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INTERNATIONAL DISABILITY ALLIANCE

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THE 2030 AGENDA

THE WAY FORWARD: THE ROLE OF THE INTERNATIONAL DISABILITY SECTOR

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>> GEORGIA DOMINIK: Good morning, everyone, my name is Georgia Dominik. I'm with the International Disability Alliance Secretariat in York. We are going to begin soon. We are just waiting for everyone to join. We had about 75 people sign up for this, so we will give others a couple more minutes before we begin. You are all new, but if you would like to ask any questions or even just to say hello, you can type a message in the chat like I'm do you now.

 So we are going to mute ourselves and we will come back to you very shortly.

>> Hi, everybody, and welcome! Today we are here in New York and we are glad to present to you our, the youth with disabilities briefing on the UN Sustainable Development Goals and the CRPD. Today we have a really great presenter, Dr. Elisabeth Lockwood from CBM International and she will begin speaking in just a minute, but before that I just want to kick it off to Georgia Dominik who spoke before with any further comments or introductions.

>> GEORGIA DOMINIK: Hi, everyone, I'm Georgia. I'm with the International Disability Alliance Secretariat in New York. I'm going to turn this video back around so you can see the rest of the room, but just so you know who is talking. So we have here Vivian who just introduced herself, Jamie Grant who is IDA's communication officer and Dr. Lockwood who will be running the briefing today. As you can see, we are also on our laptops. If you would like to register, if you are joining us by Facebook, you can find the link, it's a little bit further down on our Facebook page. You can register and we have international sign and CART as well.

Now, we have here. There are some ways you ask questions. First of all, you can type in the question and send it to everybody. You can also raise your hand and we will call on you. So there is a little hand button on the right‑hand side of the screen and you can click on that and we will see that you have put your hand up, and we will invite people to ask questions. But first of all, we will let Liz give us a bit of an overview and background and we really look forward to this event and we hope that you will ask as many questions as possible. Okay. Liz, take it away.

>> ELIZABETH LOCKWOOD: Great. Thank you so much, all of you, for joining and thank you, IDA, for inviting me to present. I'm very happy to be here today, and I am from CBM International, but I also represent International Disability and Development Consortium. And this presentation is a version of something we put together as IDA and IDDC. We have done a lot of work together on the 2030 Agenda, the negotiations coming up to it, and now on implementation. So I'm going to give you some background information on this process and how it applies to you as youth and persons with disabilities.

In the past year, this year IDA and IDDC, we have given trainings all over the world specifically on SDGs and how this relates to persons with disabilities. We have carried these out in partnership as IDA, IDDC and Disability Rights Fund. We have done this in San Francisco in the U.S., in Kenya for East African organisations of persons with disabilities, in Malawi, in Washington, D.C., in Bangkok as a regional presentation, in Mexico City as a regional presentation, in Cairo, Morocco, Rwanda, and most recently in Peru in Spanish.

And in most of these, I won't say all, in most of these youth with disabilities were represented and gave input, particularly in Rwanda and Kenya presentations. And I will talk about this a little bit more soon. So if this were more interactive, I would put you in groups now, but it's a little hard since we are online, so I will just put the question out there and answer myself. Really now I want to talk about first what are the differences between the Millennium Development Goals and the 2030 Agenda and its Sustainable Development Goals.

So there are quite a few differences. And as you can see on the screen, if you can see, if not, I will describe it here is a comparison between the MDGs, Millennium Development Goals and the 2030 Agenda in which the Sustainable Development Goals, SDGs are included. The MDGs finished in 2015. They were from 2000 to 2015 and now they are being continued within the SDGs which started a year ago and end in 2030. The MDGs only focused on Developing Countries compared to the SDGs applied to all countries and it’s universal.

This is quite a difference. And the MDGs focused on reducing extreme poverty where the SDGs are looking at eradicating poverty in all forms, also looking at economic empowerment and sustainable development. So much more ambitious of an agenda, and the MDGs had only a few goals, a few targets, a few indicators versus the 2030 Agenda has 17 goals, 169 targets and currently 230 local indicators. So this is massive.

And the most important difference is the MDGs had no references to persons with disabilities, and the 2030 Agenda has 11, seven of which are in the SDGs. I will talk about that in a minute, and the global indicators also currently have eleven references to persons with disabilities. It's quite a change, very positive change for persons with disabilities.

So the 2030 Agenda for sustainable development was adopted a little over a year ago today, 25th September, 2015. This was adopted here at the UN by the UN General Assembly. It's truly the first sustainable Development Agenda of its kind in history, and also possibly could be the first time that poverty is eradicated in our world. That is the goal.

The heads of state and Governments committed to this agenda. It is an agenda that looks at three pillars of sustainable development, this is economic, social and environmental, and persons with disabilities and youth and youth with disabilities apply with all three. It's very important to remember. A lot of people get confused at what the 2030 Agenda is versus the Sustainable Development Goals and I will explain that. The 2030 Agenda is a huge document that's 35 payments and I recommend you read it.

It has five chapters, and one of those chapters contains the Sustainable Development Goals and targets. The first chapter is the preamble. This is the introductory lofty words. The second chapter is the declaration, a more in depth introduction, the third chapter contains Sustainable Development Goals and targets. The fourth chapter contains names of implementation and the global partnership and the fifth and final chapter contains the follow up and review mechanism.

I will talk a little bit about that soon. One thing that this agenda has that no other agenda has had in sustainable development at the UN is it's very people centred. This is a term used throughout the negotiations. It's for the people, by the people and of the people. This is a meaning that this agenda is your agenda. It is our agenda. It is up to you to really push for this agenda locally, nationally, and as youth representatives.

It is our responsibility and your responsibility. So this is quite exciting that the agenda has this attitude. Another important part is remember this is a commitment politically, but it is not a legally binding agenda. So we have what's called universal ambition versus national ownership, meaning we have this great agenda universally, but each country has its own way and right to implement how it sees fit.

