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Ensuring inclusion and equality for persons with disabilities: education, employment, reducing inequalities, climate change, and peaceful and inclusive societies

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Executive Summary

It is an indivisible and interdependent human right to ensure inclusion and equality for all persons with disabilities, which is embodied in the UN Convention

on the Rights of Persons with Disabilities (CRPD) and enshrined in the 2030 Agenda. In the implementation of the 2030 Agenda, the Goals on education, employment, reducing inequalities, climate change, and peaceful and inclusive societies, in particular, must be guided by the CRPD. There are a number of principles and rights enshrined in the CRPD that could potentially apply to most, if not all, Sustainable Development Goals (SDGs) and targets.

Persons with disabilities are incredibly diverse in their identities, and those who experience other and intersecting forms of discrimination are at further risk of being excluded from society. All persons with disabilities, and particularly those from underrepresented groups, in rural and urban areas, including persons with albinism, persons with leprosy, persons with psychosocial, intellectual, sensorial, and developmental disabilities, as well as children, women, older persons, indigenous peoples and others with disabilities must have equal opportunities to contribute to sustainable development to truly achieve the SDGs.

In many places, the socio-economic gap between persons with and without disabilities is increasing, because persons with disabilities experience low levels of education, higher rates of unemployment and economic inactivity and a lack of social protection in comparison to their peers without disabilities. Moreover, persons with disabilities encounter barriers due to lack of or reduced access to healthcare and other services; an increased risk of violence and abuse; lack of access to justice; minimal participation in political and public life; discriminatory attitudes in sexual health, reproductive rights and the right to family life; lack of birth registration; and lack of access to an inclusive and quality education in their own language, and encounter the effects of increasing risks and vulnerability that climate change is creating.

Consequently, a system-wide reform is required to strengthen national policies and legal systems to ensure that all persons with disabilities can access quality education, employment, disaster risk reduction programmes, justice systems and other processes ensuring that the policies do not exacerbate discrimination, but rather promote access to mainstream and inclusive programmes. To measure these policies, programmes and activities, indicators such as the OECD-DAC policy marker on the inclusion and empowerment of persons with disabilities should be administered.

Both the 2030 Agenda and CRPD require the collection of high-quality, accessible, timely and reliable data disaggregated by disability. Despite this, limited disability data are available at the global level. Yet, the Washington Group on Disability Statistics short set of questions and the UNICEF/Washington Group Child Functioning Module are sustainable, internationally comparable and suitable for disaggregating by disability status and monitoring progress in attaining the SDGs on an ongoing basis. Further, it is critical to foster partnerships between statisticians, policymakers and organizations of persons with disabilities to address policy gaps to achieve the SDGs and CRPD.

The ultimate objective of both the CRPD and 2030 Agenda is that every person with a disability is recognized as an equal citizen in every country with full rights on an equal basis with others, with dignity, respect and freedom. We, as persons with disabilities have as much of an obligation to achieve this goal as we expect from others. We must ask, isn't it better, as persons with disabilities, to begin

taking steps toward this goal by embodying the spirit of the global agenda, by being proactive and visible advocates and partners of transformative change? We all know inclusion is a two-way process, and we must ask ourselves, are we applying the principles for which we advocate?

Chapter 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all children with disabilities

"Education - we still hear the term special education. I say there is nothing special about being special. When special is used in the everyday world it is a term of endearment, when it is used in the intellectual disability world it means segregation and it is disrespectful and makes us feel inferior to other people. What happens when you leave school? Well, there are no special jobs and there is no special communities or societies. I say let's get rid of special once and for all." (Robert Martin, UNCRPD Committee Member, from his address to Inclusion International Conference, Birmingham 2018)

Background: current situation and challenges

The objective of Sustainable Development Goal (SDG) 4 is to achieve "inclusive and equitable quality education and promote lifelong learning opportunities for all" including those with disabilities. Children with disabilities face two major issues: a schooling crisis and a learning crisis. As many as 93 million children with disabilities are among the most likely to be left behind.[1] In low and middle-income countries, half of the estimated 65 million primary and lower secondary school-aged children with disabilities are out-of-school.[2] This makes up one third of the total out-of-school children.[3] Therefore, it is recognized that children with disabilities continue to be amongst the most excluded. At school, their enrollment records are lower and dropout rates higher, with poor levels of attendance, progression and learning. Very few young people with disabilities transition into higher levels of training and education. Only 5-15% of children who need assistive devices have access to them.[4] Less than 1% of materials are available in accessible formats for blind or partially sighted readers, but when they are provided a 20% increase in student achievement is possible.[5] Educating students with disabilities in inclusive settings has the potential for economic, social and health benefits for them and their families, as well as the national GDP.[6] It opens the door to greater civic engagement and participation in broader community activities and builds relationships with peers without disabilities.

Girls and boys with disabilities often face barriers to their education due to discriminatory social attitudes, physical and communication barriers, resource constraints and lack of support in classrooms and the wider community. Removing these barriers requires targeted strategies that also address other dimensions that compound exclusion, such as gender, poverty, language, including sign language, and location in line with United Nations Convention on the Rights of Persons with Disabilities (CRPD)[7] and the SDGs. For deaf children, inclusive education means bilingual education in both national sign language(s)and national written language(s) by qualified teachers surrounded by their signing peers and support for developing their own identity and culture.[8]

Equitable and inclusive quality education is a right for all children and equipping them with skills and knowledge to lead fulfilling lives is needed.[9] Many countries have policies and legislation, but the challenge(s) often lies in the fact that they have a narrow disability focus or limited resources for their implementation and accountability. Children with disabilities in emergency contexts are the most at risk of not receiving an education, and nearly twice as likely to be subjected to violence and abuse than their peers without disabilities. Therefore, it is important to create inclusive safe spaces for education for children with disabilities so that they are protected at a time when they are at their most vulnerable.[10]

Research has shown that efforts to realize education for all without a strong inclusion focus have contributed to widening the gap between girls and boys with and without disabilities.[11] Receiving education in the same places and being given the same opportunities is the only way in which we can all reach an adequate standard of living, live independently and participate fully in all aspects of life.

In order to address the current challenges of the many children with disabilities out of school, in separate or regular education settings, consideration must be given to the following:

1. Inclusive education means having one inclusive system of education for all students, at all levels, (early childhood, primary, secondary and post-secondary) with the provision of supports to accommodate students with disabilities[12] and the existence of quality bilingual schools in national sign language and national written language.[13] Particular attention needs to be made to include learners most likely to be excluded, such as children with learning, psychosocial or multiple disabilities, children with deafblindness, those living in remote areas, or from language and cultural minorities among others.

2. Young children with disabilities are among the most marginalized, often invisible in household surveys and administrative data, as well as excluded from national and global strategies that target out-of-school children. Yet, we know that when boys and girls with disabilities have access to early interventions and early years education, this leads to better educational outcomes.[14]

3. Inclusion involves a profound cultural shift to ensure that all children, as well as staff, parents and other members of the school community, feel valued, welcomed and respected. In addition, it is the right of children with disabilities to socialize with their peers, including those that have the same lived experiences and face similar issues. It requires a process of systemic reform with changes and modifications in content, curriculum, individualized considerations, accessibility, particularly to sign language, assistive aids and devices, teaching methods, approaches, structures and strategies. Placement in regular classes is not sufficient; participation requires a paradigm shift. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion.[15] Ensuring that children have equal

opportunities to learn and socialize with their peers, using the same language such as sign language, is an integral part of an inclusive education system.

Recommendations

1. The CRPD as a whole, must also be considered generally applicable to the 2030 Agenda and the SDGs in a cross-cutting manner, more importantly to achieve Goal 4 the following CRPD Articles must be upheld: 3, 6, 9, 16, 24 and 32.[16]

2. Allocate at least 6% of GDP and 20% of national budgets to education.[17] Allocation and use of resources must be in accordance with General Comment No. 4 on Article 24 of the CRPD[18] by investing in system-wide reform that takes into account disability-related needs and avoids all forms of segregation. Nongovernmental organizations (NGOs) and bilateral funding provided to support inclusive education programmes need to ensure that disability inclusion is a criterion for accessing funds for all education projects and programmes. This requires specific budgets and programme allocations, disability indicators related to beneficiaries and adapted materials, assistive devices, qualified and trained staff members and infrastructure.[19]

3. Strengthen national policies and legal systems to ensure that all persons with disabilities have equal rights to access quality education in their community and be educated with their peers, ensuring that the policy environment prevents discrimination, including through no rejection policy and duty to provide reasonable accommodation and enable transformation towards an inclusive education system for all children.

4. Develop accurate, robust data on children with disabilities, disaggregated by sex, age and type of disability, including their level of exclusion, segregation in special institutions and school drop-out rates, as well as school-level data on accessibility, reasonable accommodation, teacher training and to ensure adequate resourcing and accountability at all levels of education. Use the Washington Group/UNICEF Module on Child Functioning for population surveys, the UNICEF Inclusive Education Management and Information Systems Guide and forthcoming publications to enhance data collection in schools. Information on the accessibility of schools and materials should be embedded into administrative data collection systems.

