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**Stakeholder Group of Persons with Disabilities**

**2019 High-level Political Forum Report**

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# **Abbreviations**

|  |  |
| --- | --- |
| ALS | Alternative Learning System |
| APRCEM | Asia-Pacific Regional CSO Engagement Mechanism |
| ASEAN | Association of Southeast Asian Nations |
| AT | Assistive Technology |
| BIS | Beit Issie Shapiro |
| CARICOM | Caribbean Community |
| CHPA | Central Housing and Planning Authority |
| CM | Coordination Mechanism |
| CRPD | Convention on the Rights of Persons with Disabilities |
| CSO | Civil Society Organization |
| CSR | Corporate Social Responsibility |
| DFID | UK Department for International Development |
| DPO | Organization of persons with disabilities |
| ECCD | Early childhood care and development |
| ECOSOC | Economic and Social Council |
| EDF | European Disability Forum |
| ERW | Explosive Remnants of War |
| EU | European Union |
| GSDR | Global Sustainable Development Report |
| HLPF | High-level Political Forum |
| IDA | International Disability Alliance |
| IDDC | International Disability and Development Consortium |
| IDPs | Internally displaced persons |
| IGATE-T | Improving Gender Attributes, Transition and Education Outcomes |
| IT | Information technology |
| LBGTI | Lesbian, Gay, Bisexual, Transgender and Intersex |
| LDCs | Least developed countries |
| LEAP | Livelihood Empowerment Against Poverty |
| LLDCs | Landlocked developing countries |
| MAPS | Mainstreaming, Acceleration and Policy Support |
| MDAs | Ministries, Departments and Agencies |
| MDGs | Millennium Development Goals |
| MGoS | Major Groups and other Stakeholders |
| mhGAP | Mental Health Gap Action Programme |
| NAPC | National Anti-Poverty Commission |
| NARD | National Association for the Rights of Persons with Disabilities |
| NCDA | National Council on Disability Affairs |
| NCDs | Non-communicable diseases |
| NDP | National Development Plan |
| NGO | Non-Governmental Organization |
| NHI | National Health Insurance |
| NYC | New York City |
| OISC | Office of Intergovernmental Support and Coordination |
| OVCs | Orphaned and vulnerable children |
| PAM | Public Authority of Manpower |
| PAP | Public Assistance Programme |
| PWDs | Persons with disabilities |
| R&D | Research and development |
| RDP | Reconstruction and Development Programme |
| RGC | Royal Government of Cambodia |
| SDGNCC | Sustainable Development Goals National Coordinating Committee |
| SDGs | Sustainable Development Goals |
| SGPwD | Stakeholder Group of Persons with Disabilities |
| SIDS | Small Island Developing States |
| SNECO | Special Educational Needs Coordinator |
| STI | Science, Technology and Innovation |
| TFM | Technology facilitation mechanism |
| TSA | Targeted social assistance |
| UHC | Universal Health Coverage |
| UK | United Kingdom |
| UN | United Nations |
| UN DESA | United Nations Department of Economic and Social Affairs |
| VNRs | Voluntary National Reviews |
| WEGET | Women’s empowerment and gender equality for Tonga |
| WGSS | Washington Group Short Set |
| WIPO | World Intellectual Property Organization |

**Stakeholder Group of Persons with Disabilities**

**2019 HLPF Report**

# **Executive Summary**

The High-level Political Forum (HLPF) is the main United Nations (UN) platform on sustainable development, playing a central role in the follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) at the global level. As part of its follow-up and review mechanisms, the 2030 Agenda encourages Member States to “conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven.” These national reviews serve as a basis for the regular reviews by the HLPF. As stipulated in paragraph 84 of the 2030 Agenda, regular reviews by the HLPF are voluntary, state-led, undertaken by both developed and developing countries, and provide a platform for partnerships, including through the participation of Major Groups and other Stakeholders (MGoS).

The 2019 HLPF was held from Tuesday, 9 July, to Thursday, 18 July 2019, including a three-day ministerial meeting of the forum from Tuesday, 16 July, to Thursday, 18 July 2019 in New York. The theme of the forum was "*Empowering people and ensuring inclusiveness and equality*". The set of Goals reviewed in depth included the following:

* Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
* Goal 8: Promote sustained, inclusive and sustainable growth, full and productive employment and decent work for all;
* Goal 10: Reduce inequality within and among countries;
* Goal 13: Take urgent action to combat climate change and its impacts;
* Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and
* Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

In 2019, 47 countries (7 for the second time) volunteered to report on their progress achieved in implementing the SDGs. These countries included: Algeria, Azerbaijan, Bosnia and Herzegovina, Burkina Faso, Cambodia, Cameroon, Central African Republic, Chad, Chile, Congo (Republic of the), Côte d’Ivoire, Croatia, Eswatini, Fiji, Ghana, Guatemala, Guyana, Iceland, Indonesia, Iraq, Israel, Kazakhstan, Kuwait, Lesotho, Liechtenstein, Mauritania, Mauritius, Mongolia, Nauru, New Zealand, Oman, Pakistan, Palau, Philippines, Rwanda, Saint Lucia, Serbia, Sierra Leone, South Africa, Timor-Leste, Tonga, Tunisia, Turkey, Turkmenistan, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania and Vanuatu.

Highlights from the 2019 HLPF for the Stakeholder Group of Persons with Disabilities (SGPwD) are as follows:

* Mr. George Khoury was an official discussant during the opening session of the HLPF.
* The SGPwD held an official side event entitled “Reducing inequalities: a look at persons with disabilities”. The side event was attended by over 100 people.
* Mr. Jose Viera, Permanent Representative of the SGPwD, was a keynote speaker in the official session on “Empowering people and ensuring inclusiveness and equality - Perspectives of society”.
* During the 47 voluntary national review (VNR) oral presentations, 34 included references to persons with disabilities.
* The SGPwD delivered 4 interventions during the first week of the HLPF.
* The SGPwD delivered 5 statements on behalf of civil society during the voluntary national review sessions of the ministerial week.
* The HLPF was accessible with real-time captioning.
* The Ministerial Week of the HLPF was accessible with International Sign interpretation.
* The SGPwD had 72 persons with disabilities and advocates attend the HLPF.
* The 47 Voluntary National Review long reports contained 1,959 references to disability.
* Disability was referenced during all thematic sessions of the first week of the HLPF.
* The SGPwD launched an official Twitter page (@SGPwD).

# **Development of position paper by the Stakeholder Group of Persons with Disabilities**

In response to the call by the UN Department of Economic and Social Affairs (UN DESA) Office of Intergovernmental Support and Coordination (OISC) for Sustainable Development, the International Disability Alliance (IDA) alongside the International Disability and Development Consortium (IDDC) initiated the preparatory process to draft a position paper on behalf of persons with disabilities for the 2019 HLPF. The Stakeholder Group of Persons with Disabilities identified prominent experts in the sectors of education, employment, inequalities, climate change, and peaceful and inclusive societies to establish a working group to draft the sectoral position paper. In addition, an invitation was sent out to the IDA and IDDC listservs requesting members to share information, research, good practices, publications and other inputs on the theme and Goals under review in 2019.

The working group identified researched material, key messages, and titles for submission based on the inputs received and an initial draft was compiled. After the first draft was agreed by the entire working group, a wide consultation was conducted with all members of the Stakeholder Group of Persons with Disabilities. The draft position paper was circulated over the IDA and IDDC listservs, as well as presented on a webinar for review and additional comments. To guarantee the accessible and transparent participation of all persons with disabilities, everyone was encouraged to provide comments on the paper through an online format and a Word document format. Following numerous rounds of consultations, the position paper was finalized, entitled “Empowering persons with disabilities and ensuring their inclusiveness and equality with others.” On behalf of the Stakeholder Group of Persons with Disabilities, the position paper was submitted to UN DESA in March 2019.

## **Content**

The paper contained five chapters in line with the Goals under review, namely education (Goal 4), employment (Goal 8), reducing inequalities (Goal 10), climate change (Goal 13), and peaceful and inclusive societies (Goal 16). Each thematic chapter outlined the current situation and challenges faced by persons with disabilities as well as recommendations for Member States to achieve each Goal for persons with disabilities. The paper emphasized that the implementation of the 2030 Agenda and the Sustainable Development Goals must be guided by the Convention on the Rights of Persons with Disabilities (CRPD) and that persons with disabilities must have equal opportunities to contribute to sustainable development to truly achieve the SDGs. Moreover, the paper called for a system-wide reform to strengthen national policies and legal systems to ensure that persons with disabilities can access quality education, employment, disaster risk reduction programmes, justice systems and other processes as well as the collection of high-quality, accessible, timely and reliable disaggregated data for persons with disabilities for the implementation of the 2030 Agenda. For details on the Stakeholder Group of Persons with Disabilities position paper [click here](https://sustainabledevelopment.un.org/index.php?page=view&type=30022&nr=2150&menu=3170).

# **Pre-Meetings**

## **Stakeholder Group of Persons with Disabilities**

The Stakeholder Group of Persons with Disabilities convened a participant working dinner on Sunday, July 7th at the International Disability Alliance Office to go over the HLPF programme. Mr. Jose Viera, Permanent Representative of the SGPwD, and Mr. Mohammed Ali Loutfy, Alternate Representative of the SGPwD, gave opening remarks and welcomed participants.

In addition, the Stakeholder Group of Persons with Disabilities held a second pre-meeting on Monday, July 8th in the Qatar Lounge of the UN Headquarters in New York. Mr. Jose Viera and Mr. Mohammed Ali Loutfy welcomed participants and provided a brief overview of the agenda for the first week of the HLPF.

## **Major Groups and other Stakeholders**

Pursuant of [A/RES/67/290](https://daccess-ods.un.org/access.nsf/GetFile?OpenAgent&DS=A/RES/67/290&Lang=E&Type=DOC), the Stakeholder Group of Persons with Disabilities actively participated at the 2019 HLPF. They actively participated in the HLPF pre-meeting organized by the Major Groups and other Stakeholders HLPF Coordination Mechanism (CM) in partnership with UN DESA/OISC on Monday, July 8th at the UN Headquarters in New York. This was a preparatory meeting for MGoS participants to prepare and coordinate their engagements in the HLPF meetings and sessions. The Stakeholder Group of Persons with Disabilities led the work on the voluntary national reviews and the HLPF Review.

# **Tuesday, 9 July 2019**

## **Opening**

At the opening of the Forum, H.E. Ms. Inga Rhonda King, President of the Economic and Social Council (ECOSOC), welcomed participants and underlined the importance of the 2019 HLPF as it was the last in its first cycle and would feed into the SDG Summit in September 2019. She encouraged participants to engage at the highest level to talk to and learn from each other and noted the contribution of the July HLPF to the SDG Summit as critical. She welcomed the presence of over 1,500 MGoS participants at the Forum who would present on how they see inclusiveness and equality from their perspective. [Click here to read her full statement.](https://sustainabledevelopment.un.org/content/documents/28293RevStatement_President_of_ECOSOC_HLPF_20199_July.pdf)

H.E. Ambassador Valentin Rybakov, Vice-President of ECOSOC, shared key messages from the Integration Segment of ECOSOC, which concluded one day prior to the HLPF. He emphasized that the subsidiary bodies of ECOSOC and the UN system emphasized that achieving the SDGs requires an immediate change in course where the pledge to leave no one behind is fulfilled on the basis of internationally agreed principles and standards of human rights. Moreover, he highlighted the challenge of insufficient statistical capacity and limited disaggregation of data as a barrier to the implementation of the 2030 Agenda. [Click here to read his full statement.](https://sustainabledevelopment.un.org/content/documents/28287Statement_for_Opening_of_HLPF_for_IS__ECOSOC_VP_MBCleared.pdf)

Mr. Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, called on Governments and other stakeholders to take action to respond to the 2030 Agenda more broadly and encouraged participants to announce SDG acceleration actions at the SDG Summit in September 2019. [Click here to read his full statement.](https://sustainabledevelopment.un.org/content/documents/28281Opening_remarks_by_USG_Liu_opening_of_HLPF_9_July_2019.pdf)

Keynote speaker, Ms. Yolanda Joab Mori, Founder and Executive Director of Island PRIDE and One Young World Ambassador, Micronesia, challenged high-level meetings such as the HLPF for making decisions that do not translate into action on the ground. Specifically, in regard to SDG 8, she called for collaboration among multiple actors, including governments, private sector and civil society to support youth transitions into the labor market, while valuing and encouraging meaningful participation with a focus on the most marginalized, particularly young women, youth in rural economies, indigenous youth and youth with disabilities. Moreover, she highlighted that on SDG 10, inequalities are felt disproportionately by persons with disabilities. [Click here to read her full statement.](https://sustainabledevelopment.un.org/content/documents/28311Yolanda_Joab_Statement_HLPF_2019.pdf)

Overall, the speakers of the opening session agreed that accelerated implementation and heightened ambition for the 2030 Agenda was required.

## **Thematic review: Progress, gaps and obstacles: are we on track for leaving no one behind?**

This session, chaired by the President of ECOSOC, was informed by a keynote presentation of the special edition Report of the Secretary-General on progress towards the SDGs and was organized into two interactive discussions. The first half of the session “Where do we stand?” provided an overview of global and scientific data trends and developments from the environmental, social and economic dimensions. The panelists agreed that lack of disaggregated data is a major challenge to making progress on the 2030 Agenda. Mr. Julio Santaella, President of the National Institute of Statistics and Geography, Mexico, urged countries to invest more in national statistical systems and the measurement of indicators to identify vulnerable groups and to ensure that no one is left behind. Without good statistics, the implementation of the 2030 Agenda will be random. Furthermore, to make progress on the SDGs, it is essential to know where we are first.

At the end of the first half of the session, the floor was opened for interactive discussion. The representative of the European Union (EU) expressed concern that structural inequalities persist, as demonstrated in the data on gender inequality, child poverty, youth employment, disadvantages of persons with disabilities and those living with HIV/AIDS. A representative of the Women’s Major Group noted that, in Botswana, persons with disabilities face gross discrimination and limited access to productive employment. In response, the representative of Botswana highlighted national policies for persons with disabilities, including monthly cash transfers, food baskets for those who cannot find work and affirmative action on education, health, transport, government procurement and other issues affecting persons with disabilities. The representative also indicated that the country has a specific office for persons with disabilities housed in the Office of the President. The representative of Turkey highlighted her country’s VNR, which placed a special focus on the principle of ‘Leave no one behind.’ She noted that public policies are designed in a way that all population segments, especially women, children and youth, persons with disabilities and refugees, can benefit from them.

As a segway into the next half of the session, an interactive real-time poll was undertaken by the moderator through [www.slido.com](http://www.slido.com). Through the poll, it was found that participants in the audience were most interested in discussing inequality, climate change, education, youth, inclusion and disability. In addition, when asked “Which of the following policy actions would have the most impact on SDGs progress in your country?” 47% of participants selected the answer “Ensuring no one is left behind, by focusing efforts on the most vulnerable.”

The second half of the session on “Who is at risk of being left behind?” examined countries at various levels of development and populations at risk of being left behind. Populations identified as at risk of being left behind included children and youth, persons with disabilities, people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants.[[1]](#footnote-1) During the discussion, panelists stressed that inequality is rising everywhere and that marginalized and vulnerable groups are being left behind. Some regions are experiencing stagnation or regression in realizing the 2030 Agenda and some are making progress, but not fast enough. Panelists agreed that the SDGs will not be achieved, until they have been achieved for all, including marginalized and vulnerable groups.

Mr. Stephen Chacha, Co-Founder of the Tanzania Data Lab and Africa Philanthropic Foundation, cited a lack of disaggregated data on marginalized and vulnerable groups in Africa, making it difficult for the region to identify those left behind and to develop targeted policies and strategies to ensure that their voices are heard. One success of the region to leave no one behind has been the adoption of the African Union Protocol on the Rights of Persons with Disabilities in January 2018. He noted that, while successful in adopting the Protocol, the focus should be on the implementation of the Protocol to ensure that its effects trickle down to the local level.

Mr. George Khoury, Vice-Chair of the National Association for the Rights of Persons with Disabilities (NARD) in Lebanon, spoke as an official discussant on behalf of the Stakeholder Group of Persons with Disabilities. He emphasized that persons with disabilities have not been included in SDG implementation thus far, despite being over-represented among people living in poverty and among those most left behind. Among other recommendations, he called for concrete actions to reach the furthest behind, including those most marginalized within the disability community, as well as the full and equal participation of persons with disabilities in all aspects of society. [Click here to read his full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/george_khoury_9_july.docx)

At the opening of the floor for interactive discussion, the representative of the EU mentioned the EU’s rights-based approach to development which is enshrined in the 2017 European Consensus on Development. She noted that it encompasses all human rights and addresses the multiple dimensions of discrimination faced by women of all ages, people living in the most vulnerable situations and also persons with disabilities. She also emphasized that the EU is party to the UN CRPD and is deeply committed to promoting, implementing and protecting the human rights of persons with disabilities on an equal basis with others across all of its policies. For example, the European Disability Strategy 2010-2020 constitutes a comprehensive multi-annual framework for implementing the CRPD at the EU-level, including its external actions as well. She noted that the EU is a major donor to support inclusion of persons with disabilities worldwide and since 2010, has funded more than 450 disability-specific projects in 100 countries. Finally, she highlighted one specific project, ‘Bridging the Gap’, which carries out actions aimed at increasing the inclusion of persons with disabilities at both the international and country levels.

## **Review of SDG implementation and interrelations among goals: Discussion on SDG 4 - Quality education**

This session reviewed the implementation of SDG 4 - quality education - through an interactive discussion format. Among other prompts, panelists were asked to provide practical ways to improve access to quality education and life-long learning, identify which groups are the easiest/ most difficult to reach, discuss what can be done to ensure that no one is left behind in access to quality education and reflect on how learning systems need to change to match a rapidly changing world with technological shifts, global integration and climate pressures. The session was chaired by H.E. Ms. Inga Rhonda King, President of ECOSOC.

In her opening remarks, the moderator of the session, Ms. Henrietta Fore, Executive Director of UNICEF, called for equitable investment in education which makes a specific effort to reach those who are being left behind, including children living through conflicts, refugees, children with disabilities and those in rural communities or crowded urban slums.

After hearing from two resource persons and one lead discussant, the floor was opened for interactive discussion on four main themes: early years; girls’ education; investment in education; and teachers. The representative of Algeria highlighted that according to the constitution, access to education is an inalienable right and is free of charge to all Algerian children, including children with disabilities and immigrant children. The European Union stressed that universal access to inclusive, quality education and training for every child and youth, regardless of gender or disability, is a fundamental human right. Further, Argentina, speaking on behalf of the Group of Friends of Education and Lifelong Learning, emphasized the need to ensure inclusive education without discrimination of any kind, nor by social, racial, gender, disability or migration factors. The representative of the Philippines cited accessibility of schools as a small percentage of the reason for nonattendance at school and noted that for the children aged 6 to 11 years, illness and disability are the main reasons for nonattendance. The Russian Federation emphasized that its legislation provides for a flexible approach to education requirements, which applies to the learning needs of persons with disabilities. Norway stressed that it emphasizes the principle of ‘Leave no one behind’ in its development assistance and works to increasingly ensure that marginalized groups are targeted in the programmes that they support. Girls’ education, education in conflict and inclusion of individuals with disabilities are of high priority for Norway.

A representative from the LGBTI Stakeholder Group, also speaking on behalf of the Non-Governmental Organizations (NGO) Major Group and Volunteers Group Alliance, called on Member States to ensure and enforce non-discriminatory, inclusive and safe school environments with attention to all women and girls, persons with disabilities, older persons, indigenous peoples, those in remote rural areas or urban settlements, racial, ethnic, religious or caste minorities, the poor, migrants, refugees, displaced persons and the LGBTI community. [Click here to read the full statement.](https://sustainabledevelopment.un.org/content/documents/28800Discussion_on_SDG_4__Quality_education_FINAL.pdf)

Mr. Kamil Goungor from the European Disability Forum (EDF) intervened on behalf of the SGPwD and urged governments to consider the barriers faced by children with disabilities to achieve SDG 4. He highlighted that “Ensuring that children have equal opportunities to learn and socialize with their peers, using the same language such as sign language, easy read materials, braille documents as well as safeguarding diversity and qualification among teachers are integral parts of an inclusive education system.”  [Click here to read his full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/kamil_goungor_july_9.docx)

After hearing from another round of resource persons and lead discussants, the floor was opened for a second time, guided by four main themes: quality of education; school health; climate change; and attacks on education. The representative of Turkey underlined that particular attention is paid to including vulnerable groups into her country’s education system. Turkey has increased its efforts to integrate persons with disabilities into economic and social life through quality inclusive education from early childhood on. Moreover, Turkey has strengthened human resources and physical infrastructure for students with disabilities and, as of 2018, 40% of schools were adapted for students with disabilities. Similarly, the representative of Spain recognized that education should be inclusive and stated that that is why Spain is working on disability-specific programmes such as ‘Bridging the Gap’. Further, Morocco launched a national program in cooperation with UNICEF and civil society in June 2019 for inclusive education to benefit children with disabilities. Timor-Leste noted that more efforts are required throughout the country to ensure rural women and persons with disabilities are not left behind in regard to quality education.

The World Intellectual Property Organization (WIPO) discussed the ‘Accessible Books Consortium’ which is a private-public partnership led by WIPO. The [Accessible Books Consortium](https://www.accessiblebooksconsortium.org/portal/en/index.html) brings together state and non-state actors, including organizations representing persons with print disabilities, libraries for the blind, standards bodies and organizations representing authors, publishers and collective management organizations. The goal of the Accessible Books Consortium is to increase the number of books available worldwide in accessible formats such as Braille, audio, e-text and large print, and to make them available to persons with print disabilities.

## **Side event: Towards a more accountable, inclusive and participatory SDG implementation that leaves no one behind**

The International Civil Society Centre organized a side event at the Church Centre which presented key learnings from the [Leave No One Behind Partnership](https://icscentre.org/our-work/leave-no-one-behind/). Presentations from the pilot countries, including Bangladesh, India, Kenya, Nepal and Vietnam, highlighted excluded groups and the need for sufficient data with many references to persons with disabilities. It also focused on how community generated data can be used as a complementary source to official SDG monitoring and to strengthen accountability.

# **Wednesday, 10 July 2019**

## **Thematic review: Perspectives of Small Island Developing States including main findings from mid-term review of the SAMOA Pathway**

This session of the HLPF examined social development in small island developing states (SIDS) and followed an interactive discussion format, featuring resource persons and country representatives across the three SIDS regions who shared their approaches in addressing the social dimension of sustainable development, as well as high-level lead discussants. H.E. Ms. Mona Juul, Vice President of ECOSOC, chaired the session.

In her keynote address, H.E. Fiame Naomi Mataafa, Deputy Prime Minister and Minister of Natural Resources and the Environment of Samoa, highlighted that pacific leaders have prioritized the empowerment and inclusion of vulnerable groups, in particular women and persons with disabilities, through the Pacific Leaders Gender Equality Declaration, the Pacific Framework for the Rights of Persons with Disabilities and the Framework for Resilient Development in the Pacific. Moreover, there are legislations specific to gender equality and persons with disabilities in the Marshall Islands and Fiji, as well as accessibility requirements in the Samoa National Building Codes for persons with disabilities. She also noted that there are disability benefits in the Cook Islands, Fiji, Nauru, New Caledonia, Tonga and Tuvalu, and that approximately 1 out of 10 Pacific Islanders is a person with a disability. She concluded her keynote address by acknowledging that Pacific leaders are committed to more targeted support to enhance opportunities for women, youth and persons with disabilities moving forward. [Click here to read her full remarks.](https://sustainabledevelopment.un.org/content/documents/28302PIFstatement_SIDS_2019HLPF_FINAL1.pdf)

During the interactive discussion, Ms. Laisa Vereti from the Pacific Disability Forum highlighted on behalf of the Stakeholder Group of Persons with Disabilities that to ensure equality and inclusion of all persons with disabilities in regional programmes, CRPD compliance requires a progressive increase of domestic resource allocation towards disability-inclusive community support services, social protection and economic empowerment measures. She stated that accessibility for persons with disabilities is a precondition to their inclusion and is also a key element for successful implementation of the SDGs. Finally, she stressed the importance of multi-stakeholder partnerships and regional cooperation to help the Pacific region achieve sustainable development and as a way to ensure that disability is mainstreamed in major regional initiatives and programs. [Click here to read her full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/laisa_vereti_july_10.docx)

In response to the intervention by the SGPwD, panelist H.E. Mr. Douglas Slater, Assistant Secretary General Human and Social Development, Caribbean Community (CARICOM) Secretariat, reiterated the importance of inclusion, especially for persons with disabilities, and reported that CARICOM has recently appointed a rapporteur on disability.

## **Thematic review: Perspectives of Least Developed Countries and Landlocked Developing Countries**

This session evaluated progress and challenges in empowering people and ensuring inclusiveness and quality in the world’s least developed countries (LDCs) and landlocked developing countries (LLDCs). The session took a roundtable format and was chaired by H.E. Ms. Mona Juul, Vice President of ECOSOC.

During roundtable discussion, a representative of the Asia-Pacific Regional CSO Engagement Mechanism (APRCEM) expressed that regional cooperation work must connect to people’s movements, such as Dalits, women, indigenous peoples, persons with disabilities, regional minorities and other marginalized groups, to ensure a people-centric approach to achieve the vision of development justice - a model that aims for redistributive justice, economic justice, social and gender justice, environmental justice and accountability to the people. A representative of the Women’s Major Group discussed her experiences in the African region, where many LDCs are located, and noted that unpaid care work further reduces women’s opportunities and increases violence for at-risk populations, including indigenous peoples, refugees, migrants, persons with disabilities, youth, older persons, and gender non-conforming persons. She called for a revolution in responsibility and accountability to achieve sustainable development.

## **Review of SDG implementation and interrelations among goals: Discussion on SDG 8 - Decent work and economic growth**

This session reviewed implementation of SDG 8 - Decent work and economic growth - in the format of an interactive discussion. Panelists and lead discussants framed their statements in the context of guiding questions such as “What progress has been made towards SDG 8? What are the most important remaining gaps? What are practical, evidence-based and cost-effective policy recommendations? What are the most important potential future challenges and prospects in the years until 2030?” and “How can the participation of local authorities, the private sector, civil society and philanthropic organizations, among others, be improved? How can the voices of youth be better reflected in policies and actions? How can the monitoring and data situation be improved? What lessons have we learned from global partnerships related to SDG 8?” The session was chaired by H.E. Mr. Valentin Rybakov, Vice President of ECOSOC.

The moderator of the session, Mr. Moussa Oumarou, Deputy Director-General for Field Operations and Partnerships, International Labour Organization, undertook an interactive, real-time poll at the start of the session through [www.slido.com](http://www.slido.com). The poll asked participants in the audience to answer the questions “Are we on track to achieve SDG 8?” and “What are the most important potential future challenges and opportunities in the years until 2030?”

Panelist and resource person, Mr. Peter M. Robinson, President of the United States Council for International Business and International Organization of Employers Regional Vice President for North America, called for concerted actions to ensure that the benefits of the future of work are enjoyed by all. He specifically called for high-quality education systems developed in dialogue with the private sector to ensure relevance to the future workforce needs, and accessible by all, including women, youth, persons with disabilities and other vulnerable groups.

During the interactive discussion, Israel indicated that it pursues the goal of economic growth by facilitating segments of its society which are underrepresented in the labor market, such as Israeli Arabs, Ultra-Orthodox Jews, women and persons with disabilities. The representative noted that, in the last 3 years, there has been an increase in job opportunities for individuals in minority and developing communities throughout Israel, and further stated that it emphasizes the participation of persons with disabilities in the workforce. Finally, the representative highlighted that 60% of persons with disabilities in Israel are employed. Sweden noted that foreign-born women and women with disabilities face additional challenges in Sweden noting that their employment rates are lower and they are more likely to be in vulnerable positions in the labor market such as involuntary work or part-time work. The representative called for policies and measures within the labor market to reflect these challenges. The Czech Republic underlined that the situation of the labor market in the Czech Republic is the best it has been since 1990. Despite the favorable economic situation, there are still groups of people who remain economically inactive, among them women taking care of small children and persons with disabilities. Poland stated that one of the priorities of the Ministry of Family, Labour and Social Policy is to support the professional activation of persons with disabilities, noting that work for persons with disabilities is not only a condition for gaining independence, but also an opportunity to implement social and professional activities. Moreover, the representative from Poland showcased the development of a 2019-2030 strategy for persons with disabilities which will aim to improve the social and vocational inclusion of persons with disabilities.

Mr. Jose Rañola, Philippines World Blind Union, intervened on behalf of the Stakeholder Group of Persons with Disabilities during the interactive discussion. Among his recommendations, he urged Member States to ensure that the employment of persons with disabilities is included as part of mainstream employment promotion programmes or those targeted at specific populations, such as youth and women with disabilities, and that more attention is given to the situation of youth with disabilities in the context of transition from school to work, including job placement and ongoing job coaching. [Click here to read his full remarks.](http://www.internationaldisabilityalliance.org/sites/default/files/jose_ranola_july_10.docx)

## **Official side event of the SGPwD: “Reducing inequalities: a look at persons with disabilities”**

The Stakeholder Group of Persons with Disabilities organized an official HLPF side event in collaboration with the Delegation of the European Union to the United Nations, Permanent Missions of Australia, Luxembourg, Belgium, Canada and the Republic of Zambia, International Disability Alliance, CBM, European Disability Forum, UNESCO Global Education Monitoring REport, UN OHCHR, Equinet, Leonard Cheshire, Bridging the Gap project, Humanity & Inclusion and Disabled People’s Organisations Denmark entitled “Reducing inequalities: a look at persons with disabilities”.

The event was moderated by Mohammed Ali Loutfy and featured the following speakers: Thorkild Olesen - Disabled Peoples’ Organisations Denmark, Kamil Goungor - European Disability Forum, Jesús Orus Baguena - European Commission, Maulani Rotinsulu - Himpunan Wanita Disabilitas Indonesia, Laisa Vereti - Pacific Disability Forum, Rosario Galarza - RIADIS and Craig Mokhiber - Office of the High Commissioner for Human Rights.

The side event was attended by over 100 people and accessible with sign language interpretation and real-time captioning. The event was also webcast on the UN’s website. [Click here to view a recording of the event.](http://webtv.un.org/watch/reducing-inequalities-a-look-at-persons-with-disabilities-hlpf-2019-side-event/6057593362001/)

## **SGPwD Official Meeting #1**

The SGPwD held an official delegation meeting on the margins of the HLPF. The meeting was accessible with International Sign interpretation and real-time captioning and broadcast online to allow for remote participation for those not in New York during the HLPF. At the start of the meeting, Jose Viera, Permanent Representative of the SGPwD, and Mohammed Ali Loutfy, Alternate Representative of the SGPwD provided a brief introduction to the Stakeholder Group of Persons with Disabilities and its mandate to engage at the HLPF. The overall objective of the meeting was to propose a method to further strengthen the Stakeholder Group through the development of a 5-year strategic framework which identifies and outlines the goals of the group. Forty people attended in person and an additional five joined virtually and engaged in fruitful conversation and provided suggested ways forward.

## **VNR Lab: Making progress visible - SDG data visualization platforms**

The Stakeholder Group of Persons with Disabilities participated in VNR Lab 2: Making progress visible - SDG data visualization platforms. Mr. Jose Viera, Permanent Representative of the SGPwD intervened by asking if the new [Open SDG Data Hub](http://unstats-undesa.opendata.arcgis.com/) platform could disaggregate by disability. While it was not yet possible for the platform to disaggregate by disability, the SGPwD connected with the coordinators for future collaboration as the platform develops to make it relevant and accessible for persons with disabilities.

It was also announced during the VNR Lab that the [Sustainable Development Goals Report](https://unstats.un.org/sdgs/report/2019/) was launched the day before on Tuesday, 9 July 2019. Persons with disabilities were included in the foreword of the report by the UN Secretary-General. The Secretary-General noted that “only 28 per cent of persons with severe disabilities received cash benefits.”[[2]](#footnote-2) Further, the report highlighted that “Despite broad immunization coverage, outbreaks of measles and diphtheria have resulted in many unnecessary deaths: Two doses of the measles-containing vaccine are required to prevent the disease and the illness, disability and death caused by associated complications.”[[3]](#footnote-3) On access to transportation, the report underlined that “Stronger efforts are needed to ensure that sustainable transport is available to all, particularly to vulnerable populations such as women, children, seniors and persons with disabilities.”[[4]](#footnote-4)

# **Thursday, 11 July 2019**

## **Thematic review: Perspectives of society**

This session offered Major Groups and other Stakeholders an opportunity to report on their contribution to the implementation of the 2030 Agenda and the SDGs and speak to the theme of the HLPF. The session was organized in collaboration with the Major Groups and other Stakeholders HLPF Coordination Mechanism and focused on the recommendations of MGoS around the implementation, follow-up and review of the 2030 Agenda, with particular emphasis on addressing the systemic barriers to achieve sustainable development and strengthening the follow-up and review process to best contribute to “Empowering people and ensuring inclusiveness and equality”. The session took the format of an interactive discussion and was chaired by Ms. Kira Christianne Danganan Azucena, Vice President of ECOSOC.

Ms. Kira Christianne Danganan Azucena, Vice President of ECOSOC, introduced the session by stating that Major Groups and other Stakeholders are critical to the successful implementation of 2030 Agenda and work tirelessly to engage with communities, universities, local governments, businesses, scientists, children and youth, persons with disabilities, farmers, indigenous peoples and older persons as well as others to ensure the participation of all.

Mr. Jose Viera, Permanent Representative of the SGPwD and Co-Chair of the MGoS Task Group on HLPF Reform, opened the panel discussion in Spanish by addressing the question “Which should be the principles to guide the strengthening of the follow-up and review process of the 2030 Agenda, including the HLPF Reform?” He discussed four principles which the Major Groups and other Stakeholders believe should be taken into account during the HLPF Reform. These four principles include: inclusion and equity; results-oriented actions; greater space for government and civil society, particularly at the national level, to have the resources to pursue the HLPF process; and learning from the HLPF process to give civil society enough room to make effective contributions. [Click here to watch the statement be delivered.](http://webtv.un.org/watch/2019-high-level-political-forum-on-sustainable-development-hlpf-2019-7th-meeting/6058033587001/)

During the interactive dialogue, the Women’s Major Group, referring to SDG 8, emphasized that the current system pushes women into informal, low wage and exploitative work, resulting in multiple forms of exploitation on the basis of age, ability, ethnicity, caste, migration status and sexual orientation and gender status. A representative of APRCEM reiterated the previous point by noting that women, migrants, indigenous peoples, Dalits and persons with disabilities are some of the key communities that are excluded from attaining decent work and economic opportunities.

In discussing regional mechanisms, the NGO Major Group showcased the active civil society engagement mechanism in the European region and highlighted new stakeholder groups in the region such as a persons with disabilities stakeholder group and LGBTI stakeholder group.

## **Science policy interface including the briefing from the independent group of scientists on the Global Sustainable Development Report (GSDR)**

During this session, the co-chairs of the Independent Group of Scientists presented key findings and the Call to Action contained in the [2019 Global Sustainable Development Report](https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf). Additional panelists also shared their own experiences in working to strengthen the science-policy interface at all levels. The session had an interactive discussion format and was chaired by H.E. Ms. Kira Christianne Danganan Azucena, Vice President of ECOSOC.

Panelist Ms. Meera Joshi, outgoing Commissioner of the New York City Taxi and Limousine Commission, discussed her role in setting regulations for over 200,000 drivers in New York City, including Uber, Lyft and taxi drivers. She mentioned that the number of drivers and cars in New York City (NYC) greatly increased over a short time period, making it critical for the city to react appropriately. One such reaction was to make these services accessible for wheelchair users. She noted that, without the use of data and data analytics, it would not have been possible to ensure services were accessible for wheelchair users throughout New York City. In her closing remarks, she highlighted that local government can work well science and data analytics in order to make better policy for all city residents.

Ms. Maulani Rotinsulu from Himpunan Wanita Disabilitas Indonesia delivered an intervention on behalf of the Stakeholder Group of Persons with Disabilities which stressed that emerging technologies and new innovations must comply with the three As: availability, affordability and accessibility for all. She went on to note the importance of a universal design approach from the outset of technological development processes. [Click here to read her full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/maulani_rotinsulu_july_11.docx)

In response to the intervention made by the Stakeholder Group of Persons with Disabilities, the moderator asked panelists to discuss the actions they are taking for persons with disabilities. Ms. Meera Joshi, outgoing Commissioner of the New York City Taxi and Limousine Commission, emphasized that data is essential for wheelchair users. She noted that, ideally, there needs to be 100% accessibility for wheelchair users to take a taxi, Uber or Lyft so that wheelchair users can get a ride in the same amount of time as a person who does not use a wheelchair. In NYC, wheelchair users are now entitled to a ride within a certain amount of time. She emphasized that data is important for the city policymakers to be able to understand how quickly persons with disabilities can get a ride and thus ensure equal service for all persons in NYC.

During the interactive discussion, Rwanda stated that it believes in the power of technology to bridge the gap and ensure that persons with disabilities are not left behind. The representative showcased that Rwanda has been including and integrating educational softwares into 18 model schools and hopes to do more in the future.

## **Review of SDG implementation and interrelations among goals: Discussion on SDG 10 - Reduced inequalities**

This session reviewed implementation of SDG 10 - reduced inequalities - in the format of an interactive discussion. The chair of the session, H.E. Mr. Valentin Rybakov, Vice President of ECOSOC, opened the session by noting that SDG 10 calls for reducing inequalities in income, as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.

Panelist, Ms. Eun Mee Kim, Dean of the Graduate School of Ewha Womans University, Korea, focused her remarks on the impact of inequalities on education. She emphasized that the marginalization of education has happened with gender minorities, but also is found in developing countries, rural areas, with racial and ethnic minorities, indigenous groups and in children with disabilities. She called for enhanced opportunities for education for all children so that no one is left behind, and also efforts to remove institutional and structural discrimination that have denied the right to education to all children. [Click here to read her full remarks.](https://sustainabledevelopment.un.org/content/documents/2839820190711HLPF_SDG_10Prof._Eun_Mee_Kimresource_person.pdf)

Lead discussant, Ms. Jane Barratt, Secretary General of the International Federation on Ageing, brought to the attention of participants that social integration is not a new global issue, yet this is a new world where more global citizens are vulnerable through experiencing inequity and discrimination based on income, age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country. [Click here to read her full remarks.](https://sustainabledevelopment.un.org/content/documents/2839520190711HLPF_SDG_10Ms._Jane_Barrattlead_discussant.pdf)

Lead discussant for the Major Groups and other Stakeholders, Ms. Nalini Singh, Executive Director of the Fiji Women’s Rights Movement, noted that although social protection is expanding, healthcare expenditure for women, especially women with disabilities, is five times higher than the average. She outlined that to eliminate inequalities within countries, we must eliminate income disparity and structural discrimination on the basis of age, sexual orientation and gender identity, disability, race, ethnicity, religion and region, by raising the income of the poor and especially women from disadvantaged social groups including young girls and older women, single mothers, women with disabilities, LGBTIQ communities, indigenous peoples, refugees and others. [Click here to read her full remarks.](https://sustainabledevelopment.un.org/content/documents/2841320190711HLPF_SDG_10Ms._Nalini_Singhlead_discussant_MGoS.pdf)

During the interactive discussion, the Republic of Korea, on behalf of the Group of Friends of SDG 10, emphasized that efforts must be stepped up to empower people in vulnerable situations, including women, migrants and persons with disabilities. He stated that failure to treat these groups equally is one of the major sources of inequality.

Israel indicated that it has made great efforts to ensure equal representation and diversity in its civil service, including equal representation of women, persons with disabilities, Arab minorities, Israelis of Ethiopian descent and the Ultra-Orthodox community. The representative went on to highlight that the country has adopted laws and detailed regulations in order to ensure accessibility to public places for persons with disabilities. Further, employment discrimination against persons with disabilities is strictly prohibited under the Human Rights Law, and the Commission for Equal Rights of Persons with Disabilities in the Ministry of Justice works to ensure all regulations in this regard are implemented.

Poland discussed the effects of providing financial support to families with children, known as the Family 500+ Program. The program provided families with a monthly benefit of approximately $130 to every second and next child in the family, as well as the first child in poor families. The consequence of this program was a reduction of extreme poverty of children in Poland by almost one-half between 2015 and 2017. Poland emphasized that the program had an impact on reducing poverty across different groups, including large families, single parents and families with children with disabilities.

Thailand stated that it has tackled inequality by not only focusing on the poor, but also the vulnerable groups, including older persons, persons with disabilities, women, children and other marginalized communities.

Sweden highlighted that a crucial action to reduce inequality is working towards progressively realizing universal social protection, including social protection floors. The representative underlined that social protection is a human right and an indispensable tool to alleviate poverty and tackle inequalities and social exclusion, as well as to promote equal opportunities for all regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Switzerland underlined that fighting inequality doesn’t mean only acting in terms of income. It also means promoting the capacity of individuals to ensure that they can thrive in their lives. Education policy, training policy and integration are part of this process, however, it is often the context that makes the difference. The representative noted that persons with disabilities often face significant difficulties, and as such, a study on inequalities must shine light on this kind of reality to allow public policies to respond adequately to the situation.

Guatemala stated that it has implemented programs to help those suffering from poverty and persons with disabilities. The representative further emphasized that the incidence of poverty and inequality is closely linked to many other SDGs.

Spain pointed out that, over the last year, the country has ensured that more than 1,000 persons with disabilities, who were previously unable to vote, are now able to do so. The representative went on to mention that Spain has been working within the Global Action on Disability Network.

China pledged to further improve laws, regulations and policies to eliminate all forms of discrimination and enable women, persons with disabilities and migrants to better participate in social, political and economic life with equal opportunities.

Philippines highlighted that it has created an environment which protects and promotes the rights of vulnerable groups such as women, children, older persons, persons with disabilities and indigenous peoples. The representative noted that aside from supporting their full participation in socioeconomic activities, these interventions ensure sectoral and spatial representation in decision-making processes such as in drafting laws, policies and development plans and programs. Some examples of laws which uphold the rights of vulnerable groups include the Magna Carta for Persons with Disabilities, Magna Carta on Women, Indigenous Peoples Rights Act, Expanded Senior Citizens Act and the Child and Youth Welfare Code. The government bodies who promote the rights of these groups are the National Commission on Indigenous Peoples, the Council for the Welfare of Children and the Council of Disability Affairs. The representative went on to recognize the important role of the private sector in addressing inequality in the country, citing establishments which hire individuals with hearing impairments and those who engage with other companies to promote the employment of persons with disabilities.

In the last intervention of the session, the Education and Academia Stakeholder Group stated that one of the fundamental aims of education should be to ensure equal participation and representation of all people in society, including access to decent jobs and fair salaries, regardless of the origin, gender, socioeconomic status or disability.

Ms. Rosario Galarza from RIADIS was on the official interventionist list during the afternoon session to speak on behalf of the Stakeholder Group of Persons with Disabilities. Unfortunately, due to time constraints, Ms. Galarza was unable to deliver her statement. If given the floor, she would have recommended that Member States urgently repeal all discriminatory laws and take measures to eliminate discriminatory practices, as well as gather disaggregated data on persons with disabilities at all levels. [Click here to read her full prepared statement.](http://www.internationaldisabilityalliance.org/sites/default/files/rosario_galarza_july_11.docx)

## **UN SDGs Learning, Training & Practice - “Participatory and inclusive tools to build capacities in leaving no one behind”**

The Stakeholder Group of Persons with Disabilities was involved in the [UN SDGs Learning, Training & Practice](https://sustainabledevelopment.un.org/hlpf/2019/SDGsLearning) “Participatory and Inclusive tools to build capacities in leaving no one behind.” SDGs Learning, Training and Practice sessions served as a series of capacity building and knowledge workshops during the HLPF, featuring speakers and experts from academia and other sectors on crucial topics related to the implementation of the SDGs under review in 2019. Risna Utami from Indonesia moderated the opening session of this workshop. In addition, Elizabeth Lockwood from CBM and Maegan Shanks from Gallaudet University presented on global deaf cultures and how to interact with deaf and hard of hearing people in the context of the Sustainable Development Goals and to ensure no one is left behind. The event was fully inclusive with real-time captioning, sign language interpretation, and inclusive practices in the dialogue. Maegan Shanks was included in the following IISDRS video from 11 July that highlights the key moments of the day. [Click here to view the video.](https://twitter.com/lockwoodem/status/1149461706650738688?s=12)

## **VNR Lab: From presentation to implementation: Regional support to the follow-up on the VNRs**

A VNR Lab was held to discuss regional support to the follow-up on the voluntary national reviews. Mr. Mohammed Ali Loutfy, Alternate Representative of the SGPwD, expressed during an intervention that regional issues should be addressed more often at the thematic forum. He also emphasized that the principles of inclusion and leave no one behind should be addressed in more VNR presentations.

# **Friday, 12 July 2019**

## **Review of SDG implementation and interrelations among goals: Discussion on SDG 16 Peace, justice and strong institutions**

This session reviewed progress made in the implementation of SDG 16 - peace, justice and strong institutions. Among guiding questions, panelists were asked to address how SDG 16 targets and indicators can leverage human rights norms, standards and analytical approaches to inform the measurement, monitoring and implementation of the 2030 Agenda, as well as what the key interventions and specific polices are that can help reach the furthest behind first, especially those who are left behind due to violence, injustice and exclusion. The session had a roundtable format and was chaired by H.E. Mr. Omar Hilale, Vice President of ECOSOC.

During the keynote speech, Mr. Charles Young, a representative on ending violence against children, highlighted the ‘End Violence Youth Manifesto’ which represents the voices of over 1 million youth voices, who were also instrumental in its drafting. While the manifesto discusses issues, it also provides pragmatic solutions within the SDG Framework. The representative noted that it tackles SDG 4, specifically target 4, which speaks to building and upgrading educational facilities that are child, disability and gender sensitive and provide safe, nonviolent and inclusive learning environments for all.

During the interactive discussion, Morocco highlighted that, on the international level and alongside efforts to reform nationally, Morocco has demonstrated its excellent level of cooperation with United Nations mechanisms for human rights, noting that practice has been strengthened with the country’s ratification of the UN Convention on the Rights of Persons with Disabilities and its optional protocol.

## **Unifying the Playing Field - Local and Global Movements to Advance the Right to Education**

A full day event was held at the Ford Foundation entitled “Unifying the Playing Field - Local and Global Movements to Advance the Right to Education.” Mr. Jose Viera, Permanent Representative of the Stakeholder Group of Persons with Disabilities, spoke on securing the right to education and early childhood development for children with disabilities. Mr. Viera highlighted that in order to ensure inclusive education becomes a reality, we require systemic change by using a multi-sectoral approach, adopting child-centred and universal design tactics with reasonable accommodations and tailored supports provided.

# **Monday, 15 July 2019**

## **Financing the SDGs: Moving from words to action**

This session convened experts to share lessons and make concrete recommendations for how some of the key ideas contained in the 2030 Agenda and the outcome document of the 2019 ECOSOC Financing for Development Forum could be translated into reality, including on sustainable investment, domestic resource mobilization and illicit financial flows. This session had a roundtable format and was chaired by H.E. Mr. Valentin Rybakov, Vice President of ECOSOC.

During the interactive discussion, the Women’s Major Group called for a power shift that addresses the root causes of violence. The representative emphasized that women’s voices, rights and experiences must be at the center of sustainable development and peace, including those of women and girls in conflict, indigenous peoples, refugees, migrants, persons with disabilities, youth, older persons and gender non-conforming persons.

Mr. Jose Viera, Permanent Representative of the SGPwD and Chief Executive Officer of the World Blind Union, made three key recommendations on behalf of the Stakeholder Group of Persons with Disabilities that: (1) public spending in the private sector is inclusive and respects persons with disabilities; (2) persons with disabilities are included in the planning and implementation of the whole of the national budget; and (3) persons with disabilities have the right to have access to accessible, fair, affordable and inclusive financial services.

## **Four years of VNRs: what have we learned on implementing the SDGs?**

This session aimed to look at what we have learned on the implementation of the SDGs through the Voluntary National Reviews carried out by the HLPF thus far. In total, 102 countries have presented their VNRs since 2016, with another 40 countries who presented for the first time at the July 2019 HLPF. The session allowed participants to share their experiences and analysis on the lessons we have learned on SDG implementation through the VNRs conducted thus far. The session was organized as an interactive townhall meeting and chaired by H.E. Ms. Inga Rhonda King, President of the Economic and Social Council.

MGoS resource person, Mr. Chris Derksen-Hiebert, global Senior Director on Advocacy, Policy and External Relations, World Vision, highlighted that a gap in civil society participation exists in too many countries. Civil society participation is critical because women, children, young people, persons with disabilities, indigenous peoples, older persons and many others have a significant role to play to achieve the SDGs. He concluded his remarks by stating that “They are why we seek to achieve the SDGs, and their participation and input is essential to ensure we do just that.”

In responding to a question posed by the moderator, Mr. Achim Steiner, Administrator of the United Nations Development Programme, regarding what progress and initiatives the SDGs have brought to the country, Mr. Abel Hilbert, Deputy Chief of the Office of the President for Analysis and Innovation, Mexico, noted that his office is working together with the National Council of Social Development Policy with an indicator that measures poverty in a multidimensional way by looking at the other SDGs that are interrelated. Mr. Hilbert highlighted that many programs and projects help his office to evaluate whether they are on the right path or not. For example, they have a Social Security program which can give important information. He noted that as far as persons with disabilities are concerned, through this program they can more immediately measure the impact of their policies and programs.

## **Wrap-up session of the first five days**

This session provided a broad overview of the sessions that happened throughout the first five days of the HLPF and observations by the President of ECOSOC and the Under-Secretary-General of UN DESA. H.E. Ms. Inga Rhonda King, President of ECOSOC, reflected on the discussions of the first week which took stock of progress on six SDGs including quality education for all; decent work and economic growth; reducing inequalities; climate action; peace, justice and strong institutions; and means of implementation and partnerships. She highlighted some of the key messages from the first five days by noting that while we are making progress on the SDGs, the global response has not been ambitious enough and that investment in data and capacity is needed for adequate measurement to inform policies to ensure that no one is left behind. She called for special efforts to be taken to integrate youth, women and vulnerable groups in the labour market as well as meaningful stakeholder engagement for the achievement of the SDGs. The President concluded her remarks by underscoring the essential need to launch an ambitious decade of action that puts the world on a new trajectory for SDG achievement.