And this is where you come in hand because you need to make sure persons with disabilities are included in your national implementation, because it won't automatically happen, and this is something that I'm learning, a lot of these trainings already, that this is a barrier for us. The Sustainable Development Goals are really the core, they are the core of the agenda, I would argue, and they were the starting point of the agenda. The negotiations that we as IDA and IDDC were involved in was really a lot of work, but it was to start and create the SDGs which started in 2030 and were finalized as well in 2015, and there was a lot of back and forth. It's quite interesting if you have specific questions, I'm happy to answer those.

But as you will see, I will talk a little bit more about the SDGs now and how they apply to you, but first I love this next part of the presentation is the grouping of the goals. I took this presentation piece from a minister in Kenya who presented it and I really like it. It's as if she is grouping the 17 goals into five groups. That makes sense. I think this will help you rim it. So the first ‑‑ remember it. So the first five goals are the unfinished business of the MDGs, so what has not been achieved and not all of the MDGs are have been achieved. Goal one, no poverty, goal two, zero hunger, goal three, healthy lives, goal four, quality education and goal five, gender equality. The second cluster of goals is new areas which are SDGs six through eleven. They are six, clean water, goal seven, affordable energy, goal eight, decent work and economic growth, goal nine, industry innovation, goal ten, reducing inequalities, and goal eleven, sustaining cities and communities, and we just had the Habitat Three Conference which is related to this goal and there were 14 references to persons with disabilities in that outcome document. So this is a very important goal for all of us.

The third cluster is what are called the green goals, the green agenda. These are goals 12 to 15. They are responsible consumption 12, 13, climate action, 14, life below water and 15, life on land. These are arguably the weakest parts of the Sustainable Development Goals and a lot of the reasons for this is because we have the Paris Climate Action Agreement already and that is a much stronger document.

The fourth cluster is one goal by itself, which is goal 16, and this is peace, justice and strong institutions, and this is arguably the most important goal of all of the goals. And many peaceful societies and the final grouping is goal 17, means of implementation. So how are we going to implement these goals is also very, very important and that is what we are into right now at this point.

So I hope that clustering is helpful. And we will share this for you after is this. So we have seven references to persons with disabilities in the 17 goals in the targets actually, but all of those goals, almost all of them are very inclusive in nature anyway, and you can see here I have listed the goals and I have highlighted where it has inclusive language. So, for example, goal 1, end poverty in all its forms everywhere. So we are including all people, all groups in this statement.

Goal, let's see, goal 4, I'm sorry, goal 5, achieve gender equality and empower all women and girls. This is another one. So when we say all women and girls, you are including women and girls with disability. So this is very, very important to remember. So as you can see in the next two slides as well, words like inclusive for all, create a language that includes persons with disabilities and youth with disabilities even if it is not specifically mentioned, and you can use this when you advocate your Governments for inclusion.

So out of the 17 goals, 13 are particularly relevant to persons and youth with disabilities, and the ones that aren't tend to be the environmental ones, again, not that persons with disabilities are not applicable to environment, but these are very specific to environmental goals and numbers and reducing gas emissions and all of that sort of stuff. Also the, I will talk about this in a minute, but any time vulnerable is mentioned throughout the agenda, this explicitly references persons with disabilities because of Paragraph 23 which I will read in a minute, and so this means that persons with disabilities are truly throughout the agenda.

And also you probably have heard leave no one behind. This is the catch phrase for the 2030 Agenda and leave no one behind truly is supposed to mean leaving no person group behind, but what we are finding now in the implementation phase is Governments define this differently. So we have to make sure when we are hearing this that persons with disabilities, youth with disabilities are included in this phrase. Very, very important. It's been quite interesting so far.

So specific explicit references to persons with disabilities, there are three references in the declaration section, the introduction section, one in Human Rights, the Human Rights Paragraph, one in a vulnerable groups Paragraph that I just mentioned and one in the education Paragraph. So these are referencing the whole document. So these are very, very good references that we fought very hard for.

The references in the Sustainable Development Goals and targets, we have seven as I mentioned. Goal four, there are two references in education. Goal eight there is one reference in employment, goal ten, there is one reference in reducing inequalities, goal eleven, there are two references in inclusive cities, and goal seven teen, there is one reference in means of implementation and data disaggregation by disability. And, again, the final reference is in the follow‑up and review section, again, data disaggregation by disability. This is a very, very important reference.

If you don't have disability data included, persons with disabilities are not counted, and are not measured. Very, very important. Back to the vulnerable Paragraph in the declaration section, we ‑‑ it is referencing persons who are vulnerable and that they must be empowered. And this includes all children, youth, persons with disabilities of whom more than 80% live in poverty. That parenthetical piece at the end was added at the last minute and it was really wonderful and I cried actually.

So it is really a wonderful piece that we got this in here. No other group has something like it. So this is a very, very strong Paragraph for us. And any time vulnerable is referenced again, which is 18 times in the document, persons with disabilities are included. So this is very, very strong for persons with disabilities. While the term vulnerable is really not a very popular term for the disability movement because of political sensitivities at the UN, we really couldn't change it.

So at risk, marginalized or not accepted. So vulnerable is what was ultimately agreed upon by Member States. All of the references are really specific to youth with disability. I will say that that there are two, I think, that are more applicable, such as education, which I have here, the goal on education, and the two targets also are quite applicable to youth with disabilities. Target 4.5 which is equal access to all levels of education and it explicitly includes persons with disabilities and indigenous peoples and children in vulnerable situations.

And then target 4.A also creating disability sensitive environments for effective and inclusive learning for all. These are two really great targets that are applicable to youth with disabilities that you can use to really push your Government to implement. And the indicator that's related to 4. A, the target I just mentioned, has a line looking for percentage of schools with access, with adapted infrastructure and materials for students with disabilities. This indicator has been great. The indicator framework has not been adopted yet but this will stay in. I'm sure of it. This is very good.