5. Increase humanitarian budgets, response plans, appeal mechanisms and needs assessments to make provision for the inclusion of students with disabilities in the general education system, including in emergency settings.

6. Prioritize the provision of appropriate and timely, family-oriented early identification and early childhood intervention with related support services from birth onward to children under five having or at risk of developing disabilities. Transition processes need to be in place from one education phase to another, from early years to higher education, as appropriate and individualized.

7. Adopt the principles of inclusive education in non-formal and informal settings. While this may require progressive realization, the application of reasonable accommodation must be provided immediately. As such, ensure learning environments are physically accessible, teachers are trained in different learning styles, different modes of communication and accommodating the physical, sensory, intellectual and language requirements of learners with disabilities, ensuring a cooperative, welcoming learning space for all learners and adopting a collaborative relationship with parents.

8. Utilize advancements in innovative technology to assist learners with disabilities to access, among others: the curriculum; information; communication; assistive devices; and to enjoy greater independence.

9. Adopt inclusive social protection mechanisms (e.g. diverse transfers to families) to address the extra costs of disability and multiple disadvantages faced by children with disabilities who, for example, are girls, orphans, come from pastoral or migrant families, or live in remote rural regions, slums or informal settlements.

10. Engage philanthropic foundations and the private sector in partnerships and global advocacy efforts, including research and influencing key multilateral and bilateral stakeholders and governments.[20] They should fund and engage in innovative approaches to inclusive education that align with national sector plans with the specific goal of being scaled up in line with General Comment 4.[21]

11. Engage in strategic partnerships with NGOs and organizations of persons with disabilities (DPOs), including parent organizations to further the inclusive agenda and to overcome gaps in capacity.[22]

12. Ensure transparent, participatory approaches such as including civil society and DPOs in line with CRPD General Comment 7 paragraph 85[23] in developing policies, plans, budgeting and implementation.[24]

13. Develop, train and support a professional education workforce that responds to the requirements of inclusive education, such as diverse learning styles and encourages teachers, support staff and allied professionals with disabilities into the profession in line with CRPD General Comment 4 and 7.[25] Ensure the provision of accessible, alternative and additional learning and teaching materials making curriculum more inclusive in content.

14. Reduce barriers to inclusion by ensuring a multi-sectoral approach from birth through to secondary, technical and vocational training and higher education and beyond such as involving health and education. Promote accessibility and universal design in the school environment, infrastructure, services and products, as well as transport to and from the schools.

Chapter 2: The promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work for persons with disabilities

Background: current situation and challenges

The UN Convention on the Rights of Persons with Disabilities Article 27[26] and SDG 8 recognize the right of persons with disabilities to work on an equal basis with others. Specifically, target 8.5 of the SDGs calls on Member States that "by 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value."[27] Yet, currently persons with disabilities experience more barriers to accessing productive and decent work than persons without disabilities throughout the world. Persons with disabilities have disproportionately high levels of underemployment and unemployment as well as earn lower wages than persons without disabilities, with wage gaps of more than 10% in some countries (e.g. Spain, USA and Chile).[28] Wage gaps are even larger for women with disabilities and persons with intellectual disabilities. It is important to stress that many persons with disabilities are not in employment or training – meaning they are not "employed" or "unemployed" or "underemployed" but are considered outside of the labour force. This is why the statistics focus on ratio of employment, rather than looking at numbers of "unemployed."

While employment rates vary by country, lower rates of employment for persons with disabilities are persistently observed. Across 91 countries and territories in eight geographical regions, the employment to population ratio (EPR) for persons with disabilities aged 15 years and older is 36% on average, whereas the EPR for persons without disabilities is 60%.[29] The situation is even worse for women with disabilities, with evidence from six regions showing lower employment to population ratios for women with disabilities than men with disabilities in all six regions.[30] There is also a gap among persons with multiple, severe, psychosocial or intellectual disabilities. Data from twelve countries shows an average employment rate of 37% for persons with multiple disabilities, compared to 47% with a single disability.[31] Similarly, data from nine countries shows average employment to population rates of 18% for persons with psychosocial disabilities, compared to 52% for persons without psychosocial disabilities.[32]

Persons with disabilities are more likely to be in vulnerable forms of employment, including being self-employed or in part-time jobs. A study of nineteen countries found an average of 62% of persons with disabilities were self-employed, compared to 53% of persons without disabilities. A study in twenty-nine countries found a higher percentage of persons with disabilities in part-time work than persons without disabilities in all of the countries.[33]

Multiple intersecting factors restrict persons with disabilities' access to decent work and employment, including: inadequate laws and policies; discriminatory social norms and hiring practices; a lack of access to education and training; unequal access to resources, information, technology and networks; accessibility challenges; lack of reasonable accommodations in the workplace; and lack of

access to sign language for trainings and interactions in working environments. In addition, there is lack of support for persons with disabilities who require adapted support depending on the disability. Many persons with disabilities need minor accommodations but others such as persons with multiple, severe or intellectual disabilities need a whole set of strategies to have employment as an outcome in their lives.

The specific barriers related to employment and skills faced by persons with disabilities are in addition to existing barriers in different areas of life. Persons with disabilities are often denied the training and financial support so important for starting a business and becoming employed. It is thus essential to empower persons with disabilities, so they can earn an income and support themselves.[34] The barriers to accessing decent work extend far beyond the employment sector, and also include aspects such as lack of access to transportation, information, communication, built environment and education. In the case of education for those with intellectual disabilities, we see low expectations from schools, teachers and families regarding employment. Schools should be supporting the development of academics, but more importantly social competence and work opportunities from early years, especially since someone who has had a paid job since their early years is much more likely to have a job after secondary education or graduation.

Major factors contributing to exclusion include stigma and discrimination by employers. Not only does this adversely impact individuals with disabilities and their families but can also limit national economic growth. Work is a vital component of social participation for many people and has the potential to transform the lives and social positions of persons with disabilities, and how we see disability. Work is a key component for persons with disabilities to become active actors and contributors of society.

On the global level, there is growing momentum around improving employment participation rates for persons with disabilities in today's labour force, particularly in the technology sector in which there is an increasing number of open jobs and a significant need for new talent pools.[35] The discussions on the Future of Work[36] need to include persons with disabilities as the labour market is rapidly changing and we need to ensure that persons with disabilities will benefit from the opportunities and overcome the challenges. Alongside the importance of ensuring persons with disabilities attain their right to work, there are economic and business reasons for inclusion. These include the benefits to economies as a whole, businesses that adopt diverse practices and persons with disabilities themselves.[37] Additional benefits include greater economic self-sufficiency in which social protection is positively linked to work and fewer individuals may require social assistance because they are employed. Additionally, increasing labour force participation of both persons with disabilities and their caregivers, who are often women and female family members, increases a country's potential tax base, which could increase government revenue. Furthermore, companies in high- and low-income countries have found that employees with disabilities have greater retention rates, more frequent attendance, better safety records and matched productivity compared to employees without a disability.[38]

Recommendations

1. The CRPD as a whole, must also be considered generally applicable to the 2030 Agenda and the SDGs in a cross-cutting manner, more importantly to achieve Goal 8 the following CRPD Articles must be upheld: 16, 24 and 27.[39]

2. Promoting employability of persons with disabilities
   - Ensure that equality, human rights, sustainability, participation, inclusion and accessibility are core principles in line with Article 27 of the CRPD, the 2030 Agenda for Sustainable Development, and ILO Convention 159 to promote full and productive employment and decent employment for all persons with disabilities.
   - Include employment of persons with disabilities as part of mainstream employment promotion programmes or those targeted at specific populations, such as youth and women with disabilities.
   - States should ensure that national legislation protects persons with disabilities from discrimination on the basis of disability in all matters of employment and that it includes the denial of reasonable accommodation as a form of discrimination.
   - Include persons with disabilities and their representative organizations in a meaningful way in any discussion centered on the economy, technology and global wellbeing, including the Future of Work discussions, according to the General Comment No. 7 of the CRPD.[40]
   - States should pay particular attention to encouraging employment of persons with disabilities in the private sector, such as the work of the ILO Global Business and Disability Network, especially related to the establishment of national business and disability networks, and in developing countries.[41]

3. Promoting inclusive employers and employment conditions
   - Provide inclusive education and skills training, including the development of social competence in parallel to inclusive employment.
   - Carry out inclusive employment policies; accessibility in the built environment, information technology, and communication, including in sign languages; disability awareness training for staff; and safety and protection measures.
   - Integrate persons with disabilities and their representative organizations meaningfully into strategic opportunities for trade union action and as meaningful partners in joint campaigns.
   - DPOs need to lead by example and hire persons with disabilities, particularly those underrepresented.

