The background of the entire page is a close-up, low-angle shot of the Dominican Republic flag. The flag is divided into four quadrants by a white cross. The top-left quadrant is blue, the top-right is white, the bottom-left is red, and the bottom-right is green. In the center of the white cross is the national coat of arms, which features a shield with a sun, a mountain, and a river, surrounded by a wreath of coffee and sugarcane. Above the shield is a banner with the words 'PATRIA LIBERTAD'. The flag is waving, and the lighting is a deep, cool blue, giving it a dramatic and official appearance.

UNESCO Country Programming Document for the Dominican Republic (2013-2017)



United Nations
Educational, Scientific and
Cultural Organization

Regional Office
for Culture in
Latin America
and the Caribbean
UNESCO Havana

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ACRONYMS

ABCD: Africa, Brazil, the Caribbean and its Diaspora	LLECE: Latin American Laboratory for Assessment of the Quality of Education
ANER: Adjusted Net Enrolment Ratio	MAB: UNESCO Man and the Biosphere Programme
ASEP: Affective Sexual Education Programme	MDGs: Millennium Development Goals
BL: Baseline	MINERD: Ministry of Education of the Dominican Republic
CNSIC: National Commission for the Information and Knowledge Society	NDS: National Development Strategy
DNCU: Dominican National Commission for UNESCO	NER: Net Enrolment Ratio
ECCE: Early Childhood Care and Education	ORBICOM: International Network of UNESCO Chairs in Communications
EDI: Education for All Development Index	PECYT+I: Strategic Plan for Science, Technology and Innovation
EFA: Education for All	SERCE: Second Regional Comparative and Explanatory Study
FAO: Food and Agriculture Organization of the United Nations	UBRAF: Unified Budget, Results and Accountability Framework
G-8: Group of Eight	UCPD: UNESCO Country Programming Document
GDP: Gross Domestic Product	UIS: UNESCO Institute for Statistics
GII: Gender Inequality Index	UNAIDS: Joint United Nations Programme on HIV/AIDS
GPI: Gender Parity Index (GPI)	UNDAF: United Nations Development Assistance Framework
HDI: Human Development Index	UNDP: United Nations Development Programme
HIV/AIDS: Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome	UNESCO: United Nations Educational, Scientific and Cultural Organization
ICTs: Information and Communication Technologies	UNEVOC: UNESCO International Centre for Technical and Vocational Education and Training
IESALC: Institute of Higher Education for Latin America and the Caribbean	UNGASS: United Nations General Assembly on Drugs
IFAP: Information for All Programme	UNHCR: Office of the United Nations High Commissioner for Refugees
IFLA: International Federation of Librarian and Library Associations	UNICEF: United Nations Children's Fund
IIEP: UNESCO International Institute for Education Planning	UNITAR: United Nations Institute for Training and Research
INDOTEL: Dominican Institute of Telecommunications	UNITWIN: UNESCO University Twinning and Networking Programme
INESM: Interagency Network on Education Simulation Models	UNS: United Nations system
INFOTEP: National Institute for Technical Professional Training	
INNOVEMOS: Regional Education Innovations Network	
IOM: International Organization for Migrations	
IPDC: International Programme for the Development of Communication	
ISFODOSU: Salome Ureña Teacher Training Institute	

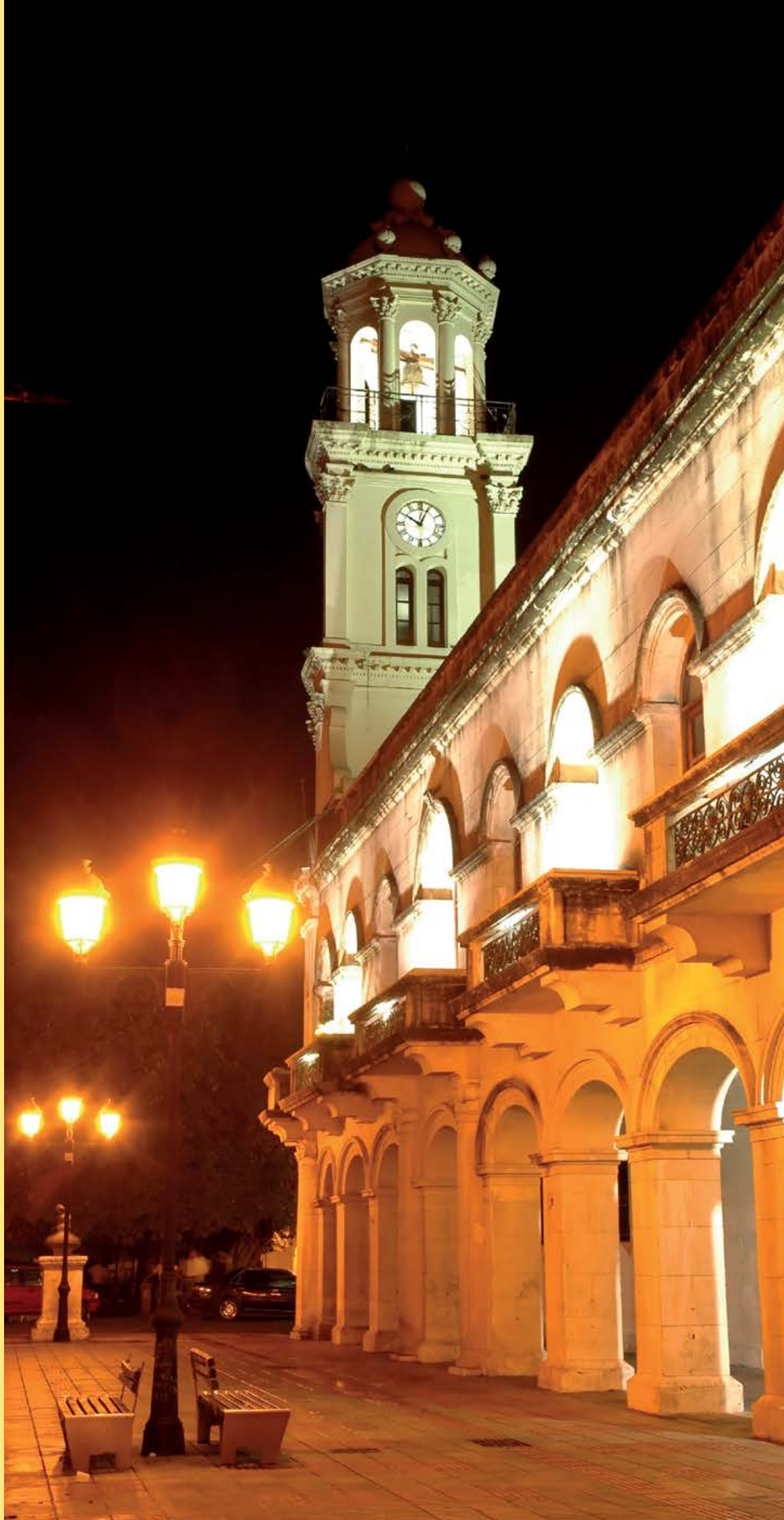
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The present document is a programming tool to highlight UNESCO's contribution to the Dominican Republic's development efforts in a comprehensive manner. The UNESCO Country Programming Document (UCPD) includes all of the Organization's activities in the country, whether funded from regular or extrabudgetary projects, focusing on the existing intersectoral and interagency relationship, and serving as a link with other programming mechanisms, both inside UNESCO, and with the United Nations system and other possible partners. It constitutes an open and flexible proposal, which may be revised in light of new orientations and priorities, springing from within the Organization itself or the country's development needs.

The document covers the 2013-2017 period, which includes the second year of the UNESCO biennium (2012-2013) and the four years of the Organization's following programming cycle (2014-2017), in addition to UNDAF's programming cycle (2012-2016).

The document is the result of a broad consultation process with the Dominican National Commission for UNESCO (DNCU), the ministries relevant to UNESCO's mandate areas and colleagues of the United Nations system in the Dominican Republic. Our thanks to all those who have contributed to its elaboration.



INTRODUCTION

According to its Constitution, “the Dominican Republic is a Social and Democratic State of Law, organized in the form of a unitary Republic, founded on the respect for human dignity, the fundamental rights, labour, popular sovereignty and the separation and independence of the public powers”¹.



The Dominican Republic has an area of 48,511.44 square kilometres, including the small islands of Saona, Beata and Catalina. It is separated from Haiti –which covers approximately one third of the island of Hispaniola, the second largest in the Greater Antilles– by a border estimated at 310 kilometers and its coastline is over 1,600 kilometres long. According to the IX Population and Housing Census, the Dominican Republic has a total population of 9,445,281 inhabitants, 50.17% of whom are males and 49.83% females. The country is divided into 31 provinces and the National District, where the capital, Santo Domingo de Guzmán, is located.