## **SGPwD meeting on disability constituency coordination in the Asia-Pacific region**

The SGPwD held a meeting to discuss how to strengthen the disability constituency in the Asia-Pacific region. The outcome of the meeting was to agree to a draft selection process for sub-regional focal points and an alternate regional focal point. The process was further socialized before implementation. Participants also enhanced their understanding of the proposed scope of the regional and sub-regional focal points, enabling the drafting of a terms of reference to proceed.

# **Voluntary National Reviews - Second Time Presenters**

## **Azerbaijan, Philippines, Sierra Leone, Chile**

This session was dedicated to the voluntary national reviews for countries presenting for a second time. Countries presenting for a second time included: Azerbaijan, Philippines, Sierra Leone, Chile, Guatemala, Indonesia and Turkey. The session took the format of a panel-style presentation and was chaired by H.E. Ms. Inga Rhonda King, President of the Economic and Social Council. The first panel of VNR presentations included Azerbaijan, Philippines, Sierra Leone and Chile.

### **Azerbaijan**

During the VNR presentation of Azerbaijan, H.E. Mr. Ali Ahmadov, Deputy Prime Minister and Chair of the National Coordination Council for Sustainable Development, Azerbaijan, noted that, on SDG 4, the country is continuing the creation of educational institutions with a safe, inclusive and efficient learning environments, that are sensitive to children, persons with disabilities and gender issues.

During the interactive discussion, the Major Group for Children and Youth asked the Government of Azerbaijan about how it plans to involve marginalized communities, such as persons with disabilities, older persons and LGBTI communities, to implement the SDGs for them, including how the government will ensure that consultations on implementation are inclusive and accessible for all. The Indigenous Peoples Major Group asked the Government of Azerbaijan how it plans to work on inclusion issues toward 2030 in order to create equal opportunities for all, especially for persons with disabilities.

### **Philippines**

H.E. Mr. Ernesto Pernia, Secretary of the National and Economic Development Authority of the Philippines, highlighted that notably, the 2019 Global Education Monitoring Report lauded the Philippines for its progress in ensuring access to education for vulnerable groups, such as persons with disabilities, indigenous peoples, out-of-school youth and overseas Filipinos. Furthermore, on SDG 8, and responding to the Magna Carta for Persons with Disabilities, private sector companies are hiring persons with disabilities. For example, a significant portion of personnel of the Lamoiyan Corporation now consists of deaf and mute workers. The Philippines concluded its presentation with a video which was accessible with captions. The video displayed the country’s effort reduce inequalities through inclusive business models by supporting disadvantaged groups, including expanding positions reserved for persons with disabilities.

During the interactive discussion, Thailand commended the Philippines’ efforts on social inclusion and promotion and protection of the rights of all sectors of society, including women and girls, persons with disabilities and migrant workers, and further welcomed that these efforts were scaled up to the regional level under the Philippines’ chairmanship of the Association of Southeast Asian Nations (ASEAN) in 2017. As the chair of ASEAN in 2019, Thailand pledged to build upon the Philippines’ legacies to further advance ASEAN’s partnership for sustainability.

### **Sierra Leone**

H.E. Mr. Francis M. Kai-Kai, Minister of Planning and Economic Development of Sierra Leone, stated the country’s renewed commitment to civil society participation in SDG implementation and discussed the country’s establishment of an SDG integrated platform for all civil society groups. The Minister went on to note that civil society groups have played leading roles in the preparation of Sierra Leone’s 2019 VNR using their structures nationwide. The integrated CSO platforms include women and youth groups, persons with disabilities, and volunteer networks and these platforms made overall government coordination for the 2019 VNR process easier and more participatory. Further, the Minister highlighted that the 2019 VNR assesses inclusiveness issues and special circumstances related to children, women, girls, older persons and persons with disabilities, as well as other groups at risk. Discussing progress made on SDG 4, Sierra Leone has seen a surge in school enrollments of children with disabilities at primary and secondary education levels. The number of children with disabilities enrolled in school increased from 25,000 in 2017 to more than 30,000 in 2018.

In response to a question posed by Canada on the issue of dealing with adolescent girls in regard to SDG 4, H.E. Mr. Francis M. Kai-Kai noted that there is a cluster related to this issue in the national plan of Sierra Leone which deals with women, children and persons with disabilities.

### **Chile**

H.E. Ms. Alejandra Candia, Vice President of Social Development of Chile, presented Chile’s VNR. The VNR presentation included a video which showcased the voices many different groups of people, including persons with disabilities and caretakers of persons with disabilities. The video called for a commitment to leave no Chilean behind.

## **Guatemala, Indonesia, Turkey**

This session was dedicated to the voluntary national reviews for countries presenting for a second time. Countries presenting for a second time included: Azerbaijan, Philippines, Sierra Leone, Chile, Guatemala, Indonesia and Turkey. The session took the format of a panel-style presentation and was chaired by H.E. Ms. Inga Rhonda King, President of the Economic and Social Council. The second panel of VNR presentations included Guatemala, Indonesia and Turkey.

### **Guatemala**

H.E. Mr. Miguel Ángel Moir, Secretary of the Planning and Programming of the Presidency of Guatemala, began his remarks by indicating that an integrated and multi-stakeholder delegation accompanied him that day, including persons with disabilities.

### **Indonesia**

H.E. Mr. Bambang P.S. Brodjonegoro, Minister for National Development Planning of Indonesia, opened the VNR presentation of Indonesia with a reflection on the country’s first VNR presentation in 2017. He noted that Indonesia learned from its past experience, in particular with respect to the involvement of multi-stakeholders. In the second preparation of the VNR, inclusiveness and leaving no one behind has underpinned the VNR process, including consultation with persons with disabilities. Ensuring opportunities are given to those who are interested in contributing to the VNR process are done inclusively. Furthermore, in an effort to promote social inclusion, significant progress has been made, for example, through the 2016 law concerning disability and through the implementation of gender-responsive planning and budgeting.

During the interactive discussion, the Women’s Major Group noted that Indonesia faces challenges on inequalities, poverty, climate change, education, decent work, violence, discrimination, fundamentalism and criminalization affecting the vulnerable and marginalized groups including women, indigenous people, sexual minorities, children, youth and persons with disabilities and that the achievement of the SDGs must be accelerated. The representative asked the Government of Indonesia how it will ensure the implementation and monitoring of the SDGs that is supported by a definite roadmap, disaggregated data, clear financing and inclusive processes.

# **Ministerial week, 16 July 2019 - 18 July 2019**

During the ministerial week of the HLPF, the forum conducted Voluntary National Reviews for the fourth time, where 47 countries presented VNRs regarding their country’s progress on the implementation of the SDGs. These countries included: Algeria, Azerbaijan, Bosnia and Herzegovina, Burkina Faso, Cambodia, Cameroon, Central African Republic, Chad, Chile, Congo (Republic of the), Côte d’Ivoire, Croatia, Eswatini, Fiji, Ghana, Guatemala, Guyana, Iceland, Indonesia, Iraq, Israel, Kazakhstan, Kuwait, Lesotho, Liechtenstein, Mauritania, Mauritius, Mongolia, Nauru, New Zealand, Oman, Pakistan, Palau, Philippines, Rwanda, Saint Lucia, Serbia, Sierra Leone, South Africa, Timor-Leste, Tonga, Tunisia, Turkey, Turkmenistan, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania and Vanuatu. The reporting entailed presentations from individual Member States as well as panel presentations from groups of Member States. Subsequent to the presentations, the chair of the session opened the floor for questions and discussions. The Stakeholder Group of Persons with Disabilities actively participated throughout all VNRs, contributed in the statement writing and asked questions to government representatives on behalf of the Major Groups and other Stakeholders. In addition, the Stakeholder Group of Persons with Disabilities co-chaired the MGoS VNR Task Group.

# **Tuesday, 16 July 2019**

On the first day of the ministerial week, 14 Members States presented their VNRs. The countries that presented included Iceland, Burkina Faso, Lesotho, Palau, Kazakhstan, Algeria, Pakistan, United Kingdom of Great Britain and Northern Ireland, Côte d’Ivoire, Fiji, Mongolia, Cambodia, Bosnia and Herzegovina and Croatia.

## **Opening of the High-level Segment of ECOSOC / Ministerial Segment of the HLPF**

At the opening of the Ministerial Segment of the HLPF, Mr. António Guterres, Secretary-General of the United Nations, reflected that we are not on track to meet our goals by 2030 and must step up efforts. He highlighted that although we have seen encouraging improvements in access to quality education and health care, to water and sanitation and to affordable clean energy, we continue to struggle to reach those furthest behind, particularly groups such as adolescent girls and persons with disabilities.

H.E. Ms. María Fernanda Espinosa, President of the General Assembly, addressed the opening session of the Ministerial Segment by discussing the common themes produced by the session which included the need to be fully inclusive and harness the contributions of all stakeholders: from the wisdom of indigenous peoples to frontier technologies developed by social entrepreneurs; from the role of parliaments, academia, youth, migrants, persons with disabilities as change-makers; to the power of arts and culture to support the societal transformations and innovative approaches that we need.

## **Voluntary National Reviews - First Time Presenters**

### **Iceland**

The United Kingdom of Great Britain and Northern Ireland asked Iceland to discuss how its plans to deliver the SDGs will ensure the no one is left behind, particularly those at risk of poverty, children and persons with disabilities. In response to the question, Ms. Katrín Jakobsdóttir, Prime Minister of Iceland, noted that they have support in their legal framework when it comes to persons with disabilities and have ratified the Convention on the Rights of Persons with Disabilities. Iceland is now working to incorporate the CRPD into national laws. The Prime Minister emphasized that they still have some way to go when it comes to ensuring the full equality of persons with disabilities and they are aware of the challenges that exist.

### **Burkina Faso**

The Education and Academia Stakeholder Group asked the Government of Burkina Faso what it intends to do with the national economic and social development plan in order to meet the goals of inclusive education, especially for persons with disabilities, children and vulnerable groups so that they receive an education at all levels.

### **Lesotho**

On SDG 4, Lesotho mentioned that the country is in the process of constructing three schools at secondary level that will cater to persons with disabilities. The VNR featured a video which highlighted that the Government of Lesotho recognizes and appreciates the fact that there are many groups such as children, adolescents, persons with disabilities, youth, women, young and old people across the country who are vulnerable and, if not targeted, they could lack the choices and opportunities required to actively participate and benefit from the development process.

### **Palau**

Honorable Sinton Soalablai, Minister of Education, Palau, presented the country’s first VNR, noting that daily participation rates at school approaches almost 100% for both girls and boys, as well as children with disabilities. In addition, Palau has a special education programme which provides specialized education services to children with disabilities from pre-school to high school graduation regardless of the nature of their disability. The Minister expressed pride in what the country has achieved for persons with disabilities so far, but also recognized that more needs to be done, especially to help young persons with disabilities succeed in postsecondary education and the world of work.

Ms. Villaney Remengesau participated in the delivery of Palau’s VNR on behalf of Palau’s Civil Society Organizations and as a proud representative of the community for persons with disabilities. In her remarks, she noted that, in Palau, there is an organization of persons with disabilities (DPO) that promotes disability awareness and advocates for the rights, equality, well-being and inclusion of persons with disabilities at all levels. She expressed gratitude for how far persons with disabilities have come in the fight for equal access to all establishments and services in the Palauan society, regardless of physical, mental or sensory impairments or limitations. She proudly reported that one of the local governments, namely the Koror State, is the only institution in the Pacific that employs the highest number of persons with disabilities. Ms. Remengesau concluded her remarks by calling for inclusive development, noting that accessibility for everyone, including for persons with disabilities, is a precondition that needs to be addressed at all levels. For example, she asked Member States to consider, in terms of Universal Health Coverage (UHC), how accessible is UHC for women, youth, persons with disabilities, older persons, migrant workers and others. She called on the global community to support Palau in technology and for the inclusion of persons with disabilities and a greater emphasis on accessibility to improve the quality of life of persons with disabilities as well as the general population. [Click here to read the full VNR presentation remarks.](http://statements.unmeetings.org/media2/21996466/palau-2.pdf)

During the interactive dialogue, Ms. Laisa Vereti of the Pacific Disability Forum and Stakeholder Group of Persons with Disabilities delivered a VNR statement on behalf of Palau civil society. She emphasized that the civil society of Palau stands ready to work with the Government of Palau to achieve and realize the SDGs for all, including marginalized communities such as persons with disabilities. The collective statement called on the Government to support civil society engagement around the SDGs, particularly the CSO umbrella, Belau Association of NGOs. The statement more specifically called for a coordinated mechanism for funding CSO engagement in the national SDG framework, to streamline consultation and to provide funding and other support. [Click here to read the full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/laisa_vereti_vnr_july_16th.docx)

### **Kazakhstan**

During the interactive dialogue, Mr. Veniamin Alayev from the New Generation of Human Rights Defenders Coalition Kazakhstan and the Stakeholder Group of Persons with Disabilities delivered a VNR statement on behalf of Kazakh civil society. Mr. Alayev began his statement by recognizing the efforts and measures taken by Kazakhstan to integrate persons with disabilities into society. He noted, however, that it is not only necessary to work with major institutions, but to also carry out socialization at the same time, which will allow persons who have been previously institutionalized to lead independent lives without running the risk of becoming victims of crime or ending up on the streets. Moreover, he emphasized that persons with disabilities are subject to both direct and indirect discrimination, and Kazakhstan lacks specific mechanisms to protect persons with disabilities from discrimination as well as specific measures of accountability and responsibility for such discrimination. He proposed the development of a single program for the social reintegration of previously institutionalized persons with the application of best practices and broad involvement of NGOs. Further, to reduce inequalities and ensure protection from discrimination, Mr. Alayev called for the adoption of a law on nondiscrimination in Kazakhstan. Finally, to improve access to education for persons with disabilities, he called for the improvement of independent public control over the work of higher education institutions in order to identify violations. [Click here to read the collective statement.](http://www.internationaldisabilityalliance.org/sites/default/files/kazakhstan_vnr_july_16th.docx)

In response to the statement made by Mr. Alayev, H.E. Mr. Zhaslan Madiyev, Vice Minister of National Economy of Kazakhstan, highlighted that of 300,000 persons with disabilities who are eligible for work, 30% are employed and the Government is working to increase this percentage through a national development plan. Further, around 22 laws have been changed in regard to persons with disabilities with the country’s recent ratification of the Convention on the Rights of Persons with Disabilities.

### **Algeria**

H.E. Secretary-General of the Ministry of Foreign Affairs of Algeria delivered Algeria’s first VNR presentation and noted that with a view to leaving no one behind, Algeria has recorded the following results: an unemployment rate of 11.7% in 2017 which was target 8.5; more than 550,000 persons with disabilities who benefit from a solidarity allocation; and gender parity between boys and girls.

### **Pakistan**

H.E. Ms. Kanwal Shuzab, Parliamentary Secretary for Planning, Development and Reform of Pakistan presented the country’s first VNR and highlighted that for the first time in the history of Pakistan, a separate ministry for poverty alleviation and social safety has been established to accomplish Prime Minister Imran Khan’s vision to pull people out of poverty. The ‘Ehsaas’ program is the largest program launched in Pakistan and ‘Ehsaas’ means compassion, which is the spirit of humanity. Ms. Shuzab noted that Ehsaas is for the extreme poor, orphans, widows, homeless, disabled, jobless, poor farmers, poor laborers, sick who can’t afford treatment, undernourished mothers and newborns, students from low-income backgrounds, poor elderly citizens, transgender and poor women. Under Ehsaas, all programs include a special quota for persons with disabilities. [Click here to read the full VNR presentation.](http://statements.unmeetings.org/media2/21996471/pakistan-presentation.pdf)

In response to a question from the floor on the relevance of having a separate ministry for poverty alleviation and social safety, H.E. Ms. Kanwal Shuzab, Parliamentary Secretary for Planning, Development and Reform of Pakistan, stated that for poverty alleviation, the massive reform agenda, transparency, accountability and governance reforms, economic revival, trade balance improvement, employment generation through asset transfer, housing construction and diaspora engagement for financing in Pakistan is for the poorest segments including women, children, elderly, informal sector workers and persons with disabilities. To ensure the delivery of services on the ground for these segments, the Government of Pakistan has pursued the creation of a separate ministry.

### **United Kingdom of Great Britain and Northern Ireland**

The United Kingdom of Great Britain and Northern Ireland began its VNR presentation with a video which was accessible with captions.

During the interactive dialogue, the Women’s Major Group cited a lack of progress in tackling the multiple factors that lead to inequalities in the United Kingdom (UK), stating that recent evidence from the UN Special Rapporteur on Extreme Poverty and Human Rights noted the disproportionate impact of UK Austerity Policies on the poorest, women, persons with disabilities, children, ethnic minorities, migrants and other marginalized groups. The representative called for a national development plan that demonstrates a significantly improved commitment to the UK’s human rights obligations. The representative concluded by asking the Government about when it will create a transformative national action plan for achieving the SDGs which ensures coherence around domestic and international policies, is led by a ministerial department with a cross-government mandate and takes full account of the UK’s human rights obligations.

### **Côte d’Ivoire**

H.E. Minister for Environment and Sustainable Development of Côte d’Ivoire presented the country’s VNR which focused on the Goals under review in 2019. On SDG 8, an active and assertive policy to facilitate employment was developed and implemented to benefit women, young graduates, youth out-of-school, persons with disabilities and the long-term unemployed.

The NGO Major Group reflected on Côte d’Ivoire’s written VNR report by wondering whether the Government is exhaustively considering the needs of persons with disabilities. The NGO Major Group emphasized that persons with disabilities remain invisible in implementation of the SDGs throughout the development sector as revealed by the report. Further, the basis of the SDGs resides in the effective inclusion of all, including persons with disabilities, and as such, it would be desirable for Côte d’Ivoire to submit the necessary ratifications in this regard. The representative cited a number of other issues, including the right to not be submitted to inhumane or degrading treatment, identification and care of children with disabilities aged 0-6, security and access to justice for persons with disabilities, statistics and data collection, collaboration with implementation and follow-up at the national level and work with NGOs and CSOs. The representative went on to indicate that persons with disabilities are being left to the care of the NGOs in the country and that government action should be taken. As a concluding remark, the NGO Major Group called on Côte d’Ivoire to continue to make efforts to include persons with disabilities by implementing the principles of relevant international instruments in this regard.

In response to comments and questions from the floor, the Minister for Environment and Sustainable Development of Côte d’Ivoire highlighted that, regarding persons with disabilities, specific measures and policies have been taken that provide assistance to persons with specific needs. The Minister provided some examples of these policies, including universal health coverage, social safety nets, a focus on youth employment and institutions in the country that are specifically designed to provide education and training for persons with disabilities.

### **Fiji**

H.E. Mr. Aiyaz Sayed-Khaiyum, Attorney-General and Minister for Economy of Côte d’Ivoire, opened the presentation of Fiji’s VNR by mentioning that in 2013, the country enshrined the values of equality and inclusivity for all citizens into its Constitution, shedding a history of inequality, preferentialism and exclusion. It put a special focus on previously marginalized members of society, particularly women, young people and persons with disabilities to ensure that the Fijian future is one of empowerment and inclusion.

The official VNR presentation included remarks from Ms. Lanieta Tuimabu, a civil society representative from the Fiji Disabled Peoples Federation. Ms. Tuimabu began her remarks by stating that inclusivity, empowerment and equality as the theme of the Forum embody the principles that Fiji CSOs uphold. Central to all three principles is accessibility - an accessory and precondition in all aspects of life for everyone, not just for persons with disabilities. She highlighted that the Fijian CSOs commitment to this principle and continued advocacy has translated to government protection systems, free education policies, the establishment of microfinance services for the poor and marginalized, agricultural livelihood programs for climate-vulnerable communities, vocational education for persons with disabilities and legal literacy and advocacy programs for LGBTIQ and rural women. She underlined that the ratification of the UN CRPD by Fiji in 2017 signaled the commitment and political will of the Government in realizing the rights of persons with disabilities and their inclusion in Fijian society. She noted that this is further demonstrated in the inclusion of the Washington Group Short Set of Questions in the 2017 National Census, ensuring that persons with disabilities were counted and not left behind. Despite these achievements, Ms. Tuimabu recognized that there is still more to be done by the Government, CSOs and development partners, such as continuing to ensure children with disabilities have improved access to the mainstream education system, better quality and access to early childhood learning and equal and better access to essential services. While nothing that there already has been a tremendous effort to build an inclusive national budget, she emphasized that there is room for improved domestic resource allocation and responsive budgeting for key social issues such as gender and disability. Furthermore, there should be an enhanced commitment in recognizing women’s sexual reproductive rights, particularly for women with disabilities and the provision of meaningful employment opportunities for persons with disabilities and young people.

During the interactive dialogue, Lebanon asked the Fijian delegation to discuss more about how it is enhancing opportunities for women, persons with disabilities and other minority groups.

### **Mongolia**

The VNR presentation of Mongolia began with a short video which was accessible with captions.

During the interactive dialogue, Norway reflected on Mongolia’s report by commenting that the report indicates remaining challenges in securing access to inclusive and equitable quality education in rural areas, for children with disabilities and for adolescent girls and young mothers. The representative asked the Government of Mongolia to elaborate on the main obstacles that the country faces in securing inclusive and equitable education and work opportunities for everyone, as well as some of the steps the Government is taking to tackle these challenges. In response to this question, H.E. Mr. Khurelbaatar Chimed, Minister of Finance of Mongolia, emphasized that Mongolia needs a proper education system. He stated that Mongolia is a young country, with 1.2 million children and as such, more schools and kindergartens are required. As such, from 2018-2020, Mongolia is building 300 schools and kindergartens which will create a good environment for education.

### **Croatia**

H.E. Ms. Zdravka Busic, State Secretary for Political Affairs of the Republic of Croatia, presented Croatia’s first VNR and highlighted that, on SDG 16, Croatia has embedded the institution of the Ombudsperson in its Constitution. Among other Ombudspersons, Croatia has an Ombudsman for Persons with Disabilities. Ms. Busic went on to note that every year, the Ombudsperson submits a report to the Croatian Parliament which analyzes and assesses the human rights situation and phenomenon of discrimination, as well as contains recommendations for removing systemic problems in the areas of the Ombudsperson’s mandate.

During the interactive dialogue, the Women’s Major Group stated that Croatia is leaving people behind and the country remains critically off track four years since the establishment of the SDGs. For example, women, especially young women, Roma women, women with disabilities and trans women, still lack access to information, education and health services to support the realization of the full spectrum of sexual and reproductive rights and health.

## **What are the regions telling us about implementation of the 2030 Agenda and the SDGs?**

The five regional forums gave an update on the outcomes of the regional forums. For instance, the representative of the Arab region, Mr. Noori Al-Dulaimi, Minister of Planning in Iraq, said: “Inclusion is a political development and ethical principle based on accepting differences to curb inequality.”  The respondent of the session was a representative from the Women’s Action Forum who proposed that regional forums should also submit entire VNRs before the HLPF to strengthen linkages between local, national and global levels. Furthermore, the participation must be strengthened and earmarked with financial resources. Uganda made the observation to include a statistical fund, which was a recommendation from their last regional forum to address issues of realigning data with legislation.

## **Messages to the HLPF**

During this session, representatives from various specialized bodies (UN Environment Assembly, Human Rights Council, UN Forum on Forests, International Labor Organization) delivered messages to the official HLPF segment on recent developments relevant for the implementation of the 2030 Agenda. In attendance were HLPF delegates, including ministers, ambassadors, high-level officials, private sector, civil society and other stakeholders. There was a focus on leave no one behind, the need to include those most marginalized in sustainable development and climate, youth and public-private partnerships.

Ms. Michelle Bachelet Jeria, UN High Commissioner for Human Rights, highlighted key messages from the intersessional meeting of the Human Rights Council for dialogue and cooperation on human rights and the 2030 Agenda. One of the key messages was that data collection, disaggregation and analysis are very important for the implementation of the SDGs and for human rights, particularly for ensuring that the challenges faced by the most marginalized or vulnerable groups are clearly addressed, citing the slogan “If we are not counted, we do not count.”

## **SGPwD Official Delegation Meeting #2**

The SGPwD held a second official delegation meeting on the margins of the HLPF for second week participants. At the start of the meeting, Mr. Jose Viera, Permanent Representative of the SGPwD, and Mr. Mohammed Ali Loutfy, Alternate Representative of the SGPwD, provided a brief introduction to the Stakeholder Group of Persons with Disabilities and its mandate to engage at the HLPF. The overall objective of the meeting was to propose a method to further strengthen the Stakeholder Group of Persons with Disabilities through the development of a 5-year strategic framework which identifies and outlines the goals of the group.

# **Wednesday, 17 July 2019**

## **VNR Presentations - First Time Presenters**

### **Central African Republic, Eswatini**

Central African Republic and Eswatini presented their VNRs together on a panel. H.E. Mr. Tambo Gina, Minister for Economic Planning and Development of Eswatini, presented Eswatini’s VNR and highlighted that the country has a National Disability Policy and National Disability Plan of Action 2015-2020 to solidify the implementation of the Convention on the Rights of Persons with Disabilities in Eswatini.

### **Iraq**

H.E. Mr. Noori Sabah Hameed Al Alwani, Minister of Planning of Iraq, presented Iraq’s VNR and opened the presentation with a video. The video showcased that the vision for the presentation of the VNR was to not leave anyone behind, including the poor, women, youth, displaced persons, refugees, children and persons with disabilities. After the video, the Minister continued on to highlight the important steps that Iraq has taken towards the integration of persons with disabilities to empower them and bolster their participation in society. He noted that Iraq has issued legislation that ensure the rights and participation of persons with disabilities in society, as well as established the Agency for People with Special Needs and Disabilities, which takes care of the rights of persons with disabilities in full especially in regard to integrating education.

During the interactive dialogue, Mr. Mohammed Loutfy, Alternate Representative of the Stakeholder Group of Persons with Disabilities and UN Representative for Disabled Peoples’ International, delivered a statement on behalf of the civil society of Iraq. Mr. Loutfy pointed out that Iraq’s VNR makes no mention of a national plan for reparation of war victims, including the efforts at housing, land and property restitution, and particularly for persons with disabilities. The statement called on Iraq to elaborate if the country has such a plan in place, and if not, when does it intend to development and implement one. Further, Mr. Loutfy asked the Government to clarify how NGOs were included in the VNR consultation process and to elaborate on any other steps taken to broaden and deepen the national dialogue on SDG issues and processes. [Click here to read the full collective statement.](http://www.internationaldisabilityalliance.org/sites/default/files/iraq_vnr_civil_society_statement_july17th.docx)

### **Saint Lucia**

H.E. Ms. Gale Rigobert, Minister for Education, Innovation, Gender Relations and Sustainable Development of Saint Lucia, presented Saint Lucia’s first VNR and began her remarks by discussing the country’s national coordination mechanism for the 2030 Agenda which comprises an SDG-Cabinet Sub Committee of Ministers and a Sustainable Development Goals National Coordinating Committee (SDGNCC) which is the governing committee tasked to guide the implementation and monitoring of the SDGs. The Minister highlighted that the SDGNCC’s mandate provides for mandatory engagement with Faith-Based and Community-Based Organizations, as well as persons with disabilities, women’s groups and the wider public to ensure that no one is left behind. The Minister also showcased the country’s commitment to the most vulnerable, emphasizing that the eradication of extreme poverty, promotion of gender equality and empowerment of women, youth and persons with disabilities are at the core of Saint Lucia’s Medium-Term Development Strategy.

During the interactive dialogue, Norway congratulated Saint Lucia on its efforts to include civil society in SDG-related work, recognizing that persons with disabilities, women’s groups and faith-based and community-based organizations are important stakeholders to the 2030 Agenda.

The Women’s Major Group noted that, in Saint Lucia, the full involvement of all stakeholders, especially community-based organizations, needs to be more potently embraced and included. Reiterating the remarks of the Minister, the Women’s Major Group underscored that no one should be left behind in this process, including rural women, persons with disabilities, youth, LGBTI activists and average citizens. The representative called on Saint Lucia to create safe spaces and provide the necessary resources so that all citizens are empowered to play their part in addressing the SDGs.

### **Tonga**

During the interactive segment of Tonga’s VNR presentation, Norway noted that Tonga’s VNR report highlights the need for equal opportunities for all, in particular vulnerable and marginalized groups, including access to employment, political leadership and social services. The representative asked the delegation of Tonga to elaborate on the steps taken by the Government to address these issues and to ensure that no one is left behind. In response, the Tongan delegation indicated that the government has nine priorities, one of which is access to quality education. In this regard, Tonga has adopted an inclusive education approach that allows for students with disabilities to learn in an ordinary school with their peers. Furthermore, Tonga has invested in quality data, as data disaggregation is an issue in making sure that no one is left behind. As a result, the country now has identification modules that can disaggregate collected data estimates by disability status. Finally, the Tongan delegation noted that it has adopted many initiatives for older persons and persons with disabilities, including labor mobility for seasonal workers and skills projects.

The NGO Major Group commended Tonga for its prioritization of social protection and its focus on human rights for vulnerable groups; however, the representative noted that Tonga has not yet ratified the Convention on the Elimination of all Forms of Discrimination Against Women or the Convention on the Rights of Persons with Disabilities and asked for an explanation.

### **Rwanda**

H.E. Ms. Claudine Uwera, Minister of State in Charge of Economic Planning at the Ministry of Finance and Economic Planning of Rwanda presented Rwanda’s first VNR. On leaving no one behind, the Constitution of Rwanda stipulates that “All Rwandans are born and remain equal in rights and freedoms” and “discrimination based on ethnic origin, skin color or race, sex, economic categories, economic status, physical or mental disability are prohibited and punishable by law.” Further, Ms. Uwera highlighted that persons with disabilities are represented in the Rwandan parliament.

### **New Zealand**

In responding to comments from the floor, H.E. Mr. Craig Hawke, Permanent Representative of New Zealand to the United Nations, highlighted the impacts of civil society to SDG implementation in New Zealand, stating that when the Government looked at the SDG indicators, there was a huge conversation around disaggregation so that inequalities can be addressed. Rather than only looking at Maori, this conversation enabled the government to also look at inequalities faced by other groups, such as persons with disabilities. The Permanent Representative noted the importance of data disaggregation in order to shape policies that leave no one behind.

### **Israel**

The VNR presentation of Israel began with a short video which was accessible with captions. Regarding well-being, health and happiness, the video highlighted that Israeli medical technologies and innovations are combatting diseases and disabilities around the world.

As a part of the official delegation of Israel, a youth representative presented the perspective of the youth in the country’s VNR. The representative noted that the youth of Israel strives to build a society based on the values of mutual care, equal opportunity and cooperation. Around 50% of Israeli youth are involved in volunteer activities at least once a week - one of highest percentages in the world. For example, this representative highlighted that he and his friends are active in the youth council of their city, focusing on green transportation and improving access to services for persons with disabilities.

### **Vanuatu**

H.E. Mr. Ralph Regenvanu, Minister of Foreign Affairs of International Cooperation and External Trade of Vanuatu presented the country’s first VNR and noted that progress has been made despite challenges confronting Vanuatu’s sustainable development. He highlighted that community, family and kinship serve as the primary social safety net, especially for the young, the elderly, persons with disabilities and all Ni-Vanuatu people. Further, Vanuatu is using ‘Vanuatu 2030: The People’s Plan’ as a vehicle to ensure the country meets its development goals. The Plan provides for an inclusive society which upholds human dignity and the rights of all Ni-Vanuatu, including women, youth, the elderly and other vulnerable groups. The Minister emphasized that vulnerable groups are also supported, protected and promoted in the country’s legislation and institutions. For example, he noted that Vanuatu recognizes that persons with disabilities have the same fundamental rights to life, respect and dignity as any other citizen and the country has passed the National Disability Inclusive Development Policy 2018-2025 to ensure these fundamental rights.

## **VNR Lab: Bridging the policy-statistics gap: Strengthening the use of data for evidence-based VNRs**

The Stakeholder Group of Persons with Disabilities presented in the VNR Lab on “Bridging the policy-statistics gap: Strengthening the use of data for evidence-based VNRs.” The UN Statistics Division organized the event with the objective to bring together national statisticians and policy makers from countries that have recently prepared VNRs, along with international partners and other stakeholders to exchange knowledge and share practices on using data for their voluntary national reviews and national SDG monitoring. The discussions focused on specific mechanisms, processes, partnerships and tools that countries have found useful in strengthening the use of data in their VNR reports. The SGPwD highlighted a good practice of community-driven data on the most marginalized groups, including persons with disabilities and the importance of this data to complement national statistical data.

# **Thursday, 18 July 2019**

## **VNR Presentations - First Time Presenters**

### **Cameroon, Tunisia**

Cameroon and Tunisia presented their VNRs together on a panel.

The President of the General Committee for Sectoral and Regional Development at the Ministry of Development, Investment and International Cooperation of Tunisia presented Tunisia’s first VNR and emphasized that the country has made progress in its commitment to the guiding principle of the 2030 Agenda. He noted that a set of programs and measures for the most vulnerable groups, particularly women and girls in rural areas, women who are victims of violence, rural children and young people, persons with disabilities and the poorest, have been adopted. Further, Tunisia has made progress for families in need, such as families with limited income, those with disabilities and those with poor children and those in situations of danger. There is a national program that supports families in need and, in 2018, the program ensured that 880,000 families benefitted from free or reduced rate medical assistance. The President went on to discuss national policies and programs which promote the rights of persons with disabilities and ensure equal opportunities for all. For example, the laws of protection for persons with disabilities ensure that financial support is provided to persons with disabilities who are in need or to their guardians. Tunisia also provides free healthcare and hospital fees, as well as free access to sports centers, free public transport, the right to education and training within the education system.

### **Congo**

H.E. Ms. Ingrid Olga Ghislaine Ebouka-Babackas, Minister of Planning, Statistics and Integration of the Congo, presented Congo’s first VNR. She emphasized that in order to implement the 2030 Agenda, the government, civil society, private sector, universities, development partners, representatives of persons with disabilities and various religious concessions worked together to take national ownership of the goals, targets and indicators of the SDGs. On SDG 4, the Minister indicated that the proportion of children with disabilities enrolled in school stands at 80% and the goal is to achieve a 95% enrolment rate. In her concluding remarks, the Minister reiterated that there are many actions, measures and programs in Congo that target youth out-of-school, persons with disabilities, child mothers and all other vulnerable groups, and all of this seeks specifically to eradicate poverty by ensuring that all citizens can benefit from the fruits and positive impacts of growth.

### **Nauru**

During the interactive dialogue, the NGO Major Group noted that Nauru has a special school for children with disabilities. The representative asked Nauru to elaborate on how persons with disabilities are mainstreamed into secondary education.

### **Oman**

Oman highlighted that they seek to ensure that persons with disabilities are integrated into the development process by creating an enabling environment for them and by providing opportunities for their active participation in all aspects of life. The Oman Youth Envoy at the UN spoke as a part of the Omani delegation during its VNR presentation. She urged youth participants to be part of the future that is going to be theirs. Further, she addressed Member States by stating that being present does not mean letting the youth talk and disregarding what they say. Rather, youth should be provided with the opportunities to better themselves, as well as the institutional power to enact change in policy making. She emphasized that this power should be provided to all, including males and females, persons with disabilities, minorities and those who suffer from poverty. Oman’s VNR presentation was concluded with a short video which was accessible with captions.

During the interactive dialogue, Tunisia asked Oman to elaborate on the degree of awareness of persons with disabilities and their families with regard to their rights and the services available to them. Additionally, Tunisia asked what efforts are made by Oman to raise awareness on these aspects. In response, the Omani CSO representative on the panel indicated that it works hand-in-hand with the government from the beginning to provide services to NGOs. The representative noted that there are 8 NGOs in Oman who are working to educate persons with disabilities by providing them with knowledge of their rights and information about how they can receive services in Oman. On dealing with disability-related stigma, Oman explained that over the past 10 years more families of children with disabilities are seeking services. Progress for persons with disabilities in Oman has come a long way and the country is working much more to include new issues that arise. Assessment tools in providing healthcare services and social care services are also being developed and private schools are being introduced in Oman to accommodate persons with disabilities.

### **Mauritius**

The VNR of Mauritius featured a video which showcased that public transportation is free for older persons, students and persons with disabilities.

During the interactive dialogue, Mr. Idriss Alzouma Maiga of the African Disability Forum and Stakeholder Group of Persons with Disabilities, delivered a VNR statement on behalf of the civil society of Mauritius. Mr. Maiga asked the Government how it will ensure that data on progress (or lack of progress) are disaggregated by income, gender, age, race, ethnicity, migration status, disability and geographic location, sexual orientation and gender identity, or other features. [Click here to read the full statement.](http://www.internationaldisabilityalliance.org/sites/default/files/idriss_alzouma_maiga_july_18th.docx)

### **Guyana**

During the interactive discussion, the Stakeholder Group on Ageing called on the Government of Guyana to further invest in strengthening capacity building on collection and disaggregation of data by income, sex, age, race, ethnicity, migratory status and disability in order to ensure evidence-based policymaking and monitoring of SDG implementation. The representative underlined that without a dynamic, evidence-based understanding of the challenges faced by marginalized groups, such as older persons, indigenous peoples and persons with disabilities, it is impossible to determine how to achieve the SDGs for them and the best way forward. The statement concluded with two questions to the Guyana delegation which were: (1) What concrete action is the Government of Guyana planning to undertake to leave no one behind? (2) How would the Government like to work together with civil society to improve the quality of life of older persons, indigenous peoples and persons with disabilities in Guyana?

In response to the question from the Stakeholder Group on Ageing, the Guyana delegation highlighted that there are special education schools which focus on persons with disabilities, as well as a national policy on disability.

### **Liechtenstein**

During the interactive segment, the Education and Academia Stakeholder Group asked Liechtenstein two questions: (1) What are the specific initiatives taken to focus on the social groups that are often discriminated against such as women, older persons, persons with disabilities, migrants and refugees, and LGBTI people among others? (2) What are the accessibility measures Liechtenstein has considered for those specific populations? In response, the delegation from Liechtenstein responded that they have instruments in place to avoid and also to prohibit discrimination such as a gender equality act and a disability act.

### **Turkmenistan**

As part of the official Turkmen VNR delegation, a youth representative spoke on behalf of 17 Young SDG Ambassadors that are working under the National SDG Center and promoting the SDGs in the public. In Turkmenistan, the Young SDG Ambassadors engage youth with disabilities and other groups of youth in their activities to ensure that no one is left behind.

During the interactive segment, Ms. Neeta Keshary from International Federation of Hard of Hearing People and Stakeholder Group of Persons with Disabilities was ready to deliver a collective statement on behalf of civil society. Unfortunately, due to time constraints, she was unable to deliver the statement.

## **Lessons learned from the first cycle of HLPF and Messages for 2019 HLPF Summit: What should Heads of State and Government know and how can we improve the HLPF?**

This session was organized as a townhall meeting with two parts. In the first part, a variety of actors and participants shared and discussed their assessment of how the HLPF has worked since 2016, what we have learned from the HLPF on implementing the SDGs and how it can be further improved. This provided an opportunity to take stock of the challenges and opportunities for the HLPF to deliver on its functions. In the second part, two Rapporteurs presented main messages from the eight days of the July HLPF to the SDG Summit in September 2019, building on the discussions at the HLPF.

Mr. Juan Angel de Gouveia from RIADIS delivered an official intervention on behalf of the Stakeholder Group of Persons with Disabilities in International Sign. Mr. de Gouveia called for accessibility and inclusion to ensure the meaningful participation of persons with disabilities in the High-level Political Forum.

# **Compilation of references to persons with disabilities in the 2019 Voluntary National Reviews**

This section of the report highlights main references to persons with disabilities in the 2019 Voluntary National Review reports submitted by the volunteering Member States at the High-level Political Forum on Sustainable Development at its 2019 meeting, in accordance with General Assembly resolutions 67/290 and 70/1. The analysis of VNRs revealed over 1,959 references to disability. While the rights of persons with disabilities were addressed in all VNR reports, sometimes the references are not CRPD compliant. For example, some reports refer to disability as a medical condition which requires rehabilitation of individuals. In other instances, children with disabilities are referred to as children with special needs. Despite this, the overall inclusion of persons with disabilities in the report is positive and many countries are implementing a rights-based approach when it comes to persons with disabilities. Several countries cited disaggregation of data by disability as a main challenge. However, notably, many countries have adopted or will adopt in the future the Washington Group Short Set of Questions on Disability into their national censuses, including Fiji, New Zealand, Timor-Leste, Tonga and the United Kingdom. Please find the main references to persons with disabilities from the VNR reports compiled below:

## **Algeria[[5]](#footnote-5)**

### **Sustainable Development Goals Progress**

**ODD 1:** Pour concrétiser ces orientations, l’Algérie a ratifié la Convention des Nations Unies relative aux Droits des Personnes Handicapées (CRDPH) en mai 2009 tandis que le Schéma national d’aména gement du territoire consacre sa quatrième ligne directrice à la promotion de l’équité territoriale.

A côté de ces institutions gouvernementales, le mouvement associatif à caractère social et humanitaire active en complémentarité avec l’action de l’Etat. A ce titre, 3746 associations à caractère social et humanitaire ont été agréées parmi lesquelles 119 gèrent des Centres de prise en charge dédiés à l’enfance privée de famille, aux enfants handicapés ou aux personnes âgées.

***Réalisations et niveau d’atteinte de l’objectif:*** La politique de développement rural lancée en 2009 a permis d’assurer les conditions de viabilité socio-économique des zones rurales et de réduire les iniquités pour celles défavorisées ou affectées de handicaps naturels. Ayant pour objectif essentiel la réduction de la pauvreté et l’amélioration des conditions de vie des populations, par la mise en place d’activités économiques à même d’assurer la stabilité des populations rurales dans leur milieu, ce programme a touché plus d’un million de ménages ruraux au niveau de plus de 1.400 communes par les projets de proximité de développement rural intégrés (PPDRI). A la fin 2018, un total de 11.982 PPDRI ont été lancés, soit un ef fort de 98% de l’objectif global de 12 148 projets. Le programme est axé sur la création d’actifs par l’installation de vergers arboricoles ou la mise en place d’unités d’élevage familial au profit de porteurs de projets, avec un total de bénéficiaires touchés, respectivement de 141.200 et 51.550 bénéficiaires.

Le Gouvernement a également renforcé le champ d’intervention du système national de protection sociale par son élargissement à tous les cycles d’âge (allant de l’enfance à la vieillesse) et à différentes formes de vulnérabilités couvertes (handicapés, personnes valides en difficulté sociale, jeunes primo-demandeurs d’emplois notamment).

Le système national de sécurité sociale englobe aussi une composante contributive obligatoire des secteurs privé et public offrant une couverture pour le travailleur assuré ainsi que pour le conjoint et les enfants et ascendants à sa charge. Le Gouvernement a étendu cette protection sociale, à la charge de l’Etat, à d’autres groupes qui n’exercent pas d’activité professionnelle tels que les étudiants, les personnes handicapées, les bénéficiaires d’allocations forfaitaires de solidarité et de chômage, les bénéficiaires des dispositifs d’insertion sociale et professionnelle ainsi que les personnes démunies non assurées sociaux.

Parmi les personnes vulnérables, les algériens en situation de handicap constituent une population souvent démunie et parfois inapte au travail. Les statistiques font état en 2018 de plus de 972.258 personnes détentrices de la carte de personne handicapée, dont 557.500 personnes atteintes d’invalidité à 100 %. Le Gouvernement a déployé des efforts importants pour prendre en charge cette frange de la population car celle-ci, plus que d’autres, est surexposée au risque de vivre dans la pauvreté. Des mesures ont été prises dans de nombreux domaines. Celles-ci englobent notamment le maintien du revenu des personnes handicapées à travers leur éligibilité à l’Allocation forfaitaire de solidarité. D’autres formes de protection incluent le bénéfice de la couverture sociale, l’accessibilité, le droit à l’éducation et l’emploi des personnes en situation de handicap (Cible 1.3).

Le Gouvernement est également conscient que les personnes âgées sans attache familiale, les familles à faible revenu soutenant des personnes handicapées à charge ou les femmes cheffes de famille sans revenus permanents peuvent être exposées à un taux de pauvreté disproportionné. Tous ces groupes sociaux sont éligibles à l’Allocation forfaitaire de solidarité et à la couverture sociale. En 2019, l’effectif à prendre en charge sera de 952.383 bénéficiaires avec 289.554 personnes à charge.

**ODD 4:** La loi d’orientation sur la formation et l’enseignement professionnel de 2008 réaffirme les options stratégiques de l’Algérie consistant à doter tout citoyen d’une qualification professionnelle reconnue et à assurer l’égalité des chances dans l’accès au service public de la formation et de l’enseignement professionnels avec des dispositifs particuliers pour la formation des personnes handicapées et des populations spécifiques.

***La scolarisation des enfants handicapés:*** Qant aux enfants handicapés, le Gouvernement a mis en place un ensemble de dispositifs pour assurer leur scolarité selon la nature et le degré de leur handicap. Ces enfants sont pris en charge, par des établissements d’éducation et d’enseignement spécialisés sous la tutelle du Ministère de la Solidarité Nationale, de la Famille et de la Condition de la Femme et par des établissements scolaires relevant du secteur de l’Education nationale où ils bénéficient d’une scolarité en intégration totale ou partielle. Au titre de l’année scolaire 2018-2019, 5264 élèves, dont 1908 filles, ont été inscrits, présentant une déficience mentale légère, autiste, handicap auditif ou visuel, et scolarisés en intégration partielle au niveau de 665 classes spéciales ouvertes dans les établissements scolaires relevant du secteur de l’éducation nationale.

Le secteur de la solidarité nationale intervient également dans l’éducation et l’enseignement spécialisés des enfants handicapés à travers un réseau infrastructurel composé de 238 établissements spécialisés, couvrant tout le territoire national et financés entièrement sur le budget de l’Etat. Ces établissements se répartissent en établissements d’éducation spécialisée (Centres psychopédagogiques pour enfants handicapés mentaux et Centres psychopédagogiques pour enfants handicapés moteurs) qui ont pour mission principale de développer les potentialités intellectuelles et motrices des enfants accueillis ainsi qu’en établissements d’enseignement spécialisé (Ecoles pour enfants handicapés visuels et Ecoles pour enfants handicapés auditifs) qui appliquent le Programme officiel de l’éducation nationale par l’utilisation de méthodes et techniques appropriées.

Il convient également de souligner qu’au titre de l’année scolaire 2018-2019, un nombre de 22 729 enfants et adolescents handicapés, dont 2 555 enfants âgés entre 3 et 5 ans (11.2%), sont pris en charge au niveau des établissements d’éducation et d’enseignement spécialisés et 8330 enfants, pris en charge par 111 établissements gérés par des associations intervenant dans le domaine du handicap, repartis à travers le territoire national. L’Etat contribue au budget de ces institutions.

La prise en charge psychopédagogique des enfants handicapés est assurée par une équipe pluridisciplinaire constituée essentiellement d’éducateurs spécialisés, maîtres d’enseignement spécialisé, professeurs d’enseignement spécialisé, assistants sociaux et psychologues (orthophonistes, cliniciens et pédagogues).

L’effectif du personnel exerçant au niveau des établissements d’éducation et d’enseignement spécialisés est de 12 859, dont 4887 personnels d’encadrement pédagogique. Il convient de souligner également que les enfants handicapés sensoriels, mentaux et moteurs bénéficient de la gratuité du livre scolaire, les enfants handicapés visuels ont bénéficié à leur tour de 39999 livres scolaires transcrits en braille dans toutes les matières enseignées pour les trois cycles d’enseignement (primaire, moyen et secondaire).

Le secteur chargé de la solidarité nationale intervient également en direction des enfants en situation de difficulté sociale en leur accordant des fournitures scolaires, ainsi que des cartables dotés de matériel technique et pédagogique pour enfants handicapés visuels. Plus de 220 000 enfants scolarisés y compris ceux ayant un handicap ont bénéficié de cette opération. Au titre de chaque année scolaire, les enfants handicapés scolarisés, et les enfants issus de familles démunies bénéficient d’une prime de scolarité annuelle de 3000DA.

Ces efforts ont permis aux enfants handicapés de réaliser, au titre de l’année scolaire 2017-2018, d’excellents résultats aux différents examens de fin de cycle scolaire. Le taux de réussite est de 94.7% pour le cycle primaire, 88.3% pour le cycle moyen et 68.2% pour le cycle secondaire (Cible 4.5).

***La formation professionnelle des personnes handicapées:*** La formation professionnelle des personnes handicapées est organisée et structurée au niveau de tous les établissements de formation professionnelle. Au titre de l’année 2018, 1249 stagiaires handicapés ont été inscrits et formés à travers les différents modes de formation et niveaux de qualification professionnelle au niveau de ces établissements. Il convient de signaler que 420 stagiaires handicapés ont été formés dans cinq établissements régionaux spécialisés dans la formation professionnelle situés dans les wilayas d’Alger, Boumerdès, Skikda, Laghouat et Relizane (Cibles 4.5, 4.a).

**ODD 10: *Réalisations et niveau d’atteinte de l’objectif:*** L’Algérie est profondément attachée à l’autonomie et l’inclusion économique, sociale et politique de toutes les personnes indépendamment, notamment, de leur sexe ou de leur handicap. Le Gouvernement s’attache à lutter contre la précarisation des conditions sociales, l’analphabétisme, l’absence de qualification et l’insuffisance de revenus qu’il considère comme des facteurs qui limitent le choix de vie des personnes et leur autonomie.