4. Developing links between persons with disabilities and employers
   - Create a positive link between social protection schemes on disability and employment, rather than be designed around an "inability" to work.
   - Ensure disability inclusive Mainstream Technical Vocational Education and Training (TVET) systems and programmes and other skills development systems.
   - Provide mentorship opportunities for persons with disabilities, including internships, apprenticeships and other workplace-based learning for both university and vocational-training students with disabilities, and jobs that can be conducted remotely.

- States should support persons with disabilities in sheltered workshops to enter the mainstream labour market.

5. Developing enabling environments
   - States should forge strategic partnerships, raise awareness through advocacy, provide trainings and encourage volunteerism, build accessibility and enable inclusion in the workforce and facilitate the process through accessible technologies.
   - States should consider a flexible combination of income security and disability-related support in order to support labour market participation of persons with disabilities.
   - Ensure disability-inclusive mainstream entrepreneurship development training and microfinance systems.
   - Give more attention to the situation of youth with disabilities in the context of transition from school to work, including job placement and ongoing job coaching.
   - States should carry out policies that facilitate job retention and return to work for persons who acquire a disability, including those with mental health conditions.
   - Carry out research on policy and legislative compliance on the employment of persons with disabilities and build robust evaluation plans for the implementation of the programmes to improve the employment of persons with disabilities.
   - States should obtain disability-disaggregated data, using the Washington Group short set of questions, through regular labour force surveys or other household surveys.

Chapter 3: Reduce inequality within and among countries and for persons with disabilities

Background: current situation and challenges

Persons with disabilities comprise an estimated 15 percent of the world's population, or more than one billion people, and are overrepresented among those living in poverty. In fact, the 2030 Agenda for Sustainable Development states that more than 80 percent of persons with disabilities live in poverty.[42] Persons with disabilities encounter widespread exclusion from all areas of economic, political, social, civil and cultural life, including employment, education, healthcare and other services. Persons with disabilities experience higher rates of poverty and deprivation and lower levels of income than the general population and there is a strong link between having a disability and being in poverty.[43] For instance, in the European Union, only about 47% of persons with disabilities are employed compared to 72% of other persons.[44] This all stems from pervasive discrimination and stigma, prejudice, preconceived notions, superstition, lack of knowledge, lack of awareness, unequal opportunities and institutional, physical, communication, legal and attitudinal barriers that persons with disabilities encounter worldwide and are among those most left behind.

Persons with disabilities are also hugely diverse in their identities, and persons with disabilities who experience other and intersecting forms of discrimination

are at further risk of being excluded from a country's overall progress. All persons with disabilities, and particularly those from underrepresented groups, in rural and urban areas, including persons with psychosocial, intellectual and developmental disabilities, as well as children, women, older persons and indigenous persons with disabilities must have equal opportunities to contribute to sustainable development if the SDGs are going to be realized.

In many places, there is an increasing gap between persons with and without disabilities in which the socio-economic status of persons with disabilities remains stationary, while that of persons without disabilities advances. This is because persons with disabilities, particularly women with disabilities, experience higher rates of unemployment, low levels of education, economic inactivity and a lack of social protection in comparison to their peers without disabilities.[45] Women and girls with disabilities also face barriers with an increased risk of violence and abuse, lack of access to justice, minimal participation in political and public life, and prejudice and discriminatory attitudes in sexual health, reproductive rights and in the right to family life.[46]

Children with disabilities are one of the most marginalized and excluded groups in society, especially when newborns with disabilities are not registered at birth and are kept from view or abandoned. The right to life of children with disabilities can already be threatened before birth (prenatal screening and abortion) and right after birth, by withholding treatment and care, and parents being asked or feeling pressured to abandon their children with disabilities.

These barriers put them at risk of poor health, low educational attainment, unemployment, poverty, exclusion, and discrimination in a continuous cycle that starts in the early years.[47] [48] Their disabilities also place them at a higher risk of physical abuse and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies.[49] These systemic barriers often persist into adulthood and impede the development and enjoyment of full citizenship, for instance because of substituted decision-making mechanisms and removal of legal capacity.[50] Understanding the interplay between levels of vulnerability and inequality as well as the specific barriers to participation faced by children with disabilities and their families can facilitate the identification of effective strategies (e.g. training and empowering children from an early age on their rights; disability awareness raising for the general population, parents, government services, educational system, and employers) for building an inclusive society where all its members are treated equally.

Furthermore, there are approximately 180 to 220 million youth with disabilities worldwide who experience higher rates of unemployment and economic inactivity than their counterparts without disabilities and are at greater risk of insufficient social protection, which is integral to reducing extreme poverty.[51] Also, households with family members with disabilities experience material hardship, including lack of access to safe water and sanitation and food insecurity and are faced with extra costs due to disability-related expenses.[52] Ageing parents continue to take care of their adult children with disabilities and do not know how their child will manage after they pass away. Lack of employment and social protection puts them at risk of institutionalization (where this still exists), violence and abuse, and premature death.

Moreover, persons with disabilities in many countries, especially persons with intellectual or psychosocial disabilities are denied their right to be recognized before the law and therefore, they cannot enjoy many of their civil and political rights. Not being able to open a bank account, to manage incomes, to sign a contract or to vote make persons with disabilities more excluded from the public life and from the labour market.

Older persons with disabilities frequently face discrimination on the grounds of age and disability, in law and in practice. The United Nations Expert Group Meeting on Supporting Autonomy and Independency of Older Persons with Disabilities noted that "older persons with disabilities face exclusion, multiple and intersectional discrimination that lead to human rights violations, such as the deprivation of legal capacity and institutionalization."[53] In many countries, age also negatively impacts on disability assessment and allocation of disability benefits, resulting in older persons with disabilities not being offered the same level of quality or range of support as younger persons with disabilities.[54] It may also limit access to health care and lead to inequalities with regard to "end of life" decisions. The life of an ageing person with a disability is more easily perceived as being a "burden" (to themselves, to their family and to society). It may be perceived as "not worth" investing in.

Marginalization and inequality are exacerbated by a lack of measurable data disaggregated by disability, which in turn does not provide an accurate picture of what persons with disabilities encounter. Consequently, these gaps cannot be adequately addressed or addressed at all. It is with the implementation of the 2030 Agenda that the situation of the most left behind can be addressed, including persons with disabilities. There must be a focus on social inclusion and recognizing the rights of persons with disabilities who are often the least able to access or benefit from development programmes.

In order to achieve a world in which no one is left behind, SDG 10, and the interlinked SDGs, must be carried out in line with the UN Convention on the Rights of Persons with Disabilities that promotes, protects and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities across the lifespan (from before birth into adulthood).[55] Equality and non-discrimination are at the core of all human rights treaties. The CRPD has taken into account the experiences offered by the other UN conventions, and as such its equality and non-discrimination principles represent the evolution of the United Nations and its tradition and approach.[56]

Recommendations

1. The CRPD as a whole, must also be considered generally applicable to the 2030 Agenda and the SDGs in a cross-cutting manner, more importantly to achieve Goal 10 the following CRPD Articles must be upheld: 4, 5, 10, 16, 18, 27, 28.[57]

2. Build partnerships, develop collaborations between academic centers, government, policymakers, and stakeholders to ensure the rights and inclusion of persons with disabilities into social, economic, and political aspects of society.

3. Collect, analyze and disseminate disaggregated data and research information in order to identify inequalities and discriminatory practices, and analyze the effectiveness of measures promoting equality.

4. Donors should use the OECD-DAC policy marker on the inclusion and empowerment of persons with disabilities to record aid activities targeting and mainstreaming the inclusion of persons with disabilities.

5. Allocate cross-ministry budgeting for the inclusion of persons with disabilities that will ensure the inclusion and participation of persons with disabilities on an equal basis in society by implementation the CRPD and 2030 Agenda.

6. Align national legislation and policies with CRPD provisions on equality and non-discrimination, including the provision that the denial of reasonable accommodation constitutes disability-based discrimination. Understand intersecting forms of discrimination when designing and planning policies and programmes to ensure that inequality is addressed, and barriers are removed, not further entrenched.

7. Urgently identify and repeal all discriminatory laws and take measures to eliminate discriminatory practices. This includes, but is not limited to: removal of legal capacity authorized by law against persons with intellectual or psychosocial disabilities, segregated forms of education of pupils with disabilities, forced treatment and placement of persons with psychosocial disabilities, all forms of institutionalization, etc.[58]

8. In order to reach the furthest behind first and thus realize the principles of the 2030 Agenda, Member States should identify areas or subgroups of persons with disabilities, including those who face intersectional discrimination and who are underrepresented, and undertake and adopt additional measures to accelerate or achieve their inclusion and equality with others.[59]

Particular areas to be strengthened to achieve equality for persons with disabilities

1. Provide equal access to education to children and youth with disabilities, including reasonable accommodations, in line with Article 24 of the CRPD and SDG 4. This can help close the poverty gap between persons with and without disabilities. When children and youth with disabilities experience meaningful inclusion at school, they are more likely to gain employment and have better health outcomes.