Also goal eight, employment, I think is also applicable to young people with disabilities. Especially target 8.5, which is to achieve full and productive employment and decent work for all women and men including young people and persons with disabilities for equal pay for work and equal value. The two related indicators to that target at this point also include persons with disabilities and age group for hourly rate, average hourly earnings and the employment, unemployment rate.

So these are really good things Governments can do research on and find out what's happening. So two very good important things. I'm not going to talk too much about the CRPD here, but the point I want to emphasize on the CRPD is that the 2030 Agenda, the SDGs are not legally binding, but the CRPD is, and so when we are implementing that SDGs and you are pushing for implementation nationally, regionally, it's very important to link the SDGs with the CRPD so you have a legal framework. And it's very complimentary. The parallel reporting and the analysis that you can do is quite complimentary.

And in my trainings I have done, I would say especially in Kenya, Malawi, Rwanda and Peru, this has been highly, highly encouraged and discussed among the groups of persons with disabilities I was working with. So this is just a little bit of a visual representation. There are two bubbles. One of the bubbles says all of the SDGs connected to the second bubble which has CRPD Articles and it has almost all of the CRPD Articles. The idea is that CRPD Articles are cross cutting in nature, and can be applied to every SDG goal and target.

And I won't go into detail with that now, but this is just a good reminder to think about how we can combine these and work together on them. I'm going to finish just here with some key national strategies that came up in the presentations that I did in the national context with DPOs. These were ideas that came up from the groups themselves, and I put them together and I think these are great ideas for all of you when you do your national advocacy to implement the SDGs and the CRPD.

So these are coming from East African DPOs, Malawi DPOs, Rwanda DPOs and Peru, DPOs in Peru, the trainings I did in these four places. The East African was in Kenya, but it was to all East African DPOs. So I cannot read this. Okay. So the one main thing was identifying entry points for advocacy for DPOs, for persons with disabilities at different regions and levels of the Government. One of the key things that came up in many of these sessions was to really focus on the local Government because local Government is very important in these contexts as well.

Also building alliances is so important. Building alliances among DPOs so as a DPO, national DPOs, but also with NGOs and Civil Society organisations that are mainstreamed, and then you work together across thematic areas. As a unified larger Civil Society movement, you are going to have more impacts on the Government. Also working with institutions such as the UN agencies, such as UNESCO, UNICEF, universities and also influential individuals who can help push for change, so just national champions of persons with disabilities. Pushing for disability data. This was so important in every session, especially disaggregation by data by disability.

Engaging the media as a tool for disability awareness, dissemination and information and advocacy. This was really pushed in Rwanda, and I know after the training, it was a training with a bunch of different things, but there was increased media awareness and exposure on persons with disabilities afterward. So you can see the positive impact of media as a positive tool in this case.

Liaising with key focal points. Your Government should have a disability focal point and should also have an SDG focal point so liaising with both of them and linking them as well as with national statistical offices. And linking national plans with SDGs such as agenda 2063 in Africa, and as well linking with national disability plans and programs and laws if your country has them as best practices, good practices, and, again, using CRPD as the guiding framework here.

Also prior to approaching your ministries, map out how persons with disabilities are included, what are the numbers, what is the data? Arrive at analysis of the situation and create an actual strong position paper and then share it with your ministry. So be prepared and really go with good advocacy in mind. I really liked the suggestion to create an advocacy project per goal, and carry out these evidence‑based projects and then share the findings with different stakeholders and Governments and ministries as examples.

And really, really important as you all know, collaborate as a larger disability movement to gain entry points nationally, regionally and globally and to carry out training on accessibility and advocacy for different DPO leaders to strengthen DPOs and unify the disability movement.

These also were a very, this was also a very important suggestion. So I'm going to end here. Thank you for your attention, and I'm happy to answer any questions.

>> We already have two.

>> ELIZABETH LOCKWOOD: Great.

>> One I can read and then the second question. I can read aloud the question, it says as you mentioned during your presentation how MDGs were designed to save Developing Countries. SDGs are universal. Can you apply one SDG with Sweden and Malawi? What mechanism has been taken to make sure that these MDGs will monitor with each country's social and political circumstances?

>> ELIZABETH LOCKWOOD: That's a very good question. It really hasn't been. That is the issue, because it's not legally binding, and I think this is one of the reasons the agenda was adopted because Governments didn't want strict mechanisms for this follow‑up and review. So what you find is there isn't a very strict mechanism for this, and that is one of the big barriers we are finding. We do have the high level political Forum, which is the global follow‑up and review mechanism which happens every year in July at the UN in New York, and this is where Governments come together and they talk about what they have been doing to implement SDGs in their country, but this is voluntary.

There is political pressure and we have seen it happening. It's nice to see but it is ‑‑ there is no legal mechanism to push this to make sure what happens in Norway also happens in Rwanda and happens in Somalia. This is where national advocacy comes in, and this is where you as advocates need to push at the national level.

>> Okay.

>> And so we have one question on Facebook before we go to Peter, I want to just raise the question because it will be quite relevant to Peter as well. The question was is there any plan to set up an international alliance for youth with disabilities, an international place which is why I shifted the camera so you can see the sign language interpreter and the screen as well if you are not signed up to our webinar. So while I'm raising that question it's because Peter is the Chair of the JPCWD youth counsel. Peter, maybe you can tell us a little bit more about that and we can try to unleash him and then he can follow up with his question.

>> Okay. Thank you very much. Can you hear me?

>> Yes.

>> Can you hear me?

>> Yes, thank you, Peter. We can.

>> Thank you very much for this opportunity. I think as I have been introduced and the Chair pat ‑‑ is a group of youth with disabilities from Africa, Asia, South America, Central America and other countries. We have the experience of having a common international youth with disability organisation. Currently our capacity is still limited in resources and maybe the location where we can be around this kind of association. with cooperation with other youth agencies and disability agencies and International Disability Alliance, we think this is a dream that can come true and we believe there needs to be an opportunity for young people around the world to have an international organisation that permits their voices, gives them opportunities to exercise what they feel or to bring up different agendas and the implementation of the SDGs.

