brief Description**  |
| **Output Indicators** |  |  |
| 3.3.1. # of UN led national and/or regional coordination mechanisms with established consultation processes undertaken to ensure the active involvement of persons with disabilities, including through their representative organizations, in the design, implementation and monitoring of instruments for planning and implementation of UN development activities at the country level | **Yes** | The Inclusive Socioeconomic Recovery Program managed to impact more than 300 actors in the production chain, entrepreneurs, owners and owners of small businesses belonging to populations in vulnerable conditions (including people with disabilities) to ensure that they are not left behind in the process of economic recovery from the crisis caused by COVID-19. |
| 3.3.2. # of governmental coordination mechanisms with established consultation processes undertaken to ensure the active involvement of persons with disabilities, including through their representative organizations, in the planning, implementation and monitoring of SDGs  | **Yes** | The United Nations System in the Dominican Republic is working on an action plan regarding strategic partnerships and financing for the 2030 Agenda and the strengthening of the articulation of the SDGs with the National Development Strategy (END). It would be carried out in an interagency and multisectoral format to accompany the efforts of the government, civil society, academia, municipalities and the private sector. |
| 3.3.3. # of OPDs formally participating in UN supported development processes and national SDGs coordination, planning and implementation processes. (disaggregation by type of OPD and process) | **No** |  |
| 3.3.4. # of identified persons with disabilities including through their representative organizations participating in the State’s formulation/implementation of COVID-19 policy responses affecting them | **Yes** | To measure the socioeconomic effects of the COVID19 pandemic on the poorest population of the Dominican Republic and improve the response and recovery, the United Nations System conducted the survey to measure the socioeconomic impact SEIA (acronym in English), in collaboration with associations without profit-making, community-based organizations (including ODPs) and the Unique System of Beneficiaries (SIUBEN) |

# List of annexes

**(**[**https://drive.google.com/drive/folders/1xHhbfcyuPGM\_TzaDImlXogyH\_24N5axM?usp=sharing**](https://drive.google.com/drive/folders/1xHhbfcyuPGM_TzaDImlXogyH_24N5axM?usp=sharing)**)**

1. Plan de trabajo 2018-2019 (UNICEF-MINERD)
2. Departmental Order 90-2020
3. Resource kit for intellectual disability
4. MoU with the Ministry of Labor
5. Activities with the Santo Domingo Workshop School
6. Activities with the Ministry of Labor
7. Employment manual
8. Guides for the labor inclusion of persons with disabilities
9. Diagnostic tool on accessible environments for persons with disabilities
10. Self-Diagnosis on accessible environments
11. Technical assistance for the implementation and ratification of the disability assessment and certification system
12. Guide for the analysis of the consistency of information in the disability assessment and certification system
13. Official launch of the disability assessment and certification system
14. Wheelchair provision course
15. Independent Living Courses
16. Systematization of the Independent Living program
17. Situational analysis on intellectual disability and the independent program
18. "Validation Workshop Methodological Guide for Healthy Municipalities and Communities"
19. Manuals on Access to Justice and Disability
20. Grant call
21. The technical note made by the interagency team
22. Voluntary National Report
23. "Steps to prevent the virus": it describes different measures that must be taken to avoid contagion
24. Stay at home": different people with disabilities and representatives of organizations of people with disabilities motivate to take preventive measures to avoid the spread of the virus
25. “When to wash your hands”: recommendations about hygiene and how to prevent the spread of infection
26. Purchase and delivery of masks to OPDs
27. Collaboration in the International Disability Alliance (IDA)
28. One hundred thousand donated masks were delivered to the National Disability Council (CONADIS)
29. Testimonials of Henry Rodríguez / Johanna Jiménez /María Rodríguez
30. Testimonials of María Rodríguez /Inés Rosario /Samir Santos
31. Testimonials of Maureen Tejeda /Francina Hungria
1. The following definitions, which are based on the UN Development Group Harmonized RBM Terminology, were used in the “Template for Programme Proposals”, utilized by UN Country teams to developed the approved project documents:

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. [↑](#footnote-ref-2)
2. **Prior to the submission of this report, please check that the document is accessible to persons using screen readers.** In a window system it is possible to do this by going to the File Menu, clicking Check for Issues and then Check Accessibility. If errors, warnings and tips show up in the report of the accessibility checker, please follow the instructions in the checker to make the necessary corrections. On a Mac, click on review and select check accessibility. When the document is accessible the checker will display a report stating *“No accessibility issues found. People with disabilities should not have difficulty reading this document.”* Please see [Windows Accessibility Checker](https://support.office.com/en-us/article/Use-the-Accessibility-Checker-on-your-Windows-desktop-to-find-accessibility-issues-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f) ; [Apple Mac Accessibility Checker](https://support.office.com/en-us/article/Use-the-Accessibility-Checker-on-your-Mac-to-find-and-resolve-accessibility-issues-3b84295e-d55b-49f1-b443-523ec45a5232) for more information.

 . [↑](#footnote-ref-3)
3. As relevant and appropriate, kindly please also disaggregate by type of disability, age, ethnicity, rural/urban location. [↑](#footnote-ref-4)
4. As relevant and appropriate, kindly please also disaggregate by type of disability, age, ethnicity, rural/urban location. [↑](#footnote-ref-5)
5. Efforts should be made to capture the voices of persons with different types of disabilities including a balance between men and women with disabilities. [↑](#footnote-ref-6)
6. If yes, please share the photo in a high resolution image file given they have shared consent to their photograph being used in UNPRPD publications and communications materials including website. For photos of children due protocols should be followed for ensuring safety and obtaining consent. [↑](#footnote-ref-7)
7. Please see Annex 5 UNPRPD Quality Assurance Framework photography notes. [↑](#footnote-ref-8)
8. Throughout all the Logframe countries will always have to be disaggregated by *(disaggregation lower- and middle-income countries, fragile and humanitarian contexts, least-developed countries and countries within the bottom 50 of the Human Development Index* [↑](#footnote-ref-9)