In UNESCO’s present structure, the Dominican Republic forms part of the so-called Latin Caribbean Cluster and is served by the UNESCO Regional Office for Culture in Latin America and the Caribbean, based in Havana, Cuba. The director of this office is also the UNESCO representative to the national authorities.

¹ Constitution of the Dominican Republic, proclaimed on 26 January. Published in *Gaceta Oficial* No. 10561, 26 January 2010. (Title I, Part II, Art. 7). In : http://www.suprema.gov.do/PDF_2/constitucion/Constitucion.pdf

The Dominican Republic has been a UNESCO Member State since 4 November 1946. The Dominican National Commission for UNESCO (DNCU) was created on 14 November 1957 as the Commission for Intellectual Cooperation by Presidential Mandate n° 3297². In February 1965, by Presidential Mandate n° 2147, it would become the Dominican National Commission for UNESCO. Since then, the DNCU has undertaken and completed several restructuring processes (1971, 1975, 1992, 2003).

The Dominican State has a Permanent Delegation to UNESCO, with offices at the Headquarters of the Organization in Paris and a Permanent Delegate with the rank of ambassador.

The country has ratified 14 of the 22 UNESCO international conventions and actively participates in their implementation, as well as in the specific networks and programmes of the Organization (see section 4.2 and Annex).

² In *Gaceta Oficial* No. 8188, 22 November 1957.

1 SITUATION ANALYSIS

This chapter provides key elements for understanding the general situation of the country's socio-economic development, in order to map the most important needs relative to UNESCO's five fields of competence (Education, Natural Sciences, Social and Human Sciences, Culture and Communication and Information) and identify priority actions and strategies to be followed in these fields in the Caribbean nation.

1.1 Development Contexts

1.1.1 Economic Context

According to the World Bank, "the Dominican Republic is a country with a middle income and the largest economy in Central America and the Caribbean. The country has met the challenges of global recession and in 2010 it experienced one of the highest growth rates in the region".³



The above is ratified in the *December 2012 Report on the Preliminary Results of the Dominican Economy*, issued by the Central Bank of the Dominican Republic, where it indicates that during this period, "the Dominican Republic, measured through its Gross Domestic Product in real terms, grew by 3.9%, driven by the favourable performance shown in all its economic activities, except for construction. Nevertheless, the economy is operating below its installed capacity, with a GDP growth below its potential, due to the existing international context".⁴

³ World Bank. *El país en cifras*. In: <http://www.bancomundial.org/es/country/dominicanrepublic>

⁴ Central Bank of the Dominican Republic. *Informe de los Resultados Preliminares de la Economía Dominicana*, December 2012.

1.1.2 Social and Human Context

The Dominican Republic increased its human development index (HDI) from 0.686 to 0.689 between 2010 and 2011, ranking 24 among the 33 countries in Latin America and the Caribbean, and 98 among the 179 countries whose index was estimated, as shown in the *2011 Human Development Report*,⁵ published by the United Nations Development Programme (UNDP). In the document the nation is classified as having a medium human development.

With regard to Gender, corresponding to Millennium Development Goal 3 (Promote gender equality and empower women), the evaluation report points out that "there are many more women than men in secondary and higher education; more gender equity in primary education".⁶

In the *2007-2017 National Plan for Gender Equity and Equality*, it is stated that the country "has advanced in the creation of a national legal framework in favour of gender equality and equity that includes multiple aspects relative to the prevention and punishment of violence against women, political participation, education, the situation of rural women, health and social security, and, in general, the attainment of equal rights and opportunities in the different spheres of national life".⁷

The Dominican government has ratified the *Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)*, voted on in 1979 and in effect since 1981. Similarly, the 1995 Beijing Platform for Action, resulting from the Fourth World Conference on Women, constitutes the most relevant programmatic referent as it orients the actions to be taken by countries in favour of women, establishing twelve critical priority areas of intervention and setting concrete strategic objectives and actions.⁸

In regard to the follow-up of the MDGs, the document reports that: "Women's access gaps to education have been practically bridged. There is concern that the problem of gender equity in education is being reversed; women seem to have the advantage over men.

Both the proportion of women with jobs in the non-agricultural sector and the number of seats in Congress occupied by women has increased, although not at the

⁵ UNDP. *Human Development Report 2011*. Ediciones Mundi-Prensa. Mexico, D.F. In: http://www.pnud.org.do/sites/pnud.onu.org.do/files/HDR_2011_ES_Complete.pdf.

⁶ Ministry of Economy, Planning and Development – *Millennium Development Goals. Progress Report 2010*. In: http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CInforme_Objetoivo_Desarrollo_del_Milenio.pdf.

⁷ Ministry of Women. *National Plan for Gender Equality and Equity 2007-2017*. Dominican Republic. 2nd revised edition 2011. In: http://www.americalatinagenera.org/es/documentos/centro_gobierno/Rep_Dominicana_PLANEG_II.pdf.

⁸ Ibidem.

desirable rate; consequently the goal of equity in these areas will be difficult to achieve”.⁹

The HIV and AIDS issue, in turn, corresponds to MDG Goal 6 (Combat HIV/AIDS, malaria and other diseases). The national Millennium Development Goals Progress Report states that the “prevalence of HIV/AIDS is lower among young people than among adults. To achieve this goal it is necessary to maintain an active policy of prevention and care of the population at risk”.¹⁰

The HIV and AIDS epidemic signals a stabilizing trend (0.8%).¹¹ Nevertheless, high infection rates are still observed among some high-risk groups, such as drug-users, men who have sex with men (6.1%) and sex workers (4.5%).¹²



The MDG report also mentions that it is possible to achieve Goal 6.A (Halt and begin to reverse the spread of HIV and AIDS by 2015, “but it is necessary to maintain a policy of prevention and monitoring of the population at risk, including the adequate dissemination of preventive measures. A positive factor is the increasing use of condoms in high-risk sexual encounters, although young people’s lack of knowledge about the transmission and prevention of the disease continues to be a matter of concern”.¹³

1.1.3 Environmental Context

The Dominican Republic is exposed to the influence of natural phenomena that frequently cause extensive damage, such as tropical cyclones, heavy rainfall, storm surges and droughts, among others. Moreover, its condition as an island, makes its different ecosystems, as well as its population centres, extremely fragile.

⁹ Ministry of Economy, Planning and Development. *Dominican Republic - Millennium Development Goals, Progress Report 2010*. In: http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CInforme_Objeto_Desarrollo_del_Milenio.pdf.

¹⁰ Ministry of Economy, Planning and Development. *Dominican Republic - Millennium Development Goals, Progress Report 2010*. In: http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CInforme_Objeto_Desarrollo_del_Milenio.pdf.

¹¹ Ministry of Public Health and Social Assistance. *Presentation in MDG Workshop*, 6 July 2010.

¹² UNICEF. *First Surveillance Survey Linked to Serological Results among Vulnerable Populations*, 2008.

¹³ Ministry of Economy, Planning and Development. *Dominican Republic, Millennium Development Goals, Progress Report 2010*. In: http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CInforme_Objeto_Desarrollo_del_Milenio.pdf.

According to the evaluation of the United Nations Development Assistance Framework (UNDAF), in the sphere of sustainable environmental management and risk management, “strategic actions were taken to achieve an improved national risk management system, with a prevention and preparation strategy and a national plan to respond to emergency and disaster situations, as evidenced by: i) lower human, social, economic and environmental losses caused by natural disasters, ii) lower mortality rates per million inhabitants exposed to hurricanes, and iii) greater knowledge on the part of technical personnel and the population in general about natural disasters”.¹⁴

1.2 Trends towards achieving internationally agreed development goals relevant for UNESCO’s fields of competence

1.2.1 Education

The *General Education Law 66-97*, adopted on 9 April 1997, governs the senior-high school education subsystems under the direction of the Secretariat of State for Education, today Ministry of Education.

In turn, the essential purpose of the *Law of Higher Education of the Dominican Republic*, passed in June 2001, is to create the National System of Higher Education, Science and Technology, establishing the norms for its operation and setting the legal basis for the nation’s scientific and technological development.



By virtue of *Law 116 of 1980*, the National Institute for Technical Professional Training (INFOTEP) was created in order to head, coordinate and promote the National Vocational Training System for Productive Work in the Dominican Republic, focusing on advising the State, promoting, training and certifying human resources, sponsoring the social promotion of workers, and providing companies with assessment to meet the training needs of its economic agents, guaranteeing an offer adapted to the requirements of clients and related services.

¹⁴ United Nations. *UNDAF End-of-Cycle Evaluation. Dominican Republic, 2007-2011 (CCA)*. In: http://www.pnud.org.ni/files/doc/1187734194_CCA2.pdf.

In the *Education for All Global Monitoring Report 2011*, the Dominican Republic ranks among those countries whose increase in education spending was lower than its economic growth. The percentage of the GDP allocated to education was evidently insufficient at that moment. However, the present government has proposed to raise the percentage of the GDP allotted to education to 4%, as established by law.