>> ELIZABETH LOCKWOOD: Okay. I'm sorry, I missed some of what you said because of technical difficulties, but I absolutely agree. I think that this is a great, a great idea. We need to have a platform for youth with disabilities globally. And that needs to be organized and perhaps through the International Disability Alliance, this is a great start. I can't speak for them, but I absolutely agree with this and I think there are a lot of venues for this. There is a lot of space for this, and there is a lot of enthusiasm for youth right now and youth with disabilities.

That's something we should keep talking about, and maybe IDA, Georgia, Jamie, make you have something more to say on this.

>> Unfortunately, we didn't hear the question. We were on mute. I'm sorry. We had a couple of technical difficulties. And, Peter had actually typed his question and he said should we assume the delivery of SDGs be linked to the Article of the CRPD. I.

>> ELIZABETH LOCKWOOD: I didn't hear that, I'm sorry. No, they were not linked to the CRPD, no. The CRPD ‑‑ no, the SDGs were really created without any Convention in mind, specifically you can see when you read no Conventions are mentioned. This is on purpose because Governments did not want this agenda to be legally binding in any way.

And so I'm laughing, but it's really the reason why it was adopted because there are so many contentious issues Governments have, nothing to do with persons with disabilities, but lots of other political factors globally, but we as persons working in the disability community can link the CRPD with the SDGs, yes, but they are not naturally linked on their own, no. Great question.

>> Just a reminder to everybody, if you would like to ask a question, you can either type your question into the box where it says questions and we will see it here or you can click on the hand and we will unmute you so you will able to ask questions. And we hope to hear from more of you. We have the next question. Since you have conducted many trainings in different African and European countries, how do you see the implementation of these goals in the absence of so many important factors in some countries such as partnership between different ministries, essence of national unified vision on national level in some countries as well as coordination especially when it comes to youth as a segment?

>> ELIZABETH LOCKWOOD: That is a very good question. I actually haven't done any presentations in Europe, but I have in Africa and Latin America. And that is a very good question. I think that is one of the gaps that we are finding is that if a Government does not have political will or is not interested in SDG implementation, then we have this gap. I have seen a lot of political will personally, in my opinion in the African nations where I have presented, and there is also a lack of political will, I think, from the Latin American Caribbean region.

It seems to be growing a little bit, but currently I'd say the Governments in Latin America are not really sure what to do with the SDGs so you have that as barrier number one, but, two, then if your ministries are not unified, that is, that is also very challenging, but what you can do is you can go as a starting point to one of the ministries, so the disability ministry, the ministry that works on persons with disabilities, and start there and then go from there, but you might have to actually advocate different points in the Government as well, but that is much more challenging.

>> Okay, we have a question from Naomi Whirl. Having just returned from a developing country, I believe that one of the most disabling aspects for people is school fees. What can be done about these?

>> ELIZABETH LOCKWOOD: That's a very specific question. When it comes to the SDGs, there is nothing on school fees, but you can use the targets that talk about inclusive education, quality education and push these sort of goals in your advocacy, but specifically I don't really have a good answer for you. I'm sorry.

>> Okay. Another question typed in the box. This is from Manesh Presi. In my view, capacity building in DPOs in different aspects such as good governance, advocacy, organizational management, data collection, planning are also a key strategy to increase engagement of DPOs.

>> ELIZABETH LOCKWOOD: Great suggestion! Thank you. There are many, many more great ideas and strategies. I just wanted to give you a brief snapshot of some that had emerged from my training, but absolutely. Thank you, excellent!

>> To mix things up a little bit, we will jump to another question on Facebook live. Thanks, everyone, for joining us and all of the different media we have going here today. This is from Ava Exa. The inter Secretariat of SDG implementation policies. The number of persons with disabilities increases significantly in my home state as a result of insurgency. Many lives were lost and properties were destroyed. Residents with disabilities were displaced and some suffer from malnutrition and post‑traumatic stress disorder. How would you fill the gap in you implementation of SDG policies that will have great impact on persons with disabilities in that region?

>> ELIZABETH LOCKWOOD: That's a wonderful question. You can look at the different goals that are goals and targets and indicators that are relevant to those points so you could look at goal on health for access to healthcare, you can look at gender equality, goal five, for women and girls with disabilities, you can look at the goal on education as well, and also goal 16, the one that I was saying was so important for peaceful and inclusive societies. You can use these goals together in our advocacy to the Government along with the CRPD framework. So you actually have legal, a legal mechanism of implementation.

>> Okay. Going back to your questions in the question box, this is from her question is how can we insure the continuous information flow about the SDGs to youth with disabilities to insure they are not excluded from the overall process? For instance, major group for children and youth, stakeholder groups of persons with disabilities, how can we insure the continuous information ‑‑ I'm sorry, it's a repeat.

>> ELIZABETH LOCKWOOD: Thank you, yes, it's a great question. I think it's twofold. I think one we as the larger stakeholder group of persons with disabilities need to make sure we include youth with disabilities. We can do a better job of this by sharing information, doing webinars such as this great one. Thank you, IDA. And, two, also to like you said, the major group on youth and children to have them also include youth with disabilities and they do.

I actually think the World Humanitarian Summit, they did reach out to us and they did get a speaker from South Sudan who is a youth, a deaf youth who spoke and presented. So they are allies, we can work together, and this is a great way to hit from both sides.

>> Okay. From Diego Valencia, how do involve and engage corporate in the achievement of the SDGs focused on youth with disabilities?

>> ELIZABETH LOCKWOOD: I'm guessing you mean a business, so it is very popular now what they call PPP, the private, public‑private partnerships. You may hear this term. It's being used a lot. This is a very, very, very important things that being pushed at the UN, and by Governments because Governments cannot fund SDG implementation by themselves. So they have to partner with foundations and with businesses.