***Autonomiser les personnes en situation de handicap:*** L’Algérie, en souscrivant à l’agenda 2030 s’est engagée à lever les obstacles à l’inclusion des personnes handicapées. Parmi les groupes vulnérables, les personnes en situation de handicap constituent une frange importante de la population souvent démunies et parfois inaptes au travail. Le Gouvernement est conscient de cette situation et a pris des mesures dans de nombreux domaines qui englobent notamment le maintien du revenu des personnes en situation de handicap, l’éduction et la formation professionnelle, l’emploi et la protection sociale.[[6]](#footnote-6)

* Pour accroitre le revenu de cette frange de la population et ses opportunités, une allocation financière mensuelle est attribuée à toute personne de plus de 18 ans, sans ressources et présentant une incapacité totale de travail. A fin 2018, près de 557.490 personnes handicapées à 100% ont bénéficié de cette allocation.
* Le droit à l’éducation est consacré dans la loi d’orientation sur l’éducation nationale et dans d’autres instruments réglementaires qui prévoient que l’accès à l’éducation des personnes en situation de handicap peut se concrétiser par l’intégration scolaire en milieu ordinaire, et l’adaptation des programmes d’enseignement pour les enfants handicapés. Dans ce cadre, et d’après les statistiques de 2018, un enseignement et une éducation spécialisés sont dispensés aux enfants pour près de 22.729 enfants handicapés, pris en charge au sein des 238 centres spécialisés publics. Tout en encourageant leur scolarisation au sein des établissements de l’éducation nationale (inclusion en milieu scolaire ordinaire de 37.814 enfants handicapés sensoriels, non-voyants, malentendants, déficients mentaux) dont 5264 enfants handicapés au sein des 665 classes intégrées réparties à travers les 48 wilayas. 8330 autres enfants handicapés sont pris en charge par le réseau associatif.
* La formation professionnelle des personnes handicapées est organisée au niveau de tous les Etablissements de formation professionnelle. Par ailleurs et afin de prendre en charge la formation de personnes handicapées dans un apprentissage adapté, plusieurs centres régionaux spécialisés ont été créés à travers le territoire national.
* Le Gouvernement considère que l’insertion dans le marché de l’emploi des personnes en situation de handicap est la meilleure voie vers leur inclusion sociale. Ainsi, il est fait obligation aux employeurs de consacrer au moins un pour cent des postes de travail aux personnes handicapées ou de s’acquitter d’une contribution financière, versée dans le compte du fonds spécial de solidarité nationale. En outre, les employeurs qui procèdent à l’aménagement des postes de travail pour les personnes handicapées, bénéficient des subventions dans le cadre de conventions passées par l’Etat, les collectivités territoriales et les organismes de la sécurité sociale. Cette ‘discrimination positive’ assure une participation efficace des personnes handicapées, sur un même pied d’égalité avec les autres, dans des domaines essentiels de la vie socioprofessionnelle (Cible 10.2).

Parallèlement à cette politique salariale, l’Algérie a fait le choix d’une assurance sociale basée sur les principes de la solidarité et de la répartition, de l’unicité de la couverture pour tous les bénéficiaires et de l’uniformité des règles relatives aux droits et aux obligations des bénéficiaires, sans aucune distinction. Dans ce cadre, les personnes en situation de handicap n’exerçant pas d’activité professionnelle et celles émargeant aux dispositifs de l’allocation forfaitaire de solidarité bénéficient de la couverture sociale.

Elles bénéficient de toutes les prestations de la sécurité sociale, notamment, les soins médicaux, l’hospitalisation, les médicaments, les analyses de laboratoire, les cures thermales et la rééducation fonctionnelle. Une enveloppe de de près de 3 milliards de dinars algériens a été allouée en 2017 pour la couverture sociale des personnes handicapées. Durant cette même année, l’effectif des bénéficiaires de la couverture sociale a atteint 270.000 personnes handicapées à travers le territoire national (Cible 10.4).

**ODD 11: *Réalisations et niveau d’atteinte de l’objectif:*** La deuxième tranche de la ligne du Métro d’Alger, mise en circulation à la fin de l’année 2015, est totalement accessible aux personnes handicapées et conforme aux normes internationales d’accessibilité. De même, toutes les lignes des tramways réalisées au niveau national (quais et voitures) sont accessibles aux personnes handicapées et fournissent les indications nécessaires facilitant leurs déplacements. Par ailleurs, le Gouvernement a pris, à travers le décret exécutif d’avril 2006, des dispositions donnant droit aux personnes handicapées à la gratuité du transport ou à la réduction de ses tarifs.

Afin de rendre effective l’application des différents dispositions d’accessibilité, le Gouvernement a mis en place une commission d’accessibilité regroupant des représentants des différents départements ministériels et organismes, ainsi que des associations de personnes handicapées afin de suivre la mise en œuvre et évaluer l’état d’avancement des programmes liés à l’accessibilité.

## **Azerbaijan[[7]](#footnote-7)**

Azerbaijan, like other countries, started the implementation of SDGs with national ownership. National ownership requires the participation of all stakeholders, including central and local executive authorities and legislative bodies, academia, civil society and private sector in the process of implementation of SDGs and preparation of related reports. According to the principle of “leaving no one behind”, it is crucial to create opportunities for different vulnerable groups, especially for elderly people, people with disabilities, children, women, youth, refugees and internally displaced persons (IDPs) to be closely involved in these processes, and for all citizens, in general, to directly participate in this process.

### **Republic Innovation Contest**

Two initiatives on conducting Republic Innovation Contests have been realized as a result of the successful joint action of the Ministry of Economy and the UN Office in Azerbaijan with the aim of implementing the goals of the 2030 Agenda by adapting to the targets in this area, encouraging innovation, promoting high-added-value areas, and supporting the implementation of the “Azerbaijan 2020: Look into the Future” Development Concept and the “Strategic Road Maps for the national economy and main economic sectors.” This contest is considered to be the first competition of national significance carried out in our country in the field of innovation.

Projects in the following areas have been submitted to the National Innovation Contest:

* ***Social:*** innovative social services; innovative idea on mutual cooperation between the public and private sectors and vocational education institutions; labor planning and organizational culture; innovative idea or mechanism related to active labor market and employment activities; innovation in social infrastructure and public life; innovative projects aimed at improving the services provided in the areas of healthcare and education; protection of cultural and natural heritage; development of the capacities of vulnerable population groups (children, youth, people with disabilities, etc.) and advocacy related to gender issues; planning and management of residential areas; improving the quality of utility services; solutions for the integration of vulnerable groups (children, youth, people with disabilities, etc.) into society; application of innovative ideas and solutions with regard to the use of publicly available data; IT solutions in city management (Smart City); urbanization.

### **Leaving no one behind**

In accordance with the principle of ‘leaving no one behind’, issues related with vulnerable groups, including refugees and IDPs, elderly people, people with disabilities, children, youth, gender equality and other similar issues are in the centre of attention. The commitment of ‘leaving no one behind’ and avoiding inequality and discrimination in SDGs requires that efforts are channelled from mid-level layers towards the most marginalized population groups. For this, it is necessary to classify the data according to gender, age, income/welfare, location, ethnicity, and disability, the fact of being a refugee or IDP and other specific socioeconomic characteristics (disaggregation) in accordance with the principle of “leaving no one behind”.

In line with the social policy pursued in the country, goal-oriented steps have been taken towards strengthening of the social protection and improvement of the living conditions of vulnerable population in 2018 as well. The Decree dated 2 August 2018 of the President of the Republic of Azerbaijan provided for allocation of 20 million manats for purchase of at least 300 additional apartments in 2018 for Karabakh war-disabled persons and families of martyrs, thereby allowing the Ministry of Labour and Social Protection of Population to provide the people from these categories with 626 apartments, that is, three times as much as originally intended.

Boarding schools existing in the country serve to prevent exclusion of vulnerable children from education. 4,700 schoolchildren study in 13 boarding schools under the Ministry of Education in the academic season of 2018-2019, 1,691 out of them are female. 570 of them are in the 2nd grade and 588 are in the 3rd grade. 5,492 students study in 16 gymnasiums with integrated training, 2,003 out of them are female. 4,043 students study in 8 boarding gymnasiums, 1,601 out of them are female. 658 of them are in the 2nd grade and 695 are in the 3rd grade. 402 of them are in the 2nd grade, and 455 are in the 3rd grade. 1,877 children with disabilities study in 7 boarding schools functioning under the Ministry of Education for children with disabilities in 2018/2019, 646 out of them are female. 864 children with disabilities study in 9 boarding schools with integrated training, 274 out of them are female.

2018-2024 State Program on Development of Inclusive Education for People with Disabilities in the Republic of Azerbaijan was approved through the relevant Decree of the President of the Republic of Azerbaijan. The aim of the Program, which was developed with support from Heydar Aliyev Foundation and UNICEF, is to ensure equitable access of children with disabilities to education at all levels and create an enabling environment for their education. In frames of a joint project with UNICEF in this area, 54 children were enrolled in inclusive education in 4 general education schools.

With a view to enrolling children with disabilities in special education in their communities, special education classes were opened in 8 boarding schools and boarding educational institutions. At present, 1,823 children with disabilities study in boarding schools for them, while 875 children with disabilities study in special education classes of boarding schools with integrated training.

In addition to the measures taken by the government, there are also a number of projects implemented by CSOs, private sector and international partners. These projects include, but are not limited to, the following:

* State Committee for Family, Women and Children Affairs and UNICEF conducted a survey in Gazakh and Agstafa districts in 2017 to study the problem of child negligence and evasion of education. The survey results were analysed in 2018 and discussions were held with UNICEF on implementation of activities to address the problems of neglected children who avoid education. It was determined that it could be effective to involve social workers in the operation of Juvenile Affairs and Rights Defence Commissions functioning under the district/ city executive powers in order to increase the access of children to education and other social services. During the project, the knowledge and skills of the employees of the Commissions under the executive powers on prevention of negligence of children and evasion of education were improved, and the work with vulnerable children continues based on a relevant program upon the completion of the project. The project benefited a total of 316 people, 140 of them being direct beneficiaries and 176 being indirect beneficiaries. 159 of beneficiaries were children, and 16 of them had disabilities.

### **Institutional Mechanisms**

There is a need in the country to expand the coverage and deepness of the national information systems relating to SDGs and improve their coordination by enhancing their logistical and human capacities and software support, and to develop evaluation capacity. In the following directions:

* Detailed information: the commitment of “leaving no one behind” and avoiding inequality and discrimination in SDGs requires that efforts are channeled from mid-level layers towards the most marginalized population groups. For this, it is necessary to classify the data by gender, age, income/welfare, location, ethnicity, disability, refugee or IDP status, and other specific socio-economic characteristics (disaggregation) in accordance with the principle of “leaving no one behind”

### **Conclusions and recommendations of the evaluation carried out by MAPS Mission on prioritization and alignment with SDGs of the state programs and other policy documents that are being implemented or drafted**

With support from the UN Headquarters, a Mainstreaming, Acceleration and Policy Support (MAPS) mission comprised of 9 experts was fielded to Azerbaijan (May-June, 2017) with a view to providing technical and policy support for adaptation of SDGs to national priorities. In the frame of this visit, the mission met with different state agencies, collected and analysed official documents, administrative and statistic data to draft *Mainstreaming, Acceleration and Policy Support for Achieving Sustainable Development Goals* report.

The analyses on SDG Platform 1 covers employment, labour market, unemployment statistics by age, gender and sectors, wage and decent work, promotion of economic growth in labour-intensive sectors (agriculture, tourism etc.) and enhancement of inclusiveness in these sectors. Besides, the relevant section of the report mentions that the economy of Azerbaijan has been further diversified, rapid and sustainable development is ensured, and generation of jobs for youth, women, and people with disabilities is always promoted.

### **Sustainable Development Goals Progress**

**Goal 4:** SDG 4 stipulates ensuring free and equal access for everyone to quality early childhood development services and achievement of literacy and numeracy by all youth and adults, elimination of gender inequality in education, substantial increase in the number of youth and adults possessing acceptable technical and vocational skills for employment, decent jobs and entrepreneurship, and promoting sustainable lifestyles, human rights, gender equality, culture of peace, as well as non-violence. This, in turn, necessitates establishment of educational institutions that are child, disability and gender sensitive, and provide safe, inclusive and effective learning environment, and substantial global expansion of the number of scholarships for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs.

The Law of the Republic of Azerbaijan “On preschool education” was approved by the Decree of the President of the Republic of Azerbaijan on 14 April 2017, in order to ensure a more effective regulation of the preschool education system. To ensure the execution of the Decree dated 19 June 2017 of the President of the Republic of Azerbaijan “On application of the Law dated 14 April 2017 of the Republic of Azerbaijan on preschool education,” the “Procedure for admission to preschool education institutions” (approved by the 19.01.2018 decision No.16 of the Cabinet of Ministers), the “State standards for the education of preschool-age children with disabilities,” and the “Procedure for the organization of preschool education in family-type community-based short-term training groups” have been approved.

The Law of the Republic of Azerbaijan “On vocational education” contains a number of provisions related to organization of inclusive education in the vocational education system and ensuring the accessibility of vocational education for all by creating equal conditions for everyone.

In addition, the “Procedure for admission to vocational education institutions” approved by 15 March 2019 Decision No. 102 of the Cabinet of Ministers of the Republic of Azerbaijan provides that people with disabilities, as well as children who have lost their parents or have been deprived of parental care shall be admitted to vocational education institutions without competition.

**Goal 8:** According to Article 16 of the Labor Code of the Republic of Azerbaijan, during hiring or a change in or termination of employment no discrimination among employees shall be permitted on the basis of citizenship, gender, race, religion, nationality, language, place of residence, property status, social background, age, marital status, political views, affiliation with trade unions or other public associations, professional standing, or other factors unrelated to the professional qualifications, professional competence or job performance of the employees, nor shall it be permitted to establish privileges and benefits or directly or indirectly limit rights on the basis of these factors. The concessions, privileges and additional safeguards for women, people with disabilities, and others under the age of 18 who are in need of social protection shall not be considered discrimination. Employers or other natural persons who, in frames of labor relations, subject employees to discrimination described in Paragraph 1 of this Article shall be liable in the manner established by the Legislation.

On the basis of existing demographic trends and development perspectives and the determined economic priorities in the Republic of Azerbaijan, “The Employment Strategy of the Republic of Azerbaijan for 2019-2030” was approved by the Presidential Decree No.1138 dated 30 October 2018 with the purpose of formulation of a long-term state employment policy aimed at ensuring effective employment.[[8]](#footnote-8) The main goals of the Strategy include the minimization of the youth unemployment rate, reduction of the proportion of youth (15-24 year old) not involved in employment or education to 15% by 2030, achievement of effective employment and decent work for all layers of population (especially for youth, women and people with disabilities) by 2025.

**Goal 10:** This goal provides for the creation of equal conditions for active involvement of everyone in social, economic and political life, reduction of inequalities in income, improvement of the regulation and monitoring mechanisms of global financial markets and institutions, and facilitation of legal migration and safe mobility of people irrespective of their age, sex, disability, race, ethnicity, religion or other properties.

Since 2013, the State Agency for Public Service and Social Innovations under the President of the Republic of Azerbaijan has been providing public services on mobile basis to people with disabilities in need of outside care and assistance and to children with disabilities at no extra charge. In 2018, mobile services at no extra charge were provided in Baku and Sumgayit cities at the request of 299 people with disabilities in need of outside care and 18 children with disabilities.

**Goal 16:** In accordance with the UN Convention on the Rights of Persons with Disabilities, facilities for easier movement of people with disabilities, including visually impaired people, are provided in new court buildings. In particular, lifting equipment has been installed in those court buildings to help people with disabilities enter the building, a special floor coating has been used on the first floor for their easy movement, and the boards placed in public area displaying the names of all rooms also feature special lettering for visually impaired people.

When talking about the access of people with disabilities to justice, the Law “On the rights of people with disabilities” adopted on 31 May 2018 should be specifically mentioned. The law contains provisions on judicial guarantees for people with disabilities, including provision of specialist intermediary (readers and professional sign language interpreters) services for people with disabilities who participate in court proceedings and need assistance of specialist intermediaries.

**Goal 17:** SDG 17 envisions enhancement of macroeconomic stability, assistance to developing countries in attaining long-term debt sustainability, addressing the external debt of highly indebted poor countries, doubling the least developed countries’ share of global exports, facilitation of market access and science, technology and innovation capacity-building for these countries, and strengthening national statistical capacity to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts in order to measure progress on sustainable development.

The need to organize adequate provision of information to make quick decisions against the backdrop of current challenges and to analyze their implementation requires producing accurate and detailed statistical data to monitor the status of achievement of the national priorities and improving official statistics based on new challenges to provide continuous informational support. To this end, organization of statistical observations in social, economic and multidisciplinary statistics for the next period and development of their methodologies, provision of legal, administrative and informational support for the production of metadata and classifications and official statistical materials, increasing of the user satisfaction, international cooperation, and strengthening of the material-technical base and personnel capacity in the framework of the “State Program for the development of official statistics in the Republic of Azerbaijan in 2018-2025,” which was launched last year, will support further development of the statistical data collection capacity. The State Program contains such important measures as integrating the databases of state agencies with the statistical database of the State Statistical Committee, and creating a statistical database and internet portal to monitor the progress on the SDG and inform the public, with the aim of achieving a number of indicators under the SDG, including acquiring statistical data on workforce, poverty, informally employed population, employment of people with disabilities, use of child labor, different population segments’ access to food and factors affecting it, structure and development trends of agriculture through census, cargo and passenger transportation by road, social welfare of mothers and children in the country, time use by different socio-demographic groups of population, population’s access to and use of information and communication technologies, etc., as well as producing additional statistical data on the SDG in accordance with the growing demand.

### **Way forward**

Azerbaijan considers SDGs an important opportunity and will continuously work on aligning state programs and policies with the SDGs to make sure there is greater policy coherence at all levels and that resources are utilized in areas that need them the most. The following initiatives are on the spotlight for working towards the achievement of SDGs in Azerbaijan:

* **Implementation of targeted projects on priority targets:** Developing and implementing projects and targeted interventions aimed at accelerating progress towards achieving national SDG priorities. These include:
  + Improve the availability of high-quality, relevant and reliable data on SDG indicators disaggregated at the level of sub-groups by income level, sex, age, race, ethnicity, migration status, disability, geographical location and other specifications important in national context.

## **Bosnia and Herzegovina[[9]](#footnote-9)**

The concept of ‘Leaving no one behind’ is aimed at eliminating the multidimensional causes of poverty, inequality and discrimination and reducing the intersecting and multiple vulnerabilities of the most marginalized people. These include women, children, refugees, internally displaced persons, migrants, minorities, stateless persons, people living with disabilities, the elderly and populations affected by conflict, natural disasters and health emergencies. It implies strengthening national systems and processes of accountability to monitor progress and provide remedies.[[10]](#footnote-10)

### **Sustainable Development Goals Progress**

**SDG 1:** The Republika Srpska Ministry of Health and Social Welfare funded projects for the provision of support to households in social need through the revenue obtained though the tax on games of chance in 2015 and in 2017. It funded projects for the support of single parents of children with developmental difficulties and other socially vulnerable families with children with developmental difficulties, in accordance with the goals defined in the Strategy for Improving the Social Position of People with Disabilities in Republika Srpska 2017–2026.

**SDG 4:** The Republika Srpska Education Development Strategy for the period 2016–2021 recognizes persons with disabilities. The number of pupils with developmental difficulties is increasing each year: currently there are 1,484 (1.61%) pupils with developmental difficulties in primary education and 369 (0.93%) in secondary education. Since 2010, the Government of Republika Srpska has financed assistants for autistic children in education (4 in 2010 and 205 in 2017/2018). Scholarships are awarded to pupils with disabilities (12 in 2015, 10 in 2016, 11 in 2017 and 9 in 2018).

**SDG 5:** Employment policies implemented in Bosnia and Herzegovina are divided among the entities, Brčko District and the cantons. The measures implemented in the Federation of Bosnia and Herzegovina by the Federal Employment Office relate directly to women, such as the employment of women, women’s start-ups and the many training programs implemented, and motivational lectures delivered with the aim of including women in the labor market. Moreover, measures are being implemented in both entities, Brčko District and the cantons to support unemployed people by providing equal access for men and women and vulnerable groups, such as young people, Roma and people with disabilities, etc. Also, the Federal Ministry of Education and Science implements programs of training, vocational training and training of adults with a focus on women, in order to facilitate their integration into the labor market.

**SDG 10:** Reducing inequality within the country implies improvement of the position of vulnerable groups comprising of persons with disabilities, Roma, returnees and internally displaced persons, families with two or more children, the elderly, unemployed, low-skilled workers, women, young people and children.

Recently a personal disability allowance for civilians with disabilities and the right to day care, as a mandatory right, have been introduced. In addition, children and youth with disabilities are entitled to attendance allowance, increased child benefit and the right to equal opportunities all of which provides them with support in education.

For the purposes of employment, professional rehabilitation and achieving the more complete labor and social integration of persons with disabilities, the Federation of Bosnia and Herzegovina adopted the Law on Professional Rehabilitation, Training and Employment of Persons with Disabilities and established the Fund for Professional Rehabilitation and Employment of Persons with Disabilities in 2010. Over the period 2010–2015, the Fund supported the employment of 652 persons; since 2015, it has supported the employment of 2,706 persons with disabilities. In compliance with its legal obligation, the Fund refunds allowances and salaries for more than 1,950 employees with disabilities.

**SDG 13:** The unprecedented flood event that hit the country in 2014 revealed the extent to which Bosnia and Herzegovina is exposed to climate change and natural hazards. Around a quarter of the territory of the country and one million people or around 27% of the population were affected including vulnerable groups, more precisely, 78,564 unemployed people, 60,000 children and 10% of people with disabilities. The total damage was estimated at around USD 1.7 billion, while economic losses were in excess of USD 1.5 billion. Rural households, small and medium-sized enterprises and farmers as well as vulnerable groups of the population were most affected. The floods had a detrimental effect on around 15% of the country’s GDP and 70,000 hectares of arable land and over 50 local government units experienced nearly complete devastation of the service infrastructure, including hospitals, schools and administrative centers.

According to the UNDP Human Development Report ‘Risk-Proofing the Western Balkans: Empowering People to Prevent Disasters’, the disturbing experience of the floods had a far deeper and longer-term development effect on Bosnia and Herzegovina. It caused was equivalent to a five-year setback in terms of achieving the goals of an increased gender equality, lower poverty rates, reduced marginalization and more equality for minority groups and persons with disabilities.

## **Burkina Faso[[11]](#footnote-11)**

### **Processus d’alignement des politiques publiques aux ODD**

Au niveau social, il s’agira, d’ici 2020, d'identifier et d'insérer au moins 75% des personnes marginalisées ; d'accroître la proportion des personnes en situation de handicapés actifs occupés de 2,2% en 2015 à 50% en 2020 ; d’améliorer la prise en charge des enfants vulnérables en faisant passé le proportion de 45% en 2015 à 70% en 2020 ; de promouvoir l’entreprenariat féminin par l’augmentation des femmes propriétaires d'entreprises parmi les entrepreneurs de 21% en 2015 à 50% et de réduire le nombre d'enfants en situation de rue de 5 721 en 2015 à 2 860 . Outre ces aspects relatifs aux réductions des inégalités, le pays envisage à travers son référentiel de développement promouvoir les emplois décents et l’amélioration de la protection sociale pour tous.

### **Prise en compte des groups vulnerables**

Le Régime d’assurance maladie universelle (RAMU) : c’est un système de protection sociale inclusive et solidaire dont le processus de mise en place, en plus de la promotion de bien-être social qui en découle, ouvre des perspectives de lendemain meilleur. Concernant les personnes indigentes, les femmes enceintes, les enfants (moins de 5 ans), les handicapés, les personnes âgées, les charges de cotisation sont assurées par l’Etat à travers l’initiative de la gratuité des soins adopté depuis 2016.

### **Sustainable Development Goals Progress**

**ODD 1:** Outre les politiques, plusieurs projets et programmes de développement ont été exécutés ou sont en cours d’exécution avec pour objectif contribuer à la réduction de la pauvreté sur toutes ses formes. Il s’agit notamment : du Programme d’appui à la transformation de l’économie et à la création d’emploi (PATECE), du Programme national du secteur rural (PNSR), du projet filets sociaux ‘‘Burkin naong sa ya [[12]](#footnote-12)’’, du projet d'appui à la formation professionnelle, à l'emploi et à l'entreprenariat des personnes handicapées au Burkina Faso, du Programme spécial de création d'emplois pour les jeunes et les femmes (PSCE/JF (Phase 2 -2015-2018, du Programme augmentation de revenus et promotion de l'emploi décent en faveur des femmes et des jeunes (PARPED), du Projet emploi jeunes et développement des compétences (PEJDEC), du Projet de renforcement de la protection sociale (PRPS), du Programme national de volontariat Burkinabè (PNVB), du programme d’urgence au sahel (PUS), du Programme d’appui au développement local (PADEL) et du programme national de l’entreprenariat rural.

***Cible 1.3 : Mettre en place des systèmes et mesures de protection soci ale pour tous, adaptes au contexte national, y compris des socles de protection sociale, et faire en sorte que, d’ici à 2030, une part importante des pauvres et des personnes vulnérables en bénéficient.*** Dans le domaine de la protection et la promotion des droits des personnes handicapées, la prise en charge de ce public cible a connu une hausse significative qui est passée de 23,63% en 2014 à 32 ,74% en 2017. Ce progrès a été possible grâce à l’adoption de la Loi N°2010- 012/AN portant protection et promotion des droits des personnes handicapées au Burkina Faso ainsi que de ses décrets d’application qui ont permis de leurs délivrer des cartes d’invalidité. Aussi, peut-on noter l’octroi de matériel spécifique et de mobilité aux personnes handicapées, l’ouverture des concours de la fonction publique aux personnes handicapées, la prise en charge intégrée des enfants handicapés grâce à l’appui de l’Unicef, le placement en formation professionnelle des jeunes handicapés et l’accompagnement des personnes handicapées dans l’élaboration de leurs microprojets économiques ainsi que leur financement.

**ODD 3:** Concernant la lutte contre le VIH/SIDA, des insuffisances et des difficultés demeurent. Il s’agit de la persistance de poches de transmissions du VIH au sein des populations jeunes et les groupes spécifiques comparativement à la population générale. En effet, ces populations (TS, HSH, personnes vivant avec un handicap et détenus) enregistrent toujours des prévalences 2 à 8 fois supérieures à la prévalence de la population générale qui est de 0,8% en 2018 selon ONUSIDA. On note également l’insuffisance du dépistage et de la prise en charge des femmes enceintes ainsi que des enfants infectés en plus de l’accès en général des PVVIH à la mesure de la charge virale.

**ODD 4:** Dans le domaine des œuvres sociales, 35,2% des étudiants en situation de handicap bénéficient d'un appui spécifique comblant ainsi la Cible PNDES prévue qui est de 11%.

**ODD 8:** L’analyse de l’emploi des personnes handicapées montre que la proportion des personnes handicapées actives occupées est de 2,3% en 2014.

## **Cambodia[[13]](#footnote-13)**

### **Sustainable Development Goals Progress**

**SDG 10:** The Royal Government of Cambodia (RGC) has adopted the *National Policy on Housing and Policy on Incentives and Establishment of the National Program for Affordable Housing Development*; has built a number of affordable houses in Phnom Penh and Kandal provinces; has developed information technology system for the management of property construction data by connecting to Geographical Information System of Google Maps; has granted land titles, social land concessions and built houses for families of soldiers and police officers, families of deceased soldiers, veterans with disability who are living in poverty without land/ houses currently based along the borders. All social land concession programs have provided land to a total population of 78,545 households equaling 140,765.47 hectares and constructed houses for a total population of 6,699 and decided to provide over 1.2 million hectares equal to 71 land titles for approximately 400,000 families through the implementation of ‘Old political issues New activities in the land sector’.

**Challenges:** There is a limited coverage of social services. The link between the ID card and Identification of Poor household (IDPoor) scheme has not been connected into a system for good management of information about the poor and vulnerable. There is a lack of capacity to assess disabilities; and as a result, some disabled/ invalid persons are left behind. Social protection reforms hold much promise for keeping inequality in check, and promoting redistribution alongside a safety net to support economic activity.

**SDG 1:** In the past, efforts have been made to enact and implement various social policies, specifically to ensure that poor and vulnerable people receive support through the establishment of orphanages, facilities for people with disabilities, maternal and newborn care centers, health services, subsidy to poor people who need treatment or child delivery service, free primary and secondary education, etc. In addition, the RGC established the National Social Security Fund for Civil Servants, the National Social Security Fund, the National Fund for Veterans and the People with Disabilities Fund, to guarantee a stable income for citizens through pensions, healthcare, employment injury allowance, disability allowances and other allowances. These activities are consistent with the poverty reduction policies and the RGC’s socioeconomic development policies already established in other key policies, in particular the Rectangular Strategies and the National Strategic Development Plan.

**Cambodian Sustainable Development Goal 18: End the negative impact of Mine/ Explosive Remnants of War (ERW) and promote victim assistance**

Target 18.3 on Cambodian Sustainable Development Goal 18 is to promote the rights and improve the quality of life of persons who have disabilities due to landmine/ ERW accidents. Progress on the target is ahead of schedule.

The RGC has made efforts in providing social protection schemes and formulation of policy documents to address needs and assistance for persons with disabilities. The *National Disability Strategy Plan 2019-2023* sets out priority policies in the implementation of reform programs in disability services, aimed at promoting institutional capacity and strengthening social and economic infrastructure for the creation of job opportunities for persons with disabilities, poverty reduction and development of essential works in the disability sector in Cambodia. Disability issues are also included in the *National Strategic Development Plan 2019-2023*, the *National Mine Action Strategy 2018-2025*, and various policies and programs of ministries, institutions and authorities at all levels.

## **Cameroon[[14]](#footnote-14)**

La méthodologique ayant encadré la préparation de la participation du Cameroun à ce Forum s’est articulée principalement autour de quatre phases:

* la mise en place d’une équipe de coordination du processus;
* la revue documentaire et la collecte des données et informations sur l’état de mise en œuvre des ODD auprès de tous les acteurs, y compris les populations vulnérables à l’instar des personnes en situation d’handicap;
* la production participative et inclusive du rapport;
* la validation technique et stratégique du rapport.

### **Politiques et environnement favorable**

Au niveau du Gouvernement, l’appropriation nationale de l’Agenda 2030 des ODD s’est faite dans le cadre du processus de localisation inclusive des ODD au Cameroun. En effet, ce processus qui a débuté en fin 2015 avait, entre autres, pour objectif de renforcer l’appropriation nationale des ODD par l’ensemble des acteurs de développement du Cameroun. Sur le plan opérationnel, la localisation nationale des ODD s’est, conformément à la démarche participative et inclusive retenue à cet effet, articulée autour de plusieurs ateliers organisés notamment dans les dix régions du pays avec la participation de toutes les couches de populations : les jeunes, les femmes, les personnes vivant avec un handicap, les populations dites autochtones (Baka, Bororo, etc.), afin de refléter leurs préoccupations dans les priorités à adopter. Le mot d’ordre étant de « ne parler de nous sans nous, alors que nous sommes là ! ». Dans l’optique de renforcer l’appropriation des ODD par l’ensemble des participants auxdits ateliers, des présentations spécifiques couplées des échanges ont eu cours durant ces ateliers. De plus, la documentation y relative a été mise à la disposition des participants. En perspective, le Gouvernement envisage d’inclure les ODD dans les programmes scolaires et universitaires.

***Inclusion:*** L’inclusion dans le cadre de l’agenda 2030, souvent présentée par le principe de « ne laisser personne de côté », souligne la nécessité d’inclure, dans les bénéficiaires de l’action publique, toutes les populations, toutes les couches sociales, notamment les plus déshéritées, vulnérables et exposées aux chocs (climatiques, économiques, financiers etc.). Au titre des couches sociales vulnérables que compte le Cameroun, l’on peut citer les femmes, les jeunes, les personnes handicapées, les populations autochtones, les enfants en conflit avec la loi, les réfugiés etc. Les mesures prises par le Gouvernement pour la promotion de l’inclusion sociale sont davantage d’ordre juridique, institutionnel et politique et opérationnel.

Sur le plan juridique, le Cameroun a ratifié tous les instruments internationaux de protection des droits de l’homme à caractère général (Déclaration universelle des Droits de l’homme, Charte des Nations Unies, Pactes internationaux relatifs aux droits civiques et politiques, et aux droits économiques, sociaux et culturels…) et à caractère spécifique (Convention relative aux droits de l’enfant, Convention sur l’élimination de toutes les formes de discrimination à l’égard des femmes, la ratification de la Convention relative aux droits des personnes handicapées est envisagée). Le Cameroun a aussi fait siennes les Règles des Nations Unies pour l’égalisation des chances des personnes handicapées, les principes des Nations Unies pour les personnes âgées, la Déclaration Politique et le Plan d’Action International de Madrid sur le Vieillissement.

### **Sustainable Development Goals Progress**

**ODD 4:** Par ailleurs, des actions sont menées conjointement par plusieurs administrations publiques pour assurer la prise en compte des normes de qualité et de l’approche inclusive dans la construction des établissements scolaires. L’application de la loi de 2010 portant promotion et protection de la personne handicapée a permis de mettre en place 68 écoles inclusives au niveau primaire à titre expérimental au niveau du ministère en charge de l’éducation de base.

***Progrès réalisés en matière de promotion de l’Education au développement durable:*** En termes d’avancées enregistrées dans ce domaine, l’on peut noter que l’intégration des modules sur l’éducation à la citoyenneté et au développement durable fait l’objet d’une attention particulière au niveau des instances en charge de l’élaboration des curricula scolaires et académiques. Pour ce qui est de l’éducation citoyenne, l’Etat a consacré tout un département ministériel à la jeunesse et à l’éducation civique pour encadrer et former la jeunesse sur les valeurs citoyennes. Par ailleurs, l’intervention des volontaires a permis de sensibiliser plus de 12000 jeunes et moins jeunes sur l’éducation civique et l’intégration nationale. La contribution des volontaires a privilégié les élèves, étudiants, jeunes désœuvrés et enfants en difficulté, les femmes et les personnes vivant avec un handicap. Cette action a été rendue pérenne par la création d’un corps spécialisé de volontaires pour l’éducation populaire.

**ODD 8: *Perspectives en vue de la promotion de la Prospérité partagée***: Les principales actions envisagées par le Gouvernement dans le cadre de cette thématique concernent:

* la multiplication des postes de travail destinés aux personnes vulnérables (femmes, personnes handicapées et âgées) autant dans la fonction publique que dans le secteur privé.

**ODD 10:** Par ailleurs, en vue de renforcer l’autonomisation des couches les plus vulnérables notamment les femmes, les jeunes et les handicapés et de réduire significativement les inégalités qui affectent particulièrement ces groupes, des actions ont été entreprises dans le cadre de la décentralisation à savoir entre autres : l’assistance ou l’appui aux personnes nécessiteuses, la mise en place d’un registre social unifié pilote dans la commune de la Mefou-et-Akono devant être élargi aux autres communes en 2019, la prise en charge des femmes et des filles dans le cadre des Centres de Promotion de la Femme et de la Famille transférée aux communes par l’Etat, la réparation des fistules obstétricales chez plus de 1500 victimes pour faciliter leur inclusion sociale.

**ODD 11: *Progrès réalisés en matière d’accès à un logement décent:*** Dans le cadre du programme gouvernemental de construction de 10 000 logements sociaux et d’aménagement de 50 000 parcelles, du projet chinois 1520 logements sociaux et du PLANUT 800 logements sociaux, au total 6 000 logements ont été construits. D’autres projets visant la mise en œuvre des ODD sont en cours notamment : le Projet de Développement des Villes Inclusives et Résilientes (PDVIR) visant 651 400 personnes dont 313 310 femmes sur 280 ha de superficie de zones à protéger des inondations et 900 ha de superficie de zones à précaires à aménager ; le Programme C2D Capitales Régionales pour le désenclavement des quartiers et l’amélioration des services de base dans les quartiers défavorisés ; le Projet de drainage des eaux pluviales à Douala. Il faut préciser que l’ensemble des actions sont réalisées sur le terrain à travers l’approche « mobilisation citoyenne », avec une forte participation des populations bénéficiaires et une prise en compte des personnes vulnérables (femmes, jeunes, handicapés, personnes âgées, etc.) dans la formulation et la mise en œuvre.

## **Central African Republic[[15]](#footnote-15)**

### **Sustainable Development Goals Progress**

**ODD 10:** La RCA s’est engagée depuis des décennies à réduire les inégalités à travers l’élaboration et la mise en œuvre des Documents de Stratégie de Réduction de la Pauvreté (DSRP1, DSRP2) et le RCPCA (2017-2021).

Dans le cadre de l’exercice de priorisation, la RCA a retenu 3 cibles. Il s’agit de : C10.1 : d’ici à 2030, faire en sorte, au moyen d’amélioration progressives, que les revenus des 40% les plus pauvres de la population augmentent plus rapidement que le revenu moyen national, et ce, de manière durable ; C10.2 : d’ici à 2030, autonomiser toutes les personnes et favoriser leur intégration sociale, économique et politique, indépendamment de leur âge, de leur sexe, de leur handicap, de leur race, de leur appartenance ethnique, de leurs origines, de leur religion ou de leur statut économique ou autre et C10.3 : assurer l’égalité des chances et réduire l’inégalité des résultats, notamment en éliminant les lois, politiques et pratiques discriminatoires et en promouvant l’adoption de lois, politiques et mesures adéquates en la matière.

La mise en œuvre de cette cible se fait à travers les deux DSRP, le PURD et le RCPCA. Tous ces programmes économiques et sociaux sont destinés à la réduction de divers types d’inégalités en matière d’éducation, de santé, de nutrition, d’assainissement, d’approvisionnement en eau potable, d’inclusion financière et d’actions visant des catégories spécifiques comme les femmes, les personnes vivant avec des handicapes et le VIH/SIDA ainsi que celles victimes de catastrophes et d’autres non couvertes par des systèmes de protection sociale.

## **Chad[[16]](#footnote-16)**

### **Sustainable Development Goals Progress**

**ODD 4:** Peu de progrès ont été réalisé pour éliminer les inégalités entre les sexes dans le domaine de l’éducation et assurer l’égalité d’accès des personnes vulnérables, y compris les personnes handicapées, les autochtones et les enfants en situation vulnérable, à tous les niveaux d’enseignement et de formation professionnelle (cible 4.5).

En rapport avec la « la construction des établissements scolaires adaptés aux enfants, aux personnes handicapées et aux deux sexes ou adapter les établissements existants à cette fin et fournir à tous un cadre d’apprentissage sûr, non violent, inclusif et efficace (la cible 4.a) », la situation a progressé de 2013 à 2014, mais s’est dégradée à partir de 2014.La proportion d’établissements scolaires ayant accès aux services de base a progressé entre 2013 et 2015 : Elle a quasi doublé dans les établissements primaires (de 11, 7% à 22,3%) et triplé dans les établissements secondaires (de 13,1% à 48,8,2) pendant cette période. Un peu plus de 6 établissements sur 10 ont un accès à une alimentation de base en eau potable en 2015 dans le préscolaire. Dans le premier cycle du secondaire, près de la moitié des établissements y ont accès en 2015, soit une augmentation de 35 points de pourcentage. Enfin, dans le primaire, malgré un dédoublement de l’accessibilité à l’eau potable, seulement 22,3% des établissements ont un accès à une alimentation de base en eau potable en 2015.

**ODD 10:** En ce qui concerne l’autonomisation des personnes et leur intégration sociale, économique et politique, indépendamment de leur âge, de leur sexe, de leur handicap, de leur race, de leur appartenance ethnique, de leurs origines, de leur religion ou autre (cible 10.2), l’analyse des indicateurs indique que la proportion de personnes vivant avec moins de la moitié du revenu médian doit 15 000 FCFA, par sexe, âge et situation au regard du handicap étaient de 9% en 2011, avec un revenu mensuel de 30 000 FCFA.

**ODD 16:** Pour ce qui est de la cible 16.b consistant à « promouvoir et appliquer des lois et politiques non discriminatoires pour le développement durable », le Tchad a ratifié la Convention relative aux personnes avec un handicap en novembre 2018, alors que la Convention sur les disparitions forcées et la Convention sur les Travailleurs migrants n’ont pas été ratifiées.

En octobre 2018, le Parlement a adopté deux lois autorisant le Président de la République à ratifier la Convention relative aux droits des personnes handicapées et la Convention internationale sur la protection des droits de tous les travailleurs migrants et des membres de leur famille. En novembre 2018, la Convention des Nations Unies relative aux droits des personnes handicapées est ratifié. Ces deux conventions figurent sur la liste des 9 conventions internationales relatives aux droits de l'homme que le gouvernement tchadien s'est engagé à ratifier lors du deuxième cycle de l'Examen Périodique Universel (EPU).

## **Chile[[17]](#footnote-17)**

### **Sustainable Development Goals Progress**

**ODD 4: *Marco institucional y normative:*** También es importante considerar que Chile cuenta con diversos marcos normativos de carácter internacional relacionados con la educación, entre otros, la Convención Internacional sobre Eliminación de todas las formas de Discriminación Racial (ratificada en 197139), la Convención para la Eliminación de Todas las Formas de Discriminación contra la Mujer (1989), el Pacto Internacional sobre Derechos Económicos, Sociales y Culturales (1989), la Convención sobre los Derechos del Niño (1990), la Convención Internacional sobre la Protección de Derechos de Todos los Trabajadores Migratorios y de sus Familiares (2005), la Convención sobre los Derechos de las Personas con Discapacidad (2008) y el Convenio 169 de la OIT sobre Pueblos Indígenas y Tribales (2008).

La iniciativa “Escuelas Arriba”, orientada a avanzar en la meta 4.5 sobre igualdad de género e inclusión de personas con discapacidad, pueblos indígenas y niños y niñas en situaciones de vulnerabilidad, realiza un trabajo focalizado para apoyar escuelas que están en categoría “insuficiente” por tercer año consecutivo, de acuerdo a la categorización de la Agencia de Calidad de la Educación. Con el lema “que todos los niños y niñas aprendan”, aborda la enseñanza de lenguaje, matemáticas y ciencias con el objeto de mejorar sustancialmente, y en el corto plazo, sus resultados.

Numerosas actividades para la inclusión de personas con discapacidad se han realizado en alianza con Teletón por parte de la Mutual de Seguridad CChC. En 2017, se realizó una campaña que alcanzó a alumnos y alumnas de distintas partes de Chile de diferentes niveles educativos, quienes fueron capacitados en inclusión de personas con discapacidad. La iniciativa se asocia con la meta 4.a, sobre instalaciones adecuadas personas con discapacidad, diferencias de género y entornos seguros, inclusivos y eficaces para el aprendizaje.

***Desafíos nacionales:*** En materia de formación y carrera docente, no obstante los avances que se están teniendo actualmente, quedan algunos desafíos en el contexto de la implementación de la nueva Ley de Carrera Docente, como es levantar información y evaluar implementación de la norma a 6 años de su inicio, tareas que ya está desarrollando el Ministerio de Educación.

También es preciso propender a la calidad para que todos los y las estudiantes alcancen el máximo desarrollo posible de sus capacidades. Para ello es esencial brindar atención a grupos específicos, como los y las párvulos y los estudiantes en modalidad técnico-profesional de Educación Media y Superior. Además, es relevante avanzar en equidad de género e inclusión de personas con discapacidad, alumnos con Necesidades Educativas Especiales (NEE) y grupos especialmente vulnerables, como los migrantes y las personas en situación de pobreza. Para ello el Ministerio está desarrollando planes específicos, como se expone en la sección de iniciativas gubernamentales, con foco en párvulos, formación técnico-profesional y equidad de género.

**ODD 8:** El desafío que se ha fijado Chile es transformarse en un país desarrollado, sin pobreza, con oportunidades —para que todos desarrollen sus talentos—, y con seguridades, para que todos puedan vivir con dignidad y así puedan tener una vida más plena y feliz. Lo anterior también significa contar con más y mejores empleos, con énfasis en la inclusión de grupos tradicionalmente relegados del mercado laboral, como son las mujeres, los jóvenes, las personas con discapacidad y los adultos mayores.

Desde la perspectiva normativa, cabe mencionar algunos acuerdos internacionales que Chile ha ratificado y que se relacionan con los temas económicos y laborales, como el Pacto Internacional sobre Derechos Civiles y Políticos (197249), el Pacto Internacional sobre Derechos Económicos, Sociales y Culturales (ratificado en 198950), la Convención para la Eliminación de Todas las Formas de Discriminación contra la Mujer (1989), la Convención sobre los Derechos del Niño (1990), el Convenio 105 sobre la Abolición del Trabajo Forzoso (1999), la Convención Internacional sobre la Protección de Derechos de Todos los Trabajadores Migratorios y de sus Familiares (2005), la Convención sobre los Derechos de las Personas con Discapacidad (2008) y el Convenio 169 de la Organización Internacional del Trabajo (OIT) sobre Pueblos Indígenas y Tribales (2008).

La Ley N° 21.015 (2017) que incentiva la inclusión de personas con discapacidad al mundo laboral.

En relación con las metas 8.3, 8.5 y 8.8, el Gobierno tiene el compromiso de la promoción de políticas públicas orientadas a la creación de puestos de trabajo de calidad. Particularmente, generando más oportunidades de trabajo para grupos tradicionalmente relegados del mercado laboral, como es el caso de las mujeres, los jóvenes, las personas con discapacidad y los adultos mayores. Esto se complementa con el rol de fiscalizador de la normativa laboral, haciéndolo en forma oportuna y eficiente.

Para cumplir con estas metas se presentó para aprobación del Congreso una serie de proyectos de ley, entre ellos, el proyecto de ley que modifica el Código del Trabajo en materia de trabajo a distancia (Boletín N° 12008-13), el que dice relación con las metas 8.3 y 8.5, por cuanto tiene por objeto mejorar la empleabilidad en sectores tradicionalmente relegados, como son las mujeres, adultos mayores, personas con discapacidad y jóvenes, al permitirles adaptarse de mejor manera a sus propias necesidades. Asimismo, se busca conciliar de mejor manera la vida personal y laboral.

***Desafíos nacionales:*** Para el Gobierno de Chile, el cumplimiento del ODS N° 8, sobre trabajo decente y crecimiento económico implica una gran cantidad de desafíos:

* Es necesaria la creación de un mercado laboral inclusivo y de calidad. Se tiene como objetivo fundamental de la política en materia laboral la incorporación de más personas al mundo del trabajo, dando término a discriminaciones injustas mediante el acceso a trabajos formales y de calidad. Este desafío no es solo necesario para superar la pobreza, sino también un deber moral de generar mayor inclusión para aquellos que han tenido dificultades para insertarse en el mercado laboral, como las mujeres, los jóvenes, las personas mayores y con discapacidad. Por lo mismo, un mercado laboral inclusivo constituye un objetivo estratégico para avanzar hacia una participación laboral moderna y equitativa.

**ODD 10:** Al alero de esta cartera, se encuentran diversas subsecretarías y servicios que focalizan su trabajo en grupos especialmente vulnerables y susceptibles a situaciones de desigualdad, a saber: el Servicio Nacional de la Discapacidad (SENADIS), que trabaja por la igualdad de oportunidades e inclusión de personas con discapacidad.

***Principales acciones públicas:*** El principio de igualdad y no discriminación, uno de los pilares del enfoque basado en derechos humanos, es parte de los contenidos mínimos que el Plan Nacional de Derechos Humanos debe abordar. Así, dicho plan es un instrumento de política pública que contribuye al cumplimiento de los ODS porque busca, mediante compromisos concretos de diversos servicios públicos y algunos órganos autónomos, abordar la realidad de distintos grupos, como las mujeres, las personas mayores, los pueblos indígenas y tribales, las personas con discapacidad, entre otros. Esta población está considerada en los 15 capítulos que componen el Plan Nacional de Derechos Humanos y dentro de las 50 metas que se pretenden alcanzar.[[18]](#footnote-18)

A las agendas de fomento productivo y apoyo del emprendimiento, y a las relevantes políticas de promoción del empleo (como la Estrategia Nacional de Empleo), se suma la acción gubernamental que busca generar oportunidades de trabajo para grupos tradicionalmente relegados del mercado laboral, como es el caso de las mujeres, los jóvenes, las personas con discapacidad y las personas mayores (ver también capítulo del ODS N° 8).

Siendo la infancia uno de los grupos prioritarios, debido a su vulnerabilidad en materia social (lo cual queda reflejado en la idea ya establecida en Chile de “los niños y niñas primero”), se ha avanzado en una serie de acciones que buscan garantizar su desarrollo pleno y sus oportunidades. Entre estos se encuentra el “Acuerdo Nacional por la Infancia” (2018) y las diversas acciones en pro de grupos específicos que preparan las mesas de “Compromiso País”. Una iniciativa emblemática es el Subsistema “Chile Crece Contigo” que fue institucionalizado en 2009. Este consiste en una red integrada de programas y prestaciones sociales destinada a acompañar, proteger y apoyar integralmente a todos los niños, niñas y sus familias, garantizando por parte del Estado el acceso a ayudas técnicas para niños y niñas con discapacidad y acceso a educación parvularia, además de un conjunto de prestaciones de acceso preferentes, desplegadas de acuerdo a las necesidades de cada familia y que aseguran su desarrollo en cada etapa del crecimiento. Se trata de un sistema de cobertura universal que incorpora entre sus beneficiarios a todos los niños y niñas que tienen contacto con la Red de Salud Pública de Chile, desde la gestación hasta que cumplen los 10 años de edad.

Otra iniciativa relevante asociada a las metas 10.2 y 10.3 es la Ley N° 21.015, conocida en el país como la “Ley de Inclusión Laboral” (también relacionable con ODS como los N° 3 y 8). Esta norma —que incentiva la inclusión de personas con discapacidad al mundo laboral y productivo— establece que empresas e instituciones públicas con 100 o más trabajadores deben contratar, según corresponda, al menos un 1% de personas con discapacidad o que sean asignatarias de una pensión de invalidez. La norma contempla medidas de cumplimiento subsidiario, mediante —por ejemplo— donaciones en dinero destinadas a proyectos de capacitación, rehabilitación, promoción y fomento para la creación de empleos, contratación o inserción laboral de las personas con discapacidad. Esta ley elimina además la discriminación salarial de las personas con discapacidad mental que se encuentran laboralmente activas y prohíbe toda forma de discriminación hacia personas con discapacidad, quienes además cuentan con garantías en los procesos de selección laboral del Estado.