2. Recognize the right of persons with disabilities to work on an equal basis with others in line with Article 27 of the CRPD and SDG 8. Alongside the importance of ensuring persons with disabilities attain their right to work, there are economic and business reasons for inclusion. These include the benefits to economies as a whole, businesses that adopt diverse and inclusive practices and for persons with disabilities themselves and their quality of life.[60]

3. Invest in and ensure universal access to quality health care for persons with disabilities that use a multidisciplinary, holistic approach in order to increase productivity and the wealth of a household in line with Articles 10, 11, 23, 25, and 32 of the CRPD.

Chapter 4: Climate change and persons with disabilities

Background: current situation and challenges

Climate change continues to accelerate. The five-year average global temperature from 2013 to 2017 was the highest on record, with concentrations of greenhouse gases continuing to increase, ongoing sea level rises and significant weather events becoming more severe, unpredictable and frequent.[61] Climate change is having the largest impact on the world's poorest people. It also has the power to push more than 100 million people back into poverty by 2030.[62] Furthermore, projections indicate that by 2050, climate change will have displaced at least 200 million people.[63] Given their overall levels of poverty, persons with disabilities and their families are among the groups most affected by each of these issues.

On the positive side, there are steadily increasing pledges to the UN Green Climate Fund, which hopes to raise $100 billion by 2020, for both climate mitigation and adaptation. Planned use of these funds includes work aimed at: increasing resilience and enhancing livelihoods of the most vulnerable people, communities and regions; enhancing people's health and well-being; and enhancing food and water security.[64]

Collectively, persons with disabilities are one of the most resource-poor groups in the world, and often face other marginalization due to intersecting factors such as their gender, sexuality, ethnicity, religious adherence, level of education, and geographical location. Hence, they are globally among the most at risk people to the impacts of accelerating climate change. Practically, this means they and their communities are living with significant climate-related issues including: increasing storms, floods and landslides; coastal inundation; droughts; wildfires; degradation of land, resources, infrastructure and living environments; extremes of temperature; and growing unpredictability and uncertainty. The consequences of these issues for persons with disabilities and their communities include:
*   Increasing humanitarian emergencies, both fast and slow onset;
*   Declining food, energy and water security;
*   Declining access to shelter, infrastructure and basic services;
*   Increasing displacement or being left behind in degraded environments;
*   Declining health and an increase in the prevalence of many impairments, due to changing disease patterns and other impacts on health. Diseases such as malaria and dengue fever are now endemic in new areas, with the transmission season often lengthening; furthermore, extreme temperatures, increasing hardship and climate-induced displacement are likely to negatively impact mental health;[65] and
*   Reductions in human security, with increased vulnerability, due to competition and conflict over increasingly limited resources, as climate change accelerates and populations increase.[66]

While highlighting the marginalization of persons with disabilities relating to each of these issues, we emphasize that they are not victims. Persons with disabilities are also consumers of the planet's resources and citizens with agency, who bring strengths and skills, including lived experience, to action on climate change. As members of their communities and society as a whole, persons with disabilities are active both individually, and collectively through organizations of persons with disabilities. Their actions extend well beyond marginalization, to seeking solutions to the wide range of climate-related, intersecting issues, which poor communities are facing.

The wide range of issues outlined above demonstrate that empowering persons with disabilities and ensuring inclusiveness and equality needs a broad approach with their full participation in the development of socially-inclusive climate change policies, which recognize climate resilience as part of broad socio-economic transformation, not simply as infrastructure or technological fixes. This empowerment needs to be accessible for persons with disabilities, including deaf people, through diverse formats such as information in sign languages. Furthermore, persons with disabilities need to participate in the development of, and benefit from socio-economic resilience strategies aimed at reducing vulnerability to climate risks. Such strategies include for example, increasing access to broad-based education and training opportunities, and a much wider range of livelihood options.[67] Within inclusive policy and strategy development, it is important to go beyond the household level. Clear understandings of the intra-household distribution of resources and risks, and the differential impacts of climate change on persons with disabilities and other household members in each context, are needed.[68]

This all must be done in line with the CRPD. The CRPD was adopted prior to the evolvement of climate change being framed as a human rights issue. Pillay, in 2008, stated that "'[a] human rights approach (to climate change) compels us to look at the people whose lives are most adversely affected…. It provides the legal rationale and grounds to advocate for the integration of human rights obligations into policies and programmes countering the negative effects of environmental challenges."[69] The CRPD, despite preceding the human rights framing of climate change, provides the legal framework for a broader response to climate change and its impact. It provides for a response that ensures the rights of persons with disabilities are adhered to by decision makers, emergency responders (both government and non-government) and by families and communities. Article 4(3) of the CRPD calls for close consultation with persons with disabilities and their representative groups in all efforts to raise awareness on climate change and its impact on persons with disabilities, and in all mitigation and adaptation efforts. Article 4(3) is particularly relevant for SDG 13(b).

Recommendations

1. The CRPD as a whole, must also be considered generally applicable to the 2030 Agenda and the SDGs in a cross-cutting manner, more importantly to achieve Goal 13 the following CRPD Articles must be upheld: 4, 9, 10, 11, 21 and 24.[70]

2. Integrate human rights obligations into climate-related policies and programmes so that the principles of non-discrimination and equal opportunity apply, meaning there is accountability in how state actors and non-state actors implement measures in response to changing environments, which can be attributed to climate change.

3. Ensure Article 3 of the CRPD is read with Articles 11 and 32 to those who are responsible for funding and implementing programmes that address both the risk of natural disasters and the response (upon occurrence of natural disaster) in a way that is non-discriminatory of all persons with disabilities.

4. Disability inclusion must be systematically taken up across all phases of the disaster management cycle and provision made for disability awareness and inclusion training of personnel, involving local organizations of persons with disabilities and disability NGOs (see CRPD Articles 11 and 32).

5. Include persons with disabilities meaningfully into raising awareness and providing technical capacity within communities about climate change, and the absolute necessity to protect local environments, within the framework of the Paris Agreement. This awareness raising must be provided in an accessible way, including the provision of professional sign language interpreters or in the frame of bilingual education for deaf children.

6. Ensure inclusion of persons with disabilities into the development and outcomes of evolving people-centered approaches, which integrate Disaster Risk Reduction (DRR)[71] and Climate Change Adaptation (CCA) as part of longer-term sustainable, resilient community development. Such approaches seek to address the root causes of poverty and injustice, while dealing with the increasing risks and vulnerability climate change is creating.

7. As part of climate programmes, ensure persons with disabilities meaningfully contribute to and benefit from activities designed to strengthen security in: food and nutrition; water, sanitation & hygiene (WASH); energy (cooking, lighting, heating, cooling); resilient, accessible shelter and other infrastructure; livelihoods and human security.

8. Ensure climate resilience is part of a broad socio-economic transformation that enables persons with disabilities to become empowered to play their full role as citizens, without the multiple burdens of poverty, poor accessibility and other issues.

9. Advocate to local governments and the international community for the ongoing rights of persons with disabilities and all community members to access quality health, education and other services, in the face of changing environments due to climate change.

10. Advocate that all expenditure of Green Climate Funds is fully inclusive of persons with disabilities and other marginalized groups.

11. Collect and use disaggregated data by disability to inform climate-related policymaking.

Chapter 5: Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels for persons with disabilities

Background: current situation and challenges

The 2030 Agenda, and Goal 16 especially, commits to human rights, justice, accountability and transparency that lay the foundation to build an environment in which people are able to live freely, securely and prosperously.[72] This is inherently important for all people, but even more so for those who are most left behind and marginalized, including persons with disabilities. For persons with disabilities, Goal 16 must be considered in line with the CRPD in which human rights is a fundamental principle throughout and reaffirms "the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination".[73]

Impact of armed conflicts and emergency situations on persons with disabilities

Persons with disabilities - especially newborns and children with disabilities - are disproportionately affected during situations of crisis and conflicts. An estimated 9.7 million persons with disabilities[74] are forcibly displaced as the result of persecution, conflict, violence and other human rights violations. In some cases, morbidity of persons with disabilities in a disaster has been estimated at a rate 4 times higher than those without disabilities.[75]

Armed conflicts and emergency situations increase the number of barriers faced by persons with disabilities on a larger scale. In crisis situations, persons with disabilities require the same assistance common to all those affected, in addition to specific requirements related to disability. Conflicts and natural disasters heighten the risks faced by persons with disabilities as they seek out assistance, support and protection, and impact access to and the collapse of essential services.[76] Where services exist, inaccessible communication strategies often exclude persons with disabilities from identifying and utilizing them. Scant data, poor identification and registration, and lack of provision of reasonable accommodation compound the exclusion of persons with disabilities in crisis needs-assessments.[77] Multiple and intersecting forms of discrimination exacerbate the situation of persons with disabilities in situations of risk and humanitarian emergencies. For example, children with disabilities face higher risk of abuse and neglect,[78] while women with disabilities are at increased risk of sexual violence during humanitarian crises.[79]

Inclusive humanitarian action and disaster risk reduction requires the full inclusion and meaningful participation of persons with disabilities and their representative organizations in needs assessments, design, implementation, coordination, monitoring and evaluation of humanitarian and disaster preparedness and response programmes and policies. DPO leadership, skills, experience and expertise, and active participation in decision-making and planning processes, including in appropriate coordination mechanisms, is an essential prerequisite to successfully reshape humanitarian aid and emergency

response. In addition, persons with disabilities have a key role to play in resolving conflict and in post-conflict reconstruction. Therefore, the international peace and security architecture needs to accommodate the participation of children and adults with disabilities and their families, and of organizations of persons with disabilities. Their lived experience and expertise are critical for designing practical solutions. Protecting the safety and rights of children and adults with disabilities yields positive results for other children and adults too. It benefits society as a whole. It is an investment in peace.