As stated in the Second Regional Comparative and Explanatory Study (SERCE), the Dominican Republic falls into the group of countries ranked last according to their performance in Reading (3rd and 6th grades), Mathematics (3rd and 6th grades) and Sciences (6th grade). According to international research and studies conducted in the country,¹⁵ the fundamental causes of these results are: the students' perception of the classroom climate; the number of hours they actually receive in the subjects; the significant absenteeism of students and teachers in the classroom; the high proportion of students in the basic level who work outside the home; and the intensive use of the physical plant (several sessions).



ACHIEVEMENT OF THE DAKAR GOALS

The International Community gathered in the year 2000 in Dakar, Senegal, adopted six key goals to ensure the achievement of the Right to Education, as stated in the Universal Declaration of Human Rights.

The following is an analysis of the achievement of these goals in the Dominican Republic, based on the available results of learning evaluations and the Education for All Development Index. Unless otherwise indicated, the statistical data have been taken from the *Education for All Global Monitoring Report 2012*,¹⁶ elaborated by UNESCO based on the information provided by the Member States.

¹⁵ Pimentel, Josefina. *Énfasis de la presente gestión y perspectivas para el año escolar 2011-2012*. Press Conference. 13 April 2011.

¹⁶ UNESCO. *Education for All Global Monitoring Report 2012*. Paris, 2012.

Goal 1: Early childhood care and education

In the country, the net enrolment ratio (NER)¹⁷ is 36%. Although this value is still low, it should be noted that in 2004 the ratio was 28%. In turn, the gross enrolment ratio (GER)¹⁸ is 38%, while the gender parity index (GPI)¹⁹ is 1.00 in initial education.



As an indicator closely linked to the achievement of this goal, it is advisable to consider the training of the teaching staff participating in early childhood education and the number of students per teacher at this level: in the country there are 10,000 teachers in initial education (94% females) and the number of pupils per teacher is 24.

Goal 2: Universal Primary Education

The gross intake rate in the Dominican Republic in 2010 was 107% and the net intake rate was 62%. In the country there are 85,000 out-of-school girls and boys, a figure derived from the age-specific or adjusted net enrolment ratio (ANER)²⁰ of primary school-age children.

The number of teachers seems to be adequate, since there are only 26 students per teacher, while the gender parity index in primary school (F/M) is 0.88% (with a gross enrolment ratio of 108%).

Goal 3: Youth and Adult Learning

The net enrolment ratio in secondary school in the country (76%) is still low, below the weighted average for Latin America and the Caribbean (90%).

The number of students per teacher has tended to drop in recent years, showing today an adequate amount (28), which will undoubtedly make it possible to obtain quality learning results. In the country there are some 32,000 teachers in secondary school.

Secondary school attendance and completion are strongly influenced by poverty, location and gender. The secondary school completion rate among 23- to 27-year-olds from the wealthiest households amounts to 62%,

¹⁷ Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group. UNESCO, *Education for All Global Monitoring Report 2011*. Paris, 2011.

¹⁸ Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

¹⁹ Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other. In general, parity is considered to be reached when the GPI is between 0.97 y 1.03. UNESCO, *Education for All Global Monitoring Report 2011*. Paris, 2011.

²⁰ Enrolment of a given age or age group, regardless of the level of education in which students are enrolled, expressed as a percentage of the total population in that same age group.

compared with 12% for the same age group from the poorest households.²¹

Gender parity in secondary schools (1.12) favours females.

Goal 4: Literacy

In the country there are 71,600 adult illiterates (49% females) and the adult literacy rate²² is 90%. Likewise,



there are 36,000 youth illiterates (42% females) and the youth literacy rate²³ is 97%. Both rates have increased in recent years, but unless immediate measures are taken, it will be impossible to eradicate illiteracy by 2015.

Goal 5: Gender parity in primary and secondary education

The gender parity index in primary school (F/M) is 0.88 (with a gross enrolment ratio of 108%, and gender parity in secondary school (1.12) favours females.

Goal 6: The quality of education

The indicators used by UNESCO to evaluate educational quality are the survival rate to the fifth grade of primary education and the transition rate to secondary education. In the Dominican Republic both indicators are below the regional average (84% and 94%, respectively)²⁴. However, a sustained upward trend in these rates is observed.

The Dominican Republic, with a value of 0.84, ranks 96 among the 127 countries whose Education for All Development Index (EDI)²⁵ was estimated, and it ranks among the countries with an average index.

1.2.2 Natural Sciences

The country has formulated the *2008-2018 Strategic Plan for Science, Technology, and Innovation (PECYT+I)*,

a document that in general terms deals with the main issues of this sector in the Dominican Republic. Its authors define it “as a tool for the planning, as well as the political and institutional articulation of the nation’s science, technology and innovation system, seeking to foster an economy based on knowledge and innovation that promotes the competitive improvement of the productive sectors, raising the quality of life of the Dominican people and strengthening its commitment with the sustainable development paradigm.”

According to the *Strategic Plan*, the National Science, Technology and Innovation System is characterized by: institutional weakness of the national science, technology and innovations system; limited linkage, coordination and collaboration mechanisms, inter-institutional and sectoral participation; and a weak system of technological innovation and development.

In regards to natural resources, the country has a National System of Protected Areas; for which in some cases it has been difficult to obtain funding and permanent care.

The Jaragua-Bahoruco-Enriquillo Biosphere Reserve, the only one in the country, was created in 2002 and constitutes an area of significant interest given the endemic nature of its plant and animal species, where research and monitoring activities are conducted on biological diversity and climate change. In 2012, the La Selle Biosphere Reserve in Haiti came into being. It is located in the ecological continuum of the Jaragua-Bahoruco-Enriquillo Biosphere Reserve, and its existence marks the beginning of the establishment of a future transboundary biosphere reserve, the first of its kind in the Caribbean.



In 2012 the *National Strategy to Strengthening Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development* was developed. It was also decided to have the UNESCO Associated Schools Network work together with the UN CC: Learn project to apply this strategy. For this purpose, UNESCO, from its Paris office, has granted the rights and provided economic support for the translation from English into Spanish of a material specially designed to work the theme of climate change with teachers in developing countries. This material forms the basis of a course given in March 2013 to

²¹ UNESCO. “Regional Overview: Latin America and the Caribbean.”

In: *Education for All Global Monitoring Report 2011*. Paris, 2011.

²² Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group.

²³ Number of literate persons aged 15 to 24, expressed as a percentage of the total population in that age group.

²⁴ UNESCO. *Education for All Global Monitoring Report 2011*. Paris, 2011.

²⁵ Composite index providing an overall evaluation of a country’s education system vis-à-vis the Education for All (EFA) goals. *Education for All Global Monitoring Report 2011*. Paris, 2011.

technical personnel in the field of education in the Dominican Republic, which would help to train 400 education professionals as part of the pilot project.

1.2.3 Social and Human Sciences

In 2009, the Dominican UNESCO Consultative Bioethics Committee was created, attached to the Dominican National Commission for UNESCO (DNCU). After its fusion in 2012 with the National Bioethics Committee, it has become the only committee in the country dealing with this subject.

Two experts from the Dominican Republic have been members of the Executive Board of the UNESCO Bioethics Network. In addition, the recently deceased Dr. Andrés Peralta was its member during three periods of the UNESCO International Bioethics Committee.

Furthermore, Dominican intellectuals are linked to the José Martí Project for World Solidarity, a UNESCO-sponsored initiative seeking to promote, disseminate and favour the study and international recognition of Latin American and Caribbean political thought.



1.2.4 Culture

The Ministry of Culture is in charge of applying and implementing cultural development policies, plans, programmes and projects. It also coordinates the development of a national system of culture to promote the different expressions that create and recreate the nation's cultural identity. The Minister of Culture is, in turn, the President of the Dominican National Commission for UNESCO (DNCU).

Both the Ministry's main lines of action, as well as the government's priority measures in the field of culture reflect and implement UNESCO's conventions and programmes, especially those relative to the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, and the 1970 Convention on the Illicit Trafficking of Cultural Property, all of which have been ratified by the Dominican Republic. The only convention of the cultural

sector that has not been ratified by the country is the 2001 Convention on the Protection of the Underwater Cultural Heritage.

In the UNDAF 2012-2016, the Cultural sector is partially included in the area of Environmental Sustainability and Comprehensive Risk Management, one of the four areas of strategic contribution determined by the Country Team of the United Nations system. Assistance in this case focuses on capacity-building in the management of protected areas and world heritage sites (1972 Convention).



Regarding the *World Heritage Convention* (ratified in 1985), the Colonial City of Santo Domingo was inscribed on the World Heritage List in 1990. The country's Tentative List, presently under review, includes other sites that could be inscribed.