***Acciones de actores no gubernamentales:*** A tono con las metas 10.2 y 10.3 se encuentra también la Red de Empresas Inclusivas, que nace el año 2015 con el patrocinio de la Sociedad de Fomento Fabril (SOFOFA) y la Organización Internacional del Trabajo (OIT), y que agrupa a 41 empresas (a marzo 2019) interesadas en la inclusión laboral de personas con discapacidad. Esta red busca convocar e incentivar a las empresas para lograr un proceso responsable de inclusión laboral de personas con discapacidad, confirmando su beneficio social y económico para el país. Entre los méritos de esta iniciativa está el hecho que su creación antecedió la entrada en vigencia de la Ley de Inclusión Laboral descrita antes, evidenciando la atención empresarial por los temas de inclusión.

Adicional a lo anterior se puede relevar la acción de diversas organizaciones que trabajan preparando a personas jóvenes y adultas con discapacidad para incorporarse al mundo del trabajo. En este ámbito destaca la Red Incluye, que es una asociación multisectorial abierta y voluntaria de organizaciones sin fines de lucro de la Región Metropolitana, con participación de entidades públicas y privadas, que tiene como principal propósito promover el desempeño del rol productivo de las personas con discapacidad, bajo una perspectiva de derechos. Desde 2009 agrupa a más de 60 organizaciones sociales, además de agencias públicas (incluidas municipalidades), casas de educación superior y empresas.

**ODD 16: *Principales acciones públicas:*** Otra iniciativa es un proyecto articulado por el Servicio Nacional de Capacitación y Empleo (SENCE), Proforma y AHA Inclusión llamado “SENCE Incluye”. Este se materializa en un curso online, desarrollado desde el año 2017, para distintos actores del mercado, y tiene como objetivo promover la inclusión de personas en situación de discapacidad.

***Acciones de actores no gubernamentales:*** Por último, y sobre la meta 16.b sobre promover y aplicar leyes y políticas no discriminatorias en favor del desarrollo sostenible, es posible destacar el proyecto “Transformarse” de la Fundación Ronda, un modelo pionero en Chile y Latinoamérica de desarrollo psicosocial de personas con discapacidad y su red de apoyo que, a través de recursos motivacionales y herramientas de autogestión, comunicación y liderazgo, ayuda a sus beneficiarios a trabajar sus habilidades y motivación y a fomentar su autonomía, inclusión y calidad de vida. El programa, comenzó a realizarse en sus primeras etapas entre octubre 2018 y febrero de 2019, cuenta con módulos de mentoring, coaching, storytelling, acompañamiento y apresto laboral.

### **Data**

***Desagregación de la información:*** Si bien algunos criterios básicos de desagregación deben ser comunes a todos los países y seguir definiciones estándar (tales como el sexo, la edad o la discapacidad), las categorías precisas que deben incluirse en relación con motivos tales como el origen étnico, la ubicación geográfica y la religión variarán según las circunstancias nacionales.

Discapacidad: cabe tener en cuenta la identificación de personas en situación de discapacidad, ampliando su concepto más allá de definiciones basadas exclusivamente en deficiencias o condiciones de salud y evitando el uso de conceptos discriminatorios o estigmatizadores. En este aspecto, es relevante que las estadísticas producidas transparenten el tipo de definición o instrumento utilizado para la identificación de población en situación de discapacidad.

## **Congo (Republic of the)[[19]](#footnote-19)**

### **Sustainable Development Goals Progress**

**ODD 1:** Les personnes vivant avec handicap, 1,4 % de la population congolaise selon le RGPH de 2007, constituent l’une des couches les plus affectées par la pauvreté. Leur vulnérabilité à la pauvreté s’expliquerait par les discriminations dont elles sont victimes, notamment dans le domaine de l’emploi. L’environnement socioculturel leur est aussi souvent défavorable à cause des préjugés dont elles font l’objet, les faisant passer dans bien des cas pour des personnes de rang inférieur. Ce qui, dans une certaine mesure, les exclue des activités socioéconomiques et les expose à la pauvreté.

**ODD 4:** L’indicateur 4.5.1 est rapproché à : 1) la proportion des enfants handicapés inscrits à l’école, qui s’élève à 80% en 2015 et à 2) l’indice de parité au préscolaire, au primaire, au collège et au Lycée.

**ODD 8:** S’agissant de l’indicateur 8.8.2, la législation garantissant les droits des travailleurs existe et est appliquée en République du Congo selon les orientations de l’Organisation Internationale du Travail (OIT) (liberté d’association et droit de négociation collective). De plus, le Gouvernement a procédé à la révision du code de sécurité sociale avec l’installation de nouvelles caisses de sécurité sociale, la mise en place des régimes complémentaires de pension, la prise en charge des travailleurs du secteur informel et leurs familles et la mise en place d’un quota de personnel vivant avec handicap (handicapés visuels, auditifs et moteurs, etc.) à embaucher dans la fonction publique.

**ODD 10:** La baisse des inégalités et la réduction de la pauvreté ont toujours constitué des objectifs prioritaires des différents plans de développement que le Congo a mis en œuvre depuis les années 1980. Cette dernière décennie, le Gouvernement a accentué son engagement à l’endroit des groupes vulnérables et des catégories sociales défavorisées dans le but d’améliorer leur accès aux services sociaux de base et de rompre la transmission intergénérationnelle de la pauvreté en donnant à ces populations les moyens d’accéder le marché du travail

C’est ainsi que le Gouvernement a : (i) instauré la gratuité des soins de santé au profit de certains groupes de personnes vulnérables (enfants de 0 à 15 ans, femmes enceintes, peuples autochtones, personnes atteintes de VIH, personnes vivant avec handicap…), (ii) mis en place des mécanismes de transferts monétaires non contributifs à l’endroit des plus pauvres (Lisungi), (iii) institué le revenu de solidarité et d’insertion pour les ménages pauvres et vulnérables, (iv) établi les allocations de solidarité pour les personnes âgées dépendantes, (v) étendu la protection sociale au secteur informel, et (vi) investi dans l’autonomisation des femmes avec notamment le financement des activités génératrices de revenus au profit des femmes et des filles-mères.

Grâce au projet Lisungi et à la mise en œuvre de la politique d’action sociale, le nombre de ménages et de personnes âgées ayant bénéficié des transferts monétaires trimestriels se chiffre à 3 400. Un peu plus de 27 280 ménages ont reçu des aides ponctuelles en espèces, en nature ou sous forme de services dont 12 827 filles-mères, 4 737 veuves, 2 987 personnes âgées, 2 758 ménages autochtones, 1 495 enfants abandonnés et orphelins et 1 255 personnes vivant avec handicap. 257 autochtones sont autonomisés. 5 000 ménages ont bénéficié des filets alimentaires dans le cadre du Projet Filets de Sécurité Alimentaire (FSA). Dans la poursuite de ces actions pour l’année 2018, le budget de l’Etat prévoit pour le projet Lisungi un financement de 35 milliards de FCFA.

**ODD 11:** Concernant cet objectif, il est relevé qu’en 2015, 39,5% des ménages vivent dans des résidences non électrifiées. Pour 28% des ménages, le sol du logement est recouvert de sable ou de terre. S’agissant de la prise en compte des couches vulnérables, en République du Congo, il n’existe pas de discrimination, ni par groupe d’âge, ni par sexe et type de handicap dans l’accès aux transports publics. Cependant, il faut relever l’inexistence des rampes d’accès aux transports en commun adaptées aux personnes à mobilité réduite.

Pour assurer l’accès de tous à des systèmes de transport sûrs, le Gouvernement prévoit de : (i) accroitre le nombre de kilomètre de routes bitumées ; (ii) assurer l’entretien régulier des routes dégradées ; (iii) renforcer sa présence dans l’offre de transport public, par l’acquisition des moyens roulant confortables et intégrant les attentes des personnes victimes de handicap ; et (iv) moderniser les infrastructures portuaires et ferroviaires.

**ODD 17:** Le principe « ne laisser personne de côté », consiste, pour le Gouvernement et ses Partenaires, à identifier les groupes vulnérables ainsi que leurs besoins en vue de mettre en place des programmes et politiques permettant de sortir ces groupes de la sphère de pauvreté. En république du Congo, la mise en œuvre de ce principe s’est traduite par l’instauration de la gratuité des soins de santé au profit notamment des enfants de 0 à 15 ans, de femmes enceintes, de peuples autochtones, personnes atteintes de VIH, personnes vivant avec handicap…), par la mise en place des mécanismes de transferts monétaires non contributifs à l’endroit des plus pauvres (Lisungi), par l’institution du revenu de solidarité et d’insertion pour les ménages pauvres et vulnérables, par l’établissement des allocations de solidarité pour les personnes âgées dépendantes, par l’investissement dans l’autonomisation des femmes, et par le programme des cantines scolaires dans les établissements publics.

### **Leave no one behind**

L’amélioration de l’accès équitable des populations à des paquets de services essentiels et de qualité en vue d’atteindre la couverture sanitaire universelle est un défi que l’Etat congolais s’est lancé et compte relever à l’horizon 2030. A cette finalité, le Gouvernement congolais s’emploie à renforcer les efforts consacrés à la couverture universelle en santé, ceci aux fins de promouvoir le développement du capital humain et d’assurer le développement socioéconomique du Congo. L’objectif stratégique majeur affiché est d’améliorer l’état de santé de la population sur l’ensemble du territoire. Deux actions majeures ambitionnent d’inclure toutes les couches sociales notamment les plus vulnérables dans l’accès aux services de santé visant à améliorer : l’accès équitable des populations à des paquets de services essentiels et de qualité en vue d’atteindre la Couverture Sanitaire Universelle, la sécurité sanitaire et la gestion des situations d’urgence selon l’approche englobant l’ensemble des menaces. Pour y parvenir, le Gouvernement a instauré la gratuité des soins de santé au profit de certains groupes de personnes vulnérables notamment les enfants de 0 à 15 ans, les femmes enceintes, les populations autochtones et les personnes vivant avec handicapées. En outre, l’Etat a pris un certain nombre de mesures pour étendre la protection sociale au secteur informel.

## **Côte d’Ivoire[[20]](#footnote-20)**

Après l'adoption par les Nations unies de l’Agenda 2030 du développement durable en 2015, la Côte d’Ivoire s’est attelée à leur prise en compte dans ses Plans nationaux et sectoriels. A cet effet, une feuille de route a été élaborée de manière inclusive et participative avec les organismes gouvernementaux, les conseils municipaux, les élus locaux, les parlementaires, la société civile, les médias, le secteur privé et les partenaires techniques et financiers a été élaborée et mise en œuvre. En outre, la Côte d’Ivoire a accordé une attention particulière aux groupes vulnérables, par le biais de plusieurs mesures, plans et politiques visant à promouvoir l’égalité sociale afin que personne ne soit laissé pour compte. Ces groupes vulnérables comprennent notamment les pauvres, les personnes handicapées, les femmes, les enfants et les minorités ethniques.

### **Sustainable Development Goals Progress**

**ODD 1:** En matière d’égalité entre les sexes, d’équité et d’autonomisation des femmes, la Côte d’Ivoire a ratifié de nombreux accords internationaux et régionaux. Outre la recommandation concernant la protection des femmes, les accords signés portent entre autres sur la constitution de novembre 2016 qui reconnait les droits, les libertés et les devoirs de chaque ivoirien femme / homme, qui interdit toutes les formes de discrimination à l’égard des femmes, fixe les principes d’égalité entre tous les citoyens et assure la protection des personnes vulnérables. Il y a également eu la ratification le 10 janvier 2014 de la Convention relative aux droits des Personnes Handicapées, de la loi 2014-430 du 14 juillet portant régime de prévention, de protection et de répression en matière de lutte contre le VIH/SIDA, du décret n°2016- 781 du 12 octobre 2016 qui renforce l’accès à la justice des femmes victimes qui sont indigentes, de la loi n°2015-635 du 17 septembre 2015 qui instaure l’école obligatoire pour les enfants âgés de 6 à 16 ans en Côte d’Ivoire et du décret n° 842 du 17 décembre 2014 portant création d’un Observatoire National de l’Equité et du Genre (ONEG).

**ODD 4:** En dépit des progrès significatifs observés dans l’accès et la participation à l’enseignement du primaire et du second cycle du secondaire, de nombreux défis restent à relever pour que dans un horizon temporel raisonnable, “toutes les filles et tous les garçons suivent, sur un pied d’égalité, un cycle complet d’enseignement primaire et secondaire gratuit et de qualité “

Ces défis portent sur : la scolarisation de tous les enfants vivant avec handicaps dans un contexte où très peu d’établissements du primaire et du secondaire sont adaptés (infrastructures) pour accueillir des enfants en situation de handicap.

Des dispositions légales et institutionnelles et des mesures spécifiques ont été mises en place pour accélérer l’atteinte des cibles visées. Toutefois, de nombreux défis restent à relever sur le chemin de l’atteinte de ces cibles. Le premier concerne la qualité des acquis scolaires et/ou des apprentissages ; La disponibilité des données dans le système statistique national pouvant renseigner sur les indicateurs de suivi en est un autre.

La production d’un rapport d’évaluation de meilleure qualité, portant sur l’éducation des enfants en situation de vulnérabilité (les enfants Orphelins, handicapés et ceux vivant dans les zones dépourvues d’écoles).

**ODD 8:** Au cours de la période 2012-2015, la volonté du Gouvernement de répondre aux besoins d’emploi des groupes discriminés ou marginalisés et d’optimiser la création d’emplois s’est traduite par une politique active et volontariste d’aide à l’emploi au profit des femmes, des jeunes diplômés, des jeunes déscolarisés, des personnes en situation de handicap, des chômeurs de longue durée.

Concernant les mesures politiques, bien de dispositions ont été également prises. Il s’agit essentiellement : (i) de la Politique Nationale de l’Emploi 2016-2020, en son Axe 1-Améliorer les conditions de travail et de vie des travailleurs ; et son Axe 4 - Promotion d’emplois décents pour les femmes, les jeunes et les personnes en situation de handicap ; (ii) du Programme de promotion du travail décent en Côte d’Ivoire 2017-2020, l’accent est mis sur la Priorité 1 : Accroissement des opportunités d’emploi productif, décent et durable pour les jeunes, les femmes et les personnes en situation de handicap).

Pour la mise en œuvre desdites réformes et mesures de politiques, plusieurs stratégies ont été développées. Elles sont relatives à : (i) la Stratégie Nationale pour l’Insertion et l’Emploi des jeunes (SNIEJ) 2016-2020 ; (ii) la Stratégie Nationale de Promotion de l’Emploi des Personnes Vulnérables (femmes, personnes en situation de handicap, hommes de plus de 35 ans) sur la période 2018-2020, (iii) des outils pour améliorer le système d’information sur le marché du travail ; (iv) l’adoption d’une stratégie nationale de protection sociale.

***Défis à relever:*** La poursuite des efforts du Gouvernement pour l’amélioration du niveau moyen de rémunération mensuelle des salariés hommes et femmes, par profession, âge et situation au regard du handicap, se heurte à plusieurs goulots d’étranglement qui sont les suivants : (i) créer des emplois productifs et décents en nombre suffisant pour endiguer le chômage et le sous-emploi ; (ii) accorder la priorité des politiques aux secteurs qui créent des emplois et les opportunités de travail décent pour les jeunes ; (iii) renforcer le dispositif de développement de l’employabilité et l’entrepreneuriat, notamment des jeunes et des femmes ; (iv) accroître l’accès des jeunes ainsi que des femmes, à des activités génératrices de revenus ; (v) prendre des décrets d’application des lois en faveur des personnes en situation de handicap, permettant leur insertion professionnelle et leur maintien dans l’emploi ; (vi) mettre en place un compendium des compétences des personnes en situation de handicap ; (vii) combler les écarts salariaux entre les hommes et les femmes ; (viii) élaborer des indicateurs du travail décent pour suivre les progrès réalisés au niveau de l’ODD 8.

***En vue de relever les défis suscités, des politiques, des mesures et des actions ont été identifiées et sont en cours d’exécution:*** (i)le 18 septembre 2015, le Gouvernement a adopté sa Stratégie de Développement des PME dénommée « Programme Phoenix » ; ce programme qui marque la volonté du Gouvernement de travailler à une véritable renaissance des PME ivoiriennes devrait se traduire par la création d’emplois formels et de qualité, à hauteur de 300.000 à 400.000 emplois additionnels ;(ii) la Politique Nationale de l’Emploi 2016-2020 (Axe 1 : Amélioration des conditions de travail et de vie des travailleurs ; Axe 4 : Promotion d’emplois décents pour les femmes, les jeunes et les personnes en situation de handicap) ; (iii) le Programme de promotion du travail décent en Côte d’Ivoire 2017- 2020 ; (iv) la Stratégie nationale de promotion de l’emploi des couches vulnérables, DGE/MEPS, Mai 2016 ; (v) la généralisation progressive de la couverture maladie universelle (CMU) ; (vi) Elaboration d’une politique nationale de sécurité sociale ; (vii) l’élaboration d’une politique nationale d’action sociale ; (viii) la mise en œuvre effective de la politique nationale d’assistance aux personnes âgées ; (ix) la création des régimes de retraite complémentaire par capitalisation dans les secteurs du public et du privé ; (x) l’institution de régimes de prévoyance sociale au profit des travailleurs indépendants (RSTI); (xi) les textes relatifs à la promotion et l’insertion socioprofessionnelle des personnes en situation de handicap et (xii) l’organisation des recrutements dérogatoires pour les personnes en situation de handicap à la Fonction publique en 2019 et en 2020.

***Situation des handicapés et des personnes de plus de 35 ans en difficulté d’insertion:*** Deux catégories de personnes sont identifiées comme extrêmement vulnérables sur le marché du travail. Il s’agit d’une part des handicapés physiques et des individus de plus de 35 ans en difficulté d’insertion ou de réinsertion.

La Côte d’Ivoire compte environ 2% de personnes handicapées soit environ 453 000 personnes confrontées à de nombreuses difficultés d’insertion professionnelle. En 2015, 300 personnes handicapées ont été recrutés à titre dérogatoire à la fonction publique, dont 201 hommes et 99 femmes.

*Défis à relever:* Les principaux défis identifiés pour réduire le Taux de chômage, par sexe, âge et situation au regard du handicap sont (i) le maintien d’une croissance économique forte, diversifiée et durable ; (ii) la facilitation de l’accès au financement des PME ; (iii) la réduction de la vulnérabilité des femmes sur le marché du travail ; (iv) une meilleure redistribution des fruits de la croissance ; (v) l’augmentation de la productivité du facteur travail ; (vi) la facilitation de la transition des entreprises informelles vers le secteur formel ; (vii) la création d’emplois productifs et décents en nombre suffisant pour endiguer le chômage et le sous-emploi ; (viii) le renforcement du dispositif de développement de l’employabilité et l’entrepreneuriat, notamment des jeunes et des femmes ; (ix) la mise en place d’un compendium des compétences des personnes en situation de handicap ; (x) l’amélioration de la production régulière des informations de qualité sur le marché du travail ; (xi) le renforcement des normes de santé et sécurité au travail (SST) dans les Très Petites Entreprises et les Petites et Moyennes Entreprises (TPE/PME) ; (xii) l’extension de la protection sociale aux travailleurs indépendants, aux travailleurs et travailleuses ruraux et ceux de l'économie informelle et ; (xiii) la disponibilité de données statistiques fiables actualisées désagrégées selon le sexe et sexo-spécifiques.

**ODD 10:** L’objectif 10, appelle à davantage d’égalité des chances et à la réduction des inégalités de revenus, ainsi que celles basées sur le sexe, l’âge, le handicap, la race, la classe, l’ethnie et la religion, tant dans les pays qu’entre les pays. Par ailleurs, cet objectif aborde aussi des questions relatives à la représentation des pays en développement dans la prise de décisions de portée mondiale et l’aide au développement.

Les principaux défis s’articulent autour de (i) la réduction des disparités au niveau des salaires entre les hommes et les femmes ; (ii) la facilitation de l’accès des femmes à la terre et au capital de production ; (iii) la réduction des disparités spatiales et ; (iv) l’amélioration de l’employabilité des jeunes, les femmes, les personnes vivant avec le VIH/Sida et des personnes en situation de handicap.

## **Croatia[[21]](#footnote-21)**

### **Sustainable Development Goals Progress**

**Goal 1:** For the purpose of combating poverty and securing social inclusion of all citizens, Croatia is implementing the Strategy for Combating Poverty and Social Exclusion in the Republic of Croatia for the period 2014–2020, which outlines the situation with regard to poverty and social exclusion and their causes, and provides a social projection as the basis for taking action. Broken down by cause, the Strategy defines the most vulnerable social groups that are most exposed to the risk of poverty and social exclusion: children and young people, senior citizens and retired people, unemployed and people with disabilities.

In order to safeguard the citizens from the risk of poverty, the Social Welfare Act provides for monetary allowances: guaranteed minimum allowance, cost-of-living allowance, heating cost allowance, allowance for personal needs of people in nursing homes, one-off allowances, education allowances (textbooks and school supplies, school transport, tuition fees for full-time students), personal disability benefit, aid and attendance allowance, award of parent-caregiver or caregiver status, unemployment benefit and reimbursement for vulnerable energy product customers, as well as various social services.

Two categories of beneficiaries are entitled to social welfare:

* poor citizens with no personal income or income below the prescribed census,
* persons receiving social welfare for the purpose of meeting specific life needs that are the result of disability, old age, dependence, exposition to violence etc.

**Goal 3:** The key priorities, goals and measures for the development of the healthcare sector are set out in the National Healthcare Development Strategy 2012–2020. (hereinafter: the Strategy), which is aligned with strategic documents of the EU and the WHO.

In addition to extending life expectancy and promoting healthier lifestyles, the core goals of the healthcare policy in Croatia are to reduce or eliminate preventable health risks and enhance the quality of life of patients with chronic diseases and disabled persons.

***Combating premature mortality from non-infectious diseases through prevention and treatment and promoting mental health and well-being:*** Croatia encourages and cares for the development of sports and sports activities for children, from recreational activities to professional sports. Continuous co-financing of sports and recreation activities on a national and local level increases the number of users practising physical activities on a daily basis. Aiming to increase the involvement of children and young people at risk from social exclusion and/ or involvement of persons with disabilities in the community through sports, in 2018 Croatia enabled the financing of projects relating to the increase of availability of free sports facilities for children and young people at risk from social exclusion and the improvement of approach and participation in sports facilities for persons with disabilities and children with developmental disabilities.

**Goal 4:** The total number of pupils with mental disabilities in the school year 2018/19 equalled 29,822, of which 24,285 attended primary school and 5,537 attended secondary school. Persons with disabilities are supported by 3,064 teaching assistants and professional communication mediators in primary and secondary schools, with the total budget of EUR 9.46 million.

***Adult Education:*** The adult education system in Croatia is focused on enabling access to education, acquiring qualifications and retraining qualifications, as well as on connecting adult education to the labour market. Modernising adult education focuses on applying computer systems, developing e-learning models, as well as tailoring adult education programmes to the needs of various target groups - persons with lower qualifications, socially marginalised and excluded people, the disabled, the elderly, and immigrants. Significant effort is made with the aim of informing and advising adults as regards education possibilities.

***Projects Implemented - SDG 4***

Improvements to Camp Learning Environments in Jordan. Construction and reconstruction of playgrounds for five primary schools and kindergartens in Azraq and Za’atari refugee camps for Syrians. These playgrounds feature safe play equipment for children, including accommodative equipment for children with disabilities.

**Goal 5:** The system for managing statistics regarding the types of violence, registered by gender, age, family relation between perpetrator and victim, recidivists, and disabled persons as victims of criminal acts, has been improved. The data shows that the number of victims of domestic violence as a misdemeanour offence is decreasing, while the number of registered victims of domestic violence as a criminal offence is increasing, which points to a higher awareness of police officers with regard to the qualification of offence, as well as of the victims themselves, as they are now reporting domestic violence more frequently.

Despite a good legal framework, the ever-present stereotypes related to domestic violence, care for children and parental care remain a significant challenge. Croatia is continuing its work on raising further awareness regarding the issue of domestic violence and discrimination against women within the society. Numerous campaigns, round tables and other activities were continuously carried out across Croatia with the aim of raising awareness regarding the issue of gender-based violence within the society and among key stakeholders, as well as preventing hate crime. Funds were provided for projects implemented by non-government organisations aimed at improving knowledge and raising awareness of women's rights, as well as for organisations providing assistance to women who were victims of violence, women with disabilities, and members of national minorities.

***Empowering women and girls:*** Apart from raising awareness on anti-discrimination legislation, educational programmes are being implemented in the judiciary and state administration. Specific activities are aimed at improving the social position of women from national minorities, women with disabilities, women in rural areas, young women, with continued support for projects and activities carried out by civil society organisations in these areas. Alongside civil society organisations, a large number of public events during the past few years has been organised by all national institutional mechanisms dedicated to gender equality, while a large number of various publications has been printed and widely disseminated.

**Goal 8:** Special attention is given to the employment of persons with disabilities, which are being enabled to find a suitable job by vocational rehabilitation, the employers are also receiving incentives to hire a person with a disability and the employers have a mandatory employment quota depending on their number of employees. These measures aim at providing persons with disabilities a place in the work force and social inclusion in society.

Due to the introduction of a quota system of employment, the implementation of vocational rehabilitation services and measures to encourage the employment of persons with disabilities, there have been positive trends in the labour market. This is confirmed by the data of the Croatian Employment Bureau, according to which a total of 3,231 persons with disabilities have been employed during 2018. In the first five months of this year a total of 1,396 persons with disabilities from the Bureau’s records have been employed, which is a slight growth compared to the same period last year when 1,353 persons with disabilities have been employed.

The conditions and criteria for inclusion of persons with disabilities into existing measures are considerably more favourable than other groups of unemployed persons. For example, within the scope of the “Aid for employment” measure, the employer is provided with 75% of the salary of the disabled person. In addition, persons with disabilities may benefit from multiple measures within the same year, meaning that a person with a disability who has been included in educational activities may, after completing those activities, be employed with employment aid or self-employed.

Employment of persons with disabilities is contributed to by active employment policy measures, as well as incentives from the Department for Expertise, Vocational Rehabilitation and Employment of Persons with Disabilities.

In 2018, a total of 1,648 persons with disabilities were included in the active employment policy measures, which were allocated EUR 5.94 million. During 2018, Department for Expertise, Vocational Rehabilitation and Employment of Persons with Disabilities paid out EUR 13.65 million in incentives. Incentives were allocated to 318 employers, i.e. to 1,163 persons with disabilities.

**Goal 9:** An important measure to provide better connections between islands and the mainland is to ensure the right to preferential transportation rates under the Liner Shipping and Occasional Coastal Maritime Traffic Act. Children up to three years old are eligible for free transport on all lines, without restrictions on the number of trips. Persons residing on an island are eligible for a travel ticket on all ferry, boat and high-speed lines with a discount for one outward and return trip per day. Children, pupils and students with a residence on an island and attending an education establishment on or outside the island of residence, are also rightholders in accordance with the terms. Vehicles owned by natural persons residing on an island are also eligible for a discount for one outward and return trip per day on all ferry lines. Amendments to the Act, introducing new categories of beneficiaries of preferential transportation rates for people with disabilities and vehicles transporting people with disabilities, regardless of place of residence, as well as children with developmental disabilities of the 3rd and 4th degree of disability residing on an island and people accompanying them. For the implementation of this Act, EUR 41.94 million was secured in 2019.

**Goal 10:** In order to consolidate the social benefits and increase the capacities for reducing poverty, the 2018-2020 Action plan for the Improvement of Social Benefits System was adopted in 2018. To implement the measures under the Action Plan, projects were developed with the aim of ensuring the preconditions for creating an effective social policy and establishing a clear and transparent system of social benefits, as well as a better distribution of the available funds in order to reduce territorial inequality in social outcomes.

The citizens will have access to the social protection system through the development of e-services, i.e. new services will be introduced in the e-Građani (e-Citizens) service. This activity will ensure better access to the services offered by the social protection system, while the citizens will need less time and less money to file requests for exercising the rights to receive social protection. All citizens will be able to file e-requests for childcare allowance and e-requests for maternity and parental benefits, as well as e-requests for personal disability benefits and aid and attendance allowance from the social welfare system. Equal approach to funding all social service providers will enable equal opportunities for all beneficiaries.

***Projects Implemented - SDG 10***

Equipment for schools and construction of centres for children with disabilities, as well as promoting sports activities for persons with disabilities in Bosnia and Herzegovina.

**Goal 16:** Apart from strengthening legal certainty, we are continuously monitoring the state of human rights, setting priorities and proposing measures to direct efforts at improving the protection and promotion of human rights. With a view to strengthening the system of protection and promotion of human rights, particular efforts are directed at combating discrimination at all levels, including the fight against hate speech, the fight against trafficking in human beings, especially women and children and persons with disabilities, and the protection and promotion of the rights of national minorities.

For the purpose of social inclusion and achievement of equal rights, a set of documents concerning the status of persons with disabilities has been adopted. Among them, the National Strategy for the Equalization of Opportunities for Persons with Disabilities 2017–2019 is of particular importance.

### **Case study of Croatian companies achieving sustainable development goals - ‘Encouraging volunteer work - contributing to building sustainable communities’**

Podravka’s Association of Volunteers – PULS was founded in 2014 in Podravka, one of the leading food companies in Central, Eastern and South-Eastern Europe. The aim was to bring together Podravka’s employees and all interested members of the local community to jointly build an environment which will champion the ideas of volunteer work and helping one another.

The vision, passion, dedication and perseverance of its members led to the establishment of a system, which primarily aims to provide free aid to those in need, to maintain and enhance the quality of life of children, youth, elderly and disabled persons, and to provide free aid to institutions engaged in the education and care of children and social welfare activities. The Association has so far organised out eight charitable events and supports charitable events organised by other associations. Podravka contributes to achieving the following sustainable development goals via these activities: SDG 1: No Poverty; SDG 2: Zero Hunger; SDG 3: Good Health and Well-Being; SDG 4: Quality Education; SDG 10: Reduced Inequalities; SDG 11: Sustainable Cities and Communities; SDG 15: Life on Land; and SDG 17: Partnership for the Goals.

## **Eswatini[[22]](#footnote-22)**

The Sustainable Development Goals were interpreted into the local language, targets and indicators were reviewed and localised by the technical team in 2017. Sensitization on the SDGs agenda was a very lengthy process conducted at national, regional and constituency levels. To ensure inclusiveness, a cross-section of stakeholders were strategically invited. These included chiefs/ traditional leaders, youth, women, men, various cultural regiments, the business community, academia, people living with disabilities, religious groups, regional development teams, Non-Governmental Organisations, local governments, government ministries, and bilateral and multilateral organisations.

Eswatini has adopted the 2019 VNR theme of "empowering people and ensuring inclusiveness and equality’’. In preparing the VNR, participation platforms for different stakeholders were considered namely: persons living with disabilities, women, youth, academia, civil society, development partners, government ministries, non-governmental organisations and private sector.

### **Methodology and process for preparation of the review**

The review process for the Voluntary National Review was participatory in nature. It consisted of generating views from a broad spectrum of stakeholders, these included, academia, business community, civil society organisations, development partners, government ministries, non-government organisations, persons living with disabilities, women and the youth. This was complemented by a desk review on existing sector policies, programmes and external assistance.

Consultations were conducted in two levels: special groups and technical working groups. The special groups were composed of civil society organisations, the United Nations family and development partners, the private sector organisations, and special groups (men, women, youth and persons living with disabilities representatives). Technical working groups were clustered into four categories namely: Social (SDG 3, 4, 5 & 16), Poverty (SDG 1, 2, 10), Economic (SDG 8, 9, 12, 17) and Environmental goals (SDG 6, 7, 11, 13, 14, 15).

The desk review involved consultations with various ministries and parastatals who had to populate the implementation progress on the SDGs matrices. The outputs were co-ordinated and consolidated by the Ministry of Economic Planning and Development.

### **Leaving no one behind**

Vulnerable groups in the country have been identified as orphaned and vulnerable children (OVCs), the elderly, people living with disabilities, women and the youth. There are a range of policies and programmes that have been put in place to address their plight. They include social protection measures i.e. OVC grant, elderly grant, disability grant; programmes for their empowerment (especially women and girls) and addressing their need include youth enterprise fund, women in development, women empowerment programme, rural development fund.

### **Sustainable Development Goals Progress**

**SDG 1: *Social protections floors:*** Marginalised or vulnerable groups in the country have been identified to include the Orphaned and Vulnerable Children, the elderly (60 and above years of age), and the persons living with disabilities. Grants have been established to cater for their basic necessities namely OVC, Elderly and disability grants. This support assists these groups to be able to meet their basic needs without which the situation would be unbearable as people would die. There is a decline in the number of beneficiaries between the year 2016/17 and 2017/18, however the elderly grant has the highest number of beneficiaries while the disability grant has the least as shown in figure 1.2.

Figure 1.2: Population covered by social protection programme. 

Three bar graphs shown for the OVC, elderly and disability social protection programmes. For 2016/2017 and 2017/2018, the number of people covered by the elderly social protection programme was the highest. For 2016/2017 and 2017/2018, the number of people covered by the disability social protection programme was the lowest, below 10,000 people covered.

Source of the figures is DPM REPORT2016/2017 Financial Year.

**SDG 3:** The country revised its National Health Policy (2007) and Health Sector Strategy to align to emerging global and regional health conventions, thus the National Health Policy of Eswatini (2017) and second National Health Sector Strategic Plan (2014 – 2018) are in place. Furthermore, the National Health Financing Policy (2017) was developed to set out health care financing models and strengthen the sector’s capacity in health care financing. Disability was mainstreamed into the health sector. Health infrastructure has increased and is distributed among the different regions.

***Emerging issues:*** Reproductive health education tailored for disabled children.

***Areas for support:*** Early detection of children with disabilities (e.g. having a psychologist).

**SDG 4:** The country introduced Free Primary Education programme as a means to ensure that all children have equal access to quality primary education. This programme has been successfully rolled out to all government schools through local and donor funds. The Orphaned and Vulnerable Children (OVC) educational programme was established as a safety net for children attending secondary education. Government has increased the education infrastructure to address the increase in school going children including schools for children living with disabilities.

**SDG 8: *Challenges:*** Disability mainstreaming is still a challenge especially in education and in employment opportunities.

**SDG 9:** The quality of roads has improved and accessibility for persons living with disabilities increased. Guide blocks along the feeder roads and disability friendly traffic lights along busy town streets have been put in place.

***Challenges:*** (1) The available infrastructures for the disabled needs to be rolled out to all areas. (2) Lack of schools which are conducive for the disabled at regional level.

***Areas for support:*** Building more inclusive schools to support people living with disabilities.

## **Fiji[[23]](#footnote-23)**

Fiji’s 5-Year and 20-Year National Development Plans (NDP) are the blueprints for Fiji’s continued development through 2030 and beyond. The plans, both developed through a nationwide consultation process, embody the key goals and principles of the SDGs. Through the NDP, Fiji has mapped out our agendas for climate action, green growth, environmental protection, gender equality, disability assistance and good governance, along with the development of new and existing sectors of our economy and other key metrics of societal progress. The NDP recognises the natural synergies that exist between these development areas, and minimises overlaps and maximises efficiency through a cross-cutting interagency approach.

### **Methodology and process for preparation of the Voluntary National Review**

Fiji’s VNR processes have been strengthened by a comprehensive and inclusive national stakeholder consultation, which were held through a number of national events and gatherings. These include the Civil Society Organisation SDGs Forum. The Fiji Civil Society Organisation (CSO) Voluntary Review Taskforce organised a two-day forum to assess and report on CSOs contributions to the implementation of SDGs since 2015. The taskforce comprises NGOs such as the Fiji Council of Social Services, Fiji Women’s Rights Movement, Fiji Disabled People’s Forum, Citizens Constitutional Forum, Fiji Commerce and Employers Federation, Save the Children Fiji, ADRA Fiji, Haus of Khameleon, Rainbow Pride Foundation, Pacific Centre for Peacebuilding, Habitat for Humanity Fiji and the Pacific Islands Association of NGOs. The outcome of the CSOs Forum has been integrated into Fiji’s VNR.

### **Leaving no one behind**

***Disability Inclusive Development:*** An area of work that truly reflects the Fijian Government’s pledge to leave no one behind is programmes and policies for Fijians living with disabilities. In 2017, Fiji ratified the United Nations Convention on the Rights of Persons with Disabilities following which the Parliament enacted the Rights of Persons with Disabilities Act 2018 that further clarifies and mandates legal obligations pertaining to the rights of persons living with disabilities in Fiji. The Rights of Persons with Disabilities Act 2018 has expanded on Section 42 of the Fijian Constitution to reflect international obligations under the Convention on the Rights of Persons living with Disabilities making Fiji one of only two Pacific countries with comprehensive legislation for Persons with Disabilities.

For persons living with disabilities, a key component of their welfare is caregiving. To enhance the capacities of individuals and families to take care of persons living with disabilities within their families and within their communities, the Ministry of Women, Children and Poverty Alleviation has partnered with Australia Pacific Training Coalition to carry out caregiving skills trainings in communities. So far, 285 Fijians have been trained. This community training will continue as part of the community empowerment programme for the welfare and care of the elderly and those living with disabilities.

Other initiatives funded by Fijian Government that have empowered persons living with disabilities include the disability monthly allowance programme, economic empowerment programme, grants to organisations which provide services to persons living with disabilities, 20 fulltime scholarships made available to students with disabilities, annual budgetary allowance for the Fiji National Council for Disabled Persons, a 300 percent tax incentive for employers who employ persons living with disabilities, funding allocation for making Fijian buildings disability friendly and prioritising areas of training like Speech Therapy, Educational and Clinical Psychology and Occupational Therapy in the national toppers scholarships scheme.

There is also a clear commitment under the Pacific Framework for the Rights of Persons with Disabilities to produce disability disaggregated data in a comparable manner through the use of the Washington Group Short Set (WGSS) of Questions in censuses and surveys. Fiji included the WGSS in its last census round to generate valuable data that will contribute to better inform policy and programmes on disability.

### **Sustainable Development Goals Progress**

**SDG 1: *Social Protection:*** Fiji has introduced and expanded a wide array of targeted social assistance programmes in the country, including the Poverty Benefit Scheme (providing grant assistance to the poorest 10 percent of households), the Social Pension Scheme (providing grant assistance to senior citizens of ages 65 and above), the Care and Protection Allowance (providing grant for welfare of children living in vulnerable social circumstances), the Food Voucher Programme (providing grants to rural pregnant mothers), the Bus Fare Programme (providing subsidised bus fares for senior citizens and free bus service for Fijians living with disability), and Disability Allowance.

**SDG 4: *Inclusive Education:*** Increasing inclusivity with the education system is written into the Fijian Constitution and Fiji’s NDP. To cater for students living with disabilities, Fiji currently hosts a network of speciality schools that serve the disabled, and is increasingly seeking to mainstream students living with disabilities into Fiji’s traditional secondary institutions. There are currently 17 specialised, 67 mainstream secondary schools that are serving students living with disabilities, offering choices to parents on which educational path they would like their children to take to best suit their needs. Major institutions share the Fijian Government’s commitment towards inclusive education. The University of the South Pacific currently runs a disability research centre that provide budgetary support, sign language interpreters and other services that foster inclusive learning environments and that cater to the specific needs of those living with disabilities. Government-funded partnerships with NGOs helps further this mission; for example, the Frank Hilton Special School offers early intervention, primary education as well as pre-vocational training in areas such as wood work and carpentry, as well as a wide range of extracurricular activities.

**SDG 5:** In 2018, the Rights of Persons with Disabilities Act was enacted. The Act aims to protect the rights of both women and men with disabilities, establishing a National Council for Persons with Disabilities and setting out rights including the right to work and employment, non-discrimination, equal recognition before the law, freedom from exploitation, access to justice, health, participation in political life and adequate standard of living and social protection.

**SDG 10: *Guaranteeing Equal Opportunities and Reducing Inequalities***

The Fiji National Disability Policy 2008-2018 provides a framework for developing a more inclusive society, creating greater awareness of the needs of people with disabilities and removing potential barriers that may hinder the full socio-economic participation of people with disabilities.

**SDG 11: *Affordable Housing:*** For households living in poverty, Fiji has set up the Housing Assistance Relief Trust to provide financial assistance to accommodate families in low-cost housing settlements. For people living with disabilities, the government has provided funding to develop more inclusive and disability-friendly buildings to cater for their needs and ease accessibility.

***Transportation:*** Over the last 3 years, the government has invested approximately $1.4 billion into sustainable transportation, which includes improving road infrastructure, drainage systems and footpaths to schools and hospitals, all of which considers people with disabilities.

***Safe and Inclusive Communities:*** During the 2016 Tropical Cyclone Winston, damages in urban informal settlements were particularly severe. Increasing the resilience of informal urban settlements in Fiji, which are highly vulnerable to the effects of climate change and other disasters is a priority. Fiji’s first Adaptation Fund project targets the 16 most vulnerable settlements, which have an estimated 1,249 dwellings and a total population of 6,242. This project is being implemented by the UN-Habitat and a local ministry. The project combines horizontally and vertically interrelated resilience strengthening of institutions, communities and physical, natural and social assets and ecosystems. The specific needs of women, indigenous people, people with disabilities and youth are being considered at all stages of the project.

## **Ghana[[24]](#footnote-24)**

Ghana used the VNR process to deepen public awareness and knowledge of the SDGs by engaging the media and marginalised groups such as persons living with disability, market women, school children, commercial drivers, street children, fisher folk and smallholder farmer groups.

### **Methodology and process for preparation of the Voluntary National Review Report**

Thematic consultations on Youth Engagement on the SDGs, Leaving No One Behind and Synergies among the goals were organized in Cape Coast, Tamale and Kumasi respectively. Each consultative meeting, in the spirit of leaving no one behind brought together over 100 participants from government agencies, civil society organisations, the private sector, academia, traditional authorities, persons with disability, political parties, youth groups and marginalised groups. Inputs were collated from stakeholders on the various themes prior to the consultative meetings, while consultants conducted a review of the cross-cutting themes. The submission from stakeholders and the consultants’ reports formed the basis of discussion at the consultative meetings.

***Summary of Comments from Validation Workshops on Draft VNR Report***

Table with three columns. 

Group left behind/ not captured: Persons with disabilities.

Interventions: 
- Sign language should be made a national language for easy communication in all institutions 
- People with special needs are not homogenous group and therefore proposed interventions should be targeted. 
- Employment opportunities should take into consideration the specific needs of the deaf and the dumb. 
- Ensure public and private facilities (eg health facilities) have systems in place to ensure easy communication between service providers and persons with disability. 
- Coordinate data production on PWDs and ensure appropriate disaggregation 
- Intensify education on PWDs and their specific needs to enhance their integration in society

Validation meeting:
Youth Validation - Christ the King Hall; National Validation Suhum (Eastern Region); Tarkwa (Western Region); Konongo (Ashanti Region); Apam (Central Region); Tamale (Northern Region).


Table with three columns. 

Group left behind/ Not captured: Development challenges of persons living with Albinism are usually lumped with persons with disability during development discourse.

Interventions: Issues of persons with albinism should be separated from persons with disabilities for appropriate policy actions. 

Validation Meeting: Tamale (Northern Region)


### **Lessons from the Consultations and Review Meetings on Communicating the SDGs**

Effective implementation of the SDGs requires adequate capacity at local authority level to engage with local communities and other stakeholders. This implies that the capacity of District Assembly members and Members of Parliament must be enhanced for effective engagement with their constituents. The strategy for engagement should aim at developing effective collaborations with coalitions, representative organisations and umbrella bodies that can reach those who would ordinarily not be engaged such as people with disabilities, migrants, and confined persons (inmates of refugee camps, ‘witches’ camps, mental institutions, prisons and religious settlements). More engagement is required with disaggregated groups such as young people, women and older persons, and different income groups. Creative use of social media and traditional forms of information dissemination will serve as an important tool for reaching a wider proportion of the population.

### **Leaving no one behind**

The aged, children, the rural population, persons living with disability, prisoners, the unemployed, people in vulnerable employment are some of the groups at risk of being left behind.

About one-fifth of Ghana’s population is estimated to be living with either a physical, intellectual or emotional disability. Despite constitutional and legislative guarantees on the rights of persons with disability (PWDs), the laws have not been adequately implemented and they therefore continue to face discrimination. Social stigma and inequalities in access to employment, education and healthcare and to public facilities remain challenges to PWDs.

Approximately one in every five children aged 2-17 years has a functioning difficulty related to seeing, hearing, walking, fine motor skills, and learning among others. Children with disabilities are often less likely to attend school, access medical services, or have their voices heard in society. They are at risk of physical and emotional abuse, neglect, violence and exploitation.

Government policies to ensure that “no one is left behind” are in the following priority areas: Improving support to persons with disability.

***Improving Support to Persons with Disabilities:*** Ghana’s Persons with Disability Act, 2006 (Act 715) is the legal framework for protecting persons with disabilities, including with regard to access to public infrastructure. This law needs to be implemented fully. The Government launched the Ghana Accessibility Standards for the Built Environment in 2016 to enhance access to public facilities. Other policies work to enable children with special needs to have full access to education. The Inclusive Education Policy (2010) is intended to ensure delivery and management of education services that respond to the diverse needs of all learners. Other provisions in the Education Strategic Plan (2010-2020) aim to provide access to basic education for all children.

Persons with disabilities are also a key target group for productive inclusion interventions in the social protection sector. A key strategic action outlined in the National Employment Policy is to institute measures to ensure that PWDs are fully mainstreamed into the labour market in accordance with the Labour Act and related laws.

In the medium-term national development policy framework – Agenda for Jobs (2018-2021) – the Social Development focus area contains measures to ensure fair and balanced allocation of national resources across ecological zones, gender, income and socio-economic groups, including PWDs, and to empower vulnerable people to access basic necessities of life. Its specific strategies include investment in human capital, health, social protection, the promotion of viable and sustainable economic livelihood schemes for vulnerable people and persons with disabilities.

Ghana’s Social Protection policy identifies three main vulnerability categories and they are the chronically poor, economically at risk and the socially vulnerable. The groups in each of these categories are identified in the list immediately below:

* Chronically poor: The severely disabled; terminally ill; rural unemployed, urban unemployed; subsistence small-holder farmers
* Economically at risk: Food crop farmers, persons on the street, refugees and internally displaced persons, orphans, informal sector workers, widows, older persons and migrants
* Socially vulnerable: Persons living with HIV/AIDS, tuberculosis sufferers, victims of domestic violence, homeless persons, people living on the street, internally displaced persons and female headed households

### **The 2030 Agenda within the Ghanaian Context**

In order to implement the 2030 Agenda and commitments under Agenda 2063 consistently and sustainably, Ghana is using the decentralised planning system as set out in the National Development Planning (Systems) Act, 1994 (Act 480). This system assigns planning functions to MDAs at national level, and to local authorities, namely Metropolitan, Municipal and District Assemblies at sub-national level. Coordination is vested in the National Development Planning Commission at the apex, supported by 16 Regional Coordinating Councils. The Ministry of Planning provides policy coordination and monitoring support. Collaboration and consultation are encouraged between government agencies and stakeholders through the decentralised planning approach. Stakeholders include the private sector, civil society, traditional authorities, persons living with disability, development partners, academic and research institutions, and other interest groups.

***African Youth SDGs Summit*** - The Youth Advocates Ghana, Ako Foundation and the 2030 Youth Alliance organise annual African Youth SDGs Summit to collate the view of the youth and mobilise their support for the SDGs. The first Summit, held November 2017 was on the theme “Youth as Drivers of Sustainable Development” and was attended by over 400 delegates from 25 African countries. The Summit discussed issues relating to youth in governance; youth and disability; youth unemployment; food and nutrition security; and justice, peace and security. The second edition was held in November 2018 under the theme “Partnership with Youth to Achieve the SDGs: Moving from Policy to Actions” and focused on SDGs 3, 4, 5, 6, 8 and 17. The three-day summit, attended by over 1,400 youth from 43 countries, provided a platform for knowledge sharing and called the youth to action on the SDGs. The Summit adopted the Youth Declaration, calling on governments to take urgent action on the SDGs and the private sector to support implementation of the 2030 Agenda.

### **Sustainable Development Goals Progress**

**SDG 1:** The Livelihood Empowerment Against Poverty (LEAP) programme was established in 2007 with the objective of reducing poverty by increasing consumption, and promoting access to basic services and opportunities among the extreme poor and vulnerable. The main target groups are children below age 5, the aged, who are without productive capacity and people with severe disability. To achieve its objective, the programme is structured to improve basic household consumption and nutrition; increase access to health care services; increase basic school enrolment, attendance and retention of beneficiary children between 5 and 15 years; and facilitate access to complementary services (such as welfare, livelihoods and improvement of productive capacity) among beneficiary households. LEAP provides social cash grants to households who meet the criteria of extremely poor and vulnerable. Beneficiaries of LEAP has increased from 213,044 households in 2017 to 407, 671. The coverage of the School Feeding Programme has increased by 30% and the membership of the NHIA stood at 1.1 million in 2018.

**SDG 4: *Inclusive and Special Education:*** Forty-one (41) special schools were available for children with special needs in 2017/2018. The highest number being schools for the hearing impaired (13) and followed by intellectually disabled (12) and integrated senior high schools (8). Table 4.4.8 provides the enrolment and total number of special schools.

Table 4.4.8: Number of special schools and enrolment

From 2015/2016 to 2017/2018 the number of schools for hearing imparied and intellectually disabled has decreased. From 2015/2016 to 2017/2018, the number of school for the visually impaired and integrated senior high schools has remained the same. For the same period, the number of total special schools has increased from 35 to 41. Enrolment rates for hearing impaired, intellectually disabled, visually impaired and total has increased.