So how is a great question. I think the risk you have when you partner with corporates or businesses is that they may not have the same accountability that a Government will and so that's something to really be careful with, but something like infrastructure might be a great example. So if there is private enterprise, building a building, make sure it's an accessible building. So I think you need to use your representation and push your Governments to make sure that youth, persons with disabilities, that their voices, their representation is being heard and used in these processes.

>> Okay. We also have a question, we will go here to a hand raised from Anya Musula James. So I'm reading from very far away.

>> I am here. Hello? Can you hear me?

>> Yes.

>> Hello? Hello? Hello. Can you hear me?

>> Yes, we can.

>> Okay. Can you hear me now?

>> Hello?

>> Okay. Perhaps just for the moment we will jump to the next question, and then once we sort out these technical difficulties, we will come back or also if you would like to type your question into the question box, then we will be able to read it out. So let's go to the next question. This is from Maesh Presi, how does the UN monitor the implementation of the SDGs and how do they include persons with disabilities or their representatives in the process? Perhaps you could talk a little bit also about how youth could be involved in that process.

>> ELIZABETH LOCKWOOD: Yes. The UN is monitoring the implementation of SDGs by the high level political Forums. This is the global mechanism for follow‑up and review of the agenda of the SDGs. This happens every July for eight days. As I mentioned, this is a voluntary process, but Governments have been quite involved. We have the first session in July of this year, and we have a group, a stakeholder group of persons with disabilities who we, and youth with disabilities can actually be a part of this, need to be a part of this group.

The way that we have contributed in submitting an official paper that was written by a group of persons with disabilities as well also presenting and advocating to the Government during this time. But that being said, it is not a strict monitoring of the implementation by the UN. It is voluntary and so it's a more loose mechanism, but we are continued, we have already started planning for the high level political Forum for next July. It has a different theme this year. It has a different theme every year and we would love to have you as youth involved in this process. We will share more information, IDA will share more information soon on this, IDA and IDDC.

>> Okay. I will now go to a question by Sirena Anthony. What do you believe to be the most ‑‑ can you tell me/us more about the disability disaggregated data?

>> ELIZABETH LOCKWOOD: Okay. I'm not sure exactly what you mean about it, but each ‑‑ what we are pushing for, I think that's what you are asking for. We want each national statistical office in each country to push for the disaggregation of data by disability, and then this way then we will know how many persons with disabilities are represented and live in a country and where they are left out of school, for example, healthcare, and work, and then we have a good argument for the Government of why they need to include persons with disabilities.

So often what we have is we don't find actual data by these offices, so then you can't fight and show where the gaps are. But the Washington group on disability statistics is doing a very good job of this, and they did a survey on which, with their NSOs, with their national statistical offices around the world, on which SDG indicators could actually be disaggregated by disability and they came back with a top eight of them.

And I have that ‑‑ I don't have it on this presentation, but I have it, and one of them was employment, one was eradicating poverty, one was education. So these are very relevant to youth with disabilities as well, but this is something to keep in mind that Governments can do this, but we are not sure if they are willing to do this. In my meetings with statistical offices, a lot of times they say they don't have the capacity to do this.

This is a very interesting complex question, and I hope I answered it correctly on what you wanted to know more about.

>> And we had a follow‑up comment that says I can elaborate on the question, so if Liz did not answer the question to your satisfaction, you are welcome to give us a little bit more direction on what you were, what you were asking. Before I go to the next question, I just wanted to remind Anya James that if you would like to ask a question, you can type it into our question box. If that is easier to we can avoid the technical issues but otherwise we can try to connect you again okay. I will go to the next question. Does the UN recognize mental health difficulties as a disability?

>> ELIZABETH LOCKWOOD: I think I will have you answer that one.

>> So this is, this is a very tricky question. As you may know, mental health and well-being was referred to in agenda 2030 but not in the Sustainable Development Goals itself. There has been some question regarding mental health and well-being at the UN. However, the distinction between mental health and or psychosocial disability is not very clear either to the UN and in terms of the sensitivities around this issue, it's very complex and will require a lot of discussion within the UN system.

It is becoming something that is ‑‑ it's being raised more and more often across UN agencies. There are many different perspectives on this issue, and from the International Disability Alliance perspective, we are working with the community of persons with psychosocial disabilities to raise awareness about this particular issue. Our preference as the International Disability Alliance and as a network of organisations of persons with disabilities is that any question regarding mental health and well-being is seen under the framework of the CRPD.

We are a long way to go before we get there, but this is the very beginning of the efficacy in that regard. Okay. So let's move to Mustaf who says, as the disability movement includes disabled peoples organisations, how could we improve the DPO situation in terms of technical, financial and sustainability in terms of resources to be solid enough to be able to politically pressure their Governments towards SDG implementation, especially since these DPOs have newly emerged? And, Liz, perhaps before you answer that question, we will just clarify for anyone who might not be aware, DPO stands for a disabled persons organisation or organisation of persons with disabilities.

It is a non‑governmental organisation, but its special distinction is that it is majority run by persons with disabilities themselves. So Liz, with that explanation, maybe you could continue the question.

>> ELIZABETH LOCKWOOD: Absolutely, my background is working with DPOs, especially deaf communities globally, grassroots communities, deaf communities, particularly in Latin America. So I know from my work experience in this area that there is never enough money, and it's very frustrating. So to be on a different side now working for a development organisation is very interesting, so my suggestion for this very, very important question is we really need to continue partnerships and partnerships with DPOs and development organisations and with Governments, foundations, mainstream organisations, academia, universities, things like this, and I think these partnerships are where we can find some sort of sustainability. It's a very good question. Thank you.

>> We have another question from Facebook, and perhaps this might be quite similar to the one that we just had, but in case there is anything more to add because there is a link here, what plan do you have in building capacity of DPOs and advocacy public awareness to policy makers. Most are not aware of the SDG goals and CRPD, and I think you talked about that there is a question here that is how could you engage DPOs and CSOs?