Goal 16 targets that are critically relevant for persons with disabilities

Target 16.1: Significantly reduce all forms of violence and related death rates everywhere

Persons with disabilities, particularly marginalized groups within the disability community, especially children with disabilities[80] and women and girls with disabilities[81] [82] are often at greater risk - both within and outside the home - of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, and are subject to multiple or aggravated forms of discrimination.

The prevalence of multiple discrimination and intersectional discrimination against women with disabilities, on account of their gender, disability and other factors are not sufficiently addressed in legislation and policies. This is compounded by the fact that women and girls with disabilities are at a greater risk than their peers without disabilities to experience violence. Women and girls with disabilities experience disability-specific forms of violence beyond gender-based violence. These include abuse within institutions, by caregivers and other family members, forced institutionalization and psychiatric treatment, targeted abuse, including sexual abuse, because of one's disability type, and forced sterilization, abortion and contraception. Women with disabilities experience disproportionate risks of violence, due to factors relating to systemic discrimination and stigma, which is compounded by poverty, social isolation and political marginalization; inadequate services and support systems that lack awareness, training and capacity; lack of access to justice; and disabling, inaccessible and hostile environments.

Target 16.2: End abuse, exploitations, trafficking and all forms of violence against and torture of children

The Committee on the Rights of the Child recognized that children with disabilities may be subject to particular forms of physical violence, such as forced sterilization (particularly girls) and violence in the guise of treatment (for example, electroconvulsive treatment and electric shocks used as "aversion treatment" to control children's behaviour). Further, institutionalization of children with disabilities increases the risk of abuse and violence. This provision is closely related to Article 39 of the CRPD, which states that a child victim of, inter alia, torture or any form of cruel or inhuman and degrading treatment or punishment is accorded the right to the promotion of his or her physical and psychological recovery and social reintegration.[83]

The often-preferential care and treatment of boys means that violence against girls with disabilities is more prevalent when compared to boys with disabilities

or the broader population of girls. Violence against girls with disabilities includes gender-specific neglect, humiliation, concealment, abandonment and abuse, including sexual abuse and sexual exploitation, which increases during puberty. Children with disabilities are also disproportionately likely to experience non-registration at birth,[84] which exposes them to exploitation, violence and significant impact on their right to life. For example, newborns with disabilities can be left behind in a hospital where they will not receive nourishment or treatment, or they may be left in the wilderness. Girls with disabilities are particularly at risk of violence from family members and caregivers[85] and are particularly at risk of harmful practices, which are justified by invoking sociocultural and religious customs and values.

Target 16.3: Promote the rule of law at the national and international levels and ensure equal access to justice for all

Persons with disabilities face significant obstacles in accessing justice, including criminal proceedings and the determination of civil rights and obligations. In relation to persons with disabilities, whether with respect to criminal proceedings or in civil matters, access to justice is most often denied as a result of lack of accessibility of and access to information, including the provision of professional sign languages interpretation and its funding, procedural accommodations, the right to claim justice and stand trial, respect for presumption of innocence and legal aid. Persons with disabilities may face physical barriers to accessibility, such as barriers which render the act of physically entering police stations or courts impossible. Communication barriers may prevent access to information, understanding legal procedures or exchanges with judges, lawyers and other interlocutors, as faced by many deaf people. Further, many persons with disabilities are impeded from accessing courts and claiming their rights as a result of confinement to institutions or being isolated in their homes, without recourse to outside contact to lodge complaints. In addition, lack of information on their rights and how to invoke them before courts and authorities pose barriers to seeking remedies.[86] Furthermore, national legislation often contains provisions that deny equal treatment of persons with disabilities before courts and other jurisdictional bodies.

The CRPD is the first international human rights instrument that enshrines an explicit right to access to justice. It calls for the elimination of obstacles and barriers faced by persons with disabilities in accessing justice on an equal basis with others and innovates on previous standards developed under international human rights law.[87] Recognized in both the CRPD and the 2030 Agenda, international cooperation has a key role in advancing the right to access to justice of persons with disabilities. As such, CRPD Article 13 calls for effective access to justice for persons with disabilities on an equal basis with others. The Committee on the Rights of Persons with Disabilities has stressed that persons with disabilities are entitled to all rights and procedural safeguards during the pretrial, trial and post-trial phases, including the right to a fair trial, presumption of innocence, the rights of defense and the right to be heard in person, as well as all other rights granted to other persons.[88]

Target 16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels

All people have a right to participate in decisions that affect their lives, including those concerning their rights. The active and informed participation of different groups, including women, children, older persons, indigenous peoples and persons with disabilities, is not only consistent with, but also a requisite of, a human rights-based approach. It ensures active citizenship, good governance and social accountability, and participation, which are embodied throughout the CRPD and the 2030 Agenda. This target must be implemented in line with CRPD Article 4.3 and General Comment No. 7 of the CRPD Committee. The inclusion, consultation with and active involvement of persons with disabilities, including children with disabilities, through their representative organizations in all phases of the implementation of the 2030 Agenda is critical, not only to ensure that they are not left behind, but also because they are the true experts when it comes to their complete inclusion in society. The guiding principle of the disability movement "nothing about us without us" must be realized in conjuncture with the principle of the 2030 Agenda to leave no one behind.

Target 16.9: By 2030, provide legal identity for all, including birth registration

CRPD Article 12 ensures the right to equality before the law for persons with disabilities, on an equal basis with others and affirms that all persons with disabilities have full legal capacity. Persons with disabilities remain the group whose legal capacity is most commonly denied in legal systems worldwide. The right to equal recognition before the law implies that legal capacity is a universal attribute inherent in all persons by virtue of their humanity and must be upheld for persons with disabilities on an equal basis with others. Legal capacity is indispensable for the exercise of civil, political, economic, social and cultural rights. It acquires a special significance for persons with disabilities when they have to make fundamental decisions regarding their health, education and work. The denial of legal capacity to persons with disabilities has, in many cases, led to them being deprived of many fundamental rights, including the right to vote, the right to marry and found a family, reproductive rights, parental rights, the right to give consent for intimate relationships and medical treatment, and the right to liberty.

All persons with disabilities, including those with physical, mental, intellectual or sensory impairments, can be affected by denial of legal capacity and substitute decision making. However, persons with cognitive or psychosocial disabilities have been, and still are, disproportionately affected by substitute decision-making regimes and denial of legal capacity. The CRPD Committee reaffirms that a person's status as a person with a disability or the existence of an impairment (including a physical or sensory impairment) must never impede on Article 12, paragraph 1, which reaffirms the right of persons with disabilities to be recognized as persons before the law. This guarantees that every human being is respected as a person possessing legal personality, which is a prerequisite for the recognition of a person's legal capacity.[89]

The lack of visibility of newborns with disabilities, in statistics and in society, makes it very easy to forget about this important group. Many children born with disabilities die prematurely because they are abandoned and don't have access to the quality healthcare that they are entitled to. They can be perceived as a "curse", as a "burden" and not able to contribute to society, and their quality of

life as they grow up may be perceived as poor and leading to "unbearable suffering" or not worth investing in.

Target 16.10: Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

Accessibility, including access to information, is a vital precondition to enable persons with disabilities to actively participate on an equal basis with others. The CRPD ensures the right to accessible information for persons with disabilities, through the provision of sign languages interpretation. Effective access to accessible information and communication allows persons with disabilities and families to know and defend their rights and those of their children with disabilities and teach their children with disabilities to defend their rights. In addition, in the case of newborns and children with disabilities, it is important that their parent have access to information, including those who may be illiterate, need materials in a different language or need support in understanding the information. The use of accessible information and communications technologies can contribute to improving access to justice and access to information.[90] Further, lack of access to information on their rights makes persons with disabilities accept abuse and violence especially if the perpetrators happen to be their caregivers. Persons with disabilities should have access, on an equal basis with others, to the physical environment, information and communication, technology and systems and other facilities.