Source: Ministry of Education, 2018 Education Assessment Performance Report

**SDG 8:** Persons living with disability who are unemployed constitute 13% of all unemployed persons in 2017. Unemployment is highest among those with emotional disability, followed by sight, hearing and physical disabilities.

Figure 4.8.4: Unemployment rate by type of disability, 2017 (%)

Pie chart indicating unemployment rate by type of disability. 

Speech only: 5%
Emotional only: 30%
Hearing only: 19%
Intellectual only: 5%
Physical only: 17%
Sight only: 24%

Source: GSS, GLSS 7, 2017

## **Guatemala[[25]](#footnote-25)**

### **Methodology and preparatory process**

Sobre las consultas de percepción, cabe señalar que estas se dirigieron a diferentes grupos poblacionales y se efectuaron en el marco del Consejo Nacional de Desarrollo (CONADUR) y las comisiones allí representadas, así como con los grupos mayoritarios considerados clave por las Naciones Unidas. En total, fueron 298 representantes de grupos poblacionales consultados distribuidos en doce grupos poblacionales, lo que permitió conocer cómo percibe la población la respuesta del Estado guatemalteco para alcanzar el cumplimiento de las diez prioridades nacionales del desarrollo y las metas estratégicas. Para ello, se elaboraron instrumentos ad hoc para cada grupo. Los grupos poblacionales consultados fueron: mujeres; pueblos indígenas; organizaciones no gubernamentales; academia; niñez, adolescencia y juventud; integrantes del Grupo Impulsor Cairo+20; población LGBTI; cooperativas/mipymes; personas con discapacidad; organizaciones campesinas.

### **National Development Priorities**

**Reducción de la Pobreza y Protección Social: *Meta Estratégica de Desarrollo: Inclusión Social:*** En el marco de análisis y objetivos que persigue la prioridad nacional y la meta de inclusión, la problemática identificada es: la pobreza y desigualdad en Guatemala en lo social, económico y político; con alta incidencia en la población indígena, mujeres y personas con discapacidad, de áreas rurales, especialmente en los departamentos de Alta Verapaz, Quiché, Totonicapán, Chiquimula, Sololá, y Huehuetenango.[[26]](#footnote-26)

***Meta E2P4M3: Instalar servicios de rehabilitación en la comunidad para aumentar la calidad de vida de la población con discapacidad temporal o definitiva, garantizando la satisfacción de sus necesidades básicas y de participación:*** Para el año 2019 aún no se cuenta con métodos de medición para esta meta; esta meta se considera una medida positiva que pretenden lograr la inclusión de las personas con discapacidad de manera equitativa al desarrollo, mejorando su salud y el contexto que les rodea.

Como parte del seguimiento a las propuestas de inclusión de las personas con discapacidad en el último censo de población realizado en el año 2018 se lograron concretizar preguntas que determinarán la cantidad de población que padece discapacidad (tipo de la misma) y en donde habitan; los resultados de dicho censo permitirán la realización de políticas públicas que puedan abonar al objetivo de esta meta, así como a generar indicadores que permitan su seguimiento. Se vincula el siguiente indicador por su relación con la inclusión de personas con discapacidad.

*Indicador: Tasa de subempleo en personas con discapacidad, desglosado por sexo, edad y otras desagregaciones posibles:* Ya que este indicador cuenta con desagregaciones sobre: sexo, grupo étnico, edad, por actividad económica, categoría ocupacional y según dominio (urbano metropolitano, resto urbano, rural nacional), como parte de la ENEI. Es necesario agregarse la desagregación de discapacidad para darle seguimiento pertinente a la situación de esa población en específico.

*Indicador: 8.6.1 Proporción de jóvenes (de 15 a 24 años) que no estudian, no tienen empleo ni reciben capacitación:* El indicador proporciona información de los jóvenes que están fuera del sistema educativo, no están en capacitación y no tienen empleo. Incluye a jóvenes trabajadores desanimados por no poder insertarse al mercado laboral, así como a aquellos que están fuera de la fuerza laboral debido a la discapacidad y la participación en las tareas domésticas, entre otras razones.[[27]](#footnote-27)

*10.2.1 Proporción de personas que viven debajo del 50% de la mediana de los ingresos, desglosada por grupo de edad, sexo y personas con discapacidad:* Este indicador se utiliza comúnmente para la medición de la pobreza en los países ricos y se utilizan cada vez más como una medida complementaria de la desigualdad y la pobreza en los países de ingresos bajos y medios.[[28]](#footnote-28) Actualmente, no se calcula en el país, sin embargo, se considera posible estimarlo con datos generados por la ENEI con la desagregación por sexo, más no para la población con discapacidad.

*Indicador 11.2.1 Proporción de la población que tiene acceso conveniente al transporte público, desglosada por sexo, edad y personas con discapacidad.* El acceso al transporte público se considera conveniente cuando se puede acceder a una parada oficialmente reconocida a una distancia de 0.5 km de un punto de referencia, como un hogar, escuela, lugar de trabajo, mercado, etc

Los criterios adicionales para definir el acceso conveniente al transporte público conveniente son: a) accesibilidad para todos los clientes con necesidades especiales, personas vulnerables como adultos mayores, y niños; b) con servicio frecuente durante las horas pico de viaje; c) las paradas presentan un entorno de estación seguro y cómodo; y d) la capacidad de los residentes, incluidas las personas con discapacidades y las empresas para acceder a mercados, oportunidades de empleo y centros de servicios como escuelas y hospitales es fundamental para el desarrollo económico urbano.

**Respuesta del Estado - *Sector Público*:** Con relación a la atención de personas con discapacidad la SOSEP proporcionó servicios de atención médica especializada; asimismo, para el año 2018 benefició a 5,026 personas con la dotación de productos ortopédicos a personas con algún tipo de discapacidad física, además de realizar jornadas médicas, brindar tratamientos médicos y otros servicios sociales.

Por su parte, la Comisión Nacional de Discapacidad -Conadi- apoya con bolsas de estudios a jóvenes con discapacidad, provenientes de diferentes municipios ubicados en 17 departamentos del país. Así también, el Mineduc otorgó en el último año más de 5,000 becas a estudiantes con discapacidad, con las cuales se promueve el acceso a la educación y la permanencia en el sistema educativo. Sumado a lo anterior, se han realizado talleres de Robótica dirigido a jóvenes con discapacidad intelectual (Síndrome de Down) y discapacidad auditiva.

La Secretaría Presidencial de la Mujer -Sepremelaboró la agenda estratégica para el abordaje de los derechos humanos de las mujeres con discapacidad, con el acompañamiento del Conadi.

***Departamental*:** En el ámbito de la protección social, resaltan los programas para niñez, adultos mayores y niñas adolescentes; con subsidios orientados a jóvenes y niños con discapacidad, subsidios familiares para niños con extrema pobreza y para adultos mayores.

**Percepción Pública - *En Territorio*:** En cuanto a la consulta de las personas con discapacidad, los representantes consideran que en el país se encuentra en situación de pobreza y que aqueja principalmente a la población que representan.

Los representantes de personas con discapacidad consideran como un avance contar con el plan de acción CONADI 2019 para coordinar acciones a favor de la población con discapacidad. Según la percepción de los -CODEDIS- y las Organizaciones de Sociedad Civil -OSC- es positivo el mantenimiento de las acciones de prevención, como, por ejemplo; el sistema de vacunación impulsado por el Ministerio de Salud Pública y Asistencia Social -MSPAS-.

**Respuesta del Estado - *Sector Público:*** Cabe mencionar a la Comisión de Asuntos sobre Discapacidad, que impulsa iniciativas relacionadas a la mejora de condiciones de vida y tratamiento de personas con discapacidad.

**Prioridad Nacional de Desarrollo– Empleo e Inversión: *Organismo Legislativo:*** Para esta Prioridad, existen tres comisiones que reportaron acciones destinadas a la consecución de sus metas. La Comisión de Asuntos sobre Discapacidad, resaltó que se realizan acciones relacionadas a promover la inclusión laboral y no discriminación de personas con discapacidad en el ámbito laboral.

***Percepción Pública:*** La percepción de las Comisiones Departamentales de Discapacidad –CODEDISy las Organizaciones de Sociedad Civil identifican como avance que el Ministerio de Trabajo –MINTRAB- tiene la oficina de atención al trabajador con discapacidad y la unidad de inclusión laboral. Además, señalaron que desde el Congreso de la República se está impulsando la Iniciativa de Ley 5539[[29]](#footnote-29) para generación de empleo y emprendimiento de las personas con discapacidad.

**Prioridad Nacional de Desarrollo – Seguridad Alimentaria y Nutricional:** ***Grupos poblacionales específicos:*** Las comisiones departamentales de discapacidad (CODEDIS) y las organizaciones de sociedad civil (OSC) en materia de SAN consideran como un avance la coordinación entre el Consejo Nacional para la Atención de las Personas con Discapacidad (CONADI) y el MAGA para la implementación de huertos familiares para personas con discapacidad. También señalan como logros el incremento en la asignación al programa educativo de alimentación, el hecho de contar con CODESAN en todos los departamentos, y el hecho de que la SESAN esté mostrando interés y articulación de acciones para la atención de personas con discapacidad, debido a que se ha demostrado que la condición de desnutrición puede generar discapacidad en el futuro de los niños.

**Prioridad Nacional de Desarrollo - Fortalecimiento institucional, seguridad y justiciar:** La percepción que tienen las personas con discapacidad que participaron 326 en la consulta es que se han logrado algunos avances en materia de seguridad y fortalecimiento institucional específicamente para este grupo, entre los que se destaca que a partir de 2018 el Organismo Judicial adoptara la Política para el acceso a la justicia de personas con Discapacidad, y que la Corte de Constitucionalidad abriera su oficina de acceso a la justicia constitucional para las personas en condición de vulnerabilidad (discapacidad, niños, niñas y adolescentes y mujeres, entre otros). A su vez, resaltaron que el MP rediseñara el protocolo de atención a la víctima incluyendo la variable de discapacidad, además de que habilitara un número telefónico (WhatsApp) para la atención de mujeres víctimas de violencia con discapacidad auditiva.

**Prioridad Nacional de Desarrollo - Educación:** Una visión amplia de la meta estratégica permitió determinar como un factor causal que en el país se concentran personas con necesidades de formación sin escolarizar, debido primordialmente a la incapacidad económica familiar de cubrir los costos de la educación y, en segunda instancia, porque aún existen barreras de acceso para la población con discapacidades.

Es preciso resaltar otros programas de apoyo que son igualmente relevantes para facilitar el acceso a la educación, tales como el subsidio al transporte escolar, becas de alimentación, becas para estudiantes con discapacidad y bolsas de estudio, que se proporcionan por conducto del MINEDUC. El Ministerio de Desarrollo Social (MIDES), por su parte, es el encargado de otorgar becas para educación media y superior, mientras que el Consejo Nacional para la Atención de las Personas con Discapacidad (CONADI) entrega bolsas de estudio a estudiantes con discapacidad.

***Percepción pública:*** Los representantes de las personas con discapacidad estiman que el reconocimiento del tema en el sistema educativo es un avance. Esto puede deberse a que existe una política de inclusión de las personas con discapacidad en el MINEDUC, lo cual ha incidido en la incorporación de alumnos en el Sistema Educativo Nacional. Este proceso ha requerido la creación de un reglamento para que personas con discapacidad puedan ingresar de forma inclusiva a la escuela.Los representantes de los consejos de discapacidad y organizaciones de la sociedad civil mencionaron que se registra más la presencia de niños y niñas estudiando en los niveles de preprimaria, primaria y secundaria, y consideran que esta inclusión debe desarrollarse aún más en todos los municipios del país.

### **Data**

***Indicadores con información estadística disponible:*** Las principales limitaciones identificadas para este grupo de indicadores se relacionan con la periodicidad de la implementación de censos, encuestas y estudios específicos. Los niveles de desagregación de la información también representan una limitante, pues comprometen la capacidad del país de dar cumplimiento al principio de «no dejar a nadie atrás».

Mejorar la desagregación de datos por ingresos, sexo, edad, etnia, condición migratoria, discapacidad, área y ubicación geográfica u otras características, es fundamental para dar cuenta de los matices diferenciados y la reducción de brechas en el desarrollo entre grupos socialesy territorios, principalmente en un país como Guatemala, con altos niveles de desigualdad.

## **Guyana[[30]](#footnote-30)**

### **Sustainable Development Goals Progress**

**SDG 1:** It is important to note that socio-economic deficiencies are generally more prevalent in the indigenous peoples segment of vulnerable populations. Additionally, it is costly to provide essential infrastructure and basic human and social services to the sparsely populated rural areas where they live. Other vulnerable groups include: the aged; persons living in large households; the homeless; the disabled; and youth, especially unemployed or out-of-school young people.

**SDG 3:** Currently, the public health sector is guided by the Health Vision 2020 – the national plan to achieve ‘Health for All in Guyana’. Vision 2020 draws on various target strategies such as the Nutrition Strategy, Maternal, Neonatal, Adolescent and Family Health Strategy and the Disability Prevention and Management. Currently, the health authorities have undertaken to conduct an end-period evaluation of Vision 2020 with a view to commencing work on the next sector strategy, which will be framed within the principles of the Green State Development Strategy: Vision 2040. The next strategy is also envisaged to incorporate the dimensions of resilience and climate change responsiveness.

Within the past years, the disease profile of Guyana has changed. The country currently is in an epidemiological transition, with non-communicable diseases (NCDs) being the major cause of morbidity and mortality since 2004. In 2015, NCDs accounted for 70 percent of all deaths with cerebrovascular disease (stroke) being the leading cause of death, followed by ischemic heart disease, neoplasms, diabetes and hypertension. Non-communicable diseases are the main contributor to the burden of disease, with an estimated annual economic burden of US$221.5 million in direct and indirect costs, and accounted for 46.9 percent of all Disability Adjusted Life Years lost in 2000[[31]](#footnote-31). Notwithstanding, opportunities can be found to establish partnerships for the provision of critical health care services.

***Data:*** Number of leprosy cases diagnosed and treated before the development of disabilities was 29 in 2015, 52 in 2016, 62 in 2017 and 49 in 2018 (estimated).

**SDG 4:** There are six special schools that cater to students with special physical, sensory and/or mental needs, and for others who are socially disadvantaged or in especially difficult circumstances. Further, the Board of Industrial Training, which focuses on technical and vocational training, also runs tailored programmes for persons with disabilities. Between 2016 and 2018, 343 persons – 128 male and 215 female – with disabilities have graduated from its programme.

**SDG 8:** Youth-focused initiatives include: 1) ‘Be Your Own Boss’ entrepreneurship training programme; 2) Youth Leadership Training Programme; 3) a series of “Women Entrepreneurship Support” workshops were conducted for female small business owners; and 4) training by the Small Business Bureau for persons with disabilities to create/ support their own business (SDG Target 8.5 and 8.6). In order to stimulate job creation and entrepreneurship in a coordinated manner, the Ministry of Business, with support from a development partner, has begun to develop a Small and Medium Enterprise Policy to streamline business development and improve the business climate (SDG Target 8.5).

**SDG 10:** The Constitution of Guyana provides for various institutions to promote citizen participation and tolerance, especially given the country’s diverse population. The supreme law of the land establishes the following entities which have the mandate to promote the rights of all peoples of Guyana and facilitate their inclusion at the national level: the National Commission on Disability, the Rights of the Child Commission, the Indigenous Peoples’ Commission, the Women and Gender Equality Commission and Ethnic Relations Commission.

Noteworthy, the National Commission on Disabilities conducted a national household survey of persons with disabilities which provided pertinent information for a nationwide sensitisation about disability issues; all aimed facilitating the provision of improved services to persons with disabilities (PWDs). Additionally, the Commission has implemented initiatives including training for PWDs to create and support their own business; established a referral system for financial and other support; and held policy discussions to include PWDs in the development process.

**SDG 11:** The Central Housing and Planning Authority (CHPA) interacts with Regional Democratic Councils, local authorities, and the Guyana Lands and Surveys Commission, among other entities. The CHPA also undertakes interventions that promote inclusivity and target vulnerable groups such as low and middle income households, indigenous persons, single parent households and persons living with disabilities, among others. Initiatives undertaken from 2015 to date have focused on:

* Providing adequate housing and urban accessibility through the upgrading of existing housing areas, the provision of core houses and disbursements of home improvement subsidies;
* Construction of housing units targeting low and moderate income households. Housing units that were constructed are duplexes and single flat or elevated 2-bedroom units. Selected homes are intended to be outfitted with facilities to accommodate persons with disabilities.

## **Iceland[[32]](#footnote-32)**

Despite real success in many areas, Iceland still faces a variety of challenges and has a way to go before achieving some of the SDG targets. The VNR report attempts to give a clear picture of Iceland’s main challenges for each of the 17 goals, with the aim of identifying marginalised groups, such as immigrants and persons with disabilities, in order to leave no groups or individuals behind.

### **Collaboration on Voluntary National Review**

The government’s SDG working group has cooperated and consulted with various parties on the analysis, implementation and presentation of Iceland’s position relative to the goals. In addition to the afore-mentioned consultation with the University of Iceland, both bilateral and open meetings have been organised, as well as conferences on the SDGs with participation from the private sector and civil society. This VNR report was also made available in the government’s electronic consultation portal (www.samradsgatt.is) to encourage public debate and invite the opinions of various parties. These opinions were taken into account in writing the final report. The SDG working group received nine submissions through the portal from the following individuals and groups: Association of Chartered Engineers in Iceland, Auður Guðjónsdóttir, Iceland National Olympians Association, IOGT Iceland, Landsvirkjun – National Power Company of Iceland, Save the Children Iceland, The Icelandic Youth Council, Throskahjalp – National association of intellectual disabilities, and Valorka.

### **Leaving no one behind**

In implementing the SDGs, special care needs to be taken to leave no individual or group behind, such as marginalised groups like persons with disabilities, immigrants and low-income people. Specific actions have been taken in recent years to identify and address the needs of individuals and groups in difficulties financially and socially, and the activities of the Welfare Watch, which is discussed later in this report, are an example of such efforts. However, in all mapping and policy-making for the SDGs, a specific focus needs to be directed at individuals and groups which are or may be at risk of being marginalised.

***Declaration by the Youth Council for the SDGs 2018-2019 at a meeting with the government:*** On the mental well-being of youth, the Youth Council highlighted that youths receiving disability benefits are subject to strong prejudice from other youths and that support for disabled people needs to increase.

### **Sustainable Development Goals Progress**

**SDG 1:** A social insurance scheme has been in place in Iceland since the first half of the 20th century. By law, anyone legally resident in Iceland is entitled to basic services, which includes access to education, healthcare, secure housing, social insurance schemes and social services. Local authorities provide financial assistance to support individuals and families who cannot provide for themselves and their dependants without assistance. The financial assistance of local authorities is governed by the rules of the municipality concerned as provided for in the Act on Social Services of Local Authorities. In 2016, 4.4% of households in Iceland received such financial assistance.[[33]](#footnote-33) Persons resident in Iceland receive social security payments for childbirth, children, disability, rehabilitation, unemployment, occupational accidents, old age and more. In 2018, the proportion of the population aged 18-66 years receiving a disability pension was 8.4%.[[34]](#footnote-34) Membership of occupational pension funds is compulsory in Iceland for persons active in the labour market, who then receive a pension when they reach retirement age.

Among the objectives of the government’s 2020-2024 fiscal strategy regarding support for individuals, families and children is to strengthen the position of disadvantaged people and make suggestions for improving the living circumstances of the lowest income groups in society.[[35]](#footnote-35) Particular attention is to be paid to the position of children, with an emphasis on those who struggle with multiple difficulties and who live in poverty. Furthermore, in this context, specific attention should be paid to the position of persons with disabilities. The aim is to simplify the social security system, ensure better support for the lowest income groups and facilitate their social participation. The simplification of the benefits system aims to increase incentives for active participation in the labour market, as employment is considered one of the most important ways of preventing social exclusion and poverty.

**SDG 2:** In Iceland, there is a good supply of nutritious food and no one should have to go hungry. The role of the state and local authorities is to ensure that those who cannot make ends meet receive appropriate assistance. It is important to reach out to all those in such a position, in accordance with the SDG target of leaving no groups behind in their implementation.

The government’s platform provides for consultation with representatives of disability pensioners on changes to the benefits system with a view to achieving a consensus on simplifying it, ensuring secure support for disability pensioners and encouraging their participation in the community.[[36]](#footnote-36) Those who are disadvantaged need particular support. An assessment will be made of the situation of the lowest income groups in Icelandic society, proposals for improvements made and followed up on.

Particular attention must be paid to the situation of children living in poverty, as they are among the most vulnerable groups in society. The government’s fiscal strategy emphasises the need to pay particular attention to children who live in poverty and the interaction between the benefits system and the tax system regarding child benefits.[[37]](#footnote-37) Welfare Watch conducted a study on the standard of living and poverty among children in Iceland 2004-2016.[[38]](#footnote-38) Its main findings are that it is most urgent to improve the living conditions of single parents and their children, as nearly four out of every ten children classified as below the poverty level are children of single parents. Children of disabled parents also need to be considered. Among individual factors, the housing situation turned out to have a significant impact on the children’s standard of living, especially the children of single parents and the disabled. The study used a modified OECD equivalence scale, which is the scale used by Eurostat.

As previously mentioned, 1.3 to 3% of the country’s population is in the group defined by the Welfare Watch as living in extreme poverty. This is the most vulnerable group, and care needs to be taken to see that its basic needs are met, including the need for adequate and nutritious food. It must be ensured that hunger and malnutrition will never be a problem in Iceland, especially among the poor, the elderly and the disabled.

**SDG 3: *Access to healthcare services, essential medicines and vaccines:*** All citizens have access to healthcare services and treatment in hospital is without charge to the patient. In recent years, the rules on patients’ cost contribution for outpatient healthcare have been altered to reduce the expenses of persons requiring extensive healthcare services and pharmaceuticals, and a ceiling set for payments for such. Charges for visits to primary healthcare centres are low and none for children, the disabled and the elderly.

Vaccinations for children are paid for by the public health service and vaccines are also accessible to all citizens at an affordable price. Dental care for children under 18 years of age is free of charge. Adults need to pay for their dental expenses, but the health service covers part of dental expenses for the elderly and the disabled.

Access to psychological services through primary healthcare has been increased, but psychological services by self-employed psychologists are only subsidised for children. Wage earners, however, have access to grants from their trade unions to cover psychological and dental expenses. Sufficient public health service and mental care for persons with disabilities needs specific attention.

**SDG 4:** Icelandic education policy is based on equal rights to inclusive schooling in preschool, compulsory and upper secondary schools. The conclusions of an external audit by the European Agency for Special Needs and Inclusive Education on the implementation of Iceland’s inclusive education policy, confirm that the present legislation and strategy of the educational authorities supports the objectives and emphasis of inclusive education and comply with international conventions and agreements to which Iceland is a party.[[39]](#footnote-39) [[40]](#footnote-40) It stated that relatively fewer students are in special schools, special units or special classes in Iceland than in most European countries, while the incidence of formally diagnosed special needs of pupils is above average. Work is underway on implementing the audit’s recommendations for improvements and the status of that project will be reviewed at year-end 2019. It is important to find ways to provide persons with disabilities, especially intellectual disabilities, equal educational opportunities as others at all age levels.

One of Iceland’s Priority Targets 2018-2020 is to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

**SDG 5: *Prevention of violence against women and girls:*** In April 2018, Iceland ratified the Council of Europe’s Convention on Preventing and Combating Violence against Women and Domestic Violence of 2011. The Convention provides for the rights of victims and the obligations of public bodies to protect and assist women subjected to violence, to educate the public, government and professionals, to take preventive measures against violence, and provide solutions and treatment for abusers. In addition, the Minister of Justice has adopted an Action Plan on Handling of Sexual Offences by the Judicial System, and the government has provided additional funding for implementation of actions based on it. They include increasing the number of employees of the police and District Prosecutor, increasing continuing education and improving police investigation facilities and procedures for handling sexual offences. Special attention needs to be paid to the conditions and needs of groups of women that are particularly vulnerable to any kind of violence, such as disabled women and women of foreign origin.

***Steering Committee for Comprehensive Reforms concerning Sexual Violence***: The Steering Committee is to advise the Prime Minister and the Ministerial Council on Gender Equality in formulating policy on sexual violence, gender-based violence and sexual harassment in Icelandic society. The Steering Committee is to pay particular attention to the multifaceted discrimination against women of foreign origin, women who live in economic insecurity, disabled women, and LBT women.

**SDG 8:** Labour market participation is regarded as one of the most important ways of preventing social exclusion and poverty. It is important, therefore, that as many people as possible are active in the labour market, regardless of a disability or restricted work capacity, as being active in the community, including the labour market, also contributes to better quality of life. The Icelandic government therefore emphasises preventing individuals’ prolonged absence from the labour market, reducing the risk of their persistent inactivity and possible disability. This implies preventing long-term unemployment of individuals regardless of their nationality, education or age. The Directorate of Labour is expected to provide effective counselling to place people in a suitable job, study or vocational training programme before they have exhausted their entitlement in the unemployment insurance system.

Emphasis is placed on increasing services for jobseekers with disabilities, those with restricted work capacity or disadvantaged persons. The employment rate of people with disabilities is generally less than others, and people with disabilities find it more difficult than others to get jobs. The government aims to enable as many people as possible to be active in the labour market. To do so, it is important to provide active labour market solutions to facilitate labour market access for people with restricted work capacity, including disabled people. Furthermore, it is the policy of the Icelandic government that in Iceland the same wages should be paid for work of equal value, regardless of gender. Legislation has been adopted providing for equal pay certification.

***Vulnerable groups:*** Iceland has ratified the International Labour Organisation Minimum Age Convention, the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour Convention, the Convention Concerning Forced or Compulsory Labour, and the Convention Concerning the Abolition of Forced Labour. Iceland also has ratified the UN Convention on the Rights of the Child. In March 2019 the Icelandic governments Emphases in Actions to Combat Human Trafficking and Other Forms of Exploitation were published. They provide for child protection authorities to establish an effective and clear procedure for identifying children suspected to be victims of trafficking and that guidelines and procedures be drafted for professionals working with children if a child is suspected of being a victim of trafficking.[[41]](#footnote-41) In addition, Iceland has ratified the Convention on the Rights of Persons with Disabilities, which includes strong emphasis on securing people with disabilities opportunities on the labour market equal to others and the duty of states to take appropriate measures in that regard.

One of Iceland’s Priority Targets 2018-2020 is by 2030, to 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.

**SDG 10: *Increase income of lowest earners:*** Disability and rehabilitation pensions as well as related payments are intended to support persons with restricted work capacity and income below a certain reference level. The objective is to enable persons in such situations to lead independent lives.

***Main challenge:*** Equalise the position of people regardless of origin, nationality, religion or non-religious convictions, disability, restricted work capacity, age, sexual orientation or gender identity.

***Participation of all citizens in social, economic and political affairs:*** The Act on Equal Status and Equal Rights of Women and Men includes a general prohibition against discrimination based on gender. In 2018 two acts were adopted prohibiting all discrimination. They provide for equal treatment of individuals regardless of race, nationality, religion or non-religious conviction, disability, restricted work capacity, age, sexual orientation or gender identity. The legislation complies with the substance of Directives 2000/78/EC, on equal treatment in employment and occupation, and 2000/43/EC, on equal treatment irrespective of racial or ethnic origin. The adoption of the acts marks a major step towards active involvement of as many people as possible in the labour market and other areas of society.

***Equal opportunities guaranteed and inequality reduced:*** In recent years, various acts have been amended with the aim of reducing inequality and ensuring equal opportunity. As an example, amendments were passed to the Act on Equal Status and Equal Rights of Women and Men, Act on Services for Disabled People in Need of Long-term Support and the Act on Facilities, Hygiene and Safety in the Workplace. Mention could also be made of amendments to simplify the system of social security benefits, change the pension age and more. A current parliamentary resolution provides for action plans with policies and actions to assist individuals at a disadvantage in receiving equal treatment and enjoying equal status. Examples of such are the Action Plans for Gender Equality 2016-2019,[[42]](#footnote-42) for the Disabled 2017-2021[[43]](#footnote-43) and on Immigrants’ Issues 2016-2019.[[44]](#footnote-44)

The new Act on Public Finances sets out values which imply that sustainability, prudence, stability, consistency and transparency shall always be the guiding principles. A specific provision concerns gender-responsive budgeting, which is also to be taken into account in drafting the budget bill. Ever more emphasis is placed on countering and reducing discrimination based on gender, disability or other factors in all government policy making and planning.

In May 2017, a strategy and Action Plan for the Disabled 2017–2021 was approved.[[45]](#footnote-45) The plan identifies 40 projects in seven areas concerning accessibility, employment, health, image and instruction, education, independent life and development of services. Work has begun on about 19 actions, which are either in the preparation stage, underway or complete. The actions include many challenges, including equalising the accessibility of disabled people to society, increasing employment participation and promoting a positive attitude to issues concerning disabled people.

***International actions:*** Gender equality and the rights of children and other vulnerable groups are at the forefront of Iceland’s international development cooperation. Particular attention should be paid to those groups who are deprived of their rights, such as LGBT people, disabled people and others who are disadvantaged.

One of Iceland’s Priority Targets 2018-2020 is by 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

**SDG 11:** Specific attention needs to be directed at ensuring the rights and opportunities of persons with disabilities to live and work in an inclusive way, giving them realistic possibilities for an independent and normal life.

***Housing and public transport:*** For the elderly and the disabled, special transport services are operated by local authorities. Children who live far from schools, travel by school bus. A study of whether there is a gender-related difference in use of the transport system is currently underway.

One of Iceland’s Priority Targets 2018-2020 is by 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.

**SDG 16: *Rule of law:***Equal access to the judicial system in Iceland is the cornerstone of Icelandic justice and reinforcing the rule of law is an ongoing objective. To this end, specific consideration needs to be given to the various needs of individuals and groups, such as children, persons with disabilities, and people of foreign origin, in order to ensure equal access to the judicial system and enable all individuals to exercise their rights. From 1 January 2018 the court system in Iceland has three levels, instead of the former two. The change is aimed at further strengthening the judicial system.

The Icelandic government has placed strong emphasis on reducing any and all types of violence. Specific attention needs to be directed at vulnerable groups in greater danger of being subjected to violence, such as persons with disabilities and women of foreign origin.

## **Indonesia[[46]](#footnote-46)**

Indonesia is not only committed to implement SDGs, but is determined to be a pioneer and role model for the implementation of SDGs in an effort to foster a more just, prosperous and a more peaceful society, as a manifestation of Indonesia’s free and active foreign policy.

### **Methodology and process for preparation of the review**

The experiences of formulating 2017 VNR is insightful for Indonesia to determine focus, increase inclusiveness and deepened involvement of all stakeholders both the implementers as well as target beneficiaries that include persons with disabilities in drafting the 2019 VNR. Inclusiveness and leaving no one behind in the preparation of 2019 VNR are the main principles that are consistently applied.

Progress of each goal is examined based on the data trend 2010-2018. The data used are from surveys and censuses conducted by Statistic Indonesia and survey as well as official reports from technical Ministries/Agencies, research institutions, NGOs and universities. To analyse the SDGs achievement and program effectiveness in ensuring ‘leave no one behind’ principle is implemented, disaggregated data is also used. The attempt, however, is not fully successful since not all available data on SDGs’ indicators could be disaggregated based on disabilities. To improve the data availability, Statistic Indonesia has started to revise the questionnaires of various surveys and censuses to accommodate SDGs indicators.

The experiences of formulating 2017 VNR is insightful for Indonesia to determine focus, increase inclusiveness and deepen involvement of all stakeholders, both the implementers and target beneficiaries that include persons with disabilities in drafting the 2019 VNR.

### **Creating Ownership of the SDGs**

Since Indonesia’s first VNR report in July 2017, SDGs implementation is underpinned by a strong joint ownership by the government and non-government organizations. This joint ownership is formalized through the issuance of Presidential Decree No. 59 Year 2017 on Achieving the Sustainable Development Goals on July 4, 2017. The Decree is a manifestation of Indonesia’s highest commitment to actively engage the four participatory platforms in the process of planning, implementing and monitoring as well as evaluating SDGs, namely National and Subnational governments, Civil Society Organizations and Media, Philanthropy and Business, Academics and Experts.

Community organizations, particularly Civil Society Organizations (CSOs), play their roles in the participatory platform as the counterpart and partner of the government at every stage of SDGs implementation. In Indonesia, there are almost four hundred thousands of CSOs that work both at the national and subnational levels. Notably, youth and disability organizations are very active in engagement and dissemination of SDGs awareness to their peers and communities. Their engagement is also reflected in the process of developing and reviewing the 2019 VNR.

### **Sustainable Development Goals Progress**

**SDG 4: *Educational Cash Transfer for Poor and At Risk Students Program: Smart Indonesia Card (Kartu Indonesia Pintar):*** Commitments to further increase education participation among larger groups of students have led to the establishment of pro-poor education policies. In 2015, the Government launched the Smart Indonesia Card (KIP) education assistance program. KIP is an educational cash transfer program targetting students from poor and at risk families, who are beneficiaries of social assistance and the Family Welfare Card and the Family Hope Program. The KIP also targets orphaned children, children with disability, and victims of natural disasters. It is a national-coverage program reserved for school-age children from the poorest 25 per cent of households. The program listed 20.95 million eligible child beneficiaries, which was an increase from 11.09 million children covered in 2014.

***Inclusive Education:*** To fulfill the mandate of the constitution and the mandate of the law, the Government of Indonesia is committed to guaranteeing the basic rights of all citizens to obtain quality education without discrimination, including children with disabilities. For people with disabilities, the Government has organized an Inclusive Education Program for all. This Inclusive Education has the main objectives, namely: combating discrimination, creating an open society, building an inclusive society, and achieving education for all.

Inclusive education is intended to provide equal opportunities for all school-age children regardless of their socio-cultural-economic background and physical and mental conditions, so that they do not experience social marginalization and exclusion. Inclusive education is carried out in regular schools, so that children with special needs can interact and socialize naturally with their peers, who are normally without disabilities.

The implementation of this Inclusive Education Program is based on two regulations, namely: (1) Minister of National Education Regulation No. 70 Year 2009 concerning Inclusive Education for children with disabilities, special intelligence, and special talents; and (2) Minister of Research, Technology and Higher Education Regulation No. 46 Year 2017 concerning Special Education and Special Service Education. These two regulations are actually derived from Law No. 20 of 2003 concerning the National Education System, which mandates the government to organize inclusive education, as well as evidence of the commitment of the Indonesian Government to carry out the 1994 Samalanca Declaration.

***Good practice - Inclusive Education for All:*** Even though Inclusive education is limited implemented in certain schools in certain areas, good experience can be presented as a learning process on good practice. For example: students with special needs at Metro Junior Secondary School 2 (SMPN 2 Metro) Lampung Province can socialize and establish good social relations with their peers who are without disabilities. They can accept the differences and build social empathy, so that good social interaction is built, which is conducive for learning process in school. They motivated each other to achieve high academic achievement, even among students with autism disorder at this school managed to become champions in the National Science Olympiad. The good thing is that children with special needs have no obstacles, even they are capable to develop their self-esteem — a personality quality that shows a high level of confidence, which important for achievement.

In other regions, the Local Government Organizations of South Sulawesi, East Nusa Tenggara, and Papua Province also conduct assessments and advocacy for school-age children with disabilities. For this reason, the important things that need to be carried out are: (1) increasing the role of local government and strengthening affirmative policies to support the implementation of inclusive education; (2) strengthening social advocacy movements and increasing the role and participation of People with Disabilities Organizations; (3) Preparation of the public to live co-exist with and respect the rights of people with disabilities.

***Skills, Vocation, and Employability:*** The percentage of youth with disabilities participating in education and training was about 50 percent lower than those without disabilities (Figure 29). This should be given attention as the disabled group is one of the focuses in SDG4 targets.

Figure 29. Youth Participation in Formal/ Non-formal Education and Training by Characteristic 2018

Total: 48.7
Urban: 50.9
Rural: 45.7
Male: 48.6
Female: 48.7
Without disability: 48.9
With disability: 24.5

Source: Susenas MSBP, 2018

***Adjusted Net Attendance Rate:*** Striking disparity occurred between adjusted net attendance rate of disabilities group and non-disabilities group where the adjusted net attendance rate for non-disabilities is higher by 15% (96% as compared to 81%) in 2018.

***Challenges:***

1. Fulfilment of Educational Access

The handling of out-of-school children has been facing some problems. Low cross-sector coordination has caused the efforts to minimize social, economic, cultural and geographical barriers-that cause school age children to be unable to access educational service-to operate sub-optimally. Furthermore, the attempts to handle out-of-school children that have been undertaken, have not been accommodative enough to address various needs and issues that are faced by children (such as disabilities and special needs, homelessness, lawsuit, child marriage or teenage mothers and working children or child labor).

The implementation of inclusive education in Indonesia also still faces some challenges, for instance, not all schools are ready to accept children with special needs. Schools do not have teachers with special backgrounds to handle and guide students with disabilities. In addition, social infrastructure and facilities in schools are still very lacking, so that they cannot fully support the implementation of inclusive education. Due to the limitations of the supporting infrastructure, many children with disabilities are forced to go to school in a location far enough from their home.

Indonesia has a Minister for Education Regulation No. 70 Year 2009 concerning Inclusive Education for children with disabilities, special intelligence, special talents and a Minister for Research, Technology and Higher Education Regulation No. 46 Year 2017 concerning Special Education and Special Service Education. Challenges in implementing inclusive education are still limited in inclusive schools. However, efforts to carry out a joint movement to realize inclusive education continue. For example, the South Sulawesi, East Nusa Tenggara and Papua Provincial Government conducted an assessment and advocacy for beneficiaries with disabilities in school age. Important things that need to be done in the future are: (1) Strengthening the partisanship of the regional government through affirmative policies; (2) Strengthening the movement and participation of People with Disabilities Organizations; (3) Preparation of the public to live co-exist with and respect the rights of people with disabilities.

1. Skills, Vocation and Employment

Although the opportunity to receive vocational education-including vocational courses-has experienced an increase, when it comes to employability, there is still much effort and hard work required in order to improve educational service. Although the trend tends to decline, the Indonesian labor force is still dominated by graduates of junior secondary level and lower. Another challenge related to youth participation in education is large disparity between disabilities group and nondisabilities group.

***Lessons Learned:*** Obstacles towards the access to education consist of various complex factors, related to socio-economic status, geography, disparity of regional development and disabilities. As such, the Government addresses these issues by implementing integrative and affirmative actions to accelerate universal access to education, especially in senior secondary level education.

**SDG 8:** In Indonesia, the right to work for persons with disabilities is enshrined in the Law No 8/2016 on Disability. However, there are still big hurdles for them to participate in the labor market namely (1) access to education since there are many disabled children unable to go to school. According to the ministry of education, there are 1.6 million disabled children in Indonesia but only 18% enjoy access to education, (2) empowerment of people with disability that are not in line with their interests and skills, (3) lack of accessibility in public facilities. For example, in Aceh, there are 37 public building which accommodate accessibility element but with insufficient condition. The unemployment rate among persons with disability with no difficulties is persistent at 5.6% in 2018. However, unemployment rate among disabled persons with moderate and severe difficulties have fallen to 2.6% in 2018 compared with 3.5% in 2017.[[47]](#footnote-47)

**SDG 10:** Poverty reduction targets are supported by policies that are also in line with targets of inclusive economic growth, including social security for the poor and vulnerable through the provision of universal health coverage (Jaminan Kesehatan Nasional/JKN), and social assistance programs including the Hope Family Program (Program Keluarga Harapan/PKH), Smart Indonesia Program (Program Indonesia Pintar/PIP), and Rice for the Poor (Beras Sejahtera/Rastra) as well as Non-Cash Food Assistance (Bantuan Pangan Non-Tunai/BPNT). In 2019, 80% of the Indonesian population has health insurance (JKN) and half of that are comprised of assistance beneficiaries (Penerima Bantuan Iuran/PBI) and targets of subsidies. In 2018, around 10 million households or 17% of the national total received the PKH social assistance, which targets families with pregnant women, school children, elderly, and disabled members, in the form of conditional cash transfer. This is a threefold increase from 2014.

Figure 72 below shows the proportion of population living below 50% median expenditures by disability status in 2018. Since 2018, the National Socio-Economic Survey (Susenas) has included questions on disability. There are eight questions, including difficulty in sight, hearing, walking or walking up the stairs, moving fingers, memorizing or concentrating, controlling behavior or emotion, speaking or communicating, and taking care of oneself. The status of disability, as seen in the following figure, is defined as people experiencing a little difficulty (moderate status) as well as a lot of difficulty and/or needing assistance (severe status). From Figure 72, it is shown that the proportion of population living below 50% median expenditure are 2 percentage points higher for the people with disability compared to people without disability. This may imply that disabled individuals are relatively poorer compared to those without disability.

**Figure 72. Proportion of Population Living Below 50% of Median Income by Disability Status, 2018.

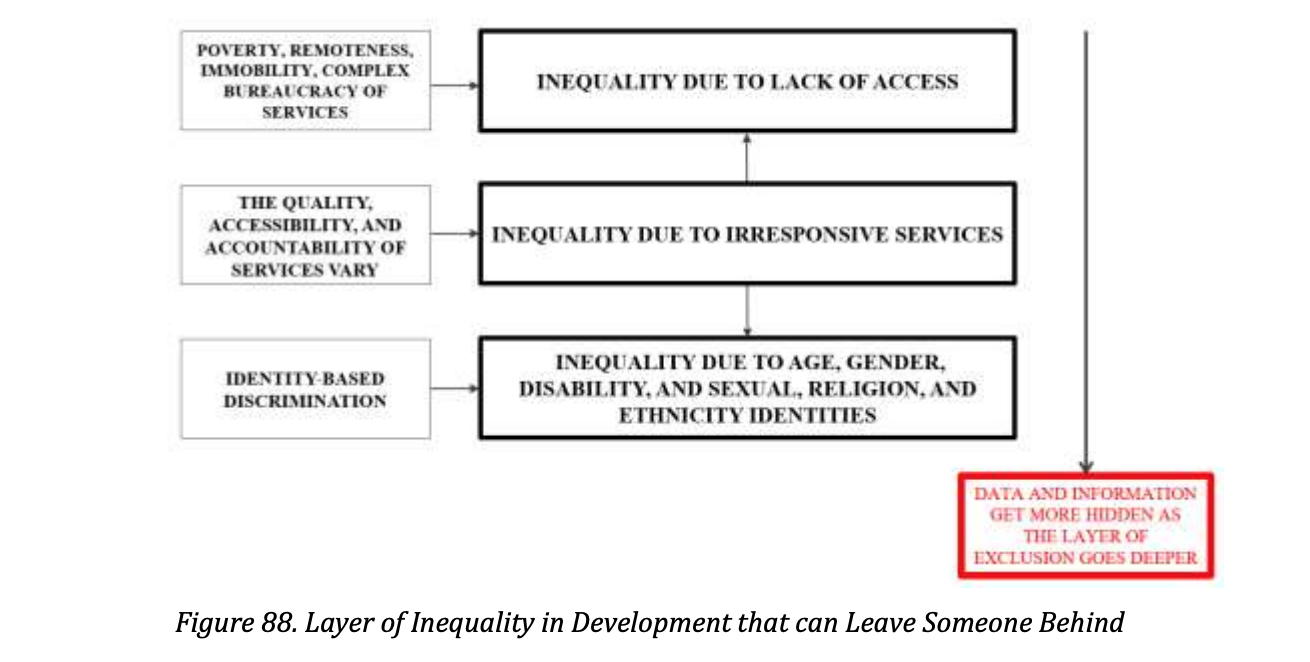
For persons with disabilities, the proportion is 14.17. For persons without disabilities, the proportion is 12.23.**

**SDG 13:** Efforts to ensure the principle of "no one left behind" in disaster management is carried out by involving persons with disabilities as actors in disaster mitigation. Good practices have been carried out, among others, through the establishment of the Difagana (difabel siaga bencana) volunteer group in Yogyakarta Province and the establishment of Disability Inclusion Services Unit (LIDi, Layanan Inklusi Disabilitas) in disaster management in Central Java Province.

**SDG 16:** Indonesia has been successfully achieving poverty reduction and inequality, human development and economic growth under the sustainable development goals on health, education and decent work. Despite notable progress made by Indonesia on those sectors, disparities persist, and programs have been running without sufficient information and consideration on whether the vulnerable populations such as women, children, people with disabilities and people with certain religious and ethnic identities, are enjoying or being deprived of the existing services. Lack of inclusive attention for these vulnerable groups drives health, education, social protection livelihood investments and policies away from individuals who were at the greatest suffering. This makes any sign of aggregate progress runs the risk of hiding inequalities.

***Access to Justice for All:*** The commitment of Judicial Institution is to implement Legal Aid Law and also to improve their access service for poor and vulnerable justice seekers. These services are available to marginalized individuals or groups such as children and persons with disabilities, and those who are eligible for a poverty statement letter (Surat Keterangan Miskin) or other proof of their receiving other government assistances, such as conditional cash transfers (Program Keluarga Harapan) or food subsidy (Raskin).

***Challenges:*** There are three areas or layers of inequality 167 in development can leave some people behind, and therefore, creating inequality. These layers also describe three kinds of vulnerability that are interlinked. In the first layer, inequality is often caused by lack of access to basic services and economic opportunities which may occur due to poverty and remoteness. In the second layer, inequality results from the irresponsiveness of public services to reach all people without discrimination. that are reflected through the figures of income groups and regional gaps. In Indonesia, the quality and capacity of public services in responding the needs of vulnerable groups still varies, and this signals the unequal responsiveness of public services throughout the country. In the third layer, inequality is experienced by those who are systematically excluded due to their social identities, such as women, children, people with disabilities, and people with certain religious and ethnic identities. As we go to the deeper layers of inequality, the more difficult it is for the Government to obtain adequate data and information as the basis for inclusive development. The inequality and gap in each layer forms difficult challenges to achieve the development plan.



**Goal 17: *Data and Statistics:*** The availability of data and statistics for the implementation of the SDGs is extremely fundamental. A large portion of the SDGs indicators has successfully been defined, identified, and transformed into a meaningful dataset. However, data disaggregation is still a challenge, especially when specific groups—disability, gender, and age-based—are targeted by the SDGs to ensure that no one is left behind the dynamics of development. At the same time, creation of new administration sub-national jurisdiction, especially at the lowest hierarchy of government structure, tends to continue, making the data management more complicated.

### **Means of Implementation**

**Policy Coherence - Social Inclusion:** In the past, the radar of policy discourses did not capture well two neglected, socially excluded, groups—disabled community and women group—into policy alert. In the past, policy formulation was irresponsive to these groups. Nowadays, however, policy attention has shifted to these groups. Law No. 8 Year 2016 on Disability had been signed by the president to substitute the former one, Law No. 4 Year 1997. The new law is the back-bone of the group to be more involved in various social-economic activities as it shifts the view from charity-based perspective to rights-based participation.

In the meantime, consciousness is also raising that the most important disability issues are not about the physical, biological, and psychological constraints of the disabled community, but the unfavorable socio-economic environment around the community. Therefore, the advocacy agenda needs to be directed to create a favorable socio-economic environment for the community. For this purpose, the law also instructs the government to establish a national committee for disability, called National Committee for Disability (‘Komite Nasional Disabilitas’), to monitor the implementation of the law, where the deadline for the committee formation is the year 2019 at last. At the same time, the disability issues have also been captured in the National Action Plan of Human Rights (2015-2019) due to PR No. 33 Year 2018 replacing PR No. 75 Year 2015. The master plan of inclusive development for disabled community is also currently being deliberated at various fora. In line with this, it is also important to note that in the year of 2018 the government had officially opened for the first time an opportunity for this group to follow the selection in the government officer process of recruitment, as some posts had been made available.

### **Good practice - Towards More Empowered Life: A Learning Experience from OHANA Association[[48]](#footnote-48)**

People with disabilities are often regarded as unproductive and dependent, but through various programs conducted by OHANA Association, people with disabilities have better hopes, along with the implementation of capacity building and policy advocacy programs.

The OHANA Association is located in the Special Region of Yogyakarta (DIY). It works on regional and international cooperation on Disabled Person Organizations in Indonesia and works with non-profit organizations in disability such as Global Mobility from USA and Hope Haven Guatemala. OHANA Association carries out collaboration in the fields of promotion, innovation, technology education. It also has an advocacy program in the field of user-friendly mobility aids through the Seating Clinic program and Training of Wheelchairs Machine Shop in Indonesia. OHANA Association received support from the German Embassy in Indonesia to the tune of IDR 350,000,000.00 (± USD 25,000) to implement the Seating Clinic program and Training of Wheelchairs Machine Shop in Vietnam.

This partnership is aimed at increasing the welfare of people with disabilities by providing technical assistance to establish wheelchair machine shops. The goals of this program are as follows: (1) to enable people with disabilities to establish wheelchair machine shop outlets in DIY and Central Java (2) to empower people with disabilities so they could carry out activities both inside and outside the home with mobility aids according to the needs, and (3) enable transfer of technology in any activities related to the use, maintenance, and repair of mobility aids. The collaboration also opens up new opportunities for cooperation with ASEAN countries, which could increase diplomatic cooperation and the welfare of people with disabilities.

## **Iraq[[49]](#footnote-49)**

The constitution is the highest legislation which identifies the society regulation foundations and the nature of the relationship among its components. The constitution impacts the social, political, economic and cultural conditions of the society and identifies the social contract and the rights and duties governing society. The development, injustice, economic and social rights in work and social insurance are values which are highlighted in the 2005 constitution i.e. a decade before the SDGs were announced in September 2015. Accordingly, the constitution is largely harmonious with the SDGs. It provides for articles which enhance good governance, equality, human rights and inclusion of all categories and nationalities. The constitution represents an improvement in the fields of human rights, education, health, social protection and the right to development. It includes texts which enhance governance, equality, and power separation. Article 30/Second provides that: “The State shall guarantee social and health security to Iraqis in cases of old age, sickness, employment disability, homelessness, orphan-hood, or unemployment, shall work to protect them from ignorance, fear, and poverty, and shall provide them housing and special programs of care and rehabilitation.”