>> ELIZABETH LOCKWOOD: It's a wonderful question. Ideally it would be great to do more of these trainings to make them more systematic. It's something that I would love to push for and I try to push for. I think it's very, very important. I have seen the positive outcomes of these trainings, especially in person. We do as IDA and IDDC we have the bridge training, not specifically for CRPD, and I know IDA can talk more about that, but that is one area that is very well established and is a mechanism, but as far as SDGs, I think this is something that, yes, it's sort of been ad hoc this year and it would be wonderful to create more of a systematic approach. It's a great idea, and when I know more, I will share. I hope we have more in the future.

>> We have another question. What do you believe to be the most effective method or methods for influencing political will, particularly considering inclusion in Developing Countries?

>> ELIZABETH LOCKWOOD: I think political will, the lack of political will is such a huge barrier. If you can show that there is a cost to exclusion of persons with disabilities, and research does show this, I have a great research study that I can share with you after this if you would like, so if you can show this, that persons, youth with disabilities are excluded from programs, policy, society, there is a cost to Government, you will get their attention more likely, and youth is such a huge group, such a strong huge group, if you are leaving out youth with disabilities, you are really showing that there is going to be a gap, and the cost to exclusion. So that would be my number one thing to argue with.

>> Okay. We have a question from Dave Dual. I hope I pronounced your name correctly. The treatment of people with disabilities in disasters, the statement includes that people with disabilities, particularly children and women are two to four times less likely to survive disasters in some regions. Can you tell me if the SDGs take into consideration this tragic statistic, and if not, why not? And perhaps before you answer that question, Liz, we can let everyone know who is listening, the Sendai statement is the Sendai Framework for disaster risk reduction which was developed and agreed to, was it this year or last year?

>> ELIZABETH LOCKWOOD: Last year.

>> Last year, time is going very quickly.

>> ELIZABETH LOCKWOOD: That is a really good question, and I'm happy to answer. My organisation, CBM does a lot of disaster risk reduction and I was there in Sendai so I know quite a bit about this. And I'm part of the follow‑up processes. Sendai is referenced in SDGs, but it explicitly says it needs to be linked to the Sendai Framework. There are parallel processes but they are linked and so they can be used complimentary, in a complimentary fashion. The Sendai Framework is very strong with very good references to Universal Design and persons with disabilities are really shown as leaders in this movement and that they must be leaders in resilience.

It's really a great document. Thank you for mentioning this. We are currently linking the SDG indicators with the Sendai indicators and they are both being finalized in Geneva in a couple of weeks. So I will know nor after that, but there is a real push to link these two together, so, yes, this will be addressed. And, again, it's by Governments. It's how Governments plan to implement these. So you have champions such as Japan, which disaster very much affects Japan and so they are putting a lot of money into this.

So you will see more interesting interest in countries in Asia, and Europe. So you will see a bit of that, but there is movement and linkages taking place.

>> Okay. We have maybe do you want to try again to connect Anya Yusef James?

>> Hi, James?

>> Okay. Well, while we are still trying to work out our technical issues, we are going to go to a question in this room, which is very exciting. It will take a little bit of technical moving. Here we go. Would you like to introduce yourself?

>> My name is Alicia Makarunda, I'm from Aparasta which is a Brazil association for persons with autism, and I'm here with ‑‑ as she is a person with autism also. And it's about budget. Budget is a concern in Brazil, and I'd like to understand how to include persons with disabilities in the national budgets through the SDGs?

>> ELIZABETH LOCKWOOD: I'm certainly not an expert on budget. IDA may know more about that, but there is a parallel document, finances for development document that is an awesome document and it specifically addresses this so how the SDGs will be funded. And it is weak unfortunately, but they are also having their implementation processes and they will meet next May here in New York. So it's an interesting process that we are also part of.

But when it comes to budgeting specifically nationally, the SDGs might be a nice tool to use, but I'm not sure because it's not legally binding so I don't know how effective that might be. It might be more effective to use the CRPD, because the SDGs won't give you as much as you would like because there isn't a very strong financial component so the Governments ‑‑ agree to that. So, but, again, this is specific to national law and specifically in Brazil it's very appropriate indeed.

Maybe IDA has more to answer. I know they know a lot more about inclusive budgeting and this is certainly not my definitely, but I would be happy to talk more, but that was a really hard question.

>> Okay. We are going to go back again on line, on the microphone, let's see if it works.

>> James, are you there? Hello? Did James ask a question or contribution?

>> Okay. We will go back to the questions that are being typed in. And don't forget, you can add your questions in here. Oh, I see Lydia Presanti will come in just a moment, we will just have a question here from ‑‑ as you are aware there are significant issues regarding stigmatism and other special educational needs and or additional requirements. How best can we mitigate these varying vulnerabilities?

>> ELIZABETH LOCKWOOD: That's a very good question and a huge question. I would say number one is awareness to have disability awareness disseminated through the media, through training, being involved with other Civil Society organisations, other mainstream organisations, and making sure that these groups and organisations understand persons with disabilities and you have a leadership role in these organisations.

It's great to be unified disability community and I agree that has to happen, but it's also very important to work with other groups, especially over thematic issues such as gender, disability disaster risk reduction, things such as this, and then you will start to see these partnerships develop, and stigma barriers decrease, but that's a huge challenge and a very, very hard question to answer.

>> Okay. Let's go to Lydia Presianti.

>> All right. Hi. Hi, this is Lydia from Indonesia. Can you hear me? Hello? Okay.

>> Yes, we can hear you.

>> Okay. Thanks. Just to give you just a background about what happened in Indonesia right now, (?) which is quite good that mostly stakeholders are together and the SDGs itself is by our Indonesia of national development learning and we really work in the DPOs, CSOs and NGOs, et cetera, one thing that we are on our discussion about data, which is this is always same question or same situation happening in many other places as well is when you talk about a disaggregation of data, we come up also with the other fact that people with disabilities, we need some kind of things to answer the needs. This is what come up in both ways. For example, if we talk about inclusive education, when we base SDGs, we put on inclusive education as, on the national agenda.