In the framework of the *Convention for the Safeguarding of the Intangible Cultural Heritage*, ratified in 2006, the Dominican Republic has two elements on the Representative List of the Intangible Cultural Heritage of Humanity: the Cultural Space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella and the Cocolo Dancing Theatre.

Relative to the *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, ratified in 2009, the country is an active member of the ABCD *Cameras of Diversity* project, which aims at building capacities at the local level for audiovisual productions in Africa, Brazil and the Caribbean.

Despite not having ratified as yet the *Convention on the Protection of the Underwater Cultural Heritage*, the Dominican Republic participates in the activities of the capacity-building project to protect this type of heritage, funded by Spain.

The country is also an active member of the *Slave Route* programme, and participates with special interest in the activities organized in the framework of the *Convention on the Illicit Trafficking of Cultural Property*,

as evidenced by the capacity-building workshops organized to prevent the illicit trafficking of Catholic Church property.

1.2.5 Communication and Information

In the field of Communication and Information, under the guidance of the National Commission for the Information and Knowledge Society (CNSIC) and the Dominican Institute of Telecommunications (INDOTEL), the Dominican Republic carries out an active policy of connectivity and universal access in pursuance of the goals and challenges of the Declaration of Principles and the Plan of Action of the World Summit on the Information Society (WSIS 2003 and 2005), issued in Geneva and Tunis.

The Dominican government passed the *General Law on Free Access to Public Information* (Law 200-04, June 2004), guaranteeing the right of all citizens to have access to documents of a public nature, as well as the use and management of State resources. The Law is being successfully implemented, although it lacks a governing body, a role supplemented by the Presidential Office for Information and Communication Technologies.

Insofar as fostering free access solutions, the Dominican State, from its institutions, has drawn up a National E-Government Plan *vis-à-vis* the 2010-2030 National Development Strategy. The project outlines several priorities based on the consensus of the authorities linked to the ICTs, which include the creation of the State Transparency Portal, in order to provide citizens with a single point of access to all public information.

In the Dominican Republic the freedoms of expression, the press and information, together with other related issues, are protected by different laws. In 2010, a national commission was created and tasked with modifying the present legislation and creating the country's communications code.

1.3 Development Priorities

This section first presents the priorities included in the *National Development Strategy* (NDS) relevant for UNESCO's mandate. Although some have not been directly supported by the Organization given the lack of available resources, it is important for each to be identified, so that, if possible, we can cooperate with the country and remain aligned with that strategy.

Secondly, the section discusses the priorities contained in the United Nations Development Assistance Framework (UNDAF), also included in the NDS, and which constitute programmatic elements for UNESCO in the country. As will be observed in chapter II, those priorities are activities that are being implemented or will be implemented in the next four-year period (2014-2017).

Lastly, the section includes the priorities for UNESCO contained in the NDS and presented by the Dominican Republic in consultation with the National Commissions for UNESCO, but not included in the UNDAF.



1.3.1 Priorities contained in the National Development Strategy (NDS) of the Dominican Republic relevant for UNESCO's mandate

The National Development Strategy (NDS) (Law No. 1-12) is the top-level instrument of the Dominican Republic's National Planning and Public Investment System. It contains an overview of the country, objectives and strategic lines implemented through the policies and actions contained in the plans, programmes and projects that have been carried out or will be carried out by institutions of the Dominican public sector. The NDS proposes challenging yet targetable goals in a given period of time and has its follow-up and monitoring system with quantitative and qualitative indicators²⁶.

According to the text of the Law, the country's public policies are structured around four thematic areas each with its own objectives and lines of action, clearly revealing the country's priorities.

The following is a summary of the priorities contained in the NDS relevant for UNESCO's fields of competence.

- a) The first thematic area, which pursues a social democratic state of law, has a general objective that is relevant for the mandate of our Organization, since it deals with the country's priority to count with an efficient, transparent and result-oriented public administration. Within this objective, there are four specific objectives and 14 lines of action that are relevant for UNESCO's major programmes. Worthy of note in this respect are the lines of action referring to "the adequate and efficient implementation of the international agreements, pacts and treaties adopted

²⁶ Senate of the Republic. *Dominican Republic: 2010-2030 National Development Strategy (Law No. 1-12)*. In: http://www.end.gov.do/download/Ley_No_1-12_END_2030.pdf.

by the Dominican state” and “the efficient management of international cooperation in favour of national development, including the exchange of national capacities to cooperate with the other countries”.

b) The second thematic area, which pursues a society with equal rights and opportunities, includes more elements relevant for UNESCO, expressed in six of the general objectives where the different sectors are involved:

- General objective 2.1, which pursues quality education for all, males and females, contains two specific objectives and 14 lines of action that cover the different goals of Education for All, including the use of information and communication technologies (ICTs) in education.
- General objective 2.3, which calls for equal rights and opportunities in the country, contains four specific objectives and 17 lines of action relevant for all UNESCO sectors through the Intersectoral Culture of Peace Programme, and transversal topics such as gender, HIV/AIDS prevention and the use of ICTs for least favoured groups and disabled persons as a tool for their empowerment. Here too, the need to broaden adult literacy programmes is expressed.
- General objective 2.4 is a call for social cohesion. It includes two specific objectives and five lines of action relevant for UNESCO priorities in the reduction of disparities between urban and rural areas (stressing the right to have access to quality public services) and the sustainable development of the border area with Haiti.
- General objective 2.5, relative to the need to count with decent housing in sustainable environments, contains a specific objective and three lines of action regarding the protection of the country’s built and intangible heritage, as well as disaster risk reduction.
- General objective 2.6 deals with culture and national identity in a globalized world. It includes two specific objectives and 15 lines of action relative to the promotion and defense of the different autochthonous cultural expressions, the necessary rupture with cultural patterns that do not respect the rights of women and men regardless of sex, race, creed or sexual orientation; the protection of the national heritage and its adequate management, the institutional strengthening of the Ministry of Culture and the development of cultural industries.
- General objective 2.7 focuses on sports and physical recreation for human development. It includes one specific objective and five lines of action, aimed at fostering the practice of sports in schools, as well as the creation of capacities for competitive and high-performance sports in the country.

c) The third thematic area, which pursues a sustainable, inclusive and competitive economy, includes three general objectives closely linked with UNESCO’s programmes:

- General objective 3.2 refers to the need to count with reliable, efficient and environmentally sustainable energy. It includes one specific objective and four

lines of action that call for the use of renewable energy sources and the strict application of the environmental regulations for power generation and conservation education in the country.

- General objective 3.3 deals with competitiveness and innovation in environments favouring cooperation and social responsibility. It describes four specific objectives and 28 lines of action ranging from the strengthening of the institutional and legal framework regulating copyright and intellectual property, the improvement of higher education and the country’s science, technology and innovation system, to universal access to and the productive use of ICTs, including digital literacy.
- General objective 3.4 expresses the need to count with sufficient and decent jobs. It includes one specific objective and ten lines of action aimed at strengthening technical and professional training in the Dominican Republic, the attention in this respect to disadvantaged groups, especially women, and boosting the use of ICTs to broaden the outreach of the population’s technical and professional training.

d) The fourth thematic area, which pursues an environmentally sustainable production and consumer society adapted to climate change, includes three general objectives relevant for the contents of UNESCO’s programmes:

- General objective 4.1 pursues the sustainable management of the environment. It includes four specific objectives and 32 lines of action favouring the protection of the different island ecosystems, the protection of biodiversity and the nation’s natural heritage (including the ocean floor), the reduction of the use of pollutants in sustainable production and consumption (including education to this effect), integrated waste management, and the efficient and sustainable management of the country’s water resources.
- General objective 4.2 promotes effective risk management to minimize human, economic and environmental losses. It includes one specific objective and eight lines of action aimed at strengthening the legal framework for risk management, the development of an information system for the surveillance, evaluation, early warning and response to disasters, and the education for risk prevention.
- General objective 4.3 promotes an adequate adaptation to climate change. It includes one specific objective and six lines of action aimed at reducing the country’s vulnerability and making progress in the adaptation to the effects of climate change.

The NDS also specifies seven transversal policies to be considered in the four strategic thematic areas: 1) human rights; 2) gender approach; 3) environmental sustainability; 4) territorial cohesion; 5) social participation; 6) use of information and communication technologies; and 7) institutional responsibility.



1.3.2 NDS priorities reflected in the United Nations Development Assistance Framework (UNDAF) and constituting UNESCO priorities

The UNDAF is a strategic programming framework that presents the collective response of the United Nations system to the country's national development priorities. In the Dominican Republic, the formulation of the UNDAF for 2012-2016 "coincided with an intense process of constitutional and institutional reform and modernization of the Dominican State, which has facilitated the alignment of the strategic planning process of the UN system with the national priorities to achieve a more efficient use of assistance. In January 2010, the Dominican State adopted a new constitutional text, which is a modernizing effort to adapt, through progress and institutional strengthening, the social and democratic State of law to the Dominican society of the 21st century"²⁷.