### **Leaving no one behind**

The three basic principles of sustainable development (inclusiveness, indivisibility and leaving no one behind) have been key pillars in Iraq's vision and direction. Hence, the focus groups have been identified to achieve these principles in the fragile categories of the disabled, the elderly, orphans, women heads of household, widows, the poor (multi-dimensional poverty), the various social policies, plans, strategies, and programs have been developed to meet the challenges and to ensure that they do not fall behind the path of development despite all the challenges and problems created by crisis conditions.

***People with disabilities and special needs:*** Iraq has taken steps towards integrating and empowering people with disabilities and their special needs and enhancing their participation in society. In December 2017 Iraq was on schedule with the launch of the results of the first National Disability Survey for the year 2016, which was implemented by the Central Bureau of Statistics in the Ministry of Planning and covered (13) of the provinces of Iraq, except the provinces of Kurdistan and the provinces of Nineveh and Anbar because of military operations. The importance of this survey stems from the provision of a database for the disabled that will help decision-makers to draw up policies for this segment.

***No one is left behind: The care for people with disabilities act No. 38 of 2013:*** In mid-July 2017, the MoLSA’s People with Disability Care Unit issued the first edition of the Care for the People with Disabilities Act No. 38 of 2013 in Braille language to enable the beneficiaries to know their rights under the law.

This law considers the social inclusion of this group and the modern techniques of communication with the community. The Act has positive aspects including:

* Article 4 provides for the establishment of a care unit for persons with disabilities and special needs.
* Article 15 provides benefits in higher education, travel tickets, and health insurance.
* Article 16 determines an employment quota for people with disabilities (5% in the public and joint sectors and 3% in the private sector).
* Article 17 exempts from tax 10% of income and soft loans.
* Article 18 is related to tax exemptions for individual and collective transport means and traffic number.
* Article 19 allocate a salary for full-time carers and a one-year leave for employees caring for disabled persons.

### **Sustainable Development Goals Progress**

**SDG 11:** Public services are still a problem. They face intense public spending competition by other types of spending, especially salaries and wages, which accounts for 53.4% of total current spending in the federal budget of 2018. Together with social welfare (22.7%) and public debt service (16.7%), they constitute 92.8% of total current spending in 2018.[[50]](#footnote-50) This reduces the quality and coverage of provided services, especially between rural and urban areas, which negatively affects women, poor groups, and people with disabilities.

## **Israel[[51]](#footnote-51)**

### **Leave no one behind**

Israel encourages research and development (R&D) of assistive technologies for the disabled through a dedicated incentive program which contributes to their quality of life while easing their integration into society, the community and the labor market and resulting in significant financial saving on social and national benefits. The goal of the incentive program is to encourage R&D on industrial products that provide technological solutions for the disabled to enable them to integrate into society and the labor market. The program, the result of collaboration between the Innovation Authority and the National Insurance Fund, is intended for companies and non-profit organizations interested in developing technologies that serve groups with physical, mental or cognitive disabilities, who collectively represent up to 5% of the population.

***Case Study:* Beit Issie Shapiro - Using Technological Innovation to Expand Opportunities for People with Disabilities**

Established in 1980, Beit Issie Shapiro (BIS) develops and provides innovative therapies and state-of-the-art services for the disabled, impacting on some half a million children and adults each year. Its vision is that every person with a disability has the right to equal opportunities and to active participation in society. Its mission is pioneering therapies and educational models of intervention aiming at improving well-being, independence and inclusion for children and adults across the entire range of disabilities. It promotes social change through a three-pronged approach: development and provision of cutting-edge services; advocacy; and research and training throughout Israel and internationally.

The rapid advancement of technology in the last decade has opened up a world of opportunities for people with disabilities. Statistics show that only 10% of people with disabilities use technology, which can lead to exclusion and to the deepening of social aps. In order to bridge these gaps, BIS focuses on two main tracks:

1. Enhancing entrepreneurship in the field of assistive technology (AT): BIS developed the first accelerator specializing in solutions for children and adults with various disabilities. Examples include: ATvisor - the first unbiased digital platform to aid rehabilitation professionals and people with disabilities in sourcing and matching of AT, and Sesame Enable - an initiative that has developed hands-free control technologies for mobile devices, enabling people to use smartphones with head movements only.
2. Establishing a Technology Center for the development and implementation of assistive technology models: In partnership with SAP Laboratories in Israel, five applications have been developed to date, including:
   1. IssieBoard - a customizable keyboard app development for the iOS platform which allows for customization of the keyboard;
   2. IssieSign - an app for learning how to sign basic vocabulary, based on Israeli Sign Language for expressing needs and ideas.

BIS has also established the Tech It Issie Blog in three languages - English, Hebrew and Arabic - in order to disseminate up-to-date and applied knowledge on the use of AT. AT innovations developed at BIS in the field of education and communication are now used by educators, therapists, clients and their parents across Israel and globally.

### **Sustainable Development Goals Progress**

**SDG 1:** Over the years, Israel has developed programs to encourage employment among populations suffering from particularly high poverty rates, such as Haredim (ultra-Orthodox), Israeli Arabs, people on welfare and people with disabilities. Some programs are specifically designed to include disadvantaged communities in the high-tech sector and foster participation in thriving high skill sectors of the economy. Other incentive programs elaborate the scope of solutions provided by Israeli innovation to specifically target inclusion and access to services and address unique challenges faced by disability.

***Case Study:* Digital Talent Pilot Program - An Entry Ticket to High-Tech Professions**

Emerging digital fields such as SEO, PPC, Social Media, and Data Analysis create 3,000 new jobs in Israel each year. The Digital Talent program takes advantage of this demand to quickly train Israelis from the most economically vulnerable communities in digital professions. This creates an affordable, accessible path for disadvantaged Israelis to enter lucrative careers in a high-tech environment where they can continue to learn and advance. A secondary purpose of the program is to draw on untapped human resources from populations that are not well represented in the Israeli high-tech industry: Arabs, Israelis of Ethiopian descent, Haredim, and Israelis with disabilities. For example, in 2017, the mix of participants included 30% from the Arab community, 9% from the Haredi community, 20% immigrants from Ethiopia and 9% people with disabilities. The students from diverse backgrounds bring new perspectives to digital industries, combining different worlds.

***Expanding eligibility for a heating grant for recipients of income supplements (SDG 1.4):*** Since the winter of 2017-18, a uniform sum has been paid by the National Insurance Institute as a heating grant to all recipients of an old age and widow(er) benefit augmented by an income supplement, or to recipients of an extra benefit for disability. Until 2016, only recipients of an income supplement or extra benefit for a disability who lived in “cold areas,” as defined by law, had been eligible for the heating grant. Since 2016, recipients not living in cold areas are eligible for a reduced grant.

**SDG 4:** In the wake of a 2018 amendment to the Special Education Law, a multi-disciplinary committee was established to determine a student’s eligibility for special education services: regular class, special education class in a regular school, or special education school. Furthermore, the amendment provided parents with the right to choose the type of setting in which a student who is eligible for special education services will learn: regular class, special education class in a regular school, or a special education school. The basket of services given to a student is an “individual basket,” based on his/ her unique needs, level of functioning and type of disability. Types of solutions (teaching, treatment, guidance, assistance) for each student who is mainstreamed in a regular school are determined by the school in conjunction with the educational staff and the parents. At the same time, schools are provided with numerous solutions including training and supervision for teaching staffs, counselors, psychologists, inclusion coordinators, learning function specialists, mainstreaming teachers, inclusion hours, inclusion spaces, and many more.

Ministers of Education and senior policymakers from 15 countries took part in MASHAV’s 2018 High-Level Seminar on Transforming Disabilities and Inclusive Education. The seminar organized in cooperation with Israel’s Ministry of Education, presented innovative tools for creating an inclusive educational framework for children with special needs. The event concluded with a Conference on Digital and Technological Solutions for Students with Special Needs.

***Data***

**Persons aged 15-24 having participated in education and training (last week), 2012-2017[[52]](#footnote-52):** In 2016, around 42% of persons with disabilities aged 15-24 participated in education and training (last week). In 2017, the percentage increased to around 45%.

**Persons aged 25-64 having participated in education and training (last week), 2012-2017[[53]](#footnote-53):** In 2016, around 3% of persons with disabilities aged 25-64 participated in education and training (last week). In 2017, the percentage increased to around 4%.

**4.a.1:** Access to the following is 100% at all levels of education: electricity; adapted infrastructure and materials for students with disabilities; basic drinking water; single-sex basic sanitation facilities; and basic handwashing facilities (as per WASH indicator definitions).

**SDG 8:** To meet the targets of SDG 8, the government is creating an infrastructure for new and sustainable jobs, and prioritizing groups underrepresented in the labor market in different sector through the following programs:

* Aid program to encourage the hiring of workers with disabilities, and programs for manufacturing and services companies in Israel wishing to establish, move, or expand operations in Israel and to hire workers with disabilities. The aid is granted through participation in the employees’ salaries at a diminishing rate over a prescribed period of employment.
* A plan to encourage the integration of youths at risk, released convicts, and people with disabilities in social enterprises.

***Preparatory programs for the world of work for people with disabilities (SDG 8.5):*** A transition program aims to bridge the gap between two main stages of life: from students and schooling to adult life and vocational training or working. The outcome-oriented and multi-system personal intervention program enables adolescents/ young adults with disabilities to chart their own meaningful career paths, thereby promoting their participation in community life. The program goals is to create a continuous career-development process ending with the completion of the adolescents’ educational frameworks, their independence and the acquisition of tools to manage their own lives, including personal growth, knowledge of the working world, and practical experience. It is aimed at the 16-21 age group, characterized by a physical and/or sensory disability or by a complex learning disability affecting cognition (borderline intellectual functioning). The program is the fruit of cooperation between the Ministry of Labor and Social Affairs (MOLSA) and the Ministry of Education.

During the transition, students are provided with personal and group programs during or after school, built on partnerships with youth, parents and teachers. The content includes the development of personal awareness and self-direction to facilitate making choices and integrating into a meaningful vocation at the end of the program; consolidation of a practical, feasible body of knowledge through theoretical learning to help participants integrate into the working world; and practical experience of the working world while consolidating performance skills.

Each year of participation is built on three main layers:

1. Personal growth
2. Knowledge of the working world
3. Practical experience

***Unemployment rate: proportion of the labor force that is unemployed, persons aged 15-74, 2012-2017[[54]](#footnote-54)***

In 2016, the unemployment rate for persons with disabilities was around 11.5%. In 2017, the unemployment rate for persons with disabilities was around 9.75%.

***Persons aged 15-24 not in employment, education or training, 2012-2017[[55]](#footnote-55)***

In 2016, 34% of persons with disabilities aged 15-24 were not in employment, education or training. In 2017, the percentage dropped to 33%.

Unemployement rate by sex and disability status, 2017.

Total: 4.2%
Persons with disability total: 9.5%
Persons without disability total: 4%

Male total: 4.2%
Males with disability: 10.5%
Males without disability: 3.8%

Female total: 4.3%
Female with disability: 8.2%
Female without disability: 4.2%

**SDG 10: *Partnering for a better world:*** The Israel Commission for Equal Rights of Persons with Disabilities was actively involved in formulating the UN Convention on the Rights of Persons with Disabilities (CRPD). It spearheaded work with the country’s government ministries to ratify the UN Convention (2012) and was appointed Israel’s coordinating entity to advance the implementation and monitoring of the Convention. Israel is deeply engaged in promoting the human and civil rights of people with disabilities and strongly supports global and national efforts to safeguard these rights. Its commitment is underscored by the decision of the Ministry of Foreign Affairs to designate the rights of persons with disabilities as one of the main goals to pursue in its Global Agenda 2019. Israel is also party to the Group of Friends of Persons with Disabilities in Geneva. (SDG 10.2)

Israel ratified the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled, within the framework of the World Intellectual Property Organization. The Treaty establishes an exception to intellectual property laws to enable the creation of a copy of a published work in a format suitable for use and enjoyment by persons who are visually impaired without requiring consent of the right holder. (SDG 10.3)

Prejudice, misconception and negative stereotypes regarding persons with disabilities are the source of discriminatory policies and practices. Sport is a powerful tool to deconstruct these prejudices and barriers while promoting the right of equal access and inclusion. Under the theme Challenging the Rules of the Game - Sport as a Tool for Inclusion, Israel’s Permanent Mission in Geneva initiated a side event in cooperation with Japan and Greece to commemorate the 2018 International Day of Persons with Disabilities. (SDG 10.2)

Israel’s Ministry of Labor, Social Affairs and Social Services hosted (2018) delegation of local governance officials of Wuxi, China, working in cooperation with Beit Issie Shapiro on structured modules to assist in the development of community-based facilities and services for children with disabilities, their families and communities. Beit Issie Shapiro is an Israeli NGO with consultative status to the UN Economic and Social Council (ECOSOC) since 2012, and an active participant in the annual Conference of States Parties to the UN Convention on the Rights of Persons with Disabilities (CPRD). (SDG 10.2)

Between five to seven million disabled children lack wheelchairs globally, and only 30% will be able to attend school. The Wheelchairs of Hope initiative provides a solution with an innovatively designed child-oriented and affordable wheelchair to empower education through mobility. As one of the first recipients of Grand Challenge Israel, Wheelchairs of Hope affords children access to education, and fosters new generations of children with better skills, confidence and hope. In cooperation with Wheelchairs of Hope, MASHAV donated hundreds of wheelchairs to children in Vietnam (2017), and in 2018, to children in Ethiopia, Guatemala and Cameroon. (SDG 10.2)

To empower and promote social, economic and political inclusion, irrespective of their disabilities, MASHAV dispatches teams of ophthalmologists and medical personnel to partner countries to conduct blindness prevention and eye-care missions. Hundreds of operations and surgical procedures are performed on the premises of local hospitals/ clinics, thereby increasing the number of trained local medical personnel. (SDG 10.2)

Access Israel, a non-profit organization working closely with government ministries and authorities, was granted consultative status to the UN Economic and Social Council (ECOSOC) since 2016. It shares its experience and knowledge with partner countries worldwide on accessibility and inclusion of persons with disabilities. Examples of Access Israel’s international actions include: (SDG 10.2)

* **Latvia:** At the invitation of Israel’s Embassy in Riga, Access Israel shared its educational inclusion approaches with high-ranking government officials. During the mission, the delegation organized several experiential activities, including the Accessibility Trail and a Feast of the Senses;
* **Brazil:** In cooperation with the Consulate General in Rio de Janeiro, Access Israel served as representatives at the Paralympic Games. It also organized a Feast of the Senses dinner event for local policymakers to raise awareness and an Accessibility Trail for children;
* **Austria:** A partner Austrian non-profit organization duplicated the Experiential Trail, offering it to schools throughout the country to promote inclusion. Access Israel also works closely with the Zero Project to promote the rights of people with disabilities globally in support of the UN Convention on the Rights of Persons with Disabilities. In 2017, the Zero Project awarded Access Israel with the best innovative practive for its project Pay it Forward in Sign Language to advance the learning of basic sign language, and in 2018, with the best innovative practice for its Accessible Service Training Project;
* **Kenya:** Access Israel works in cooperation with the organization InABLE, which empowers blind and visually impaired students in Africa through assistive computer technology, and helped to organize the first conference in the country on this subject;
* **Ecuador:** Access Israel’s urban accessibility training project Help Me Help You was recognized by the UN Department of Economic and Social Affairs (UN DESA) at the UN Habitat III Conference (2016) in Quito. It also held a sign language workshop for Conference participants;
* **Germany:** At the invitation of the German Ministry of Labor and Social Affairs, Access Israel participated in the Inklusiv Conference in Berlin;
* In coordination with Israel’s Permanent Mission in New York, Access Israel participated in several panel discussions thoughout the years at the UN Convention on the Rights of People with Disabilities, and serves as the representative of the International Association of Accessibility Professionals (IAAP) in Israel;
* The 7th Annual Access Israel’s International Conference on the Future of Accessibility 2019 will focus on current topics, including transitioning from implementing accessibility to maintenance and excellence, and making future technologies accessible by design.

***Data***

**10.3.1: Persons aged 20 and over who felt discrimination, by sex and type of discrimination, 2017:** Total percentage for persons with disabilities aged 20 and over who felt discrimination, 2017, was around 2.5%. For males with disabilities aged 20 and over, the percentage increased to 3.0%. For females with disabilities aged 20 and over, the percentage decreased to 2.0%.

**SDG 11:** At the Israeli Pavilion at Habitat III, the NGO Access Israel introduced the Accessibility Path, focusing on adapting the urban environment to the needs of every resident, especially people with disabilities and the elderly. The event stressed the challenges people with disabilities and the aged confront in an urban setting. (SDG 11.7)

## **Kazakhstan[[56]](#footnote-56)**

### **Sustainable Development Goals Progress**

**SDG 1:** Coverage is expanding and measures are being strengthened to support low-income families, including families with many children, people with disabilities and those in difficult situations. The mechanism for assigning targeted social assistance (TSA) has been improved; the targeting of social assistance has been strengthened and the coverage expanded by increasing the poverty threshold. The procedure for assigning TSA has been simplified; a social contract mechanism for able-bodied family members is in place.

One of the significant changes in 2019 was the introduction of monthly guaranteed assistance as a part of the TSA for each child from a low-income family (70% of the subsistence level). Training, state grants and concessional loans for new business ideas are given to provide employment, start a family business, or increase the incomes of low-income rural families with many children, including people with disabilities.

***Next steps to implement SDG 1:*** improve the social service system for people with disabilities using the public-private partnership mechanism.

**SDG 3:** A National Screening Programme is currently in place to ensure the early detection of diseases that are the main causes of death and disability. In 2017, the age group eligible for screening was extended to those aged 70 years, while the frequency of screening examinations and the coverage of target groups have both been increased.

**SDG 8: *GreenTAL social enterprise:*** In 2015, GreenTAL – social enterprise was created. The main objective of the social project is to solve the issues of the socialization and employment of the socially vulnerable groups of the population (disabled, graduates of orphanages, single mothers, former prisoners). Several workshops (sewing, carpentry, welding) and rooms for craftsmen, designers and artists, have been established, where 34 people are employed, 29 of whom belong to a socially vulnerable group. All employees of GreenTAL who do not already have a specialized education first receive training and then join the team of craftsmen.

At the beginning of the project, a memorandum was concluded with the Mental Health Medical Centre of Nur-Sultan, whereby the administration of the Centre provided premises for the employment of people with mental health problems, such as intellectual disability, as well as schizophrenia and autism. In 2017, it was possible to resolve the issues of employment of mentally ill people at the legislative level; as they had previously not been employed at all.

**SDG 10:** The competences of local authorities responsible for the social protection of people with disabilities are being enhanced. Additional measures are being taken to fully integrate people with disabilities into society and to ensure the conditions are in place to allow them to live fuller lives.

***Online sign language interpreting service:*** The 'Online sign language interpreting service' project was awarded 'Best Social Project in Kazakhstan' in 2016. Thanks to this project, people with speech and/or hearing impairments can access sign language services (sign language interpretation) in real time over the Internet. This project makes a significant contribution to the provision of equal living conditions for all categories of people, particularly those with disabilities. In 2016 alone, four sign language interpreters working in the service assisted more than 300 people.

In the spring of 2017, this service went beyond the borders of Kazakhstan, being adopted as a standard for assisting people with hearing impairments in Russia. In addition, the system was awarded best social project in Russia in 2017. This successful start led to the widespread introduction of the system in public service centres, at airports, in medical centres, in pharmacy networks and in hardware stores. Negotiations are also under way to launch the project in Kyrgyzstan, Uzbekistan and Belarus.

At present, a database of sign language gestures and translations is being built. Programmers teach neural networks to recognize these gestures. It is envisaged that, by the end of 2019, about 20% of sessions will be automated and will be operational in reference services, at train stations, in ticket offices, and in city and emergency services.

In Kazakhstan, the programme is already being used in all Public Service Centres, in outpatient clinics, in employment centres and departments, in some hotels, universities, insurance companies, and in a number of businesses.

**SDG 11:** The Smart City concept, which focusses on enhancing the quality of life for people working and living in cities, has been developed to improve the efficiency of urban services and to introduce smart technologies in Kazakhstan. One of the objectives of the Smart City concept is building an accessible environment for people with disabilities and developing measures to limit the negative impact of human activity on nature.

**SDG 16:** The day-to-day activities of the Ombudsman's office, primarily in handling complaints and appeals from citizens, make it possible to identify systemic problems in ensuring and respecting human rights in a timely manner. By sending recommendations to the Government and to the judicial authorities, the Ombudsman draws attention to problematic areas, such as protecting the rights of children, people with disabilities, and the elderly, on providing health care and medicines, on ensuring housing rights, judicial practice, and many others.

Children with disabilities and children with HIV and AIDS have the right to receive free medical and pedagogical support in educational and health-care institutions.

## **Kuwait[[57]](#footnote-57)**

In 2017, a Public Authority of Manpower (PAM) established to ensure the provision of decent work for all including women, persons with disabilities and others. PAM has conducted a study to identify the best working place and schedule for women, to ensure their protection. It also coordinated with the Public Authority for Disabled Persons to enforce legal clauses, which emphasize the importance of employing persons with disabilities in the private sector accounting for at least 4 percent of the staff. According to the National Labour Force Survey conducted by CSB in 2015, unemployment rate was 2.2 percent among males and 4.4 percent among females. Other ministerial laws were issued to regulate the conditions of work and protect the rights or workers, including laws that regulate the maximum number of working hours in open/public spaces.

Fully in tune with the theme of the 2019 VNR Review i.e., “empowering people and ensuring inclusiveness and equality”, Kuwait committed itself to achieving a resilient society, free of inequalities and discrimination. The Leadership of the country decided to uphold the principles of human rights, inclusiveness and equality, drawing on the encouragement and support of national and international organizations and partners. Through several laws and specialized institutional frameworks, under the responsibility of several line ministries and through persistent collaboration with non-government partners, Kuwait has systematically worked to enhance inclusiveness across a range of interest groups such as people with disabilities, women, children, the elderly, foreign and domestic workers and residents with illegal status.

### **Sustainable Development Goals Progress**

**SDG 4:** MOSA further supports the implementation of numerous specialized technical and vocational workshops targeting elderly, juveniles, and persons with unknown parents, such as art, computer literacy, etc. This directly contributes to target 4.5, which is aimed at “eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

Furthermore, under target 4.a. which seeks to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all, available data shows that 100 percent of the schools in Kuwait have access to electricity, internet connection and computers for educational purposes, separated sanitation facilities for both boys and girls. Kuwait also marked a rate of 0.9 percent dropout of Kuwaitis and 2 percent dropout of non-Kuwaitis among students in secondary education in the Academic year 2017-2018.

**SDG 8:** In order to ensure the provision of decent work for all including women, persons with disabilities and others, PAM conducted a study to identify the best working place and schedule for women, to ensure their protection. Moreover, PAM coordinated with the Public Authority for Disabled Persons to enforce clauses 14 and 15 of law 8/2010, which emphasize the importance of employing persons with disabilities in the private sector, accounting for at least 4 percent of the staff.

**SDG 10:** Kuwait is committed to achieving a resilient society, free of inequalities and discrimination. The Leadership of the country decided to uphold the principles of human rights, inclusiveness and equality, drawing on the encouragement and support of national and international organizations and partners. To that end, Government implemented structural reforms and amended a number of laws and decrees to ensure a proper roadmap towards achieving Goal 10, including signing 2 International Conventions, that is the Convention on the Rights of Persons with Disabilities and the Arab Charter for Human Rights.

***Inclusiveness of People with Disabilities:*** The government of Kuwait dedicates a financial package to all persons with disability under the age of 18, together with a monetary aid to those who provide them with care. As for those who are 18 years old and above, a monthly allocation is provided to them. The government also offers financial grants (between $ 17,000 and $ 34,000 a year), residential loans, reduction of working hours and reduction of working years prior to retirement for people with disabilities and those who provide them with care. In addition to the financial support, government provides professional capacity development to persons with disability in terms of hearing, visual, movement and mental support between the ages of 18 and 45, in order to facilitate their social inclusion. Specialized programmes are tailored to meet the nature of disability, in a way in which to enable the individuals concerned enter the labour market where possible. In 2012, 151 such trainees were targeted, out of which 81 were females.

A specialized Centre, which falls under Social Care, has been established in 2014 for early intervention and provision of specialized services for children with disabilities, which include medical supervision and follow up, treatment, recreational services, integration, and psychosocial support. In addition, the government conducts medical screening for heredity factors and echography for foetuses for the purpose of reducing the prevalence of disabilities in the country. This centre is considered to be a pilot project, where the government is planning to implement other centres in different regions and different governorates of the country.

It is important to mention that the government of Kuwait has law 8/2010 in vigour, regarding people with disabilities. The mandate of the law covers both Kuwaitis and non-Kuwaitis, and it ensures the provision of education, health care, and functional rights (including having a decent job). In addition, as some articles of the above-mentioned law are still under discussion, the Public Authority of People with Disabilities provides a number of services including an official certificate proving the disability, a card to be used for Bayt Al Zakat and many other social and financial services. The Public Authority for the Disabled ensures proper living conditions for persons with disabilities, as well as works with children with disabilities, builds their capacities and ensures their integration in the community.

Table 14: People with Disabilities Who Have Benefitted from the Services in 2010

Children under the age of 18 who are under the patronage of the public authority: 9,771

Students suffering from learning difficulties: 6,740

Persons with intermediate and severe disabilities: 19,720

Persons with intermediate and severe disabilities (Unemployed): 8,009

Women providing care for persons with disabilities (Unemployed): 4,020

Source: National Report, submitted under Section 5 of the Human Rights Commission Resolution, 2010

## **Lesotho[[58]](#footnote-58)**

Throughout Lesotho´s 52 years of independence, there have been a number of development strategies, resulting in important development gains for the people: children, adolescent, youth, women and men including the vulnerable groups: people with disabilities, orphans, and returned migrants.

### **Review Process**

In the spirit of “Leaving No One Behind” the Lesotho VNR 2019 drew contributions across different sectors and institutions including government Ministries, Departments and Agencies (MDAs), development partners, the private sector, academia, CSOs/NGOs, women’s groups, people with disabilities, youth, and children. The National University of Lesotho played a think-tank role and was tasked with producing analytical reports on six (6) SDGS under review. International SDG VNR Consultant was also engaged to provide technical support to the review and guide/facilitate stakeholders´ consultations, review and consolidate background papers and finally the Lesotho 2019 VNR report.

The following stakeholders’ consultations were organized and facilitated by the Ministry of Developing Planning:

* A two-day Multi-Stakeholder Consultative Workshops on SDGs bringing together stakeholders from Government MDAs, Parliament, CSOs, women and youth groups, People With Disability (PWD), academia and media.

Lesotho’s participation in the 2019 VNR process has been a good learning experience for the Government across Ministries, Departments and Agencies, the private sector, CSOs, academia, and special groups like children, the youth, women and people with disabilities. Through this process, advocacy, public education and awareness about SDGs across districts in Lesotho – rural and urban, and among various stakeholders, have been reinforced.

### **Leave no one behind**

The Government of Lesotho recognizes and appreciates the fact that there are many Basotho (children, adolescent, people with disabilities, youth, women, men and old people) across the country who are vulnerable and if not specifically targeted they could lack choices and opportunities required to actively participate and benefit from development progress. The Government has therefore put in place inclusive and empowering programmes and safety nets to support such people.

***Supporting People with Disabilities:*** Recent estimates on the extent of disability in Lesotho ranges from 2.5 to 3.5 percent of the population.[[59]](#footnote-59) The Constitution of Lesotho provides that Lesotho adopts policies designed to provide for training facilities, including specialized institutions, public or private; and place People with Disabilities (PWD) in employment and encourage employers to accommodate them. Lesotho ratified the Convention on the Rights of Persons with Disabilities (UN CRPD) in December 2008, with the purpose of promoting, protecting and ensuring that PWD in Lesotho enjoy their human rights.

The Government, and other stakeholders, including Lesotho National Federation of Organization of the Disabled, has pursued the strategy of disability mainstreaming in NSDP II, and specific development programmes in all sectors. Two important frameworks exist: National Disability and Rehabilitation Policy, and the *National Disability Mainstreaming Plan*. The Ministry of Social Development, in consultations with Lesotho National Federation of Organization of the Disabled, is in the process of enacting disability specific legislation that will establish a clear legal framework for the pro motion and protection of the rights of persons with disabilities. A draft Bill has been completed and validated by all relevant stakeholders and will soon be tabled before the Parliament for enactment into law.

### **Sustainable Development Goals Progress**

**SDG 4:** Lesotho is almost achieving universal primary education, with gender parity (GER 0.95 and NER 1.0). Pre-primary enrolment (children aged 3-5) stands at 30 percent (2017), with 49.9 percent male while 50.1 percent were female. Over the years, there has been a growth in both the Net Enrolment Rate and the Gross Enrolment Rate. Primary school net enrolment rate is 87 percent (female 86.9 percent and male 87.1 percent) (2017). Net Secondary School enrolment rare is 43.3 percent with female at 52.1 percent and male 34.6 percent (2017). There are regional variations and disparities, with poorer districts recording lower enrolments in basic education. The situation is worse for children with disabilities, herd boys and OVCs – child headed households.

“As the youth, we acknowledge and appreciate the efforts made to ensure that every child has access to education, efforts like the Free Primary Education for All, the school feeding scheme, introduction of the special education program in Lesotho College of Education and NUL. However, we can’t overlook the fact that our education system is not accessible and equitable to every child. We still have only two church-owned schools for visually impaired (VI) learners and one high school for those with speech and hearing impairments countrywide. The visually impaired learners have limited access to books and other learning materials, and we say, because SDG 4 reference disability, we call for implementation of strategies that are disability sensitive and further recommend placement of qualified special education teachers, and the provision of accessible learning materials at schools in all the 10 districts. This will enable learners with disabilities to have equal access to quality and equitable education without having to migrate to Maseru like the non-disabled. Education is a right for all, and not just for the privileged.” - Youth Voices from Mafeteng District, May 2019

Mindful of the high poverty prevalence levels, the Government is providing subsidies to children from poor families. The subsidy mainly targets children that are orphaned, disabled and neglected.

***Data:*** Available data indicates that children living with disabilities enrolled in early childhood care and development schools were less than two percent between 2015 and 2017 nationwide, although this data is not comprehensive enough.

Although Lesotho has policies on Inclusive Education and Education Language as enablers, there has been fluctuation in the number of students living with disabilities in primary education sub-sector. The net enrolment rate of learners with disabilities is lower than that of their non-disabled counterparts and so is the net enrolment rate for children from minority groups, especially Xhosa language speakers. There were 8,235 enrolled in 2015 in which 60.1 percent were females and 39.1 percent were males, while 7,335 in 2016 of which 59.9 percent were females and 40.1 percent males. In 2017, there were 8,652 with 59.2 percent females and 40.8 percent males.

***Integration of children with special needs into early childhood care and development schools (ECCD):*** The Government is undertaking a study to establish the magnitude of the challenge of addressing children with special disabilities and design the best strategies on how to integrate them into the ECCD programmes. They include children that are visually impaired, with hearing impairment, physically disabled, OVCs, and the neglected children including children in the street.

***Next Step Going Forward:*** Effectively implementing inclusive education policy to increase access and quality for learners with disabilities.

Allocating more resources for effective management of secondary education. More resources are needed to increase access at the secondary level particularly for the most disadvantaged including students with disabilities.

**SDG 8:** Lesotho is committed to achieving full and productive employment and decent work for all, including women, youth and people with disabilities and equal pay for work of equal value.

The creation of additional decent jobs and faster economic growth are primary determiners of poverty alleviation in Lesotho. The Government is therefore committed to promote inclusive economic growth and private sector-led job creation in the next five years and beyond as demonstrated by the Big Fast Results approach to investment focusing on the four NSDP II priority sectors namely; agriculture, manufacturing, tourism and creative industries and technology and innovation. Other areas of focus include: creation of enabling environment and supporting the growth of local trade, micro-and small-business in all the districts; developing policies that promote local traders; creation of a conducive socio-cultural and policy environment that is sensitive to women, adolescents, youth and people with disabilities; policies such Youth Policy and legislation such as Domestic Violence Bill and Disability Equity Bill need to be fully operationalized by the responsible line ministries.

***Next Steps Going Forward:*** Creation of a conducive socio-cultural and policy environment that is sensitive to women, adolescents, youth and people with disabilities remains critical. This includes enacting Domestic Violence Bill and Disability Equity Bill and operationalising the Youth Policy.

**SDG 10:** The Government of Lesotho recognizes and appreciates the fact that there are many Basotho (children, adolescent, people with disabilities, youth, women, and elderly, and special groups like Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI Community)) across the country who are vulnerable. If these groups are not specifically targeted they will continue to lack choices and opportunities required to actively participate and benefit from development progress.

Based on studies and experience across the country, the main drivers of inequality in Lesotho include: Age (children, adolescent, youth, old), gender, ethnicity, location (distance from main roads, terrain and physical accessibility, migrant situation, citizenship status, language, religious affiliation, health condition, ability and disability, and sexual orientation.

Lesotho has a relatively robust social protection system. These include the following: Promoting Gender Equality and Women´s Empowerment, Child Protection, empowering Adolescents and Youth, Child Grants Programme, OVC Bursary, Programme for People with Disabilities and Migrants, Old age pension and building community and households economic resilience. Strengthening national and district coordination structures and mechanisms to effectively address inequalities and effectively manage social protection programmes across the country remain a key area of focus, together with collecting, analysing and usage of disaggregated data by age, sex, gender, regions and socio-economic status among others.

***Public Assistance:*** The Public Assistance is Lesotho’s oldest safety net programme that provides permanent assistance, as well as temporary assistance to orphans and vulnerable children, severely disabled, severely ill and destitute individuals. Permanent assistance is provided in cash and in-kind on an on-going basis, whereas temporary assistance is provided up to six months for which the needy unemployed, able bodied individuals, are eligible. The cash benefit is LSL 250 (USD 17) per person, per month, amounting to approximately 87 percent of the adult equivalent poverty line, and provided in cash on a quarterly basis. Typically, districts allocate LSL 250 for a maximum of half the family members. In-kind benefits are identified on a case-by-case basis and can comprise food, hygiene kits, and assistive devices for persons with disabilities.

The Public Assistance utilizes a combination of categorical targeting and means testing. Potential beneficiaries – that is OVC, severely disabled or ill, and very elderly – apply directly to the MoSD district office or are referred to the office by the Village Chief. Overall, targeting criteria are imprecise and not defined through guidelines. During the application process, applicants must present various documents, including a letter from the Village Chief confirming residency and need, and birth certificate(s). Subsequent to the application at the district office, a Social Worker conducts a home assessment and investigation into the community to validate the information provided by the applicant. Based on the assessment the Social Worker provides a recommendation on eligibility, which is submitted to the Senior Child Welfare Officer for review and a final decision.

“Members of the LGBTI community, people with disabilities, women and anyone that forms a minority group in Lesotho, is as much a citizen as the rest of us. As we align ourselves with the principle of “Leave No One Behind” the following issues cannot go without mention: high rates of teenage pregnancy, early child marriage, unsafe abortions that result in a high maternal mortality as well as youth unemployment. This is why we urge every stakeholder and citizen to prioritize this principle in their individual and joint efforts to implement and achieve ALL the SDGs.” - Youth Voices from Thaba-Tzeka, June 2019

***Supporting People with Disabilities:***

The following initiatives exist to support the people with disability:

* Development of Disability Equity Bill of 2018 which has been tabled before Parliament for enactment.
* Development of the Inclusive Education Policy 2018 to facilitate the implementation of disability inclusive education in mainstream education so as to promote access to education for people with disabilities.
* There is also a Free Vocational Rehabilitation Centre intended to equip PWDs who are from disadvantaged families with various skills to enable them to start their own businesses.

***Challenges:*** Supporting and empowering special group of women including sex-workers, adolescents and young girls living with disabilities, and factory workers, is also another area of challenge that needs attentions.

***Next Steps Going Forward:*** Strengthening the law enforcement agencies to meet the needs of special groups including children and people with disabilities.

**SDG 17:** Lesotho has learned that mobilizing partnerships from various sectors and promoting inclusive engagement and multi-stakeholder consultations and participation, is not only critical for prioritization of SDGs, but is also necessary for monitoring and reporting on progress made on implementing the goals. Such partnerships can be built through involvement of Ministries, Departments and Agencies, the private sector, CSOs, UN and other development partners, and special groups like children, adolescent, youth, women, and people with disabilities.

***Challenges:*** The majority of reported indicators however still suffer from lack of disaggregation on a number of variables, particularly disability, employment and wealth status.

## **Liechtenstein[[60]](#footnote-60)**

### **Sustainable Development Goals Progress**

**SDG 1:** Financial social support ensures a minimum income level. Under the Social Support Act (Sozialhilfegesetz), there is no fixed minimum income level in Liechtenstein. Instead, the minimum income level is established on the basis of the individual situation of the persons or families concerned and should be commensurate with the general standard of living and take the individual situation of those in need into account. There is an entitlement to financial social support, if a person’s income is insufficient to meet the minimum income level, established on a case-by-case basis, that person is entitled to financial assistance.

Pensioners, whose income from an old age or survivor’s pension or disability pension is insufficient to ensure an appropriate living standard or residence in a care home, are granted supplementary benefits. Here, too, there is a legal entitlement to those benefits if the personal and financial conditions are met.

The statistical data show that relative poverty in Liechtenstein is very low. In 2018 the social assistance rate in Liechtenstein was just 2.4%. In other words, only very few households in Liechtenstein are dependent on financial assistance to reach the minimum income level. The rate of supplementary benefits for old age/survivor’s and disability pensions is low, at 5.5% (2018).

**SDG 4:** Liechtenstein enables all children, young people and adults to develop their potential and receive optimal support, with the focus on promoting the individual’s potential, not only through the wide range of educational choices, but also through integrated and inclusive support. Children with special learning needs (both children with learning impairments and children with special talents) are supported in lessons by differentiated class teaching or by special needs teachers. Mentally or physically disabled children and young people are included in regular schools and classes and supported by trained staff. Trained school psychologists and school social workers advise teaching staff, parents and children on their behaviour and on meeting the learning requirements. In addition, there are specific schools for pupils with special needs, such as the Special Needs Centre and the Timeout School. In addition, all educational facilities are designed for children, the needs of the disabled and for gender equality and offer all pupils a safe, violence-free, inclusive and effective learning environment. Taking a long-term view, upon starting school, measures are taken to assist, support and promote the educational development of each individual child, as well as to help their family. Therefore, each child may later participate and get involved in professional, economic and social life.

**SDG 10:** Another relevant issue is the guarantee of equal opportunities and the fight against discrimination in all its forms. Equality before the law is enshrined in Article 31 of the national constitution. The criminal code also penalises public incitement to hatred or discrimination based on race, language, nationality, ethnicity, religion, belief, gender, disability, age or sexual orientation as a criminal offence that carries a sentence of up to two years of imprisonment. Other special laws, such as the Gender Equality Act and the Disability Equality Act, protect against discrimination. Liechtenstein is also party to the European Convention on Human Rights and virtually all of the major UN human rights conventions. Systematic discrimination against individual groups cannot be observed in Liechtenstein.

## **Mauritania[[61]](#footnote-61)**

**Déclaration luminaire:** Les approches genre et droits humains ont été institutionnalisées dans l’action du gouvernement. Les pouvoirs économiques et politiques des femmes ont été renforcés et les personnes handicapées ont bénéficié d’importants programmes d’habilitation.

### **Sustainable Development Goals Progress**

**ODD 5:** La lutte contre toutes les formes de violence, de maltraitance et d’exploitation des enfants et des femmes nécessite un investissement renforcé dans la collecte et l’analyse de données, afin d’étayer des fondements solides pour l’élaboration, la planification et la programmation des politiques. De même, un renforcement des investissements est nécessaire pour combler progressivement les lacunes en matière d’information. Des données ventilées (par exemple selon l’âge, le sexe, le niveau d’éducation, le quintile de richesse, le statut de migrant ou de déplacé, l’origine ethnique et le handicap) sont essentielles à l’identification et au suivi des groupes marginalisés et vulnérables.

**ODD 10:** Le lien handicap / pauvreté mérite d’être analysé de manière plus approfondie, pour un meilleur ciblage et une meilleure prise en charge des personnes les plus vulnérables et pour ne laisser personne pour compte.

La prévalence de la pauvreté au regard du handicap n’a pas été mesurée dans l’EPCV 2004 ni en 2008. Les données ne sont donc disponibles que dans l’EPCV de 2014. Graphique 19. Pauvreté et Handicap (2014)

**Graphique 19: Taux de Pauvreté et Handicap (2014)

Ménages AVEC personne handicapé ou gravement malade: 54,10% pauvre

Ménages SANS personne handicapée ou gravement malade: 22,10% pauvre

Global: 22,30% pauvre

Source: ONS / EPCV
**

Ces données montrent que la prévalence de la pauvreté a plus que doublé chez les ménages comprenant une personne handicapée ou gravement malade (nécessitant l’assistance d’autres personnes de manière permanente). De plus, on constate que le quintile le plus pauvre est celui qui comprend le plus de ménages incluant une personne handicapée ou gravement malade (33,7 %), alors que le quintile le plus riche est celui qui en comprend le moins (9,3 %).

Les données de l’EPCV 2014 montrent qu’environ 1 % de la population nationale, soit près de 35000 personnes vivent avec un handicap. Ces personnes rencontrent des difficultés d’accès à l’éducation, à la santé, à la formation professionnelle, à l’emploi et aux édifices publics et affrontent des problèmes de stigmatisation.

Le Gouvernement accorde une subvention annuelle à la Fédération Mauritanienne des Associations Nationales des Personnes Handicapées et aux associations de personnes handicapées, et procède à la distribution de terrains d’habitation au profit de familles avec des handicapés. Des opérations de distribution de vivres au profit des personnes handicapées ainsi que des aides techniques (fauteuils roulants, béquilles et cannes blanches), en plus d’opérations de cash Transfer. Cependant, ces opérations demeurent, pour le moment limitées et sporadiques, ne couvrant que quelques centaines de personnes.

Par ailleurs, un quota de 5 % de personnes handicapées a été instauré dans la fonction publique et a permis de recruter une centaine de fonctionnaires vivant avec une infirmité. Enfin, un Conseil Multisectoriel a été mis en place et a élaboré un plan d’action visant à réduire les inégalités liées au handicap.

**ODD 8:** Promouvoir une croissance économique. Taux de chômage, par sexe, âge et situation au regard du handicap reste préoccupant le passage d’une programmation basée sur les moyens vers une programmation basée sur les résultats n’est pas évident.

## **Mauritius[[62]](#footnote-62)**

### **Leaving no one behind**

Our perspective on leaving no one behind is centered on our extensive social protection system and the National Corporate Social Responsibility Framework, which we developed in 2016. Our constitution guarantees fundamental rights to the individual and provides all citizens with the opportunity to fulfill their potential in life.

Thus, all segments of society, including children, youth, persons with disabilities, people living with HIV/AIDS, our elderly, as well as migrants and foreign workers, are provided with opportunities to lead decent, dignified and rewarding lives in a healthy environment.

### **Sustainable Development Goals Progress**

**SDG 1:** In Mauritius, education is free from pre-primary to tertiary levels. Government provides free transport to students, the elderly as well as the disabled. We have a universal free health care system. Every citizen is entitled to a non-contributory old age pension. Widows, invalids and orphans are also entitled to pensions, subject to satisfying the eligibility criteria. To provide an enabling environment to our people, we have a number of social protection schemes, targeting specially the vulnerable segments of our society.

**SDG 4:** We also pay special attention to learners with special needs. The Special Education Needs (SEN) sector runs on the basis that no learner should be left outside the education system due to disability. It banks on the recognition of learning potential and allows parents and guardians to take an active part in their children's education.

***Special Education Needs:*** The Special Education Needs Strategy sets the framework to ensure that children requiring special education needs in Mauritius have access to relevant and quality education. In order to harmonise and promote policies for the education and holistic development of persons with special education needs, the Special Education Needs Authority Act was passed in 2018. The Act is in line with the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities (UNCRPD).

We are working closely with NGOs to deliver education to students with special needs. Currently, 41 NGOs run 53 SEN-registered schools. They are supported by grants from the Government. In 2017-18, we invested around Rs 115.2 million (approximately USD 3 million) to that end.

**Goal 10: *Empowering the Disabled:*** The policy of Mauritius rests on integrating the vulnerable segment, in particular, persons with disabilities, into mainstream employment. We are conducting trainings and skills development programmes for those with disabilities. A Training and Employment of Disabled Persons Board was set up in 1986 to act as a facilitator in finding employment and training. We encourage children with disabilities to continue schooling by providing them with a monthly stipend when they join secondary schools. This initiative is in line with our belief that people with disabilities should be supported from an early stage. Since 2012, we have adopted a legislation for enterprises with 35 or more workers to employ people with disabilities.

**SDG 16: *Creating Awareness around Human Rights:*** Regular talks, seminars and awareness workshops on women’s rights, children’s rights, the rights of suspects at the Citizens’ Advice Bureaux and Social Welfare Centres targeting NGOs, law enforcement officers, public officers and Civil Society at large are organised by the NHRC throughout the year. In 2017, the EU financed a wide awareness project entitled Promotion of Respect of Human Rights in Mauritius and Rodrigues, run by the NHRC focusing on women, school children, private sector, police and prison officers.

The MJHRIR also carried out a national sensitisation campaign in 2018, launching a ‘Know Your Rights’ brochure and six short films related to Human Rights issues in 2018.

In 2018, around 4,800 persons were sensitized by the National Human Rights Commission (NHRC), including those from vulnerable groups such as women, children, elderly persons, persons with disabilities as well as the media.

**SDG 17: *National Corporate Social Responsibility (CSR) Foundation:*** We introduced in the Income Tax Act in 2009, the CSR system requiring profitable companies to devote 2 percent of their book profits to carry out CSR activities under approved programmes as per published guidelines. These activities can be carried out either directly by the companies or through an approved NGO, a Special Purpose Vehicle, such as a Foundation, or by a Corporate partner.

Initially, priority areas identified for CSR programmes included health initiatives, leisure and sports projects, environment, education and training and natural catastrophes. Subsequently, the CSR guidelines provided for half of the CSR resources to be directed towards social housing, welfare of children from vulnerable groups and eradication of absolute poverty. We now have a National CSR Foundation with overall responsibility for allocating the CSR Funds. Since the setting up of the Foundation, we have mobilized some Rs 1 billion (approximately USD 30 million), out of which around Rs 500 million (approximately USD 14 million) have already been committed to support some 500 projects from NGOs in the ten priority areas including educational support and training, social and family protection, disability and health care.

## **Mongolia[[63]](#footnote-63)**

Only 20 percent[[64]](#footnote-64) of people with disabilities are employed and employers’ perceptions of and attitudes toward people with disabilities are generally negative. School enrolment of children with disabilities has not increased for a number of reasons, including lack of infrastructure.

### **Voluntary National Review Report: Process and Methodology**

An important principle guiding the VNR work was “Leaving No One Behind”. Key population groups at-risk of being left behind[[65]](#footnote-65) were specifically identified for focused dialogue - children, people with disabilities (PWD), youth of age 15-24 years old, herders, internal migrants living in ger areas of the city, and the elderly. In March 2019, focus group discussions among these six population groups at-risk of being left behind were organized, during which participants provided information on issues they faced, their concerns, and interests, which helped to reflect their perspectives in the VNR. In April, the first Forum on “Children – SDGs” was organized and forum findings reflecting children’s concerns were reflected in the review.

### **Sustainable Development Goals Progress**

Along with poverty and inequality, certain groups of people are systematically excluded from being able to benefit from overall development. Specific groups at risk of being left behind are children, youth, elderly, people with disabilities, herders and internal migrants to urban areas that require the government’s prioritized social policy.

**SDG 1:** The country recognizes that improving social protection is an effective complement to countering poverty and making economic growth more inclusive. It can strengthen the reach of essential social services, guaranteeing access to essential health services, education, care and nutrition for children, and income security for those of working age, older people and people with disabilities. In 2017, 88.9 percent of children, 97.5 percent of the elderly, and 44.7 percent of the unemployed were covered by social protection floor.[[66]](#footnote-66)

**SDG 4:** The quality of and access to education, human resources and training programs vary across urban and rural settlements, regional and district levels. The quality of education offered by private and public schools differs. Poor education quality and limited access to education for herders’ children, children with disabilities, children from poor families, adolescent girls and young mothers remains a future challenge.

**SDG 10:** The adverse consequences of inequality are felt more keenly by the people at-risk of being left behind. During the VNR preparation, the population groups identified at-risk of being systematically left behind, those who need better targeted policy attention and wider recognition in society were identified. These groups include: children, youth, disabled people, elderly, herders and domestic migrants. Policies are being put in place to ensure that these groups get focused attention. For instance, in 2018, some progress has been made regarding the adoption of education programs for children with disabilities, ensuring their right to quality of and access to education services. However, these efforts will succeed better when people’s attitudes towards persons with disabilities change. Attitudinal changes need time, effort, and investment.

**SDG 16:** Multistakeholder participation is important for eliminating human rights violation. Although improvements have been made to encourage civil society and citizens’ participation in the delivery of public services and monitoring, not all sectors are equally involved. Further, the process has been slow. Civil society organizations have pointed out the numerous human rights violations such as violation of the rights of detained people by the police; restrictions on public media by the state; limitations on rights to hold meetings and gatherings; violation of protection of children and victims; human trafficking; and discrimination against disabled people and other minorities. Therefore, there is a need to review these issues, to improve data and information collection, to detect and eliminate violations, to upgrade the process of combating crimes, to review crime investigation techniques, to change people’s attitudes, and to improve cooperation between the state and CSOs.

### **Leave no one behind**

People are at “risk of being left behind” from development for the following reasons[[67]](#footnote-67):

* *Discrimination and exclusion*: Limited opportunity for equal access to social services and benefits of economic growth based on age, sex, ethnicity, disability, sexual orientation and migration status.