Then in the practical way, in the field that it's only come up in the filing accessibility like (?) that's all. Because with the answer of providing access or even just learning materials like Braille and this kind of more answer the needs for specific disabilities but not come up in really in global design of education for all.

So how, what do you think about this? Thank you.

>> ELIZABETH LOCKWOOD: That's a very good question. I was in Jakarta last year, and I did a little bit of a training, so I was actually, I did see one of your ministers speak on the SDGs and I was very impressed with her. I thought she really understood the SDGs very well. They were very active here in New York, but she did mention there are some priority goals for Indonesia, and one of them is goal eleven, which is accessibility. So it doesn't surprise me, sustainable Cities and sustainability, so it doesn't surprise me to hear you say this. I think that is a huge challenge because Governments forking to have these priority goals and cherry pick, it's what they call it, so they pick a few goals that they are going to focus on and this is very risky because persons with disabilities would be left out in this case as we mentioned, youth, but what you can do is you can remind your Governments that they did agree to this agenda, and that inclusive education is one of the targets for persons and youth with disabilities, and it's really good, again, to go prepared and to show how they did commit to this.

I think it's very, it's wonderful to hear that you are working with CSOs as well, and that you are really having this discussion, and I think that's going to be your entry point and a very effective entry point. I'm really, really happy to hear this, and I think you guys are doing a great job. I'm really interested in the Indonesian movement. Thank you.

>> Okay. We have Anthony has had their hand raised. Perhaps we can unmute you.

>> Hello?

>> Actually, hello. I'm from (?) association. Actually discussion is about, again, the data from the explanation that you give Ms. Lockwood, I understand that it's about mapping the existing resources and the gaps that are existing. Is that right?

>> ELIZABETH LOCKWOOD: It's more of a general suggestion that Governments, national Governments need to ‑‑ they need to disaggregate, so, for example, the household surveys, they need to disaggregate by disability, so nationally you know how many people with disabilities exist in a country, whether they are going to school, whether they are accessing healthcare, whether they are working. This is, this is what I'm referencing to. Some countries do a very good job of this. I think Fiji is a good example, but others are not. So we have this gap in data on persons with disabilities depending on the country. And this is including Developed Countries. I just met with statisticians in Germany and they don't do a great job. They could do a much, much better job. So this is really an issue, nothing to do with where the country is, but if the country thinks it's important. So that's what we are pushing for.

>> I'm sorry to the people on Facebook for the slightly jolting video at the moment. I just had a, I just had a low battery level coming up. So I will move onto the next question. Oh, okay. Apparently the mic was not on, so that question was not, she didn't hear the answer to that question.

>> ELIZABETH LOCKWOOD: Oh, you didn't?

>> Are you able to hear it now? If someone could tell us that they can hear us.

>> The captions are going.

>> Okay. Great. All right. Yes, we can hear you. Thank you very much. Okay. Great. Thank you. Wow! And everyone is listening. Okay. So okay. So she says she heard, but now she would like to hear, she would like to ask a second part of the question. So if we could go back to (?), that would be great. Thank you, everyone, for your patience while we navigate this technological world.

>> ELIZABETH LOCKWOOD: Mine field.

>> Thank you for the explanation. This question is very interesting for me because recently one of our projects in Sierra Leone, we do not have a national data on disability. We had a meeting with the CBM and Handicap International, so time and again we all felt the need to have a national data. So we were wondering if we could jointly do a disability mapping. Perhaps each organisation can cover one or two districts, and we will also have a disability data at the end.

So from the common pool of data, CBM can take the data that is relevant for them, we can take data that is relevant for us, and handicap international, for example, they can take data from the same source. So we were just talking about this possibility that was very interesting for me to know that this could also be incorporated in the under key national strategies.

Did that make it clear?

>> ELIZABETH LOCKWOOD: Yes, you were very clear. Thank you. That's a great suggestion and I didn't even know this was happening, so thank you for sharing. And Jamie will share my email after this, so please get in touch with me. We can talk about this more.

>> Okay. We still have a few questions. I'm just going to go to a new person here. This is Javad Avatak from Indian occupied (?), I want to know how we can think of SDG when we lack the facilities, education, employability and accessibility, where should DPOs start when they begin working on the SDGs.

>> ELIZABETH LOCKWOOD: That's a great question. That has come up a lot in trainings as well. I think that you can use it as a tool really to advocate your Government because you really need your Government support in this, and, again, this is where the CRPD comes in very handy. Your Government if it's ratified the CRPD especially, and so using both together would be very helpful, and if you are talking about, then you need to use goal on education, goal on employment, the goal on health. These would be the ones to start with, I would recommend, with the CRPD Articles that are relevant to those topics as well.

>> Okay. We have a question from Alexander James. We managed to do it. The world's youngest report 2012, 3.5 world population, over 7 billion are young people, and 89.7% are found in emerging and Developing Countries. How can IDA, IDDC support development of inclusive organizational youth policy and strategy?

>> ELIZABETH LOCKWOOD: That's a beautiful question. That's like a UN question. I think that we are starting to do this, especially IDA. I think we are doing a very good job of doing a webinar like this is a very good start. Also the youth Forum engaging in bringing over youth with disability in the work that we are doing, having specific trainings, particularly for youth. I think these are great starting points.

Also hiring persons, youth with disability, there are so many areas we can talk about more. We would always love to hear your suggestions as well, and maybe IDA wants to add something.

>> Sure, I can add a little bit more, I mean, one of the, one of the ways in which we are supporting youth is through this webinar as Liz just stated, and we are happy to host more webinars on issues. If you have, if you have anything, any project in particular that you are interested in, we can, we are more than happy to receive those suggestions.

Another way is to connect with each other. You know, we have heard from (?) earlier who is the Chair of the Youth Council. What we try to do in the International Disability Alliance is really connect people with each other, so we are always, we are always able to put you in contact with others. There are also youth programs within UN Governments, within the UN Member States that they run and they invite young people to participate in a project for approximately 40, I believe, 40 countries that are currently doing this.