UNESCO, despite not being an agency based in the Dominican Republic, did its utmost to participate in each key moment in the UNDAF preparation process, thus ensuring that important NDS priorities considered for the elaboration of this framework would also be in line with the Organization's programmes. These priorities are the following:

- a) Output 1.2 (Management of World Heritage Sites), of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management" (15,000.00 US\$).
- b) Output 1.5 (National Environmental Education Strategy in Educational Institutions) of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management" (50,000.00 US\$).
- c) Output 2.4 (Study on the impact of Climate Change on Biotic Factors in Biosphere Reserves) of outcome 2.0 in the UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management" (25,000.00 US\$).
- d) Output 3.6 (Access of Boys, Girls, Adolescents and Young People to sexual and reproductive education programmes inside and outside the school system) of outcome 3.0 in UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People" (10,000.00 US\$).
- e) Output 4.2 (Early Childhood Care and Education (ECCE) Policies) of outcome 4.0 in UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People" (20,000.00 US\$).
- f) Output 4.3 (Ongoing teacher training in Natural Sciences in basic and middle education) of outcome 4.0 in UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People" (50,000.00 US\$).
- g) Output 4.4 (Education Planning) of outcome 4.0 in the UNDAF 2012-2016 area of cooperation

"Protection of Boys, Girls, Adolescents and Young People" (77,304.00 US\$)

1.3.3 NDS priorities not stated in the United Nations Development Assistance Framework (UNDAF) and constituting UNESCO priorities

At the beginning of 2012, at a General Assembly of the Dominican National Commission for UNESCO, the country's priorities relative to the five major programmes of the Organization for the 2012-2013 biennium were presented.

Bearing in mind the above, together with the priorities set by UNESCO *Member States in the Medium-Term Strategy (C-4)*, in the programming cycle of the biennium 2012-2013 (36 C/5) and in the following four-year period (2014-2017, 37 C/5), it is necessary to consider the following priorities, although they are not explicitly stated in the UNDAF.

1. Adult literacy. The recently elected president of the Dominican Republic, through the United Nations Resident Coordinator in the country, requested UNESCO's technical support in the preparation, launching, implementation and monitoring of a campaign to eradicate illiteracy in the nation by the end of 2015. This priority could contribute to output 1.7: The State has raised its awareness regarding the stigma and discrimination of populations in vulnerable situations (UNAIDS, FAO, UNHCR, UNDP, IOM, UNICEF) of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Promotion of Social and Economic Inclusion".
2. Culture of Peace. NDS thematic area 2, general objective 2.3, expresses the need to achieve equal rights and opportunities in a climate of peaceful coexistence, in keeping with the intersectoral platform "Culture of Peace" as defined by UNESCO. This priority could contribute to output 5.3: Civil society organizations have improved their capacity to participate, monitor and make proposals on public policies and human rights (UNDP, UNICEF) of outcome 5.0 in UNDAF 2012-2016 area of cooperation "Promotion of Social and Economic Inclusion".
3. Promotion of freedom of expression, freedom of the press and free access to public information. NDS thematic area 1, general objective 1.3, refers to participative democracy and responsible citizenship, impossible to achieve without fully guaranteeing the rights to freedom of expression, effective access to public information and a media ecology characterized by the plurality and diversity of media, including those with an on-line platform.
4. Access to information and knowledge promoting in particular open educational resources, the strengthening of libraries, as well as the preservation of documentary heritage.
5. Capacity building of media professionals.
6. Media development, focusing on community media.
7. Communication for sustainable development, disaster risk reduction and the application of a gender approach to health.

²⁷ United Nations Development Assistance Framework (UNDAF) 2012-2016. Dominican Republic. In: http://media.onu.org.do/ONU_DO_web/517/pages/docs/0992932001327668518.pdf.

2 PAST AND PRESENT COOPERATION

This chapter presents the main activities developed by UNESCO in the Dominican Republic during 2010-2012. Although it does not constitute an exhaustive list, it provides an overview of the approaches and main results obtained in the country in the Organization's five fields of competence²⁸.

2.1 EDUCATION

2010-2011 Biennium (35 C/5)

MAIN LINE OF ACTION 1: Building blocks for Education for All: literacy, teachers and work skills.

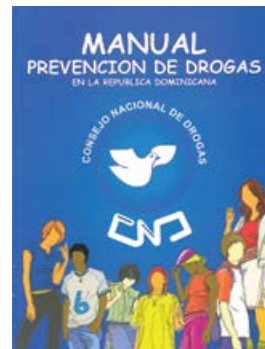
- Seminar "The school informs, reflects and grows" (Santo Domingo, January 2010).
- Diploma course on the application of ICTs to Improve the Teaching of Natural Sciences (Santo Domingo, December 2011).
- Subregional seminar "Educational factors favouring the quality of inclusive education" (Santo Domingo, May 2011).



MAIN LINE OF ACTION 2: From early childhood to the adult years: building effective education systems, and fostering lifelong learning.

- Diagnosis of early childhood care and education policies in the Dominican Republic, with the technical support of UNESCO Headquarters and the UNESCO Offices in Santiago and Havana, as well as the UNICEF Office in the Dominican Republic.
- Participation of Dominican experts in the VI International Congress on the Didactics of Sciences and the XI International Workshop on the Teaching of Physics (Havana, March 2010), and in the IX International Meeting on Initial and Pre-School Education: Early childhood non-institutional care. Alternatives and experiences (Havana, July 2010).
- Diploma Course on the Teaching of Natural Sciences (Santo Domingo, February-June 2011).

²⁸ For more details on the activities carried out in the country by the Organization in the previous analyzed, you may consult the UNESCO Havana Office activity report, available on: <http://www.unesco.org/new/havana/press-room/activities-report/>.



personnel in general (Santo Domingo, August-September 2010).

MAIN LINE OF ACTION 3: Sector-wide frameworks: helping governments to plan and manage the education sector

- Elaboration and publication of the *Prevención de drogas en la República Dominicana* (Drug Prevention in Dominican Republic) manual, designed for teachers and academic

MAIN LINE OF ACTION 4: Leading the education agenda: coordinating international efforts in education including education for sustainable development and tracking trends.

- Elaboration and publication of a handbook, five infographics and a multimedia on Education, disaster prevention and the protection of mental health in schools and communities.

YEAR 2012 (36 C/5)

MAIN LINE OF ACTION 1: Accelerating progress towards Education for All, in particular at the national level.

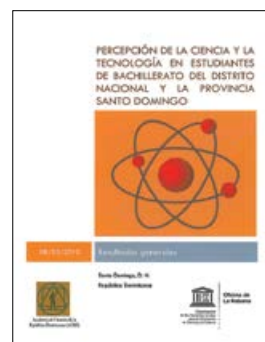
- Participation of Dominican experts in the VII International Congress on the Didactics of Sciences and the XII Workshop on the Teaching of Physics (Havana, March 2011)
- Youth and adult literacy and education. In 2011, a consultation was held with the countries from the region to determine the lines of action in the follow-up to the VI International Conference on Adult Education (CONFITEA VI).

MAIN LINE OF ACTION 2: Building quality inclusive education systems.

- Participation of Dominican experts in the X International Meeting on Initial and Pre-school Education (Havana, July 2012).

2.2 NATURAL SCIENCES

2010-2011 Biennium (35 C/5)



MAIN LINE OF ACTION 2: Strengthening science education and capacity-building in the sciences, especially in Africa.

- First and second stages of the project "Perception of Science and Technology among senior high school students in the Dominican Republic", jointly developed

since 2009 with the Academy of Sciences of the Dominican Republic.

- *Presentation-Colloquium UNESCO Science Report 2010: The current status of science around the world* (Havana, January 2011)
- Project “Biosphere School”, aimed at creating a documentation centre on environmental themes, focusing on conservation, sustainable development and enhancing the value of the Jaragua-Bahoruco-Enriquillo Reserve.

MAIN LINE OF ACTION 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity.

- Participation of the Head of the Exact and Natural Sciences Programme in the Coordination Meeting of the programmes, projects and working groups of the International Hydrological Programme for Latin America and the Caribbean (IHP-LAC), where the regional activities programme was adopted (Montevideo, January 2010).
- Monitoring climate change in the Jaragua-Bahoruco-Enriquillo Biosphere Reserve, in collaboration with Jaragua Group, Inc. and the National Council for Climate Change and Clean Development Mechanism of the Dominican Republic (February-December 2011).



- Support for the participation of an expert from the Academy of Sciences of the Dominican Republic in the International Workshop on the role of the Academies of Sciences in international scientific cooperation for the Latin American and Caribbean region (Havana, May 2011).
- Coordination for the Spanish version of the digital newsletter *A World of Science* in 2010 and 2011.
- Capacity building in the management of the public use and acceptance of Lago Enriquillo Natural Park.