Six vulnerable groups at risk of being left behind were identified for this VNR. While there are people who benefit disproportionally from the development process, others are systematically left behind. The following six population groups at risk of not fully benefitting from development were identified based on the above criteria:

* **People with disabilities** – People with disabilities (PWD) have limited opportunities to receive health and education services, they face unemployment and are unable to earn enough income. There is no infrastructure and special devices required for them to be able travel and socialize.

### **Key challenges and bottlenecks**

**Education:** Education quality and limited access for herder’s children, children with disabilities, children of poor families, adolescent girls and young mothers remain a future challenge.

### **Data**

For Indicator 1.3.1 (proportion of population covered by social protection floors/ systems, by sex, children, unemployed persons, older persons, persons with disabilities, poor and non-poor), in 2015, 97% of persons with disabilities were covered. In 2016, 96.1% of persons with disabilities were covered.

Persons with disabilities were identified by local researchers as being at-risk of being left behind under all SDGs (except SDG 14 and SDG 15) based on previous research reports and currently available information.

## **New Zealand[[68]](#footnote-68)**

The use of ‘disabled people’ in this report reflects the current consensus, based on advice from the New Zealand Disability Strategy Revision Reference Group, that this is the most respectful term recognising that disabling barriers exist within society and not with us as individuals. In future, it is possible the disability community will decide to revise the way to describe themselves. If this happens, the language can be changed to reflect this.

### **Sustainable Development Goals Progress**

**SDG 1:** Household income data shows that Māori and Pacific peoples are significantly overrepresented among low-income households, as are New Zealanders with disabilities.

Social protections, including targeted financial and other supports, are available to those seeking employment, and support is provided for those people with, or who are caring for someone with, a health condition, injury, or disability. Financial support is available for sole parents along with additional support to help them find part-time work or prepare for future work. An important focus of employment related support is to provide people with more opportunities to work and earn a good living.

Government agencies work jointly with disabled people’s organisations to implement the Disability Action Plan. The current Disability Action Plan 2014-2018 includes actions to increase disabled people’s employment and economic opportunities, and testing a new support system that empowers persons with disabilities to make decisions about how they spend their disability support funding. A new Disability Action Plan 2019-2022 is currently being developed, which will include an action to reduce the employment gap between disabled and non-disabled people.

New legislation also requires the government to develop and publish a strategy to improve the wellbeing of all children. The strategy must include a focus on the wellbeing of those with greater needs, those experiencing poverty and socio-economic disadvantage and those of interest to the New Zealand agency that administers our statutory care, protection and youth justice systems. The new legislation requires consultation with children and with Māori. It also makes explicit reference to the Treaty of Waitangi, the UN Convention on the Rights of the Child, and the UN Convention on the Rights of Persons with Disabilities.

**SDG 3:** New Zealand is currently undertaking a Health and Disability System Review, with the purpose of future-proofing New Zealand’s health and disability services. It will conclude in 2020 and provide a set of recommendations on how to achieve better health and wellness outcomes for all New Zealanders, improve health outcomes for Māori and other population groups, reduce barriers to access to health and disability service to achieve more equitable outcomes for all parts of the population.

**SDG 4:** Although many of our young people achieve at high levels in some areas, evidence shows that our education system is not delivering for all. Inequity remains a persistent and serious issue, with insufficient progress toward equity of educational outcomes, particularly for Māori and Pacific students and those with disabilities and learning support needs.

In New Zealand, one in five young people need some kind of additional learning support. We want those with learning support needs or disabilities to be present, safe and included in their learning environments. A Disability and Learning Support Action Plan is due to be finalised in 2019 and will set out first steps towards improving learning support. More than $1 billion is spent each year on learning support. A new Learning Support Delivery Model will be in place by the end of 2019 with schools and communities collaborating with local education offices. In addition, we will be employing approximately 600 new dedicated Learning Support Coordinators to work alongside classroom teachers.

The Education Conversation | Kōrero Mātauranga is a collaboration between government and New Zealanders across the education sector and community to make education fit-for-purpose and build the world’s best education system. It aims to provide a unique opportunity to hear from those most affected by how our education system performs.

Learners from all ages, needs, abilities and cultural backgrounds have engaged with the Education Conversation. We have received feedback from teachers, principals, parents, caregivers, school support staff, social workers, employers, children and youth, iwi, Māori and Pacific people, the LGBTQI+ community, and people with disabilities and learning support needs. We have also heard from teenagers in the corrections system, community leaders, refugees, migrants, public policy experts and education scholars. The Minister of Education appointed several advisory groups, an independent taskforce and a ‘Guardians’ group, who are responsible for drawing on the feedback received to produce a 30-year vision for education in New Zealand.

**SDG 5:** New Zealand women continue to suffer from high levels of domestic and sexual violence and we continue to rank high in OECD statistics on violence against women. Family violence is the largest driver of violent crime in New Zealand. Current data shows that one in three women experience physical, emotional and/or sexual violence from a partner in their lifetime – twice the rate for men. Women are also more likely to be killed. Women living with a disability, young women, Māori women, queer and transgender women experience higher rates of violence and are also more likely to be re-traumatised by our current systems.

**SDG 10:** We are developing a new Disability Action Plan, which will address issues posing significant challenges to disabled people, including education, employment, accessible information, housing, seclusion and restraint. By tackling these issues we aim to increase the incomes and wellbeing of disabled people, reduce the inequalities they face and build a more inclusive and productive economy.

**SDG 11:** Universal access to green and public spaces is a target within Goal 11. In line with this, we have a national programme supporting cities and communities to become age-friendly and a number have already achieved Age Friendly Communities’ accreditation. We are also commencing a work programme to achieve a fully accessible New Zealand for persons with disabilities. In addition, many local authorities have their own plans and strategies relating to public open space and how to make those spaces safe, inclusive and accessible.

**SDG 16: *Challenges:*** We face several challenges in order to fulfil the vision encapsulated in Goal 16. We know that some New Zealanders face more barriers accessing justice and participating in democracy than others. Māori and Pacific peoples have experienced longstanding disparities. Our LGBTIQ+ community, new migrants to New Zealand, and the many New Zealanders with disabilities also face discrimination and challenges that many others do not. We also have work to do to ensure there is active partnership between the government and Māori, consistent with the Treaty of Waitangi.

### **New Zealand Disability Strategy**

The New Zealand Disability Strategy was developed in consultation with disabled people, their families and whānau to help achieve this vision and to progress realisation of the UN Convention on the Rights of Persons with Disabilities (CRPD) in New Zealand. The Strategy guides the work of government agencies on disability issues from 2016 to 2026. It is governed by the principle that disabled people be involved in decision-making that impacts them, as well as the Treaty of Waitangi and the CRPD.

The Strategy is implemented through Disability Action Plans. An Action Plan covers a four-year period and is updated every two years to ensure that priorities remain relevant and in line with the Strategy and recommendations from the UN Committee on the Rights of Persons with Disabilities.

The Strategy recognises the need for a long-term approach to invest in disabled people’s whole lives using a twin-track approach to deliver outcomes via specific and mainstream services.

For example, the Strategy places a high priority on all disabled people realising: an excellent education; security in their economic situation; the highest attainable standards of health and wellbeing; and that they feel safe, understood and are treated fairly and equitably by the justice system.

An outcomes framework including indicators is being developed to measure, monitor and publicly report on progress against the Strategy. To address data gaps, indicators based on the Washington Group Short Set of questions have been included in the national census and a number of government surveys. This information will facilitate comparisons between disabled and non-disabled people, when available.

As a practical example of the impact of the Action Plan, all public sector chief executives have committed to signing an accessibility charter to ensure public information is increasingly accessible to disabled people.

**Four petal flower. The centre says "Ensuring disabled people are involved in decision-making that impacts them." Clockwise from top right, the petals say: 

First petal: "Convention on the Rights of Persons with Disabilities".  

Second petal: specific and mainstream support and services - a twin-track approach. 

Third petal: A whole of life and long term approach to social investment. 

Fourth petal: Te Titiri o Waitangi.**

## **Oman[[69]](#footnote-69)**

### **Sustainable Development Goals Progress**

**القضاء على الفقر**

وتغطـي هـذه األنظمـة بشـكل أساسـي الحمايـة مـن خطـر الشـيخوخة، والعجـز )يتضمــن إصابــات العمــل(، والوفــاة، مــع منافــع أخــرى مختلفــة. وتمتــد هــذه الحمايـة التأمينيـة لتشـمل العمانييـن العامليـن فـي مؤسسـات القطـاع العـام والخـاص خـارج السـلطنة. وباإلضافـة إلـى أنظمـة التأمينـات االجتماعيـة، تقـوم الحكومـة بتوفيـر بعـض البرامـج األخـرى التـي تعمـل علـى ضمـان حـق الفـرد فـي الحصـول علـى قـدر مناسـب مـن العدالـة واإلنصـاف، وبخاصـة الفئـات المحتاجـة

التحديات:

تواجـه عمليـة تعزيـز مسـتوى الرفـاه االجتماعـي، ومنظومـة الحمايـة االجتماعيـة فـي عمـان بعـض التحديـات، واتخـذت السـلطنة حيالهـا سياسـات مختلفـة لتذليلهـا مـن خـال تبنـي حزمـة مـن اإلجـراءات والتدابيـر. ومـن أبـرز هـذه التحديـات اسـتدامة أنظمــة التقاعــد، وتهــدف أنظمــة التقاعــد والتأمينــات االجتماعيــة فــي الســلطنة إلـى حمايـة المؤمـن عليهـم مـن الشـيخوخة والعجـز والوفـاة، إال أن سـخاء هـذه األنظمـة التـي تجيـز التقاعـد المبكـر فـي سـن العمـل يشـكل تحديـا السـتدامة هـذه األنظمــة واحتماليــة تعرضهــا لخطــر العجــوزات اإلكتواريــة إذا مــا اســتمر الوضــع علــى مــا هــو عليــه.

لمواجه التحديات التي تم اإلشارة إليه جاءت: أبرز المبادرات في سبيل تحقيق الهدف

- نظام التأمينات االجتماعية على العمانيين العاملين لحسابهم الخاص ومن في حكمهم

واجهــت جهــود الســلطنة لتشــجيع اصحــاب المهــن الحــرة والتقليديــة بعــض التحديــات لعـل اهمهـا اسـلوب مـد الحمايـة التأمينيـة لهـم لتشـجيعهم علـى االنخراط واالسـتثمار فـي هـذه المهـن. وللتعامـل مـع هـذا التحـدي تـم إصـدار المرسـوم السـلطاني رقـم 44 /2013م بهــدف تقديــم تغطيــة تأمينيــة ألصحــاب المهــن الحــرة كالمهــن الحرفيــة والصيـد والزراعـة وقيـادة المركبـات والخدمـات العامـة والمشـاريع المنزليـة ضـد مخاطـر الشـيخوخة والعجـز والوفـاة، وقـد قـدم هـذا النظـام الكثيـر مـن المزايـا التأمينيـة التـي تمنـح صاحـب العمـل قـوة ومتانـة فـي ممارسـة عملـه محققـة لـه االسـتقرار.

**الصحة الجيدة والرفاه**

التحديات

وتواجــه الســلطنة تحــدي ديموغرافــي يتمثــل فــي التقــدم فــي الســن، والــذي يعــد أحــد العوامــل المســببة للمراضــة والعجــز والوفيــات ولألمــراض المختلفــة وخاصــة المزمنــة التــي تهــدد الحيــاة، وتوضــح اإلحصائيــات بــأن نســبة المســنين )60 ســنة فأكثــر( يمثلــون حاليــا حوالــي 6 ،%وهــذه النســبة قابلــة للزيــادة فــي الســنوات القادمــة فــي ظــل توفــر خدمــات الرعايــة الصحيــة بجــودة عاليــة. وتشــير االســقاطات السـكانية إلـى أن مـن المتوقـع أن تكـون النسـبة حوالـي 8.9 %فـي عـام 2040م و 13 %فـي عـام 2050م ممـا يشـكل عبئـا كبيـرا فـي كيفيـة التعامـل مـع هـذه الفئـة كمـا تعتبـر اإلصابـات واإلعاقـات مـن التحديـات الكبيـرة فـي السـلطنة وخاصـة فـي عـدم وجـود بيانـات كافيـة للمعاقيـن مثـل البيانـات الديموغرافيـة ونـوع اإلعاقـة والحالـة الصحيـة للمعـاق، ويشـير تعـداد عـام 2010م بـأن معـدل انتشـار اإلعاقـة فـي ً لالمجتمــع العمانــي يقــدر بحوالــي 32 شــخص ــكل 1000 مــن الســكان.

وتســعى برامــج الحمايــة االجتماعيــة إلــى تحقيــق مبــادئ الدمــج واإلنصــاف والتمكيــن ً فـي المجتمـع، والتـي تشـمل فئـات مختلفـة والحمايـة للفئـات المحتاجـة واألكثـر احتياجـا مثــل: األرامــل، واأليتــام، والمطلقــات، والمهجــورات، وأســر المســجونين، وفئــات الشــيخوخة والعجــز )تشــمل الحــاالت مــن األشــخاص ذوي اإلعاقــة

## **Pakistan[[70]](#footnote-70)**

The cornerstone of the VNR process was multi-stakeholder engagement and a ‘whole government’ approach, which saw federal and provincial stakeholders working side-by-side to maximize inclusivity. Consultative sessions at the federal, provincial and federally administered areas levels included women parliamentarians, government officials, representatives of the private sector, development partners, civil society, think tanks and academia.

Strong participation was also forthcoming from several civil society organizations (CSOs), think tanks, academia, the private sector, and international development partners. All consultations strived to include the voice of those representing marginalized groups, including women, transgender persons, children and persons with disabilities. A series of consultations was conducted with persons with disabilities to include their voice in the VNR. Pakistan’s private sector conducted a number of separate consultations, whose inputs are included in this report. A national level consultation deliberated on the draft VNR Report before it was finalized.

### **Sustainable Development Goals Progress**

**SDG 1:** The Ehsaas programme has developed a common metrics framework to improve the effectiveness of existing poverty programmes, through the design of robust implementation plans to build capacity, manage risks, and improve the performance of various organizations. Planned efforts of the *Ehsaas* programme include liaising with the private sector, identifying which of their practices can be replicated in the public sector, and using policy levers through which the private sector can enhance its impact. Under this programme, the Government will aim to increase expenditure on poverty alleviation to PKR 190 billion by 2020, in order to target those most in need – including widows, orphaned, and persons with disabilities.

Pakistan is striving to ensure a decent work environment for its labour force, particularly women and persons with disabilities.

### **Citizens’ engagement and perceptions on the SDGs**

A comprehensive citizens’ engagement activity was conducted in 42 districts, in collaboration with a civil society organization that works to improve the socioeconomic status of those in need. This activity gathered the perceptions of diverse segments of society, including women, youth, the elderly, persons with disabilities and transgender people. Such civil society stakeholder engagement sessions were conducted across all four provinces, as well as in Gilgit-Baltistan and Azad Jammu and Kashmir. The activities used a comprehensive questionnaire Pakistan’s priority SDGs, developed by a national level working group. It drew on inputs from organizations working with persons with disabilities, transgender people and women, as well as those working on quality education for all, social protection and gender equality, local government engagement, youth empowerment and social inclusion.

Over 1,200 diverse participants shared their insights on the SDGs, focusing on initiatives taken and challenges ahead. Of the participants, 102 were members of minority groups and 86 were persons with disabilities. On average, 35 per cent of participants believed that the Government had made significant efforts to improve education (SDG 4) in their districts, as did 24 per cent in relation to health (SDG 3). Few participants believed that interventions have been taken to foster responsible consumption and production (SDG 12), partnerships (SDG 17) and clean energy (SDG 7). Participants successfully identified factors that may impede the achievement of the SDGs, including a lack of awareness on the goals, a lack of resources, and limited access to health and education.

Such consultative sessions served two overarching purposes. First, they represent an independent review by civil society of Pakistan’s preparedness to achieve the 2030 Agenda. Second, they allow the Government to receive feedback on priority SDG areas, as identified at the grassroots level.

### **Current status of disability in Pakistan**

The Pakistan Disability Perspective Report was an important contribution to discourse related to the SDGs. The prevalence of disability stands at 8 per cent and ‘disabilities’ in the plural (all categories – severe, and mild to moderate) at 12 per cent.

Several civil society organizations in Pakistan work to improve access to education for children with disabilities, including by enhancing funding for them in mainstream education, the capacity building of education professionals to promote inclusive education, and by increasing learning materials that support inclusive education programmes. Pakistan aims to refocus education policy to include disability as a cross-cutting theme, to revise budgets to include improving physical infrastructure for children with disabilities, and to establish a formal disability and educational needs assessment process at all sub-national levels.

Organizations are required to implement a ‘disability quota’, which stipulates that persons with disabilities should comprise at least 2 per cent of an organization’s employees. Requirements also prescribe the elimination of discrimination against women with disabilities and seek to improve data on disability in labour force statistics. Government- and private sector-led programmes have increased training for persons with disabilities, in order to prepare them with the skills needed to participate in the labour market. The Government is also making it easier for differently-abled persons to join the civil service. The Federal Public Service Commission ensures that persons with disabilities can apply and be selected for all occupational groups. Recently, a visually impaired young man has joined the superior civil services as a civil judge posted in Lahore, Punjab.

### **Data**

To collect primary data for reporting progress on the SDGs, robust coordination among national and provincial statistical organizations is in place. The PSLM will be the primary source for reporting progress. Based on lessons learned from the analysis of data reporting gaps, data collection instruments in existing surveys have been updated. As a result, Pakistan’s surveys will be able to report on progress towards the maximum possible number of indicators, with minimum additional efforts or resources. Pakistan has also attempted to make primary data more representative of on-the-ground realities and broaden its scope to include under-represented segments of the society, in order to leave no one behind. For the next round of the PSLM survey, for instance 2018-19 at the provincial level and 2019-20 at the district level, a module has been added in the questionnaire on disability status in Pakistan, in addition to calculating progress on SDG indicator 2.1.2, concerning the Food Insecurity Experience Scale (FIES).

## **Palau[[71]](#footnote-71)**

### **Stakeholder Engagement**

Two National SDG Consultations involved government agencies and a cross-section of stakeholders from civil society, state governments, traditional leaders, as well as the United Nations Country Team. Besides learning together, consultations provided valuable opportunities for dialogue with key groups such as Omekesang (the national disabilities forum). Ongoing work to deepen and broaden stakeholder engagement was identified as a high priority in moving forward.

### **Sustainable Development Goals Progress**

**SDG 3:** The Palau Constitution mandates government, through the Ministry of Health to provide free preventive health services and subsidized health care for citizens. To implement these provisions sustainably, the Palau Healthcare Fund was established in 2010 and consists of two components, individual Medical Savings Accounts and a pooled universal social health insurance fund commonly known as National Health Insurance (NHI). These components are funded through mandatory contributions on earned income (2.5 percent of earnings contributed by the employee and matched by an equal contribution by the employer). NHI complements Medical Savings Accounts by providing coverage for catastrophic illnesses and off-island referrals approved as medically necessary by a Medical Referral Committee established within the MOH. Government pays the Medical Savings Accounts premiums for unemployed senior citizens and the severely disabled using funds earmarked for this purpose from tobacco taxes. With this, Palau has largely achieved Universal Health Coverage. HIES data show that less than 2 percent of average household expenditures are for health suggesting that the HCF is achieving financial risk protection (HIES, 2014).

**SDG 4: *Children with disabilities:*** National law (Handicapped Children’s Act of 1989) requires the national government to provide education services to all children, including those with disabilities. To implement the law, a special education program assists children with disabilities through high school graduation or age 21 (whichever comes first).

***Building resilience:*** Critical pre-primary education and services for students with disabilities students are funded largely by U.S. Federal grants under the Compact of Free Association (COFA). Looking toward 2024 when the COFA agreement will be renegotiated, the long-term financial sustainability of these programs needs to be addressed.

**SDG 1 and SDG 10:** Although long an implicit goal for development, poverty eradication was positioned as the overarching rationale for development in the Millennium Development Goals (MDG). The MDGs resulted in remarkable progress against poverty; globally rates fell by more than half between 2000 and 2015. Still the number of poor people remained unacceptably high and measuring poverty using national averages as done in the MDG era obscured often higher rates among vulnerable groups - female headed households, persons living with disabilities, minorities, remote populations, among others.

Equality is integral to SDG 1 with the emphasis on eliminating disparities due to gender, age, geographic location, and disability. Equality is also the focus of SDG 10.

***Social Protection and Access to Productive Resources:*** Social protection refers to policies and programs designed to reduce poverty and vulnerability by creating efficient labor markets, diminishing exposure to economic risks, enhancing resilience and protection against unemployment, sickness, disability and old age. For Palau and the Pacific, the cultural tradition of “sharing and caring” is an integral part of social protection. To supplement the tradition of “caring and sharing”, the Palau government provides direct assistance to senior citizens and persons with disabilities as well as support to low-income households through subsidized public services.

***Persons with disabilities:*** Some persons with severe disabilities are eligible to receive social security. Otherwise, persons with severe disabilities who are home-bound are eligible for a monthly government stipend of US$100 per month. Persons who are confined to a wheelchair or who are blind are eligible for a stipend of $70 per month (MCCA, 2019). This is not a “living wage” but a small income stream to provide a measure of self-sufficiency. A recent study, *The 2017 Palau Disability Report* developed by the Office of Planning and Statistics with support from UNICEF and the Pacific Community found that despite equality under the law, there are significant disparities between persons with disabilities and the general population with respect to education, employment and poverty status.

***Protection against low income:*** A minimum wage (now US$3.50 per hour) is a form of social protection that disproportionally benefits low-wage earners. Other than the stipend for persons with disabilities, there are no direct monetary payments for those who are unemployed or earning a low income. They may, however, be eligible for Lifeline Electric, Water, and Sewer subsidy for the first 150 kilowatts of usage; 60 households participated in this program in 2017. A No-Income Assistance Program provides additional support for utilities; four households participated in this program in 2017. Health care charges in the government system are assessed based on a sliding fee schedule providing an additional subsidy for low income earners and their dependents.

***Improving quality and reach:*** Additional investment in post-secondary education for people with disabilities and employment support services for this population can reduce poverty and enhance equality in accordance with the International Convention on the Rights of Persons with Disabilities.

**SDG 13: *Closing gaps:*** Enact a climate-informed building code that considers climate mitigation and adaption measures. Among other things, a state-of-the-art code will ensure buildings are constructed to minimize damage during adverse weather, promote energy efficiency, encourage or require water source redundancy for major projects, and enhance accessibility of public spaces for older persons and persons with disabilities.

**SDG 5:** A Gender Division has been establishment under the Bureau of Aging, Disabilities, and Gender within the Ministry of Community and Cultural Affairs (MCCA) to support initiatives promoting gender equality and to serve as a focal point on gender matters. Among other actions, the Division has spearheaded gender disaggregation of data in national statistics in support of the SDGs.

There are no data regarding the gender division of labor within the home although it is widely recognized that women carry multiple burdens with work, care giving (children, elderly, and persons with disabilities or chronic health conditions) and customary responsibilities. Three concerns cited by women as impediments to their economic empowerment are (1) lack of mandatory maternity leave, (2) shortage of childcare facilities, and (3) lack of legal protections against workplace sexual harassment (MCCA Women’s Economic Empowerment Consultations, 2017 and 2019).

**SDG 16:** Palau has issued a standing invitation to all Special Rapporteurs and Special Representatives of the United Nations Human Rights Council to visit and consider Palau’s progress in areas relating to children, persons with disabilities, violence against women, climate change, human trafficking and migrant workers.

***Including persons with disabilities:*** Palau ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2013 and prepared a National Disability Inclusive Policy in 2015. The goal of the policy is to ensure an inclusive society in which all persons with disabilities can fulfil their full potential and live as self-sufficient, contributing members of their community and the nation.

Palau’s report to the CRPD Treaty Body indicates that there are few legal barriers to full inclusion of persons with disabilities but many practical barriers to making “rights real” such as inaccessible public facilities, sidewalks that impede mobility, lack of specialized rehabilitative services, and difficulty in accessing and the high cost of assistive devices. Persons with disabilities also report attitudinal barriers which define persons with disabilities by their disability rather than their ability and paternalistic attitudes that deny persons with disabilities full independent agency.

The Palau Government, in partnership with Omekesang and Palau Parents Empowered, is committed to full implementation of the CRPD and the inclusion of persons with disabilities in all spheres of life.

***Closing gaps:*** Close gaps that impede full inclusion of persons with disabilities and fully implement the National Disabilities Policy. These gaps range from inaccessible public facilities to lack of appropriate services and continuing attitudinal barriers.

***Build resilience:*** Actively engage with youth, persons with disabilities, and the institutions that serve them on the implementation of the SDGs, the National Climate Change Policy, the National Disaster Risk Reduction Policy and other planning documents to ensure that no one is left behind.

**Featured partnership: Omekesang**

Omekesang is the only Disabled Persons Organization in Palau for, of, and by Persons with Disabilities. Originally chartered in 1997, it was re-established following a period of hiatus in 2010. Omekesang is a strong advocate for an inclusive and accessible Palau and works closely with a second NGO – Palau Parents Empowered – to educate the public and policy makers about the needs of persons with disabilities and to advocate for inclusive policies across all sectors.

**SDG 17:** Pursuant to the Framework for Pacific Regionalism, Pacific Sport Compass is a regional initiative to promote sport for development through a comprehensive sport policy for sustainable development. As part of the sport for development process, a new regional project, Raising the Voice for Sport in the Pacific, will strengthen regional coordination and advocacy, and develop concrete mechanisms for influencing policy processes and through sport, to influence and support other policy areas such as health, education, gender, disability, and youth.

### **SDG Means of Implementation**

***Financing for development:*** A primary challenge remains the expiry in 2024 of the Compact Agreement with the United States of America, which funds a large proportion of Palau’s infrastructure and key services – public health, early childhood education, and special education services for children with disabilities to name a few.

### **Data**

***Indicator P.4.5.2. - Literacy rate (reading) persons age 18-49 with disabilities versus without disability.*** In 2015, the literacy rate was 48% for persons with disabilities versus 98.6% for persons without disabilities.

***Indicator G.8.5.2.(b) - Unemployment rate persons 15+ by disability status.*** In 2015, the rate of unemployment for persons with disabilities was 0.8% versus 1.3% for persons without disabilities.

## **Philippines[[72]](#footnote-72)**

### **Main messages**

**To reduce inequality** - the *Conditional Cash Transfer* provides targeted interventions to disadvantaged families. Responding to *Republic Act 10524 (otherwise known as the Magna Carta for Persons with Disability)* which reserves employment for persons with disability, companies such as Lamoiyan Corporation employ handicapped people who comprise a significant proportion of their personnel.

The two pillars of the Philippine Development Plan on enhancing the social fabric and effecting inequality-reducing transformation align with SDG 10 as the goal calls for reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion, or economic, or other status within a country.

### **Sustainable Development Goals Progress**

**SDG 4:** The 2019 Global Education Monitoring Report lauded the Philippines for its progress in providing access to education for vulnerable groups, such as persons with disabilities, indigenous peoples, out-of-school youth, and overseas Filipinos. Institutionalization of these key education inclusion programs through legislation have ensured their continuity and sustainability, regardless of changes in political leadership: Alternative Learning System, through the Governance of Basic Education Act of 2001; Indigenous Peoples’ (IP) Education, through the Indigenous Peoples’ Rights Act of 1997; the Enhanced Basic Education Act of 2013; Universal Access to Quality Tertiary Education, by virtue of RA 10931; and TESDA Online Program and massive open online courses (MOOCs), through the Open Distance Learning Act.

Access to education increased through various Inclusive Education Programs to address the needs of vulnerable learners (Alternative Learning System [ALS], Alternative Delivery Modes [ADMs], IP Education, and Special Education). In 2017, over 600,000 learners across the country have benefitted from the ALS, which is the main strategy to reach out to dropouts and provide them with alternative access to education. Programs on retooling and upskilling such as special training programs and open distance learning are also being implemented to cater to those who do not have the opportunity to physically attend trainings due to workload, physical disabilities, or other restrictions.

**SDG 10:** The country has passed legislation to ensure that the rights of vulnerable groups are upheld. These include Magna Carta for Persons with Disabilities (RA 7277), Magna Carta on Women (RA 9710), Indigenous Peoples’ Rights Act (RA 8371), Expanded Senior Citizens Act (RA 9994), and The Child and Youth Welfare Code (Presidential Decree No. 603). In addition to the recognition of these groups’ rights, these laws also highlight the mechanisms to empower and ensure their wellbeing.

Affirmative measures have been undertaken to provide economic opportunities for marginalized sectors. For example, the *Magna Carta for Persons with Disability* reserves at least one percent of all positions in all government agencies, private offices or corporations for persons with disabilities. This law also provides private organizations with tax incentives when hiring persons with disabilities.

Government instrumentalities and legislation ensure participative decision-making. Composed of representatives from CSOs and government agencies, governmental bodies such as the Philippine Commission on Women, the National Commission on Indigenous Peoples, the Council for the Welfare of Children, and the National Council on Disability Affairs were established to ensure that sector-specific issues are considered in the development discourse. These Commissions and Councils formulate plans and policies for their respective sectors and raise sectoral concerns during development planning and programming committees and forums.

Through RA 8425, the Philippines also created the National Anti-Poverty Commission (NAPC), which oversees the implementation of the Social Reform Agenda – a document which embodies the results of the series of consultation and summits on poverty alleviation. The NAPC is chaired by the President who appoints the NAPC Lead Convenor from either the government or private sector. It has a vice-chairperson from the government sector and a vice-chairperson from the basic sectors (farmer and landless rural workers, artisanal fisherfolk, formal labor and migrant workers, workers in the informal sector, indigenous peoples and cultural communities, women, persons with disabilities, senior citizens, victims of calamities and disasters, youth and students, children, urban poor, cooperatives, and NGOs).

The country also espouses the representation of marginalized and underrepresented sectors in the formulation and enactment of legislation through the *Party-List System Act (RA 7941)*. The law provides for a mechanism of proportional representation in the election of representatives to the House of Representatives from national, regional and sectoral parties, organizations, or coalitions who are registered under the Commission on Elections. The party-list representatives constitute 20 percent of the total number of the members of the House of Representatives including those under the party-list.

Furthermore, pursuant to laws such as RA 7432 (as amended by RA 9994, on the benefits and privileges of senior citizens) and RA 10070 (on establishment of Persons with Disability Affairs Office), many LGUs have established local offices for senior citizens and persons with disability, among other sectors. These offices help ensure that their sectoral concerns are considered in local development planning, programming and budgeting.

**Best practice:**

The National Council on Disability Affairs (NCDA) has been utilizing opportunities presented by developments in ICT to spur the economic productivity of persons with disability. For instance, the NCDA worked with a local animation studio company to train persons with disabilities on 2-D Animation. The program also organizes them as a group of animators capable of accepting contracts and projects from animation companies.

Meanwhile, the *Integrated Livelihood Program* of the Department of Labor and Employment provides the following support services: working capital for the purchase of raw materials, equipment, and tools; training on setting-up and operating livelihood undertaking; enrolment in Group Personal Accident Insurance of the Government Service Insurance System; and continuing technical and business advisory services to beneficiaries.[[73]](#footnote-73) Persons with disabilities have also been beneficiaries of livelihood grants and capacity building services.

**Best practice:**

Private organizations play a significant role in reducing inequalities. Government agencies often collaborate with NGOs and private companies in implementing programs and ensuring inclusive plans and policies. There are, however, some private corporations and NGOs that independently implement initiatives that help address inequalities. For example, establishments such as the *Lamoiyan Corporation* hire individuals with hearing impairment, while others such as the *Unilab Foundation* engage with other companies to promote the employment of persons with disability. These efforts do not only provide decent work for members of the sector but also help debunk misconceptions related to their employment.

### **How the international community can help**

Pursue international technology transfer to accelerate the empowerment of vulnerable sectors. For example, improving the availability of assistive devices can help persons with disability access information, services, and facilities needed to effectively participate in development work.

## **Rwanda[[74]](#footnote-74)**

The Government of Rwanda is strongly committed to promoting equality and equity amongst all Rwandans by ensuring that socially and historically disadvantaged, as well as vulnerable, people are the main beneficiaries of its pro-poor programmes. Article 16 of the Constitution of the Republic of Rwanda of 2003 with Amendments through 2015 stipulates that all Rwandans are born and remain equal in rights and freedoms”, discrimination based on ethnic origin, skin colour or race, sex, economic categories, economic status, physical or mental disability…are prohibited and punishable by law. In this regard, the Constitution guarantees representation in the parliament for special categories of Rwandans including youth, women, people with disabilities and historically marginalized people.

Improving the welfare of people with disabilities, the indigent, elderly and other vulnerable groups is at the center of the Government of Rwanda’s interventions. Article 51 of the Constitution of the Republic of Rwanda stipulates that “ the State has the duty, within its means, to undertake special actions aimed at the welfare of persons with disabilities. The State also has the duty, within the limits of its means, to undertake special actions aimed at the welfare of the indigent, the elderly and other vulnerable groups”. In the context of inclusive education, the Government of Rwanda is committed to ensuring that people with disabilities have access to meaningful learning opportunities, as provided by Law N° 71/2018 of 31/08/2018 relating to the protection of the child. Rwanda has also put measures in place to ensure that all public buildings, such as schools, markets and administrative offices, are built in a way that guarantees easy access for people with disabilities.

In 2016, the Government of Rwanda conducted a nationwide categorization exercise for people with disabilities, seeking to classify people with disabilities based on their levels and types of disabilities and design interventions and deliver services that fit the needs of each category of disability.

The Government of Rwanda has been implementing the Vision 2020 Umurenge programme since 2007. This integrated local development programme seeks to accelerate poverty eradication and social protection. At the start, the VUP programme included three components: public works for people in Ubudehe category 1 and 2 (bottom two income categories) capable of working; direct support for the elderly, children-headed households and people with disabilities who are unable to work; and financial services for people willing to start small income-generating activities. However, in 2017, a fourth component - expanded public works - was introduced to provide consumption smoothing and employment and to promote sustained graduation from extreme poverty among labour-constrained households, especially those caring for young children. In 2017/18, a total of 94,912 households (29,531 male-headed hhs and 65,381 female-headed hhs) elderly and vulnerable people benefited from direct support for a budget of Frw12,867,647,550.[[75]](#footnote-75) Beneficiaries of public works were estimated at 134,993 households (66,489 maleheaded hhs and 68,504 female-headed hhs) for an estimated budget of Frw 14,523,428,144. In 2018, the Government developed a new social protection policy that aims to ensure universal access to social security and social care services for all Rwandans. The National Elderly Policy, which is currently being validated, is linked to this. In addition, to address the limited proportion of the Rwandan workforce covered by social security, the Government established the Rwanda Long Term Saving Scheme, known as Ejo Heza, to provide an opportunity to non-salaried workers who are currently excluded from formal pension and social security arrangements.

### **Leave no one behind**

***Areas of improvement:*** Children with disabilities:

* Standard operating procedures: Standard operating procedures are still needed at all centers caring for children with disabilities;
* Capacity development: A comprehensive capacity-building programme is required to address capacity needs in centers caring for children with disabilities.

### **Sustainable Development Goals Progress**

**SDG 4:** Educating and training all vulnerable children and youth is gaining momentum in Rwanda. Nonetheless, the number of students with disabilities enrolled remains low overall. Similarly, trends are also observed in secondary school. To address all issues related to education and inclusion of all categories of disadvantaged learners, the Government of Rwanda has put in place strategies such as developing the national inclusive education guide, which is enabling schools to effectively implement inclusive education as a cross-cutting theme in the national curriculum. As a result, 2,528 teachers, one from each Rwandan public school, have increased their capacity to implement inclusive education and deliver inclusive pedagogical approaches. A total of 6,227 pre-service teachers (3,105 in 2018 and 3,122 in 2019) were trained on inclusive education and inclusive pedagogical approaches before starting their teaching career and being appointed to primary schools countrywide.

The Special Educational Needs Coordinator (SNECO) is a new position in the education sector. The SNECOs will be responsible to coordinate the assessment of children with disabilities at schools. During regular school visits, SNECOs will also provide technical support to teachers on identifying children with difficulties and on inclusive teaching. SNECOs will also work with one teacher per school who has the capability and commitment to help other teachers to identify children with learning difficulties and develop inclusive classroom practices.

**SDG 10:** Rwanda has taken a bold and proactive approach to provide effective support to the vulnerable. The country enhanced its effort to providing quality education, healthcare and social protection services. At the same time, it introduced more targeted assistance to vulnerable groups, such as the lower-income and most vulnerable, including the elderly, disabled and children. Implementation of the Vision 2020 Umurenge Programme, targeting the most vulnerable Rwandans, has contributed significantly to reducing poverty and inequality.

The Social Protection Sector Strategy (2018-24) is currently being implemented. It seeks to address certain life cycle shocks, such as age and disability. The strategy also establishes interventions such as the Expanded Public Works Programme, which targets moderately labour-constrained households (e.g. single worker households caring for young children) and provides reliable year-round employment, which also is expected to have greater impact on poverty and malnutrition. Another key policy reform has been the introduction of nutrition-sensitive direct support, which targets pregnant mothers and children under 2 years as a means of addressing stunting.

### **Data**

***4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all***

* Adapted infrastructure and materials for students with disabilities (2016):
  + Nursery: 5.7% (2017)
  + Primary: 18% (2017)
  + Secondary: 23.5% (2017)
* Adapted infrastructure and materials for students with disabilities (2018):
  + Nursery: 5.7%
  + Primary: 24%
  + Secondary: 28.5% (2017)

***8.5.2 Unemployment rate, by sex, age and persons with disabilities[[76]](#footnote-76)***

* 2016: Persons with disabilities = 20.8%
* 2018: Persons with disabilities = 14.1%

## **Saint Lucia[[77]](#footnote-77)**

### **Process for preparation of Saint Lucia’s Voluntary National Review Report**

In Phase 2 of the process for the preparation of Saint Lucia’s Voluntary National Review Report, stakeholders were engaged to validate the findings from the document review and to obtain buy-in from the various stakeholders. Meetings and focus group discussions were conducted with:

* Members of the SDGNCC
* Members of Cabinet SDG Sub- committee
* Relevant officials in agencies that are critical to delivering on goal targets and indicators of the SDGs under review
* Foreign Mission representatives stationed in Saint Lucia who provided support to specific agencies toward SDG implementation
* Focus group discussions with a representative sample of civil society groups and the private sector, Faith based Organisations, persons with disabilities, Women’s Organisations and other such relevant organisations
* National consultation, coordinated by the SDGNCC

### **National Coordinating Mechanism**

Recognising the need for an integrated and structured approach to the implementation of the 2030 Development Agenda, the Prime Minister and his Cabinet established the National Coordinating Mechanism for implementing the 2030 Agenda and the 17 SDGs. The Mechanism comprises comprises a SDG-Cabinet Sub-Committee of Ministers who provide policy guidance to the Sustainable Development Goals National Coordinating Committee (SDGNCC) - the governing committee tasked to guide the implementation and monitoring of the SDGs in Saint Lucia.

The SDGNCC is a multi-sectoral committee co-chaired by the Ministries responsible for Sustainable Development and Economic Development and is mandated to convene once every quarter. The inter-Ministerial SDGNCC is also comprised of representatives and alternates from the private sector, Academia, Youth, Civil Society and Non-Government Organizations. The Committee’s mandate provides for mandatory engagement with Faith-Based and Community-based organizations, as well as Persons with Disabilities, women’s groups and the wider public to ensure that no one is left behind.

### **Leaving no one behind**

The **Public Assistance Programme (PAP**) was initiated by the 1968 Public Assistance Act. According to the Act, the PAP is expected to provide direct financial support to needy persons. The PAP also includes a disability grant. The Disability Grant represents a separate window of support specifically for children with disabilities. A monthly grant of $200 per child is provided to eligible households to provide support in caring for children with severe disabilities. Eligibility is determined through specified medical screening at public health facilities.

The **National Insurance Scheme**, established by the National Insurance Act of 1978, provides retirement, disability, maternity, workers’ injury, and survivors benefits. The National Insurance is funded by a mandatory 10% payroll tax (5% employer contribution and 5% employee contribution) levied on wages of all employed and self-employed persons, including public sector employees. Only a small percentage of self-employed, seasonal, domestic, or informal sector workers contribute.

The **Housing Assistance Programme** by SSDF provides assistance to needy and indigent individuals who live in deplorable housing conditions. Special consideration is given to the elderly, persons with disability and households with young children, as well as households affected by natural disasters and fires.

The eradication of extreme poverty, promotion of gender equality, empowerment of women, youth and people with disabilities, are at the core of Saint Lucia’s MTDS and sectoral policies and strategies and these priorities are in compliance with the principle of leaving no one behind. Accordingly, the Government is committed to improving the effectiveness of social programs and on expanding them to cover more citizens in need. In addition, the Government of Saint Lucia is guided by a Constitution that explicitly safeguards fundamental human rights and freedom for every citizen.

## **Serbia[[78]](#footnote-78)**

Draft *National Anti-Discrimination Strategy 2019-2025* represents an important opportunity to improve the policy coherence in several sectors and to put emphasis in policy making on ensuring that groups that may be at risk of being left out are not left out. Alongside this strategy, accelerating the work on the strategy relating to persons with disabilities, which has been in the pipeline for several years, would be of significant assistance in promoting and achieving a more equitable access to relevant services for marginalized and vulnerable groups. Action Plan for Implementation of the Strategy for Social Inclusion of Roma Men and Women for 2019 and 2020 is also being prepared.

There is also the potential to achieve better progress in several sectors by working on the national strategy for people with disabilities, which expired in 2016. Both the European Commission Progress Report for 2018 and the concluding observations of the Committee on the Rights of Persons with Disabilities[[79]](#footnote-79) highlight this example. It is planned to adopt a new Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia for the period until 2024. In 2000, Serbia ratified the Convention concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983 (no. 159), which is currently in force in the country. According to a UNESCO report[[80]](#footnote-80), “…many complex factors affect the likelihood of children not being enrolled in education, but their exclusion from the education process is higher among members of ethnic minorities, children with disabilities, children from poor families, and children affected by gender discrimination. When children belong to several of these specific groups at the same, the risk of their exclusion increases and it additionally grows when they belong to more than two of these groups”.

### **Sustainable Development Goals Progress**

**SDG 1:** According to the National Organization of the Persons with Disabilities of Serbia (NOO- IS), two thirds of families with children with disabilities report the lack of income to provide adequate care and support to their children. In 24% of families, one of the parents had to leave the employment in order to provide care for the child.[[81]](#footnote-81)

**SDG 3: *Areas requiring advice and support (policy responses)***:

“The National Strategy for Public Health of the Republic of Serbia 2018-2026 sets among its priority objectives the prevention and elimination of smoking and exposure to the tobacco smoke, abuse of alcohol and drugs, with the target of reducing the number of young people consuming such products by 10%. The objective should be achieved through a set of measures, including a set of specific policies (such as the Strategy for tobacco control with Action Plan), support to mechanisms for tobacco control, adoption of new regulation in line with WHO Convention on tobacco control and EU laws, monitoring of the implementation of the National programme for prevention of alcohol abuse, drug abuse, etc. Support to the implementation of activities focused on early development is among the strategic measures aimed at the improvement of the population health. There are also measures aimed at the improvement of health education in preschool, primary and secondary schools. The Programme “Healthy Kindergarten” is planned to be expanded to 45% of preschool institutions, while the programme ‘Healthy School’ is planned to be implemented in at least 30% of primary and 20% of secondary schools. The National Programme for protection and promotion of sexual and reproductive health of the citizens of Republic of Serbia, adopted in 2017, contains sets of measures aimed at increasing the use of modern contraception in family planning, reduction of risky sexual behaviour among youth, early childbearing, particularly among young Roma women, better access to sexual and reproductive health services for young women with disabilities, etc. The Strategy for Youth sets as one of the main objectives the improvement of health of the young population, reduction of risk factors and main health problems and development of the health care system adjusted to the young population. It also incorporates specific objectives related to the health care of young people from vulnerable groups and their higher participation in programmes for health promotion. An important set of measures is aimed at better protection from sexually transmitted diseases and protection of sexual and reproductive health. The National Strategy for Gender Equality 2016-2020 also includes measures related to the improvement of sexual and reproductive health among young women and men.”[[82]](#footnote-82)

**SDG 4:** Although inclusive education is a strategic approach to education of children with disabilities in Serbia, there are still two parallel systems: inclusive education in the regular system and special schools. The government system has made significant efforts towards inclusiveness of formal education for refugee and migrant children. Despite significant efforts, physical conditions are not adequate in all schools. There are still schools, particularly in less developed and remote areas, that do not have the access to drinking water, toilets or handwashing facilities. This poses risks for the health security of children attending these schools.

**SDG 5: *The Areas which require counselling and support (strategic response)*:** The Law on Youth (2011) prohibits discrimination of youth on the grounds of race, gender, nationality, religious belief, language, social background, financial standing, affiliation with political, trade union or other organizations, mental or physical disability, health, physical appearance, sexual orientation, gender identity, or other actual or assumed personal trait.

**SDG 9: *Youth perspective*:** The young people who participated in the UNICEF workshop also emphasized the importance of improved infrastructure. Apart from improving infrastructure such as roads and communications, energy sources and faster internet, they specifically emphasized that improving infrastructure also implies removal of barriers which prevent access to public transport, communal areas and other resources to persons with disabilities, as well as to elderly.

**SDG 10:** Young people in Serbia have a less favourable position than older population, in different areas of social life. As it has already been demonstrated, they are exposed to a higher risk of poverty and they face tougher challenges in their access to employment. However, young people are not a homogeneous group. There are differences among them which reveal especially vulnerable position by certain groups of young people, such as those living in rural and secluded areas, children with disabilities, children living in deprived Roma settlements, or extremely destitute households, children living in foster care, or social care institutions, or those living or/and working in the street, victims of the worst forms of child labour, or trafficking in children.

Despite the improvements introduced by the Law on Professional Rehabilitation and Employment of Persons with Disabilities, research shows that the position of young people with disabilities on the labour market is significantly less favourable, even in urban environments characterized by more employment opportunities than the rest of the country.[[83]](#footnote-83)

***Youth Perspective on SDG 10:*** An integral strategy of social inclusion does not exist in Serbia, but there are different policies which address the issues of improved social inclusion among vulnerable segments of population. The Action Plan for implementation of the Strategy for the Improved Position of Persons with Disabilities includes measures aimed at employing young people with disabilities, especially young women, continuous education of young persons with disabilities and other measures connected to the improvement of their social inclusion, especially for those living in rural areas, and those who left school early, without acquiring basic skills.

**SDG 16:** In total 50% of young people reported some experience of discrimination.[[84]](#footnote-84) The situation is alarming among children with disabilities. Almost all (96%) parents of children with disabilities reported at least some form of discrimination their child faced in access to services due to barriers, inadequate equipment, services that are not accommodated for children with disabilities and delays.[[85]](#footnote-85) Discrimination is most often experienced in access to education and health care. The highest prevalence of discriminative experiences was found among children with physical, intellectual and mental disabilities.

***Local self-government perspective on SDG 16:*** The Strategy for the Improvement of the Position of Persons with Disabilities in the Republic of Serbia is committed to active inclusion policies to enable persons with disabilities to participate in public life actively and on an equal footing. The Law on Social Protection created the legal framework to enable organizations of persons with disabilities to become social protection service providers and partners to local governments in the implementation of active policies for the inclusion of persons with disabilities in the local communities. The local government units financially support social protection services for persons with disabilities, such as: day care services for children and youth with developmental impairments and disabilities, day care services for adults with disabilities, personal assistance services, supported living services for persons with disabilities, and respite care services.

### **Recommendations from young people**

**SDG 1:**

* Better coverage of children and youth with social benefits (extended coverage and more adequate level of benefits) is required to provide effective leverage for lifting children and young people from poverty. Particularly benefits related to disability are needed to be improved in order to enable appropriate care and support for these children to be socially included.
* Stronger support to the activation of young people with tailor specific measures for different groups of most vulnerable children and youth: from remote rural areas, living with disability, Roma minority, children in conflict with law, children without proper parental care, children living in poor families, children with single parents.

**SDG 4**

* Inclusive education should be further improved and special schools and special classes for children with disabilities not used as an alternative to this improvement.

## **Sierra Leone[[86]](#footnote-86)**

### **Sustainable Development Goals Progress**

**SDG 4:** Enrolment in Primary and Secondary Schools by children with disabilities also increased from 25,022 pupils in 2017 to at least 30,000 in 2018.

**SDG 10:** The Government is promoting inclusive and special education needs to enable boys and girls with disabilities to access quality education.

**SDG 8: *Feedback from children on SDG 8 progress:*** About 68 percent of respondents felt they were being discriminated against or knew someone facing discrimination. 59 percent had to do domestic chores when others were playing and 23 percent felt they were treated differently because of disability.

### **VNR consultations and data collection**

The methodology strongly followed the UN guidelines for preparing VNR reports. The process of preparing this year’s report commenced with the conduct of three training sessions on the roles of parliament, CSOs/NGOs/VIOs and supreme audit service in the implementation of the SDGs. A strategic outcome that immediately emerged out of these sessions was the establishment of an integrated SDGs platform for CSOs in Sierra Leone, that parliament and audit service will participate in. This platform is making it easier for government and institutions outside of the country such as international Major Groups and other Stakeholders (MGoS) to relate to domestic nonstate and external actors in the implementation and reporting on the SDGs. Organizations for welfare of women, children, the aged and disabled persons are part of this integrated platform.

Ownership of the SDGs has been sustained in the country. We ensured intensive nationwide sensitization to the goals and their integration at all levels in the first two years of the launch of the 2030 Agenda; and we have strongly followed up on implementation. All actors have participated in reporting on progress, including government, CSOs (women and youth groups, as well as persons with disabilities), trade unions and the private sectors, development partners and research institutions.