Target 16.b: Promote and enforce non-discriminatory laws and policies for sustainable development

The CRPD recognizes that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the person. Importantly, the CRPD is legally binding and promotes equality and non-discrimination and seeks to eliminate multiple and intersecting forms of discrimination faced by persons with disabilities on the grounds of impairment, sex, age, ethnicity, languages, indigenous background, sexual orientation and gender identity, among other elements of their identity.[91] Yet it is discrimination, stigma and pervasive barriers that lead to the exclusion of persons with disabilities in society causing a loss to society as a whole. Persons with disabilities face widespread exclusion from all areas of economic, political, social, civil and cultural life, including employment, education and health care. Families with children with disabilities can experience discrimination by association and be at risk of exclusion and poverty. Additionally, persons with disabilities face barriers in accessing the built environment, information and communication. Moreover, persons with disabilities are denied access to basic urban services, including housing, roads, public spaces, transportation, sanitation and water, health, education, emergency and disaster response. Despite this, inclusion not only benefits the individual, but contributes to all of society, and the 2030 Agenda is starting to open the doors for equal participation of persons with disabilities and foster participation within human rights and development dialogues.

Recommendations

1. The CRPD as a whole, must also be considered generally applicable to the 2030 Agenda and the SDGs in a cross-cutting manner, more importantly to achieve Goal 16 the following CRPD Articles must be upheld: 4, 8, 10, 12, 13, 14, 15, 16, 18, 21, 27 and 29.[92]

2. Member States must promote the participation and inclusion of persons with disabilities in the implementation of Goal 16 in line with the CRPD. In addition, we recommend building partnerships to ensure the rights and inclusion of persons with disabilities into social, economic and political aspects of society through various forms.

3. We recommend to the UN system, in line with the UN Secretary-General Guterres, to ensure that references to persons with disabilities are systematically included in the UN Secretary-General's reports on the protection of civilians in armed conflict. In addition, the Security Council needs to consider an open debate in 2019-2020 to continue the critical discussion of persons with disabilities in humanitarian settings.

4. All actors, including from the UN system, Member States and non-State actors, need to invest in building their knowledge and capacity on persons with disabilities using existing tools to guide that, including the CRPD and Inter-Agency Standing Committee Guidelines.[93]

5. The UN Secretariat, including DPKO (the Department of Peacekeeping Operations) and DPA (Department of Political Affairs), need to include persons with disabilities in their briefings and reports to the Council on country-specific situations.

6. Member States should collect and analyze disaggregated data on human rights violations against persons with disabilities and on how the justice system is providing access to fair trials and effective remedies.[94]

7. Member States should modify civil, criminal and procedural laws which prevent persons with disabilities from directly or indirectly participating in judicial or administrative processes on an equal basis with others either by granting third-party representation in law or in fact without free and informed consent or by denying legal standing.[95]

8. Ensure participation of persons with disabilities in electing and choosing the people by whom they want to be represented, and at the same time any decision made on the livelihood of persons with disabilities should involve them. For newborns and young children with disabilities, their families will usually represent them. These families need to be supported to be able to defend the rights of their children (to life, to live with their parents, to treatment and care, to education, and so forth).

9. Member States should implement laws and policies that ensure that information needed to defend rights is accessible, and that free and affordable legal aid is provided to persons with disabilities and their families in all areas of law, as well as the provision of professional sign language interpretation.[96]

10. Ensure that persons with disabilities are truly able to make use of their right to vote by making polling stations accessible.

11. Member States should establish monitoring mechanisms of service providers, adopt measures that protect persons with disabilities from being hidden in the family or isolated in institutions, protect children from being abandoned or institutionalized on the grounds of disability and establish appropriate mechanisms to detect situations of violence against persons with disabilities by third parties.

12. Member States shall carry out mandatory disability awareness training and policies to prevent harmful stereotyping of women with disabilities by public officials, in addition to raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities, to be able to create change.

13. Member States should establish adequate measures to guarantee that the perspectives of women and girls with disabilities are fully taken into account and that they will not be subjected to any reprisals for expressing their viewpoints and concerns, especially in relation to sexual and reproductive health and rights, and gender-based violence including sexual violence.

Annex of good practices

Chapter 1: Good practices on education

1. **A national approach to Inclusive Education: Papua New Guinea**
   A partnership between CBM and Callan Services for Persons with Disabilities in Papua New Guinea began in 1990. Initially, the support focused on providing funds for equipment and staff. By 1994, the Ministry of Education made a commitment to inclusive education. This was achieved through Callan advocating with the Ministry through the National Board of Disabled People and the National Education Board, with CBM providing a specialist educator co-worker to support technical and service development. The new education policy emphasized that all children with disabilities had a right to be educated in their local community schools. All centers previously supported by international NGOs and providing community-based rehabilitation (CBR) or special education were to become inclusive education resource centers (IERC) under the auspices of the Ministry. The IERCs worked within communities using a multi-sectoral approach; providing early identification; carrying out referral and early intervention services; supporting capacity development for educators; and involving persons with disabilities and families. Callan's success has been from working closely with the Ministry of Education and with a number of different NGOs and UN bodies, such as Light for the World (LFTW), UNICEF, Save the Children, Caritas and more.

   Later through a LFTW and European Union (EU) partnership with Callan, deaf adults were given an opportunity to upgrade their qualifications to matriculate to access higher education by being employed as deaf assistant teachers working alongside hearing teachers of deaf children.

This gave them the opportunity to be role models for young deaf children, to be paid and to study. As a result of this programme, a number of deaf adults entered higher education. This highlights the importance of private and governmental partnerships in developing inclusive education through a national systemic approach, including the development of resource centers, involving DPOs, starting with the community, training per-service regular teachers as well as developing specialist educators.

2. A personal story: Maria from Nicaragua[97]

My name is Maria. I am from Managua, Nicaragua and I am 19 years old. I was born at five months (in my mother's pregnancy), and one of the consequences was the loss of my vision. We started to learn how to live with my disability since the early years at school, how to learn to use the Braille system and all the necessary things so that I could develop myself as an equal person.

The time to start the 7th grade came. The teachers at that moment didn't have the knowledge or the tools to give me the attention that I needed. They were reading information, getting the training, they did it to get the quality education that I have now. I am the only person who is blind. They have accepted me and have included me. We work as a team. It's a very beautiful experience.

Even though I am blind, I am able to be a leader. I am also part of the academic excellence bureau. A person who has education is a person with many weapons to fight poverty. In society it makes us independent, it makes us be more useful to our country. We, as people with disabilities, are no exception.

Society must learn that we are all equal and that many times it's not the condition itself that makes us have a disability but it's the environment, the attitudes and the bad actions. I'm a person who thinks as an entrepreneur. I like to fight until I am able to reach my dreams and I never give up, regardless of the limitations. There is always a reward.

3. Piloting inclusive education in Garango

In 2009 in the district of Garango in Eastern Burkina Faso, a multi-stakeholder programme on access to inclusive education for children with disabilities and other vulnerable children was initiated by the organizations OCADES and Light for the World. It systematically involved policy makers on the national level – Ministry of Education and Ministry of Social Affairs - as well as stakeholders on the local level – the municipality, provincial department of social affairs and provincial directorate of education, schools, health services and community-based rehabilitation programmes.

The project's strategy included awareness-raising on disability in the community, training teachers on inclusive education, adapting schools to inclusion norms and providing medical support and rehabilitation services to children. Within six years the number of children with disabilities in schools in the district increased from 4 to 60% and the pilot project was then used as a model for the National Strategy of Inclusive Education.

In 2014, CBM joined the programme focusing on early intervention and developing an inclusive preschool. Financial and technical support was also provided by the Centre St Martin led by Professor Markowetz. A second phase was launched in 2019 to 'increase the enrolment rate of children with disabilities in pre-schools by 80% in Garango'.

4. **Data collection with the Washington Group/UNICEF Child Functioning Module in Finland**

In Finland, researchers have been collecting health-related data from young adolescents for decades. Recently school-aged children with and without disabilities were given the opportunity to answer questions about their health and health behaviours with the use of the Washington Group/UNICEF Child Functioning Module (CFM) which was included in all national health surveys. As a result, data could be disaggregated by age, sex and disability making it possible to make further analysis based on school-aged children's functioning.

Several challenges were highlighted: 1. Having a large national survey can have too many questions and the wording of items may be difficult for the children involved to understand; 2. Some health behaviour questions can be personal, leaving teachers or parents unable to answer a question such as ones related to the amounts of physical activity; or frequency of abuse.

Funding from the Ministry of Education and Culture initiated a research project carried out by the University of Jyvaskyla, to investigate ways in which children with disabilities in various educational contexts (general, intensified[98] and special support) could provide self-reported data about their health and health behaviours. The project included several testing phases, including consultation with the students with intensified or special support needs, teachers who work in units to support students as well as collecting data from over 4000 children, aged between 11-18 years old, in the three educational contexts. The items in the survey were presented in written and image formats. Easy-to-read language versions were also available. The CFM was completed as a proxy marker for disability. This has resulted in stakeholders being able to gather information about comparative health and health behaviours of school-aged children with and without disability.

5. **World Federation of the Deaf position paper[99]**

The World Federation of the Deaf (WFD) launched a position paper on inclusive education for deaf children and deaf learners in 2018. This paper highlights the WFD's perspective on how inclusive education should be implemented in case of deaf children. The WFD strongly believes in the importance of providing quality bilingual education in their national sign language and national written language to deaf children. These bilingual schools should follow the official national curriculum of education. Qualified teachers must have a native-level fluency in national sign language and deaf children must receive the opportunity to be surrounded by their signing peers.