YEAR 2012 (36 C/5)

MAIN LINE OF ACTION 1: Promotion of policies relative to science, technology and innovation as well as access to knowledge.

- Beginning of the third stage of the project “Perception of Science and Technology among senior high school students in the Dominican Republic” jointly developed since 2009 with the Academy of Sciences of the Dominican Republic.



2.3 SOCIAL AND HUMAN SCIENCES

2010-2011 Biennium (35 C/5)

MAIN LINE OF ACTION 1: Promoting human rights in UNESCO’s fields of competence, philosophy and philosophical dialogue on emerging social and human problems, and intercultural dialogue.

- VI Meeting of the World Council of the José Martí World Solidarity Project (Santo Domingo and Montecristi, March 2010).
- Participation of Dominican specialists in the II José Martí International Colloquium: “For a Culture of Nature” (Havana, June 2010).

MAIN LINE OF ACTION 4: Assisting Member States in developing policies in the ethics of science and technology, especially bioethics, and the dissemination of the existing declarations on bioethics.

- International Seminar on National Bioethics Committees, organized by the UNESCO (Montevideo Office) Regional Programme on Bioethics and the DNCU, with the participation of national authorities. As a result, the Regional Network of National Bioethics Committees was created. Its coordinator is the Dominican specialist Dr. Miguel Suazo (Santo Domingo, December 2011).

2.4 CULTURE

2010-2011 Biennium (35 C/5)

MAIN LINE OF ACTION 1: Protecting and conserving immovable, cultural and natural properties in particular through the effective implementation of the *World Heritage Convention*.

- Capacity-building workshop on the application of the *Convention concerning the Protection of the World Cultural and Natural Heritage: Role of cultural tourism in the conservation of the Colonial City of Santo Domingo* (Santo Domingo, November 2010).

MAIN LINE OF ACTION 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 *Convention for the Safeguarding of the Intangible Cultural Heritage*.

- Advice and monitoring for the project Safeguarding of the Cultural Space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella and the Guloyas Community of San Pedro de Macorís (Cocolo Dancing Theatre) (March-April 2010).

- Advice to the DNCU and the National Committee for Intangible Heritage on the Project.
- Participation in the III Dominican-Haitian Global Forum for the preservation of Haitian Culture and Heritage, after the earthquake on 12 January 2010 (Santo Domingo, April 2010).

MAIN LINE OF ACTION 3: Enhancing the protection of cultural objects and the fight against their illicit trafficking, notably through the promotion and the implementation application of the 1954 Convention and its two Protocols and of the 1970 and 2001 Conventions, as well as the development of museums.

- Capacity-building course on the conservation and restoration of underwater cultural heritage. (Santo Domingo, November 2010).
- National Consultation on the 2001 Convention (Santo Domingo, June 2011).



- Participation of a Dominican expert at the meeting of experts “Transformation of historical buildings into museums: cultural management, education and development” (Havana, December 2011).

MAIN LINE OF ACTION 4: Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries.

- Launching of the Diversity Kit (Santo Domingo, November 2010).

MAIN LINE OF ACTION 5: Integrating intercultural dialogue and cultural diversity into national policies.

- SIDACULT Workshop “Communication: training in media messages for preventing HIV/AIDS and gender violence” (Santo Domingo, October 2011)



YEAR 2012 (36 C/5)

MAIN LINE OF ACTION 1: Protecting and conserving cultural and natural heritage through the effective application of the 1972 Convention.

- P• Participation of Dominican experts Edda Grullón and Julissa Ureña, UNESCO focal point in the Dominican Republic, in the Subregional Meeting on UNESCO World Heritage of the Second Cycle of the Periodic Reporting Exercise for the Caribbean (Santo Domingo, February 2012).

MAIN LINE OF ACTION 2: Enhancing the protection of cultural property and fighting against its illicit trafficking through the effective implementation of the 1954, 1970 and 2001 Conventions.

- Participation of experts Ruth Pión and Eraldo Rosario in the Training course on registration techniques for the underwater cultural heritage (Havana, March 2012).
- Participation of the expert Ruth Pión in the Regional Course on Underwater Archaeology and the Protection of the Underwater Cultural Heritage, for English-, French- and Dutch-speaking Caribbean countries (Port Royal, November 2012).

MAIN LINE OF ACTION 3: Safeguarding of the intangible cultural heritage through the effective implementation of the 2003 Convention.

- Capacity-building workshop with 25 specialists from governmental and non-governmental institutions of different regions in the Dominican Republic on the application of the 2003 convention for the Safeguarding of the Intangible Cultural Heritage. (Santo Domingo, March 2013).

MAIN LINE OF ACTION 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention.

- II Meeting of Filmmakers from Africa, Brazil, the Caribbean and their Diasporas (ABCD) (Santo Domingo, July 2012).

2.5 COMMUNICATION AND INFORMATION

2010-2011 Biennium (35 C/5)

MAIN LINE OF ACTION 1: Promoting freedom of expression and access to information.

- Colloquium “New ethical and social problems of Information in the 21st century, responsible for favouring an international ecological culture” (Havana, May 2010).
- Seminar “Freedom of the Press and the Right to Information”, on the occasion of celebrating in 2011 World Press Freedom Day (3 May), in close collaboration with the Dominican College of Journalists (DCJ) and the DNCU (Santo Domingo, May 2011).

MAIN LINE OF ACTION 2: Strengthening free, independent and pluralistic media and communication for sustainable development.



- Project “Promoting better journalistic practices in the Internet era: ethics, challenges and innovation”, under the auspices of the International Programme for the Development of Communication (IPDC).
- Participation of three Dominican specialists, able to become in turn trainers, in the Regional Seminar “Journalism, Environment and Development” (Havana, November 2010).
- Participation of a Dominican journalist in the First International Diploma Course “Media to Communicate Heritage” (Havana, June 2011)
- Workshop of the DNCU Communication and Information Sub-Commission (Santo Domingo, September 2011).



- Capacity-building workshop “Gender, Human Rights and the Practice of Journalism” (Boca Chica, September 2011)..

MAIN LINE OF ACTION 3: Fostering universal access to information and knowledge and the development of infostructures.

- Participation of a specialist from the Dominican Republic in INFO 2010, the International Congress of Information: “Knowledge Society and its Critical Aspects” (Havana, April 2010).
- LATINDEX Workshop for Editors of Academic and Scientific Journals in the Dominican Republic (Santo Domingo, September 2011).
- Spanish version of the publication Media and Information Literacy (MIL) Curriculum for Teachers.

YEAR 2012 (36 C/5)

MAIN LINE OF ACTION 1: Promoting an enabling environment for freedom of expression to foster development, democracy and dialogue for a culture of peace and non-violence.

- On 3 May, the message sent by UNESCO’s Director-General on the occasion of World Press Freedom Day was widely promoted through both the new and traditional media. This contributed to raise awareness of the importance of making use of the right to free expression and greater citizen participation in communication platforms.
- Participation of the Director of the UNESCO Chair in Communication, Democracy and Good Governance of the Dominican Republic in the International Meeting of the UNESCO Chairs in Communication (ORBICOM) (Paris, May 2012). This meeting strengthened the Chair’s capacities and enabled the dissemination of its different actions.

MAIN LINE OF ACTION 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development .

- Celebration on 13 February of World Radio Day 2012.
- Participation of a Dominican journalist in the Second International Diploma Course “Media to Communicate Heritage” (Havana, June 2012)
- Project sponsored by the International Programme for the Development of Communication (IPDC) and implemented by the Dominican College of Journalists: “International Seminar “Promoting high quality journalistic coverage of environmental issues” (Jarabacoa, November 2012).



MAIN LINE OF ACTION 3: Empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage.

- Participation of two specialists from the Dominican Republic in the 78th World Congress IFLA 2012 (Helsinki, August 2012).



3 PROPOSED COOPERATION FRAMEWORK

This chapter describes the key areas, as well as the priorities for future action and their corresponding expected results, summarized in a UCPD results matrix, distinguishing between UNESCO performance indicators and UNESCO benchmarks, taking into account their relationship with the Organization's main lines of action. Accordingly, the proposed cooperation framework

summarizes the activities for which funds are to be provided from the Regular Programme, Governmental sources or extra-budgetary resources, which are already in hand and for which a signed donor agreement or other commitment exists. It also delineates areas where the programme could be reinforced or expanded with funds yet to be mobilized.