You can have a look on the UN website if you search for youth program, you will be able to see which countries are participating and you can sign up to that as well. We strongly recommend it. There is a youth Forum that is happening in Geneva, and there will be another youth Forum that happens annually in New York in the end of January or beginning of February. We don't know the exact dates get, but keep an eye on the IDA Facebook page and website. We will post more information as we have it.

You can register to participate in that. And if you have, if you have as well any information that you would like to share with this group, we are more than happy to make sure that everybody after this webinar receives the contact details or links that you might have of interest. We can even set up a drop box if you are interested in that.

So we are open. We are here to support, to support the advocacy of youth as well as to raise issues of youth at the UN. I hope that was clear. There are a couple of things at once, but it's, it might have been a little bit waffly but hopefully not too much. Okay. We have here a question from (?) since we have the chance to ask again, can you give us some information with regards to complimentary indicators to help specific countries who have either wars, disease or other circumstances?

>> ELIZABETH LOCKWOOD: That's very specific. I mean, we can look at the DRR, disaster risk reduction, Sendai indicators. That's a nice place to start. It's not relevant to war necessarily, but that might be applicable. On diseases, you can look at the indicators on health, the SDG indicators on health. There are indicators that are covering universal health coverage. They are also looking at NT Ds and non‑communicable diseases. So those would be particularly relevant to this.

These are not finalized yet. They have not been adopted yet, and I'm happy to share this with you, I'm happy to share these specific indicators with you after this.

>> Okay. Let's go to question, someone's hand is raised. Maria Soberans.

>> Hello. I'm at the (?) in Central America. I'm assistant of Maria Yorka, she is a young lady ‑‑ she is blind, and also (?). She is a young lady and assisting them and we are very interested in the movement we are seeing around the world with all of the people connected, especially (?) people, and we would like to be following very close the strategies and the movement of youth with disabilities persons, and we would like to be joining the event that you will have in November this year so that we belong to the committee for the deaf and blind in Guatemala. It's a non‑profit organisation of 70 years working from the prevention of the blindness and deafness and also medical care in education (?) for people with disabilities in deafness.

So we will be very glad to work in a project that we will have in our goals because we are encouraging young persons to close the cycle of disability with the neighbor inclusion. We are also working with educational inclusion and work with the strategies to develop the identities of all young people to work in the scope of Human Rights for persons with disabilities. So we are very glad to join this movement and I will be helping is this young lady also support the interests, and we need to empower them and show them and we would like (?) in program to transfer that to other kids that we have in the schools that we are managing.

And also that will be a great opportunity for them to keep improving and being better persons. They are trying to get, and also the contact with people from other countries.

Thank you.

>> ELIZABETH LOCKWOOD: Wonderful. Thank you. I have some materials in Spanish as well that I put together. I would be happy to share those with you. I think the blind deaf community is very important to include is often left out. So I think this is great, and I really appreciate your comments.

>> Okay. I think looking at the time, we are almost up. There were a couple of questions, I think they will be relatively quick, one from Facebook, we don't want to forgot our Facebook viewers under 193 countries, persons with disabilities and their national plan implementation and monitoring are there any penalties by the UN to my country that fail to clue persons with disabilities?

>> ELIZABETH LOCKWOOD: No. With SDGs, no, because it's not legally binding. It's just a political commitment, but CRPD, yes but SDGs, no.

>> And then the final question, do you believe that all children with and without disabilities, physical education needs, additional requirements, social, emotional and mental disabilities can be educated together or is it more important for specialist institutions to be established involving greater limits of inclusion. I will answer that question for you actually because that's a very big question and there are very many, many opinions across the disability community. However, I would like to encourage you to read IDA's position paper on inclusive education which was developed by a Working Group called (?) members and seeks to provide understanding on inclusive education. And I hope you don't mind that we don't go further in that question. I think it could be a webinar all on its own.

So finally, I would just like to ask if there is anyone on line who is a member of a youth network or council. We have met already (?) any way, if there is anyone that would like to introduce themselves and tell anybody, tell anyone here about the work that you are doing and a way that they can get involved. In is the opportunity. You are also able to send this information if you would like to, you can send this to us. (?) Sent email yesterday, she will follow up with you all, and provide you with any contact details. So we really do encourage you to share with us any information that you have, any documents that you think might be, might be useful, and we will get in touch with you as well. And please follow us on the International Disability Alliance Facebook page, and the IDA CRPD Forum. Liz is also there and Elisabeth Lockwood, you can follow me, Georgia Dominic on Twitter and, I'm sorry, we have Mustafa and he would like to introduce himself.

>> You can hear me now? Hello?

>> Yes, we can hear you.

>> My name is Mustafa, I'm a student doing any Ph.D. at the (?) in social policy, and my main area is related to discussion today working at the ‑‑ to see how both the Egyptian review and the Sustainable Development Goals will pave the way for disabled people to receive sustainable and inclusive support from their countries so I'm inviting closer development practices, and as well I wondered if I could have any communication. With anyone from the IDA representative group so I could be able to conduct an interview. It's required for my work as well, and I thank you very much for this very important session that we attended today. It's very fruitful and I thank the presenter as well. You gave us many, many good information statistically and technically as well. So I thank you very much.

>> Thank you very much for that. We will provide links to our websites so you will see all contact details and you will be able to follow up with us directly if you have any specific questions. Just reading some of the comments we received here, thank you very much for your kind comments on the meetings was well facilitated. Great session, thank you. These comments are really helpful for us because it means that there is interest out there and we will look to do more of these in the future. So thank you very much, everyone, for joining us. Thank you very much to the CART provider, and our international sign interpreter. Thank you to the team, and we will be with you again in the future. Have a great day, everyone!

>> ELIZABETH LOCKWOOD: Thank you.

(Concluded at 12:35 ET).

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