6. **Teacher Training in Burkina Faso**

Inclusive education was introduced into the training curricula of the National Teacher Training Colleges for Primary Teachers (ENEP) following a process of advocacy, consultation and technical support of the Ministry of Education (MoE) by civil society actors, including HI, CBM, LFTW and others. Initially, in 2013, inclusive education was integrated in the curriculum of the ENEPs. After further testing of the revised modules in 2016/17, inclusive education has now been included in a specific 10-hour module on pedagogy. Inclusive education has since been systematically embedded in all the other training modules for trainee teachers. HI has supported the need for practical teaching tools for the implementation of inclusive education as requested by teachers as well as supporting the Ministry of Education with the development and dissemination of more practical inclusive pedagogical guidelines.

7. **Barrier Needs Assessment – Gaza**
In Gaza, HI has been an active member of the Gaza education sub-cluster coordination mechanisms since 2015. In a bid to advocate towards mainstreaming disability within the cluster owing to the lack of evidence at the time, HI conducted a Barrier Needs Assessment to highlight the situation of children with disabilities in Gaza in terms of educational needs. The recommendations led to the inclusion of preparedness and response needs for children with disabilities into the cluster contingency plan including how to identify individual needs, the provision of assistive devices, and adapted educational materials. Its findings were also used as a reference for the education cluster during the development of the Strategic Response Plan and Humanitarian Needs Overview which ultimately identified the needs of children with disabilities as the top priority among the vulnerable groups for the education sector in 2016. This led to subsequent training on inclusive education for children with disabilities for the whole of the education cluster.

8. **Supporting Families to Promote Inclusive Education - Inclusion International's Catalyst for Inclusive Education**
Inclusion International is the global organization of persons with intellectual disabilities and their families, uniting more than 200 member organizations in over 115 countries. Many member organizations began the first schools for children with intellectual disabilities who were denied entry to school. But parents saw that segregation in school led to later exclusion in life, and as their sons and daughters began to speak out as self-advocates against separate schools, parents became strong voices in favour of inclusive education.

In 2017, to support their members in the struggle for inclusive education, Inclusion International created a Catalyst for Inclusive Education. The Catalyst consists of a core team, regional response teams and an expert advisory group, focused on assisting members to improve access to and quality in inclusive education – consistent with Sustainable Development Goal 4.

Mobilizing global technical expertise and information, Catalyst builds on larger education reform efforts. Catalyst provides training materials; organizes study tours; conducts research; reviews policy and legislation;

supports litigation; conducts situational analyses; helps develop plans and strategies; and provides ongoing mentoring. In 2018, Catalyst conducted research for UNICEF in Latin America, soon to be published as "NUESTRA OPINIÓN VALE: La perspectiva de niños, niñas y adolescentes sobre la discriminación y las barreras para la Educación Inclusiva" ("OUR OPINION MATTERS: The Perspective of boys, girls and adolescents on discrimination and the barriers to inclusive education.")

Catalyst research and activities reinforce and illuminate findings of the World Bank and Inter-American Development Bank, among others, on critical issues related to equity and quality in education. The prerequisites for inclusion to be successful are the same as those required to achieve Sustainable Development Goal 4.

- Inequality is very much underestimated.
- Governments lack clearly defined plans, especially to meet both CRPD and SDG commitments.
- Laws and policies favouring inclusion are not translated into practice. Despite commitments to inclusion, more investment is made in segregated services.
- Differences between private and public education contribute to inequality and uneven quality.
- Teachers are not trained to support inclusion. Training often focuses on different disabilities, rather than on Universal Design for Learning and pedagogic strategies which would improve quality for all.
- Schools often focus on students' performance on standardized tests, leading to narrowing the curriculum and admitting only those students who will perform well.

Catalyst operates with few financial resources, but with the goodwill and generosity of people who volunteer their time and expertise. When members in Latin America identified challenges, the Autonomous University of Madrid organized an 8-week virtual course, tailor-made to address pressing issues. Catalyst is gradually building a repository of knowledge, and team members are gaining capacity to be more helpful to Inclusion International's members, who face similar challenges regardless of region.

Chapter 2: Good practices on employment

1. **Disability-inclusive employer practices and hiring of individuals with disabilities**

   The use of good practices led to companies being three-to-four times more likely to have the desired hiring outcome of persons with disabilities. The good practices included:
   - setting explicit goals for hiring persons with disabilities;
   - actively recruiting individuals with disabilities;
   - including people with disabilities in the company's diversity and inclusion strategy; and
   - companies establishing relationships with community organizations to assist with sourcing candidates with disabilities.[100]

2. **Access Bangladesh**
   Bangladesh has worked in parallel to ensure that persons with disabilities have better access to skills training (supply side) but also with making the private sector more disability-inclusive. An example is, Access Bangladesh, that is implementing projects focusing on SDGs particularly on education and employment issues for persons with disabilities. In order to ensure participation of persons with disabilities and DPOs in the Voluntary National Review process, Access Bangladesh Foundation successfully conducted a campaign from local to national levels in 2018. All of the consultations were documented, and a report was submitted to the SDGs coordinator in the government. To create awareness about the SDGs for the people, Access Bangladesh translated and published a booklet and one pager in the Bangla language. In Bangladesh there are two active platforms of SDGs in the private sector: Disability Alliance on SDGs and Bangladesh and Citizen's Platform for SDGs, Bangladesh. Access Bangladesh is an active member of these platforms and working together on the SDGs.

3. **"Make 12.4% work" - Ugandan campaign for inclusion in the job market[101]**
   The campaign, initiated by Light for the World and the National Union of Disabled People in Uganda (NUDIPU), aims to realize SDG 8 by increasing access of persons with disabilities to decent work and promoting inclusive economic growth. It works with individuals with disabilities, civil society, government entities, trade unions and businesses in the country. Disability Inclusion Facilitators - young persons with different types of disabilities - drive the campaign by supporting stakeholders in changing their systems and approaches towards inclusion. Some examples include: learning how to make programmes inclusive, hiring persons with disabilities as employees, and ensuring that livelihood programmes become accessible. Internship programmes and work readiness training for job seekers as well as advice on workplace adaptation/reasonable accommodation are also part of the campaign. It also addresses policy change, such as involvement in the review of the Persons with Disabilities Bill and the Employment Act. The initiative has a strong awareness-raising component aiming to change mindsets by portraying women and men with disabilities in different jobs in a wide-reaching media and social media campaign.

4. **Accessible and inclusive work practices - South Asia**
   CBM South Asia Regional Office (SARO) based in India works with partners in Bangladesh, Nepal, India and Sri Lanka. SARO made a conscious decision to recruit persons with disabilities in their office. These people are in senior leadership positions now, for example, country manager, senior manager in finance, legal and administration and leadership in disability inclusive development. SARO has found that one of the big differences in employing persons with disabilities is that it encourages and promotes inclusive development to partners and associates. SARO highlights six steps they took to ensure inclusive employment practices are applied[102]:

1. Inclusive employment policy: human resources, finance and administration policies are prepared on the basis of providing an inclusive environment for persons with disabilities.
2. Inclusive job advertisements: these highlight that the office is actively seeking persons with disabilities.
3. Changes to physical structure: measures included installing railings, anti-skid flooring, colour coding for better visual accessibility, accessible working space and toilets and accessible parking spaces.
4. Access to accessible information technology: a number of different programmes to enable use of computers and information technology are available to staff who may require it. Other assistive devices include a Brailler and Braille papers, hand magnifiers, and sound amplifier for using the telephone.
5. Capacity building of staff: inclusive development and accessibility training is conducted for all staff.
6. Safety and protection measures: additional precautions are taken for persons with disabilities by ensuring reliable transportation arrangements from the airport, railway station, bus stop and ensuring their safe and accessible accommodation.

5. **Austrian Public Broadcast**
The Austrian Public Broadcast (TV and radio) is starting a campaign on employment of persons with disabilities which is combined with a public call for traineeships for youth with disabilities. A daily TV documentary with sign language and captioning will accompany a number of persons with disabilities in their job search. It will provide information about their individual situation, the barriers they experience, job interviews and coaching support and their experiences in their new jobs. The country's biggest radio station (1 million listeners) will host an initiative called "internship without barriers." Companies will be encouraged to make their internship programmes accessible to youth with disabilities. The campaign will also include an online platform to show progress and give information about support and funding services for accessibility, reasonable accommodation and training. The campaign is implemented in cooperation with the Ministry of Social Affairs and the Austrian Job Service.

6. **Career opportunities for people with partial work ability – Finland**
The Finnish government has initiated a key project called "Career opportunities for people with partial work ability" (in Finnish: OTE key project).[103] As part of the OTE project, 700 work ability coordinators have been trained in Finland for purposes of serving a variety of both public and private organizations. Also, within the project, a large online portal[104] has been created with information to support people with partial work ability. The project comprises eight different subprojects, many of them implemented also on a provincial level.