3.1 UCPD Results Matrix (outcomes/results included in the UNDAF)

UNDAF Expected outcome/result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
Output 1.2 The State, with the participation of civil society, has strengthened its capacity for the management of protected areas and heritage sites (UNDP, UNESCO, IAEA, of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".	Risk management plan for the Colonial City of Santo Domingo adopted by the authorities and under implementation.	Indicator: Number of heritage sites with conservation and management plans under implementation. BL: 1 (2010) BENCHMARK: 3 (2016)	\$ 15 000	\$ 45 000
	Site managers included on the Indicative List trained in risk management.			
	Risk management strategy defined for a selected site on the Indicative List.			
Output 1.5 The state has implemented a National Strategy for Environmental Education in educational institutions (UNESCO, UNICEF), of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".	Teachers of UNESCO Associated Schools in the Dominican Republic trained in disaster risk management (2013).	Indicator: National Programme for Environmental Education in established education institutions. BL: 0 (2010) BENCHMARK: 1 (2016)	\$ 10 000	\$ 40 000
	Schools and communities prepared for the prevention and solution of environmental problems and disasters in the locality (2016).	Indicator: Number of education institutions implementing the environmental education programme. BL: 0 (2010) BENCHMARK: 15 (2016)		
Output 2.4 The State has studied the impact of climate change on biotic factors in Biosphere Reserves (UNESCO), of outcome 2.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".	Local capacities strengthened for implementing adaptation policies and awareness-raising in the population of the Jaragua-Bahoruco-Enriquillo Biosphere Reserve.	Indicator: Studies on biotic factors fostering adaptation policies and awareness-raising in the population of the Jaragua-Bahoruco-Enriquillo Biosphere Reserve BL: 1 (2010) BENCHMARK: 3 (2016)	\$ 3 000	\$ 25 000
Output 3.6 The State and civil society have strengthened their capacity to formulate and implement strategies for improving the access of girls, boys, adolescents and youth to sexual education programmes and sexual and reproductive health services, inside and outside the school system (UNAIDS, UNESCO, UNICEF, UNFPA), of outcome 3.0 in UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People".	Teachers from the Salome Ureña Teacher Training Institute (ISFODOSU) trained, who will serve as facilitators, in HIV/AIDS prevention issues (2016).	Indicator: Number of basic and middle-level schools implementing the PEAS with a life skills-based approach. BL: 6,16% IN 2008 UNGASS BENCHMARK: 66% (COUNTRY BENCHMARK)	\$ 10 000 UBRAF	\$ 50 000
	Materials on this theme (teacher's handbook, DVD, infographics) used in capacity-building, prepared during the last biennium (2016).	Indicator: Number of basic and middle-level teachers trained in the life skills-based approach. BL: UNDETERMINED BENCHMARK: AT LEAST 70% OF EACH SCHOOL DISTRICT		

UNDAF Expected outcome/result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
Output 4.2 The State has designed and implemented Integrated Education and Initial Education Policies with quality and a gender perspective, to achieve higher coverage levels. (UNESCO, UNICEF) of outcome 4.0 in UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People".	Main actors of non-formal education trained, in integrated early childhood care focusing on the gender approach (2016).	Indicator: Number of integrated early childhood care and initial education policies reviewed and under implementation policies. BL: 0 (2011) BENCHMARK: 1 (2016)	\$ 15 000	\$ 25 000
		Indicator: Percentage of initial-level teachers trained in initial education (pre-school). BL: TOTAL: 77%, M: 73%, F: 77% (2007) BENCHMARK: TOTAL: 80%, M: 80%, F: 80% (2016)		
Output 4.3 Teachers with access to ongoing training in the teaching-learning process of natural sciences, exact sciences and research culture in basic and middle education (UNESCO), of outcome 4.0 in the UNDAF 2012-2016 area of cooperation "Protection of Boys, Girls, Adolescents and Young People".	Teacher trainers trained in the teaching-learning process of natural sciences and mathematics ISFODOSU (2016).	Indicator: Percentage of teachers who have received capacity-building courses in natural sciences, exact sciences and research culture in basic and middle education. BL: BASIC EDUCATION TOTAL: 88%, M: 81%, F: 90% (2010) BENCHMARK: TOTAL: 90%, M: 90%, F: 90% (2016) BL: MIDDLE EDUCATION TOTAL: 85%, M: 93%, F: 73% (2010) BENCHMARK: TOTAL: 87%, M: 87%, F: 87% (2016)	\$ 0	\$ 50 000

3.2 UCPD Results Matrix (outcomes/results not included in the UNDAF)

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF outcome-result to which expected result could be seen as contributing
Document for launching "Quisqueya Learns with You" Literacy Campaign prepared by president Danilo Medina.	The National Literacy Campaign presented to the country for its implementation. BL: 0 (2010) BENCHMARK: 1 (2012)	\$ 3 277,10	\$ 0	Output 1.7 The State has raised its awareness of the stigma and discrimination of vulnerable populations. (UNAIDS, FAO, UNHCR, UNDP, IOM, UNICEF), of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Promotion of Social and Economic Inclusion"
Implementation of National Literacy Campaign with UNESCO support.	700,000 persons taught to read and write before 2014 to declare the Dominican Republic Free from Illiteracy. BL: 700 000 ILLITERATES (2001) BENCHMARK: 700 000 LITERATES (2015)	\$ 0	\$ 100 000	

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF outcome-result to which expected result could be seen as contributing
Teachers and students from the UNESCO Associated Schools Network prepared for the elaboration of the School Newsletter on Culture of Peace and Non-Violence.	30 newsletters showing activities carried on culture of peace and non-violence elaborated and published in UNESCO Associated Schools. BL: 0 (2012) BENCHMARK: 15 (2013)	\$ 25 000	\$ 50 000	Output 5.3 Civil society organizations have improved their capacity to participate in, monitor and make proposals on public policies and human rights (UNDP, UNICEF), of outcome 5.0 in UNDAF 2012-2016 area of cooperation "Promotion of social and Economic Inclusion".
	Prizes given to winners of the contest on this theme. BL: 0 (2012) BENCHMARK: 30 (2016)			
Capacities in the field of intangible cultural heritage strengthened, both in government institutions and in NGOs, in universities and among members of different communities.	At least 150 experts, students and community members trained. BL: 0 (2012) BENCHMARK: 150 (2016)	\$ 85 000	\$ 100 000	Output 1.2 The State, with the participation of civil society, has strengthened its capacity for managing protected areas and heritage sites. (UNDP, UNESCO, IAEA), of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".
UNESCO, with the support of the State, universities and the participation of civil society, strengthens capacities for the Dominican and Caribbean heritage relative to the management of protected areas and heritage sites	Twenty site managers trained in risk management, including those on the country's indicative list.	\$ 0	\$ 35 000	Output 1.2 The State, with the participation of civil society, has strengthened its capacity for managing protected areas and heritage sites (UNDP, UNESCO, IAEA) of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".
	Group of experts of the Colonial City of Santo Domingo trained as a result of a pilot project to design the integrated urban development plan of the colonial city stressing risk management BL: 0 (2011) BENCHMARK: 1 (2015)	\$ 0	\$ 15 000	
	Risk strategy defined for a site selected from the indicative list. BL: 0 (2011) BENCHMARK: 1 (2015)	\$ 0	\$ 20 000	
Rise in the contribution of cultural and creative industries (crafts, artistic production, audiovisual production with a local content, among others) to the GDP.	Amount of elaborated products. BL: 15 (2012) BENCHMARK: 30 (2016)	\$ 2 000	\$ 2 000 000	Output 1.2 The State, with the participation of civil society, has strengthened its capacity to manage protected areas and heritage sites (UNDP UNESCO, IAEA) of outcome 1.0 in UNDAF 2012-2016 area of cooperation "Environmental Sustainability and Integrated Risk Management".

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF outcome-result to which expected result could be seen as contributing
Communicators and journalists trained for good practices in the dissemination and promotion of themes relative heritage in its multiple expressions.	Amount of communicators and journalists trained for good practices in the dissemination and promotion of themes relative to heritage in its multiple expressions. BL: 0 (2012) BENCHMARK: 15 (2013)	\$ 7 000	\$ 15 000	Output 1.2 The State with the participation of civil society has strengthened its capacity for managing protected areas and heritage sites (UNDP, UNESCO, IAEA), of outcome 1.0 in UNDAF 2012-2016 Area of Cooperation "Environmental Sustainability and Integrated Risk Management".
Journalists trained in quality press coverage of environmental themes.	Amount of journalists trained in quality press coverage of environmental issues. BL: 0 (2012) BENCHMARK: 15 (2013)	\$ 14 500	\$ 15 000	Output 2.4 The State has studied the impact of climate change on biotic factors in Biosphere Reserves (UNESCO), of outcome 2.0 in UNDAF 2012-2016 Area of Cooperation "Environmental Sustainability and Integrated Risk Management".
Capacities of libraries, archives and other institutions strengthened for applying open access strategies as an indispensable tool for building the knowledge societies.	Number of experts trained from the different institutions that will potentially apply this strategy. BL: 0 (2012) BENCHMARK: 1 (2016)	\$ 10 000	\$ 20 000	Output 5.1 The State has replicated and improved efficient and transparent management practices (UNDP, UNICEF, UNODC), of outcome 5.0, in UNDAF 2012-2016 Area of Cooperation "Promotion of Social and Economic Inclusion".
Media evaluation results available through development indicators established by the International Programme for the Development of Communication (IPDC).	Media evaluation report through Media Development Indicators. BL: 0 (2013) BENCHMARK: 30 (2014)	\$ 0	\$ 22 000	Output 5.1 The State has replicated and improved efficient and transparent management practices (UNDP, UNICEF, UNODC), of outcome 5.0, in UNDAF 2012-2016 area of cooperation "Promotion of Social and Economic Inclusion".
Promoting the creation of a Transboundary Biosphere Reserve between the Jaragua-Bahoruco-Enriquillo Biosphere Reserve (Dominican Republic) and the La Selle Biosphere Reserve (Haiti).	At present there are two adjoining biosphere reserves in these countries. Indicator: Studies on the agreements between both countries on issues relative to both Biosphere Reserves.	\$ 0	\$ 15 000	Output Nomination of the first Transboundary Biosphere Reserve in the Caribbean region boosting cooperation in the region.



4 PARTNERSHIPS

This last chapter sets UNESCO's bases for establishing engagement and implementation strategies for other development partnerships, and for defining their respective functions and contributions.

Partnerships with United Nations system agencies, donors, private sector and civil society organizations, and other development partners are based on agreed joint priorities in furtherance of national priorities.

4.1 Partners within UNESCO

- Regional Office for Education in Latin America and the Caribbean, UNESCO Santiago: as Regional Office, and, in particular, given its incidence in the Third Regional Comparative and Explanatory Study on the Quality of Education.
 - International Institute for Educational Planning (IIEP/Buenos Aires: given its capacity-building role in the country, as well as the comparative studies conducted on issues addressed by the institution at the regional level.
 - Institute of Higher Education for Latin America and the Caribbean, IESALC: given its incidence in the cooperation with national universities and the Ministry of Higher Education, Science and Technology.
 - Regional Office for Sciences in Latin America and the Caribbean, UNESCO Montevideo: as Regional Office and, in particular, for coordinating the Regional Programme on Bioethics and the Ethics of Science in Latin America and the Caribbean.
 - The UNESCO Institute for Statistics, UIS/Montreal: for its actions in local capacity-building in the collection, processing and transmission of statistical information relevant to UNESCO's fields of competence.
 - International Programme for Communication Development (IPDC): given its capacity to provide financial assistance for implementing communication development projects, through which the UNESCO Chair in Communication, Democracy and Good Governance and the Dominican College of Journalists were recently benefited.
 - Information for All Programme (IFAP): supports and offers financial assistance for maintaining the ethics portal in cyberspace. www.ciberetica.do
- UNESCO Office in San José – Cluster Office to Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua and Panama.
- UNESCO Office in Port-au-Prince- National Office to Haiti.

4.2 UNESCO Networks and Programmes to which the Dominican Republic is linked

4.2.1 Education

- UNESCO Associated Schools Project Network: coordinated by the DNCU, counts with 25 schools.
- University Twinning and Networking Programme (UNITWIN) and UNESCO Chairs:
 - UNESCO Chair in Peace, Human Rights and Democracy (1999), Autonomous University of Santo Domingo, Santo Domingo.
 - UNESCO Chair in Communication, Democracy and Good Governance (2003), Mater et Magistra Pontifical Catholic University, Santo Domingo.
 - UNESCO Chair in Social Policies, Good Governance and Public Policies (2011), Global Institute of Social Sciences, Santo Domingo.
 - UNESCO Chair in Teacher Training and Research in Reading and Writing (2012), Mater et Magistra Pontifical Catholic University, Santo Domingo.
- UNEVOC Network of Specialized Technical and Vocational Education and Training (UNEVOC Network).
- INESM Interagency Network on Education Simulation Models: used in preparing the ten-year IIEP plan.
- INNOVEMOS, Regional Education Innovations Network.
- Latin American Laboratory for Assessment of the Quality of Education (LLECE).
- Parliamentary Network for Education for All.
- Regional Information System: coordinated by the Director of the Department of Statistics and Education Indicators of the Ministry of Education of the Dominican Republic (MINERD).

4.2.2 Natural Sciences

- Freshwater: Latin America and the Caribbean Flow Regimes from International Experimental Network Data (FRIEND/AMIGO)
- People, Biodiversity and Ecology:
 - IberoMAB Network
 - CYTED Thematic Network on Biosphere Reserves.
 - World Network of Biosphere Reserves: Jaragua-Bahoruco-Enriquillo Biosphere Reserve.

4.2.3 Social Sciences

- Latin American and Caribbean Bioethics Network:
 - UNESCO Bioethics Network.

4.2.4 Culture

- World Heritage List: the Colonial City of Santo Domingo was inscribed in 1990.
- Representative List of the Intangible Cultural Heritage of Humanity: Cultural Space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella and the Cocolo Dancing Theatre, elements inscribed in 2008.
- Forum of Ministers of Culture and Officials in Charge of Cultural Policies of Latin America and the Caribbean.

4.2.5 Communication and Information

- ORBICOM: International Network of UNESCO Chairs in Communications, to which the UNESCO Chair in Communication, Democracy and Good Governance (2003) belongs.
- Memory of the World Programme: two documentary funds are inscribed in the Memory of the World Register:
 - Book for the Baptism of Slaves (1636-1670).
 - Documents on the Resistance and Struggle for Human Rights in the Dominican Republic (1930-1961).

4.3 United Nations Agencies

- UNICEF, UNFPA, UNDP, Office of the Resident Coordinator, UN Women, UNAIDS, given their interagency relationship with UNDAF

4.4 Agencies and Organizations

- Dominican National Commission for UNESCO (DNCU), National Council for Childhood and Adolescence (CONANI), Ministry of Youth (MY), Cabinet for the Coordination of Social Policies, National Statistics Office (NSO), Ministry of Education (MINERD), Ministry of Higher Education, Science and Technology (MESCYT), National Institute for Technical Professional Training (INFOTEP), local governments, public vocational schools, polytechnics, National Energy Commission (CNE), AIDS Presidential Council (COPRESIDA), Ministry of the Environment and Natural Resources (MARENA), Ministry of Culture (MINC), National Institute of Water Resources (INDRHI), Ministry of the Environment, MARENA Fund, provincial water and sanitation corporations, (CORA), National Water Supply and Sewage Institute (INAPA), Dominican Hydroelectric Power Generation Company (EGEHID), Santo Domingo

Water Supply and Sewage Corporation (CAASD), National Council for Climate Change and Clean Development Mechanism (CNCCMDL), Ministry of Foreign Relations, Dominican Corporation of State-Owned Electrical Enterprises (CDEEE), National Confederation of Dominican Cacao Producers, National Coffee Council (CODACAFE), National Emergency Commission (CNE), Emergency Operations Center (COE), Salomé Ureña Higher Institute for Teacher Training (ISFODOSU). Office of the First Lady, Dominican Telecommunications Institute (INDOTEL), Mater et Magistra Pontifical Catholic University (PUCMM), Autonomous University of Santo Domingo (UASD), Dominican College of Journalists (CDP), Global Democracy and Development Foundation (FUNGLODE), State Radio and Television Corporation of the Dominican Republic (CERTV), Pedro Henríquez Ureña National Library (BNPHU), General National Archives (AGN), Dominican Network of Journalists with a Gender Perspective, Academy of Sciences of the Dominican Republic, MAB National Committee, FRIEND/AMIGO-LAC Committee of the Dominican Republic.

ANNEX²⁹

UNESCO CONVENTIONS AND TREATIES SUBSCRIBED BY THE DOMINICAN REPUBLIC

Convention	Date of deposit	Type of deposit
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	05/01/1960	Accession
Convention concerning the International Exchange of Publications. Paris, 3 December 1958.	24/08/1972	Ratification
Convention concerning the Exchange of Official Publications and Government Documents between States. Paris, 3 December 1958.	24/08/1972	Ratification
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	07/03/1973	Ratification
Convention against Discrimination in Education. Paris, 14 December 1960.	30/08/1977	Ratification
Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. Geneva, 6 September 1952.	08/02/1983	Accession
Universal Copyright Convention as revised on 24 July 1971, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. Paris, 24 July 1971.	08/02/1983	Accession
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	12/02/1985	Ratification
International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations. Rome, 26 October 1961.	27/10/1986	Accession
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954.	21/03/2002	Accession
Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February, 1971.	15/05/2002	Accession
Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003.	02/10/2006	Ratification
Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 26 March 1999.	03/03/2009	Accession
Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005	24/09/2009	Accession
International Convention against Doping in Sport. Paris, 19 October 2005	06/09/2012	Accession

²⁹ In: http://www.unesco.org/eri/la/conventions_by_country.asp?contr=DO&language=S&typeconv=1



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Published by the UNESCO Regional Office for
Culture in Latin America and the Caribbean /
UNESCO Representation to Cuba, the
Dominican Republic and Aruba
2013

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