The Ministry of Economic Affairs and Employment in Finland has launched a programme in which an employer receives 4000 euros if it changes the employment status of its employee working with a wage subsidy to an employment status as valid. This practice is in its pilot phase until June 2019. The Finnish state also supports various employment initiatives for persons with disabilities through the Funding Centre for Social and Health

Organizations (STEA). One of them is Yritystä!, which is a project in which persons with disabilities are offered support for self-employment and starting up a business. In this project, persons with disabilities are offered different trainings, mentoring and networking services. The Finnish Association of People with Physical Disabilities is the coordinating NGO in this project.

7. **Livelihood Resource Centre – India**
   The government of India has introduced an incentive package for private sector employers who ensure their total workforce consists of a minimum of no less than 5 percent of persons with disabilities. Samarthanam has been promoting a model known as Livelihood Resource Centre (LRC), which is a one-stop shop for all the livelihood needs of persons with disabilities. This center not only provides vocational training, but also training in soft skills, IT, socialization, self-presentation and other essential skills. The salient feature is that private sector employers enlist openings and they try to build the capacity of persons with disabilities through the centres. Regular follow up with both the employer and employee ensures long-term retention. The center attempts to enhance the employability of persons with disabilities through multi-dimensional and sectoral strategies and approaches. The candidates are trained in the use of advanced technology that is very helpful both in economic and personal life.

8. **Signs Media[105]**
   60% of the Signs Media staff are persons with disabilities. All the programmes are conducted in sign language and interpreted in voice and text.

9. **Inclusion model at Australian Independent School and why inclusion works**
   Historical reasons: In 1996, Ms. Penny Robertson (Founder, Yayasan Board Member), opened Australian Independent School (AIS) in response to the difficulties she was having in finding a suitable and accepting school to place her daughter, a student with Down Syndrome, at existing international schools in Jakarta. So AIS had a philosophy of inclusion from its very inception, supporting a culture of inclusion to grow and develop. This culture of inclusion is the most significant factor that makes inclusion at AIS work so well. AIS staff, students and parents all participate in this culture of inclusion in a variety of ways and may in fact not be overtly aware of their role in doing so because inclusion is so pervasive in all aspects of school life. Genuine inclusion leaves a small footprint on the operation of our schools as it is built in to every aspect of AIS as a normative expectation; it is not something we do but is what we are. Visible but also invisible.

   The vision: Essential to the AIS vision has always been the belief that all learning support and special needs students will become fully self-advocating, independent young adults, able to achieve great things in a mainstream world. These students will convince institutions, be they educational, employment or social, to see them clearly, on their own terms and urge them to provide appropriate accommodations to ensure

full inclusion in the world outside of the supportive school environment. This belief is represented in implementation of all levels of programming, planning and daily structures that ensure genuine inclusion of learning support and special needs students, in our varied mainstream education settings.

Resourcing: For inclusion to work effectively it must be appropriately resourced. The single strongest supporting factor at AIS is the provision of an assigned learning support (LS) assistant for each learning support student. Support of LS students is essentially about building trust relationships with the student and gaining an intimate knowledge of the student's strengths and deficits. This allows for highly individualized interventions and also allows for the inclusion of LS students in all school wide events including school concerts, plays and performances, as well as whole school sports events. In understanding the AIS model of inclusion it is useful to make a comparison with traditional models.

Elements of the traditional model of inclusion:
- Special placement in resource rooms
- Student leaves school to attend services
- Limited number of children served
- Isolated and segregated
- Labelled and stigmatized
- Limited collaboration among professionals

Elements of the AIS model of inclusion:
- Mainstream inclusion: The vast majority of LS students are full time in mainstream classes. Some have a combination of mainstreaming and special programming.
- Services come to students. AIS provides on-site speech and language therapy and occupational therapy.
- All learners benefit, be they LS or neurotypical
- Learning support students at AIS are a visible and active part of the general education community
- Differences are accepted and appreciated. Remember that many of our LS students have deficits in specific areas yet also have highly developed strengths in others. They have a unique learner profile.
- AIS ensures there is intense collaboration between all support services, including teachers and parents.

By providing most of its inclusion in mainstream settings, AIS expands, rather than narrows, the scope of opportunities for LS students and for neurotypical students. Rather than making support students appear even more different and isolated, inclusion allows everyone to become more accepting and tolerant. It is a great learning opportunity for mainstream students as well, because they learn and develop essential personal qualities such as empathy and tolerance, core skills needed in society generally. Two-way interaction between peers is fostered in a safe, supportive environment. This allows for natural immersion of all students on both sides of the deficit divide. Essential attitudinal growth can occur where differences are accepted rather than avoided. Individuals are

valued for who they are, not what they are. This in turn feeds back into where we started, building and nurturing the culture of inclusion.

Chapter 3: Good practices to improve data collection and/or reduce inequality

1. **Collecting data on child disability – companion technical booklet[106]**
   UNICEF has developed a booklet for collecting data on child disability that is an example of a good practice. The purpose of this booklet is to understand why data on children with disabilities are currently inadequate, the difficulties that surround the gathering of high-quality data on children with disabilities, and why there is a real need to improve the collection, analysis, dissemination and use of disability data.

2. **Washington Group/UNICEF Module on Child Functioning[107]**
   It is a questionnaire that covers children between 2 and 17 years of age. It assesses functional difficulties in different domains including hearing, vision, communication/comprehension, learning, mobility and emotions. The set of questions were intended for use in collected data within national household surveys and censuses.

3. **Washington Group short set of questions[108]**
   Its purpose is to assess the level of functioning in the population by collecting quality and accurate data on persons with disabilities in censuses. Rather than asking people if they have a disability, there are six questions to assess whether people have difficulty performing everyday tasks such as walking, seeing, hearing, communicating or getting dressed. This can facilitate the identification of persons with disabilities even though they may not classify themselves as having a disability. The results can help to provide policies and programmes that are inclusive to all, and in turn reduce inequalities.

4. **Removal of disability-based discrimination in allowance/benefit schemes - Ireland**
   The Mobility Allowance Scheme of Ireland directly discriminated against older persons with disabilities by setting an upper age limit to qualify for the allowance. Persons with disabilities older than 66 years who could not walk did not qualify to apply for the allowance granted to make private transport arrangements, unless they were already receiving the allowance before their 66th birthday. In 2008, a complaint was brought to the Irish Ombudsman on the issue. The Ombudsman found that the terms of the Scheme was unfairly discriminatory and contrary to the Equal Status Act 2000. She recommended that the Department of Health complete the review of the Mobility Allowance and revise it to render it compliant with the Equal Status Act 2000. As a consequence of the Ombudsman's report, the Irish government closed the Mobility Allowance Scheme to new applicants in 2013. An alternative scheme called "Transport Support Scheme" is being devised to replace it.

5. **WHO Birth defects surveillance: atlas of selected congenital anomalies[109]**

Children born with disabilities need to be recognized and registered at birth to be able to exercise their right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability.

6. **Washington Group Questions - Kenya**
   DPOs in Kenya have lobbied for the Washington Group of Questions to be administered during the national census that will take place this year. The pilot census took place in August 2018 and the Kenya National Bureau of Statistics utilized the Washington Group of Questions. This will enable Kenya to plan and budget for persons with disabilities leading to a reduction of inequalities.

Chapter 4: Good practices on climate change

1. **Bangladesh – Youth-led Network**
   In Bangladesh a Youth-led Network is active in a joint initiative under UNDP working to promote and map disability-inclusive policies for disaster risk reduction and climate change adaptation and Climate Adaptation in local institutions.

2. **Disability inclusion and disaster risk: Principles and guidance for implementing the Sendai Framework[110]**
   The Norwegian Association of Disabled together with the National Union of Disabled Persons in Uganda and the Federation of Disability Organisations in Malawi have produced a comprehensive manual for organizations of persons with disabilities and mainstream organizations seeking to build inclusive Disaster Risk Reduction, entitled 'Disability inclusion and disaster risk: Principles and guidance for implementing the Sendai Framework.'

3. **Good practice guide for disability-inclusive disaster risk reduction[111]**
   CBM has launched a good practice guide for disability-inclusive disaster risk reduction based on its longstanding experience in the flood-affected communities of Gaibandha in northern Bangladesh. The guide focuses on strengthening the capacity of persons with disabilities to become agents of change for inclusion in disaster risk reduction in their communities.

4. **New Earth Disability initiative[112]**
   The World Institute on Disability has launched an initiative called New Earth Disability to collect evidence and information on the linkages between disability and climate change. This initiative aims to understand the connections between climate change and disability and address them head-on. This is an incredibly important connection: climate change is arguably the largest challenge our world has ever faced, and persons with disabilities are particularly affected. We use research and partnerships to identify concerns and the best responses, then educate the public and work with other stakeholders to ensure that climate adaptation recognizes the disability community.

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