***Linking Sierra Leone’s Medium-Term National Development Plan with the SDGs:*** Sierra Leone MTND (2019-2023) - women, children and persons with disabilities - linked to SDGs 1, 2, 4, 5, 10, 17

### **Leaving no one behind**

The existence of specialized Government Commissions to coordinate issues of human rights and inclusion are critical to the sustainability of efforts in this direction. These Commissions, all of which have been recently rationalized to ensure effective service delivery, include Sierra Leone Human Rights Commission; Commission on Persons with Disability; National Commission on Children; and the National Youth Commissions. The Sierra Leone Labour Congress facilitates the social and economic interests of many trade unions and their workers; as well as the National Commission for Social Action (NaCSA) that coordinates a range of social protection and economic empowerment programmes for those at risks of exclusion.

***Welfare of the disabled, the stigmatized and aged:*** As noted above, from a long term intervention front, government has been able to increase enrolment of children with disabilities in Primary and Secondary Schools from 25,022 Pupils in 2017 to at least 30,000 in 2018; hoped to increase more and more as the Free Quality Education Programme takes deeper roots. Short-term efforts include the expansion of Cash Transfer Social Safety Net Programme of National Commission for Social Action to cover persons with disabilities.

Internationally, the Government through the Ministry of Social Welfare, Gender and Children’s Affairs, is finalizing “the first country report on the status of implementation of the United Nations Convention on the Rights of Persons with Disabilities.” It has signed an MOU with the Government of Guinea on the advancement of the “socioeconomic and cultural development of persons with disabilities in both countries.”

Special attention has been paid to disabled youngsters roaming and/or living in streets, the Government is currently pursuing a “Livelihood Programme for this category of vulnerable persons.” It plans to pilot the initiative with own budgetary resources to “provide basic skills and finance to Persons Living with Disabilities [PWDs].” It will be integrated to include provision of opportunities for teenagers that take PWDs around and to attend school. There will be special provision to make public facilities disabled friendly, providing special incentives for Teachers in Special Needs Institutions.

The unique challenges facing persons living with albinism came out strongly in the VNR consultation process. Some CSOs have been following up on the welfare of persons living with albinism and discovered that they have been seriously marginalized and stigmatized. There are mounting efforts to determine the size of the population of persons living with albinism and spatial distribution across the country to ensure proper planning for them. Fortunately, persons living with albinism have been considered as part of the disabled community that will be accorded support along with other categories of disabled persons.

Plans are underway not only to address concerns and welfare of women, children, and the disabled, but also the aged who also need special care, livelihood support and economic empowerment.

***Disability and Education for All - “Nothing about us without us”: A case study:*** In 2011, Sierra Leone enshrined the Persons with Disabilities Act into law to ensure that persons with disabilities are entitled to equal access to services and opportunities and are treated with equal dignity. One of the key pieces of this legislation is ‘education for all’. Members of the Education Network for Children with Disabilities supported the Ministry of Basic and Senior Secondary Education to develop the Inclusive Education Policy. Through this, the slogan of the disability movement “nothing about us without us” was coined to ensure that children with disabilities are not left out of the dialogue and participation in decisions which affect them.

Children with disabilities, particularly girls, are faced with huge challenges in accessing quality education in Sierra Leone. In most parts of the country, children with disabilities cannot go to school, and those who do face major logistical challenges such as lack of transport, risk of physical or sexual assault for girls walking long distances, or a lack of suitable furniture or equipment including inaccessibility of the learning environment. Teachers may lack adequate training and motivation and the children often suffer discrimination at the hands of their classmates. Parents themselves may not understand the importance of education for their children.

In response to these challenges and addressing the principle of LNOB, the ‘Education for All’ project supports 824 children with disabilities (406 boys; 418 girls) to enrol in 45 schools in the two districts. These students were supported with hygiene kits and teaching and learning materials, as well as individual accessibility support and school-based adaptation. Supporting children with disabilities is necessary to promote an inclusive learning environment that is free of discrimination.

## **South Africa[[87]](#footnote-87)**

***Post 1994 Governments have inaugurated a series of strategies to further development:*** The Reconstruction and Development Programme (RDP) sought to strengthen democracy and establish a more equal society through reconstruction and development. The RDP identified five major policy objectives which are outlined in the White Paper on the Reconstruction and Development Programme (1995): create a strong, dynamic and balanced economy; develop human resources capacity of all South Africans; ensure that no one suffers racial or gender discrimination in hiring, promotion or training situations; develop a prosperous, balanced regional economy in Southern Africa; and democratize the state and society. The RDP was successful in some areas, such as the establishment of an extensive welfare system. The system catered to the elderly, people with disabilities, children in need, foster parents and many others who are too poor to meet their basic social requirements. Free healthcare programmes were implemented for pregnant women and small children, and free meals were provided to between 3.5 to 5 million school children.

### **Leaving no one behind**

***Main messages:*** Inequality remains high, however, and some groups, especially youth, women, people with disabilities and rural dwellers, are particularly disadvantaged.

Public works programmes are devoted to hiring the unemployed, and training programmes focus on youth, women and people with disabilities, who suffer from disproportionately high unemployment rates.

### **Sustainable Development Goals Progress**

**SDG 3: *Main messages:*** Key challenges include improving access to healthcare (particularly in poor areas), getting better value for money by strengthening procurement practices (for example, for medicines, vaccines and medical equipment), improving mental health and disability services, and increasing funding.

The philosophy of primary healthcare forms the basis of South Africa’s health policy and provides guidance for healthcare service delivery. The principles underpinning the delivery of primary healthcare include: equity; community participation; social and economic development; an integrated referral system to facilitate a continuum of care; teams of health professionals with specific and sophisticated biomedical and social skills; adequate resources; a client-centred approach; and interventions focused on the determinants of poor health, health promotion, prevention, cure and rehabilitation. The inequities of apartheid are still prevalent in the health system. Achieving universal health coverage, getting better value for the money spent on healthcare, and increasing funding remain a challenge. Access and quality remain poor in some areas, and services for people with emotional problems or disabilities are limited. The National Health Insurance (NHI) was approved by Cabinet in July 2019 for tabling in Parliament. The Bill will give effect to the NDP that seeks to provide for universal quality health care services to all South Africans irrespective of social economic background. It will be based on values of justice, fairness and social solidarity, address the current health system that serves only 16% of the South African population while excluding the overwhelming majority.

**SDG 4:** The greatest inequality is experienced by persons with disabilities, girls and young women in the education sector.

**SDG 10:** The highest financed programmes under SDG 10 involve: social protection for the elderly, children and persons with disabilities; social security payments; social grants administration; and foster care. The budget allocation for these top seven programmes accounts for over 96 per cent of all spending on SDG 10. Each of the programmes designed to address other populations, such as war veterans, substance abusers, HIV/AIDS, and asylum seekers, received less than 1 per cent of total funding on SDG 10.

## **Timor-Leste[[88]](#footnote-88)**

### **Preparing the Voluntary National Review**

The SDG working group consists of Government Ministries, Parliament, academia, private sector, media, religious organisations, and representatives of civil society (women’s NGO network, network of disabled people’s organisations and the National Youth Council). It also includes development partners, including the United Nations, and additional civil society organisations as observers. It is a very important stakeholder mechanism, not only for helping shape and review the VNR report, but also for helping to strengthen the institutional structure for monitoring, communicating and accelerating progress on SDGs following this review.

***Creating a CSO advisory group:*** In addition to civil society being represented on the SDG Working Group, a CSO advisory group was established. The group was made up of the national NGO Platform, the National Youth Council, the network of women’s organisations, and a conflict-prevention NGO. The purpose of the group was to advise the VNR secretariat on how to effectively engage excluded groups in the consultation process. The advisory group supported the design of the consultations and assisted in the facilitation of the consultation meetings in Dili and Baucau (Timor-Leste’s second biggest city). The CSO advisory group advised on how to meaningfully engage with young women and men, children, persons with disabilities, excluded rural populations and the Regulatory Commission for Martial Arts (CRAM) in the consultation process.

***Key stakeholder groups for consultations:*** Multi-stakeholder consultations were held in both Dili, the capital, and Baucau, the second biggest city. These consultations involved members of the private sector (Chamber of Commerce and Women’s Business Association), veterans, Government officials, CSOs, youth, women’s organisations, persons with disabilities, lesbian, gay, bisexual, transgender, and/or intersex (LGBTI) groups, among others.

***Visual taken from Timor-Leste VNR. Figure 7: Key stakeholder groups for consultation. 

Persons with disabilities: 
- Organisations of persons with disabilities
- Children with disabilities
- Association of disabled people's organisations in Timor-Leste***

### **Leaving no one behind**

Since independence, the Government of Timor-Leste adopted key legal instruments to promote inclusion, representation and the participation of women, youth and elderly. Cash transfers to veterans and vulnerable groups were prioritised early on by the Government to ensure social cohesion and continued peace. Continuing to resource and implement concrete policies and actions to support remote rural areas, persons and children with disabilities, informal workers and young mothers is vital to reach the furthest behind first.

***Strengthening data collection and analysis:*** While improvements in national statistical capacity have been made, producing and analysing high-quality, timely and reliable data for national reporting on SDGs can be difficult. Progress has been made to disaggregate data, however more investment is needed to ensure all survey data can be disaggregated by income, gender, age, migratory status, disability, social groupings and geographic location. In the spirit of leaving no one behind, it is important to know as much as possible about key vulnerable groups, to understand who has benefited from certain interventions, and who has not and to identify key problems. The disaggregation of data should not just apply to Census and DHS surveys, but also for all national surveys.

### **Sustainable Development Goals Progress**

**SDG 16:** The importance of the social and economic inclusion of veterans was grasped early on, and the provision of social security payments, helped to maintain peace. The Government of Timor-Leste adopted key legal instruments after regaining independence to promote inclusion and representation of vulnerable groups. Social transfers to veterans, the elderly, persons with disabilities and poor families were prioritised by the Government to ensure social cohesion and continued peace. A lesson that is emerging is the importance of ensuring continued coverage and targeting of social transfers to the most vulnerable but also identifying additional interventions to reduce social and economic exclusion. Communities in remote rural areas, people and children with disabilities, and young women continue to face challenges accessing education, quality health care and decent jobs. While inequality within Timor-Leste is low by international standards, with a gini-coefficient in 2014 of 0.29, it has increased marginally, from a gini-coefficient of 0.28 in 2007 (World Bank, 2018a). Ensuring community and Government efforts are sustained to reach the furthest behind first is critically important for achieving the SDGs.

Timor-Leste has made massive strides in complying with its commitment to international human rights instruments and reporting. One of the country’s earliest commitments was to establish a national human rights institution, the Provedoria dos Direitos Humanos e Justiça (PDHJ) in 2005. It has the power to investigate and monitor human rights abuses and governance standards as well as make recommendations, including for prosecution, to relevant authorities. It has been accredited with A-Status as it is established in line with the Paris Principles. Timor-Leste has ratified seven of the nine core human rights conventions and has committed to ongoing Universal Periodic Reviews (UPR), and treaty reporting, while civil society and the PDHJ also submit their reports. Civil society, PDHJ, the UN and donors are also working with the Government to ensure the ratification of the Convention on the Rights of the Persons with Disabilities (CRPD) in the near future.

**SDG 2:** Cultural norms often prioritise men in food allocation. Tackling the constraints that women face in decision-making and their lack of control over food resources, which impact significantly on nutrition choices, is central for the prevention of malnutrition (Tomak 2016). Gender inequality is an important underlying cause of malnutrition in Timor-Leste. The 2018-2023 Declaration of Maubisse on Rural Women’s Development an important inter-ministerial declaration, emphasises the relationship between educated mothers and better-nourished children. The Maubisse Declaration aims to eliminate all forms of discrimination against rural women and persons with disability in order to engage them in planning for public investments and in decision making processes. This declaration was renewed by sixteen Government entities, including the Timor-Leste National Commercial Bank (BNCTL).

Disability can also lead to malnutrition, particularly in children, and understanding the issues faced by children with disabilities is important to ensure vulnerable children are not left behind. Disability can contribute to malnutrition through feeding difficulties and specific nutritional needs associated with some impairments; discriminatory treatment of children with disabilities as well as their parents and caregivers; and increased health risks relating to hygiene and sanitation for children with disabilities. There is currently limited data and evidence publicly available on health for people with disabilities in Timor-Leste.

**SDG 3:** Although persons with disabilities face a number of health concerns, the Ministry of Health is developing a number of initiatives to promote an inclusive health service. The Ministry of Health has recently launched a disability booklet for persons with disabilities in Timor-Leste. The disability booklet helps improve relationships between persons with disabilities and their medical providers. It provides health staff with disability information they might not be familiar with. It records the diagnosis, as well as treatment and referrals, helping them understand the needs of individual patients with disabilities.

**SDG 4:** The MEJD has recently established Community Learning Centres in nine municipalities to help people who have dropped out of education to reconnect and complete basic school equivalency and will gradually include secondary school equivalency as well. The idea behind these centres is to help people apply themselves to life-long learning, whether it is developing their land, their business, seeking overseas work or standing for local office. In Dili, one of these centres caters for students with disabilities, teaching blind students in the morning and deaf students in the afternoon. The curriculum aims to bring them up to the level of other learners so they can enter mainstream schools or continue their education in the community learning centres.

Almost half of children with disabilities between 3 and 18 years are not at school, highlighting further attention is needed to ensure all young boys and girls can learn and thrive (MEJD/World Bank 2019). In 2017 the Government of Timor-Leste developed a progressive new national Inclusive Education Policy outlining the importance of education for all vulnerable children. In addition to focusing on children with disabilities, it also highlights the importance of targeting the inclusion of broader marginalised groups, such as children who do not speak the official languages of instruction, young mothers and pregnant adolescent girls. While this policy is an important step in ensuring no child is left behind, further effort is required to ensure its effective implementation. This was confirmed during the consultation with children and youth with disabilities for this VNR. They revealed that children still face significant obstacles thriving in education. These include inaccessible infrastructure (no ramp or accessible toilet), community and family attitudes, and lack of access to assistive devices. While they reported attending school or training centres, many stated that teachers did not possess the necessary skills to teach children with special educational needs, including use of sign language and provision of braille. They also indicated that the curriculum of pre-secondary and secondary level does not sufficiently integrate issues faced by children with a disability. Furthermore, they often do not receive sufficient assistance once they leave the formal education system.

Although there appears to be significant under-reporting on the numbers of persons with disabilities, there is some data to conclude that children with disabilities face a disadvantage in education (Census 2015 Education Monograph). In comparison to young women without disabilities (71.2 percent), only 33 percent of young women with disabilities (5-24 years) were attending school. Furthermore, 54.7 percent of young women with disabilities have never gone to school, whereas for young women without disabilities this is only 13.6 percent. (Census 2015 Education Monograph). 15.3 percent of persons with disabilities can read and write in any of the four working languages in the country (Census, 2015). In 2015, young women (aged 20-24) with disabilities had significantly lower literacy rates (21.9 percent) than young women without disabilities (81.8 percent) (Census 2015 Education Monograph). Special emphasis needs to be placed on ensuring these children enter school, as well as ensuring proper support for them during their years in formal education.

***Supporting teachers to put inclusive education into practice:*** The AGAPE School of the Deaf is an innovative school that supports deaf children, trains deaf adults to be teachers for the deaf, and advocates for inclusive education. Recognising the challenges in ensuring teachers are equipped with the right skills to teach children with disabilities, AGAPE School of the Deaf has stepped into this gap. It has trained local deaf community members to be teachers and supports them to nurture new deaf students who have previously not received education. The teachers are taught compassion, resourcefulness and creativity. Through education and supporting young deaf students to attend school and training deaf teachers, they have challenged discrimination in the community, through demonstrating what persons with a disability can achieve. Some members of the deaf community are now currently developing the national sign Language of Timor-Leste.

***Data availability:*** Timor-Leste currently has 56 percent of data available for the indicators for SDG 4. The MEJD is aiming to improve the way it manages and uses data through introducing systematic improvements using information technology. Currently, data collection in the Education Management Information System (EMIS) is carried out manually and only twice a year. The improvements to data collection aim to improve the regularity and quality of data collection.

It is also important to ensure that the next Census in 2020 improves both the questionnaire and the interview methodology in relation to persons with disabilities, so a more accurate picture of inclusive education can be established. Future Census and Demographic and Health Surveys should also fully adopt the set of six questions related to disability from the internationally recognised UN Washington Group on Disability Statistics, to ensure accurate data on children with disabilities in the education system is collected. In addition, the Census and DHS do not include education questions relating to reading and maths proficiency (4.1) and there is little official administrative data on the training of teachers (4.c.1). It should be noted that in relation to the Data Management System (EMIS), the MEJD plans to train school coordinators to properly use the Washington questions on disability. This will ensure more accurate data on children with special educational needs is collected. The MEJD is expanding EMIS to include tracking student performance and teacher qualifications, including pre-service and in-service trainings.

**SDG 8:** There are currently not enough formal jobs to meet the large number of people entering the labour market. In 2013, 21.9 percent of youth aged 15-24 were unemployed (LFS, 2013); 25.3 percent of young men and 16.7 percent of young women. Young persons with a disability are also much more likely to be unemployed than youth without a disability (Census, 2015).

In 2015, the unemployment rate among youth with disabilities was significantly higher (30 percent) among compared to youth with no disabilities (12 percent), though it decreased from 2010 (38 percent) (Census, 2015). According to the 2015 Census, persons with a disability are five times more likely to be unemployed than a person with no disability. For those that do manage to secure employment, the challenges faced by persons with disabilities include concentration in low-level and low-paid jobs, problems of access to workplace areas, transportation; and the risk of losing benefits on starting work. Targeted investment in vocational training for persons with disabilities could be an important first step in supporting persons with disabilities to develop the right skills for the workforce. There is currently insufficient data on the labour market and persons with disabilities. Strengthening data collection and disaggregation on vulnerable groups will therefore make an important contribution to economic inclusion.

***Data availability:*** Data is available for 40 percent of the indicators for SDG 8. Some of the indicators for this SDG are currently more relevant to developed economies, such as domestic material consumption. Most of the other indicators could be collected through a regular Labour Force Survey. Currently the most recent survey was conducted 6 years ago in 2013 and did not directly relate to the SDGs. In order to strengthen the data on persons with a disability in the labour force, as mentioned in SDG 4, the set of six questions related to disability from the internationally recognised UN Washington Group on Disability Statistics, should be integrated in the Census and Labour Force Survey.

### **Data**

***Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable:*** disability pension: 30.8%.[[89]](#footnote-89)

## **Tonga[[90]](#footnote-90)**

### **Leave no one behind**

In Tonga’s context, the principle of leaving no one behind has been categorized into four main areas including 1) remote communities; 2) persons with disability; 3) elderly, adolescent and children and 4) people with diverse sexual orientation. Tonga recognizes the need for equal opportunities for all, in particular vulnerable and marginalized groups including access to employment, political leadership and social services. This is underpinned by our commitment for all men, women and children to live in an environment free from all forms of violence and exploitation. Outlined below are selected examples of policies activities provided under each of these four areas, noting that without such support many people would be left behind.

***Persons with disability:*** To strengthen capacity of health workers and integrate mental health into primary health care, Mental Health Gap Action Programme (mhGAP) training is planned to be introduced in 2019 with support from WHO. The aim is to train doctors and nurses for improved assessment and management of common mental disorders. mhGAP training material is already incorporated into nursing curriculum at Queen Salote Institute of Nursing and Allied Health.

With donor support, a fit for purpose vehicle is in operation to transport elderly patients and people with disabilities. More so, recent partnerships have delivered prosthetic legs for those in need, as well as a mental health unit at the Hu’atolitoli Prison allow for more inclusive healthcare.

A Government initiative facilitated by the Ministry of Internal Affairs since 2015, assists persons with extreme disabilities through cash transfers valued at T$75 per month. Identification of those eligible is determined by the Ministry of Health, and includes those with physical, psychiatric, intellectual/ learning/neurological, and sensory impairment disabilities. The cash assistance is disbursed by the Ministry of Finance to the relevant bank accounts of the recipients, with promotes financial inclusion. In 2018, fifty-one percent of all recipients are females, with the assistance covering all major island groups in Tonga. Recipients are predominantly those with physical disabilities (59%), followed by intellectual, learning and neurological (21%) and psychological (12%) and those with diagnosis not clear (6%) or unknown (2%) disabilities. Eighty one percent of all recipients in Tongatapu were children ages 6-10.

***Elderly, adolescent and children:*** Several dedicated programs aimed to improve development outcomes for the elderly, adolescent and children are in place. For example, in collaboration between the Pediatrics Ward at Tonga’s main hospital (Vaiola hospital) with New Zealand’s Starship Hospital enabled the provision of chemotherapy for children with Leukemia. A partnership between the Government of Tonga and NGO Ma’a Fafine mo Famili, provides services and care to some of the most vulnerable in the society, including elderly people (60+ years old) whose families no longer have the resources to properly care for them and the young children (0-4 years old) with disabilities.

### **Sustainable Development Goals Progress**

**SDG 4:** Regulations are in place to make early childhood education inclusive for children with disabilities and children from other vulnerable groups. Improvement to effective delivery of sustainable development principles and global citizenship are crucial to learning activities. Strengthening access to vocational training as well as accreditation to meet international standard is a priority.

**SDG 11:** Improved collaboration between civil society, community groups and government is essential for human development, mitigating the negative impacts of change, helping disabled groups, increasing inclusion and improving the quality of life. Government has neither the resources nor the capacity to provide this support on its own. As with business development, government can play an important role in enabling the maintenance and development of strong communities, however, a wide mix of individuals, CSOs and other social groups must work together. The need for this close collaboration is increasing in face of rapid social and economic change.

**SDG 5:** The policy on Women’s empowerment and gender equality for Tonga (WEGET) is the outcome of the review Tonga’s National policy on Gender and Development. With Tonga’s vision for Gender Equity by 2025, the WEGET policy contains five (5) priority outcomes covering gender mainstreaming in government policies, programs and services, corporate budgeting and monitoring and evaluation; domestic violence and Sexual Reproductive Health and Rights (SRHR); women’s access to economic assets and employment; women’s participation in decision making and political representation; and gender response to natural disasters, environmental challenges and climate change. People with disabilities and vulnerable group are integral to these five priority outcomes.

The REACH (Rights, Empowerment and Cohesion) Project, commenced in 2019, with the goal to take government services and outreach to the remote and rural communities. Spearheaded by the Ministry of Internal Affairs – Women’s Affairs Division, five Ministries and Legal Aid Centre collaborated to provide joint services to sixteen villages (seven in the Eastern districts on the main island of Tongatapu, and nine on the island of ‘Eua). A total of 2,715 participants (1,695 women, 4 persons with disability and 1,016 men) benefitted from the services and information.

**SDG 16:** There are several achievements worth noting in respect of efforts in Tonga to improve access to justice. For instance, 2018 saw significant appointments made to the judiciary. The first was the appointment of a female magistrate to the magistracy and the appointment of a Tongan Supreme Court Judge. These appointments have increased the number of judicial officers in both Courts thus increasing the ability of the Courts to handle its case load. In 2018, a Court building was reconstructed in the Ha’apai islands and a resident Magistrate for the Group reinstated. This has improved access to justice for the people of the Group. The Courts are working to address access to justice for disabled persons. Knowledge of Magistrates and Court staff on human rights issues has also been strengthened.

Consultations for the ratification of the Convention on the Rights of Persons with Disabilities, is currently underway. Consultations covered the whole of Tonga, and is steered by the National Disability Taskforce established in 2015. To support this, the first National Disability Survey was conducted in 2018 to identify the true figures of the number of people in Tonga with disabilities.

**SDG 17:** For informing policy and improved measurability of progress and effective monitoring and reporting, plans are in place for expanding the range of available statistics and improving reliability. Additionally, with tailored and measurable indicators for national and sector plans and budgets, reporting on implementation efforts for both national processes and external purposes will be more systematic and effective. An ongoing challenge for Tonga is the disaggregation of all data sets. In this vein, Tonga Statistics Department has developed some innovative approaches. For instance, usage of the ‘small area estimation’ technique to disaggregate information not just on main island and all rural islands together but to disaggregate information by villages, districts, constituencies, and separate island divisions that was not available in the previous sampling design. As an example, the multi-dimensional poverty report had been disaggregated according to these lower geographical locations, which can better inform targeted policy interventions for these marginalized groups. Further, those often left behind, for example the people with disability, is a target sub-group of the population that the Tonga Statistics Department worked collaboratively with the Washington Group on Disability Statistics, established under the UN Statistical Commission. This multi-stakeholder group has developed a range of disability data tools which have been selectively tested extensively in Tonga’s context, and added to ongoing data collections thus providing an efficient approach to monitor implementation of the UN Convention on the Rights of Persons with Disabilities and the SDGs by disaggregating data by disability status.

### **Data**

***1.3.1 Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable***

* 2015/16: Disability Welfare Scheme=747 people (364 male, 383 female)

## **Tunisia[[91]](#footnote-91)**

La Tunisie a réalisé des avancées dans son engagement par rapport au principe directeur du Programme 2030 «Ne Laisser Personne de Côté». Un ensemble de programmes et mesures en faveur des groupes les plus vulnérables, en particulier les femmes et les filles en milieu rural, les femmes victimes de violence, les enfants, les jeunes, les personnes en situation de handicap (PSH) et les personnes les plus pauvres, ont été adoptées.

***Populations à besoins spécifiques:*** La Tunisie a adopté plusieurs programmes et actions en faveur des populations à besoins spécifiques dès les années 90. Des acquis ont été réalisés au profit des familles nécessiteuses et à revenu limité, des personnes handicapées et des enfants pauvres, des enfants sans soutien familial, en conflit avec la loi, en situation de danger, …. Plusieurs textes juridiques assurent le passage de ces populations à besoins spécifiques d’un cadre d’assistance à un cadre de droit, juridiquement garanti. Ces droits sont concrétisés à travers différents programmes sociaux. i) l’Aide Médicale Gratuite (AMG) et ii) le Programme National d’Appui aux Familles Nécessiteuses (PNAFN). 888130 familles en 2018 bénéficient des programmes d’Assistance Médicale dont 265230 bénéficient de l’AMG1 (9% de la population) et 622900 (21% de la population) bénéficient de l’AMG2.

***Les personnes handicapées:*** La Tunisie a mis en place un riche arsenal juridique ainsi que des politiques et des programmes en vue de garantir et de promouvoir les droits des personnes handicapées et ce conformément aux principes de l’égalité de chances pour tous61 . La ratification en 2008, de la Convention relative aux droits des personnes handicapées (CRDPH) et du Protocole facultatif y afférent, vient réaffirmer l’engagement de l’État tunisien en la matière. La loi d’orientation n°2005-83 du 15 août 2005 relative à la promotion et à la protection des personnes handicapées et ses décrets d’application consacrent plusieurs interventions au profit des personnes handicapées nécessiteuses parmi lesquelles on cite notamment l’octroi d’une aide financière aux personnes handicapées nécessiteuses ou à son tuteur légal dans le cadre du PNAFN, l’octroi d’une indemnité financière aux familles qui accueillent une personne handicapée sans soutien, la prise en charge de soins et des frais d’hospitalisation dans les structures sanitaires publiques et des appareils de prothèse et de réadaptation pour les personnes handicapées remplissant les conditions de bénéfice des soins gratuits et à tarif réduit, l’accès gratuit aux stades et aux espaces sportifs, la gratuité du transport, le droit à l’éducation, à l’enseignement, et à la formation dans le système ordinaire et l’éducation et la réhabilitation professionnelle dans des établissements spécialisés pour les personnes handicapées qui ne peuvent rejoindre les établissements éducatifs et professionnels ordinaires à cause de la multiplicité ou de la gravité de leur handicap.

***Des avancées au niveau de la démocratie:*** Considérant les droits humains (DH) comme le fondement même du projet de société que la Tunisie post révolution entend instaurer, elle s’est engagée à travers sa constitution de 2014 à consacrer ces droits dans l’universalité de leurs principes et les libertés. Au niveau politique, la Tunisie enregistre une levée de l’interdiction imposée au libre exercice des libertés, la création de plus de 22 mille associations et de 218 partis politiques. S’agissant des droits et libertés, la Constitution de 2014 a opté, conformément aux standards internationaux, pour les principes consacrant la liberté de conscience, la parité entre hommes et femmes, la civilité de l’État, l’égalité en droits et devoirs de tous les citoyens sans aucune discrimination, le droit à une vie digne, la protection de la vie privée, la liberté d’opinion, de pensée, d’expression, d’information et de publication ainsi que le droit à l’enseignement public gratuit, à la recherche scientifique, à la culture, à la santé, à l’eau, ainsi que des droits sociaux dont la protection des personnes vulnérables (enfants, personnes en situation d’handicap, etc.).

### **Sustainable Development Goals Progress**

**ODD 4:** La Tunisie a entrepris des efforts pour assurer l’égalité d’accès à l’enseignement et à la formation professionnelle des personnes handicapées et vulnérables

* Un ensemble de textes juridiques ainsi que des politiques et des programmes en vue de garantir et de promouvoir les droits des personnes handicapées

**ODD 16*: Asseoir un Etat de droit garantissant le respect des libertés fondamentales et l’accès à l’information:*** Depuis 2011, un processus de transition démocratique est amorcé en Tunisie par l’élection de l’Assemblée Nationale Constituante dont les travaux ont été couronnés en janvier 2014 par la promulgation de la Constitution de la deuxième République qui consacre dans son titre II, intitulé Droits et Libertés, l’égalité en droits et devoirs de tous les citoyens sans aucune discrimination. Elle garantit les droits et libertés fondamentaux à l’instar du droit à une vie digne et la protection de la vie privée, la liberté d’opinion, de pensée, d’expression, d’information et de publication, les droits politiques, droit à l’enseignement public gratuit et à la recherche scientifique, le droit à la santé et à l’eau, les droits sociaux, la parité entre hommes et femmes ainsi que la protection des personnes vulnérables (enfants, personnes en situation d’handicap, etc.).

**ODD 1: *L’accès aux services de base:*** La Tunisie a mis en place des programmes visant à améliorer l’accès des groupes vulnérables aux services de base: transport gratuit des handicapés, transport à coût réduit pour les élèves et les étudiants, logements sociaux, etc.

La loi d’orientation n°2005-83 du 15 Août 2005 relative à la promotion et la protection des personnes handicapées consacre le chapitre IV (art.10-art.13) à la question de l’accessibilité des personnes handicapées aux services et prestations en termes d’aménagement des bâtiments publics, de gratuité du transport dans les transports communs publics ou transport à tarif réduit, de places réservées dans les moyens de transport en commun publics et privés, d’emploi, etc. outre la gratuité de l’accès aux stades et espaces sportifs.

L’augmentation de l’indemnité mensuelle accordée au titre des enfants handicapés dans le cadre des pro- grammes de Stages d’Insertion dans la Vie Professionnelle SIVP et service civil volontaire pour atteindre les 50 DT/mois.

**ODD 11:** L’accès aux espaces publics pour les personnes handicapées est garanti par la loi. Le décret n°2006-1467 du 30 mai 2006 fixe ainsi les normes techniques d’accessibilité et du déplacement des personnes handicapées à l’intérieur des bâtiments publics, des espaces, des équipements collectifs, des complexes d’habitation et des bâtiments privés ouverts au public. Les actions de mise en oeuvre sont multiples. Produire des statistiques ventilées par groupes (femmes, enfants, personne âgées, personnes handicapées) reste un défi.

## **Turkey[[92]](#footnote-92)**

### **Leaving no one behind**

**Women:**In the context of supporting new entrepreneurs, women entrepreneurs were granted 20% more loans/grants in the 2010-2018 period. With the New Entrepreneur Programme that started in 2019, privileged support is accorded to those entrepreneurs who are young, with disabilities or next of martyrs, in addition to women.

**Children and youth:** Various projects and incentive systems are implemented to ensure access to school of all children in socio-economically or culturally disadvantaged groups, as well as those under temporary protection, with special needs or in other disadvantaged groups. Some of these projects focus on integrating children with disabilities into social life through quality inclusive education from early childhood, and facilitating their access to social life in the long term.

Early childhood education: Importance accorded to early childhood education is gradually increasing in the context of reducing poverty through generations and increasing equality of opportunities. Within this scope, the objective is to ensure that every child attends preschool education minimum one year before primary education and to increase the schooling rate at age 5 from 75% to 100%. Further, it is obligatory for nurseries, daycare centres and children clubs operated by the private sector to allocate 3% of their current capacities for disadvantaged and poor children. Besides, children with disabilities who need special education benefit from education services free of charge.

**Persons with disabilities and elderly: *Social assistance to persons with disabilities and elderly:*** Most regular and long-standing support for the persons with disabilities and the elderly in Turkey is the monthly cash assistance implemented since 1976 based on the income criteria and not registered with any social security institution. Health insurance premiums and healthcare expenses of these individuals are also covered by the state. In addition to the elderly, poor families having an individual with at least 50% or more severe disability are provided home care assistance. Public aids for persons with disabilities are also augmented by voluntary activities. In this context, Solidarity Association for the Physically Disabled has provided approximately 35,000 wheelchairs to the persons with disabilities since 1993.

***Care services for persons with disabilities and elderly:*** The number of nursing homes affiliated with the Ministry of Family, Labour and Social Services increased to 146 in 2018 from 132 in 2015, with a resident population of 13,883 elderly people. In addition, home care and day-care services offered by public, private and NGO facilities support the care of elderly in family environment. As of 2018, there were 104 public care centres for persons with disabilities for providing care and rehabilitation services; and any person with disabilities who files a request may benefit from such service without waiting.

***Employment of persons with disabilities:*** Under the Programme of Quota for Persons with disabilities in Public Institutions to promote their participation in the labour market, the number of civil servants which stood at 5,777 in 2002 increased to 53,017 as of 2018.

In line with the “Accessible Workplaces for All” strategy, such special measures as quota/ punishment method, assisted employment, subsidised employment and sheltered employment are used to integrate persons with disabilities into working life. Under the quota rule, private sector employers who employ 50 or more workers are obliged to recruit 3% persons with disabilities, and public sector 4%. For every person with disabilities who is employed under the quota, all social security premiums are covered from public funds. Under subsidised employment, on-the-job training programmes are undertaken to enable persons with disabilities to have career development in the same conditions as all employees. The costs of transportation, subsistence allowance and social security premiums of the trainees are covered from public funds during the course.

As part of the “Sheltered Workplace Model” launched in 2013, workplaces employing at least eight persons with disabilities and workplaces whose ratio of employees to the total number of workers is not less than 75% may obtain sheltered workplace status. In addition to wage, income tax and premium support, employers who fall in this category may receive grants for projects which they undertake for the necessary workplace arrangements for employees with disabilities

***Activities for capacity development of persons with disabilities:*** Various NGOs engage in activities of occupational skill-building and training for persons with disabilities. To enable visually impaired individuals to become self-sufficient and integrate into the society, voluntary activities such as volunteer trainers, volunteer assistants, office volunteers, audio book reading, consultancy (law, psychology, etc.), event support and organisation, sponsorship and donation services are delivered in the Six Points Association of the Blind in cooperation with public education centers in cities.

Necessary software and hardware are provided to ensure that persons with disabilities have equal opportunities in education and employment, and remove barriers in information technologies. With the Third Hand Project, persons with manual disabilities are encouraged to use all features of tablet computers by the hardware provided. In this context, accessibility devices and tablet computers are distributed in 80 provinces and works are continuing. In addition, the training of trainers was delivered to those who would provide training and support to persons with disabilities to use these devices.

**Refugees under temporary protection:** The Emergency Social Safety Net (ESSN) Programme, launched in 2016 to meet the basic needs of the people under temporary and international protection in our country, is financed with 1 billion EUR allocated in the first phase of FRIT. Families in need who are under temporary and international protection may benefit from ESSN[[93]](#footnote-93) Programme. Programme beneficiaries are identified through the extent of vulnerability and demographic criteria such as household size, woman living alone, single parent family, old age, disability. A KIZILAYKART[[94]](#footnote-94) is issued to every family eligible for the assistance. 120 TL (22 USD)[[95]](#footnote-95) is loaded on the card monthly per registered person in the family who may use it to meet their own needs such as rent, food or withdraw cash. Given the fact that Syrians have large families, this amount of assistance provided per capita, reaches a significant sum. Additional contributions are provided to small families who cannot benefit from economies of scale and to families having persons with disabilities in need of care. Additional monthly assistance of 600 TL (109 USD) is provided to approximately 6,000 beneficiaries with severe disabilities.

The Project for Improving the Delivery of Home Healthcare, Care and Social Services to Syrian Refugees[[96]](#footnote-96) supports home healthcare services delivered to elder Syrians and Syrians with disabilities in 7 provinces with the support of the Migrant Health Training Centres. Under the project, 300 people most of whom were Syrian women, received theoretical and practical training, and successful candidates were employed for 19 months. Also, healthcare personnel working in Migrant Health Centres (MHCs) were trained on home healthcare services provided in our country, and such centres were supported logistically.

### **Sustainable Development Goals Progress**

**SDG 1:** Projects aiming to improve employment, facilitate the access to education for girls and persons with disabilities, create new job opportunities in rural areas, and encourage social beneficiaries to join the labour force are implemented to reduce absolute and relative poverty.

The elderly and persons with disabilities are among the groups of special focus in terms of the policies for vulnerable groups of the society. Various policies are implemented to integrate persons with disabilities into the labour force as well as remove the elderly from poverty or ease the burden on their families by means of social security and assistance services.

The number of persons with disabilities were employed in public institutions was 5,777 in 2002 and increased to 53,017 as of 2018.

A quota system is in place in our country for the employment of persons with disabilities. There is an incentive scheme of insurance premiums for employers who employ persons with disabilities.

Care services for persons with disabilities are delivered in various forms such as home care or care provided by public institutions as well as private healthcare institutions. In this context, 6.7 billion TL (1.39 billion USD) was spent for 500,000 people through home care services as of 2018.

Care and rehabilitation services are provided at residential care institutions to persons with disabilities who have no families or cannot be cared at family home. As of March 2019, 7,017 persons with disabilities are provided with care services at 99 Barrier-Free Life Centres.

For the institutional care services for persons with disabilities, transition started through the so called “home of hope” model where persons with disabilities would live in small groups at homes within the society. As of March 2019, 149 homes of hope and 99 care and rehabilitation centres were institutionalized. The number of special care centres is 249. In addition, daytime care services are provided to persons with disabilities in 48 institutions including 8 independent ones.

**SDG 3:** The Expanded Programme on Immunisation (EPI) is aimed at combating Pertussis, Diphtheria, Tetanus, Measles, Rubella, Mumps, Tuberculosis, Poliomyelitis, Hepatitis-B, Hepatitis-A, Pneumococcus, Chickenpox, Haemophilus influenzae type b (Hib), and preventing infant and child deaths and related disabilities caused by these diseases. All infants are given free vaccines in accordance with the immunisation schedule. The term “expanded” refers to administering vaccines to unvaccinated or partially vaccinated infants and children as soon as they are identified by also underlining the importance of homogenously disseminating this practice across the country. Significant efforts are undertaken jointly with local administrations to combat communicable diseases. As an example, Metropolitan Municipality of Mersin as well as District Municipalities of Besiktas, Konak, Nilüfer, Sisli and Çankaya have created voluntary testing and counselling centres.

**SDG 4:** In addition to NDPs and strategic plans of relevant public institutions, key policy documents on SDG 4 include MoNE Strategy and Action Plan, Lifelong Learning Strategy, Vocational and Technical Education Strategy and Action Plan, Vision 2023, Teacher Strategy, and National Employment Strategy and Action Plan.

The key components of the policy framework in line with SDG 4 are as follows:

* Ensuring access to school and equal opportunities in education for all children, particularly for those with disabilities and girls
* Strengthening human and physical infrastructure to ensure that persons with disabilities in need of special education and gifted individuals receive education in suitable settings in line with inclusive education

Regarding equal opportunities for education: our legislation guarantees the right to education of all individuals regardless of gender, language, race, disability or religion and without privileging any individual or class.

Efforts are underway to strengthen human, physical infrastructure adapted for students with disabilities. Reading and writing devices enable the translation of written documents into Braille alphabet are now in practice to enable visually impaired people to access to the educational materials. As of 2018, 40% of the schools (1,200 in number) were adapted for students with disabilities; it is aimed to increase this number to 2,000 by 2023.

The Inclusive Early Childhood Education Project for Children with Disabilities was launched in 2017 to support children with disabilities in participating in social life with children who do not have disabilities, by means of quality and inclusive education from early childhood till the end of 1st grade.

**SDG 8:** The key components of the policy framework in line with SDG 8 are as follows:

* Increasing the employment of all vulnerable groups especially women, youth and disabled people

***Legislation:*** In Turkey, regulations on employment, wage equality between men and women, rights and professional rehabilitation of persons with disabilities taking sex, age and disability into account are at an advanced level with regard to the achievement of targets under SDG 8.

Under the Programme on Improving the Social Integration and Employability of Disadvantaged People, activities were supported to remove the barriers to entering and facilitate access to labour market, expand relevant opportunities, and fight against discrimination.

According to the Demographic and Residence Survey conducted in 2011, there were 4.5 million people with at least one disability in the age group of 15 and above. The number of women with disabilities was 2.6 million while the number of men with disabilities was 1.9 million. The labour force participation rates of men and women with disabilities were 35.4% and 12.45% respectively.

**SDG 11:** The main objective is to create human settlements that preserves historical and cultural values; are resilient to disasters and secure; have effective waste management systems which minimises the impacts of waste on environment; and are safe and accessible with integrated transportation networks and also to ensure that all segments of the society, particularly elderly, persons with disabilities, women and children are safely included in city life.

The key components of the policy framework in line with SDG 11 are as follows:

* Implementing spatial planning and urban design schemes that aim to enhance live-ability for different segments of the society, particularly elderly, disabled, women and children and protect equal opportunities and equity.

Different projects are being implemented and developed by public entities especially on ensuring access to public services for children and persons with disabilities.

***Esenler District Municipality Activities for Vulnerable:*** Istanbul Esenler District Municipality improved practices such as tactile paving and audible warning systems in elevators in public buildings, notably in the town hall and other buildings offering social and cultural services to increase accessibility for citizens with disabilities. In addition, Cemil Meric Volunteers Read Books to Persons with Disabilities has been implemented.

Esenler Municipality renovated a total of 136,769 m2 of sidewalk areas on 130 avenues and streets for a smooth access of disadvantaged groups to urban services and it aims to complete this across the district by 2023 including tactile pavings for persons with visual disabilities and wheelchair ramps for persons with orthopaedic disabilities.

***Next Steps:*** The following policies will be implemented in the upcoming years to achieve SDG 11:

* Enhancing the access of women, children, elderly, persons with disabilities and other vulnerable segments to public areas and services
* Updating traffic signs for persons with hearing, visual and intellectual disabilities to make transportation accessible especially for vulnerable populations and adopting international standards in traffic signalization.

**SDG 16:** “Alo 183” Helpline for Family, Women, Children, Persons with Disabilities and Social Service provides psychosocial, legal and economic counselling services to women and children victim of or at risk of violence and in need of support on a 24/7 basis.

In the context of Barrier-free Courthouse Project, physical arrangements started to enable the citizens with disabilities to undertake their proceedings in the courthouses more easily and quickly.

## **Turkmenistan[[97]](#footnote-97)**

### **Sustainable Development Goals Progress**

**SDG 4:** An important rope is played by the network of preschool establishments that prepares pre-school children to master primary education program in upper groups (preparation for school). In order to expand the coverage of children by pre-school education, an operational plan was developed to implement a one-year pre-school preparation for all children under the age of 5. Moreover, preschool establishments have Early Childhood Development Centers for children with disabilities, which enable to create inclusive environment for their development.

Existing educational facilities with rehabilitation centers have pilot consultative units to work with children with developmental disorders. Interdisciplinary teams of specialists work in these units to provide assistance to children with disabilities and their families, which contributes to their social adaptation and further enrollment in general educational establishments.

***Development of inclusive environment for education for all:*** Development is sustainable only when it is inclusive and provides learning opportunities for all regardless of their affiliation, abilities, religion and race. Turkmenistan creates special conditions for persons with disabilities that allow them to receive decent education (inclusive education). For instance, the Society of Blind and Deaf has successfully introduced inclusive methods for vocational development of persons with disabilities on the base of Mechanical and Technical Vocational School of Ashgabat city under the Ministry of Textile Industry of Turkmenistan. This experience served as the basis for introducing the amendments to the national legislation on education aimed at the introduction of inclusive education in all educational establishments of the country.

Education of children receiving long-term care in medical facilities is arranged at the place of their stay (treatment) by the teachers of closest secondary schools. Similarly, homeschooling is provided to children with disabilities. Moreover, interdisciplinary services for children with disabilities and their families are provide in educational establishments with rehabilitation centers and two Centers of Early Childhood Development. This serves as the basis of further transition and inclusion of such children into general educational system and creation of inclusive learning environment. Such services contribute to the further social adaptation and subsequent inclusion of children with disabilities.

***Vocational and higher education:*** Access to quality vocational and higher education has an important role in the context of further economic development and well-being of the country. At the same time, it is equally important to make education accessible to all.

To ensure integration of vocational educational system with economic sectors, activities are underway to develop and introduce state educational standards, which will allow graduate to be competitive in the labour market. Such standards are developed in cooperation with employers and include skills and knowledge that are in demand in the labor market.

Vocational education in Turkmenistan is provided at the primary vocational training establishments. These establishments provide short-term courses to enhance existing skills and acquire new skills for further employment. Special attention is paid to vulnerable groups and persons with disabilities.

**SDG 8:** Another central element in the social policy of Turkmenistan is focused on the welfare of people in need of social support, including single parents, orphans, young professionals in search of their first job, people with disabilities, etc. In 2016, a quota for the employment of people in need of social support (2 to 5 percent) was introduced for all private and non-governmental entities. Despite being recently introduced and still in the process of finalization based on the study of experiences of countries advanced in this field, the quota has already enjoyed wide public support.

In 2018, people in need of social support who were employed under the quota accounted for 2.2 % of the total number of the employed, including 6 % - persons with disabilities, 5.3 % - orphans in search of their first job, 25.8% single parents or persons acting in loco parentis, 53.9% individuals from low-income families, and 0.3% those affected by a radiation disaster.[[98]](#footnote-98)

**SDG 10:** In Turkmenistan the state pays disability and survivor’s pensions, childbirth and childcare benefits, disability and social benefits. In addition, social transfers and assistance are provided to incapacitated persons, elderly persons living alone, people with disabilities, families with children and other persons through provision of monetary payments and benefits, medicines, wheelchairs, prostheses and other prosthetic and orthopedic products, printed publications with special scripts, sound-amplifying and signaling devices, as well as through the provision of medical, social, and vocational rehabilitation services and domestic services.

## **United Kingdom of Great Britain and Northern Ireland[[99]](#footnote-99)**

### **Data**

Of the 180 indicators for which UK data is being reported, over 70% are disaggregated by at least one variable. The UK is committed to filling disaggregation gaps and plans to disaggregate data for the Goals by: age, sex, disability status, ethnicity, income, geography and migratory status, wherever possible.[[100]](#footnote-100) This commitment is outlined in the Inclusive Data Action Plan (2018). This action plan was developed by the ONS in collaboration with the Global Partnership for Sustainable Development Data (GPSDD) Leave No One Behind Data Collaborative.

When data is broken down by disaggregation it becomes evident who is most at risk. Women are more likely to experience partner abuse if any of the following apply:

* Are under 24 years of age
* Have a disability or long-term illness
* Identify as bisexual
* Have more than one ethnicity
* Live in a household with an income of less than £10,000
* Live in social housing

The UK government’s Department for International Development’s (DFID) Inclusive Data Action Plan (2019) sets out how the UK will achieve the vision of the Inclusive Data Charter (2018) that the Goals “should be disaggregated, where relevant by income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics, in accordance with the Fundamental Principles of Official Statistics” General Assembly Resolution 68/261. The UK advocates for and supports partner countries in undertaking national censuses and to build their civil vital registration systems as a fundamental building block to assist all types of data disaggregation.

***Case Study: Making disability visible in schools in Zimbabwe:*** The Improving Gender Attributes, Transition and Education Outcomes (IGATE-T) programme has been running in Zimbabwe since 2017 and is part of DFID’s Girls’ Education Challenge Fund. It aims to support the learning of over 70,000 girls and help them transition from primary education to secondary school or community-based learning. The IGATE-T team recognised that inclusion of children with disabilities is fundamental in achieving the Goals – especially Goal 10: Reduced Inequalities. There is a cycle of disability and poverty which can only be broken by systematically ensuring that persons with disabilities are included in, and benefit from, education. Due to stigmatisation, discrimination and societal barriers, people with disabilities fail to access opportunities on an equal basis with others.

To address this, IGATE-T ran a baseline survey using the Washington Group questions on disability to better understand the girls targeted by the programme. The survey revealed that a higher proportion of learners in the IGATE-T schools had a disability than had originally been expected. As a result, the IGATE-T team increased its focus on disability inclusion, taking an explicitly inclusive approach to address the needs of all learners alongside introducing positive inclusive messaging. The evidence provided by disaggregating data by disability has been critical to the IGATE-T team in adapting the programme to deal with disability inclusion.

### **Leave no one behind**

This commitment to Leave No One Behind reflects the value placed on each and every individual across the world, irrespective of sex, disability, age, race, religion or belief, or sexual orientation. It is a recognition that when people are marginalised or excluded, societies are less stable and economies are weaker. When people are left behind, everyone suffers the consequences.

***Understanding who is being left behind:*** Access to good quality disaggregated data enables decision-makers to understand who is being left behind (or is at risk of being left behind) and support the development of inclusive policies.

Governments are not alone in using disaggregated data to inform policies and programmes. The ‘Everybody Counts’ project by Sightsavers is looking into new ways of collecting data on inclusion of people with disabilities in development programmes. Using the Washington Group Short Set of Questions which assess level of functioning in six different areas has enabled Sightsavers to collect more accurate data on disabilities than national censuses. This has facilitated identification and removal of potential physical barriers to Sightsavers’ development programmes and has had a positive impact on health workers’ understanding and attitude towards people with disabilities.

### **Sustainable Development Goals Progress**

**SDG 1:** While an increase in employment has driven up earnings in recent years in real terms, the UK government believes strongly in supporting those not in work and also spends £55 billion on support for disabled people and over £120 billion on support for pensioners.[[101]](#footnote-101)

***Disabled People:*** Health and disability issues affect the working lives of millions of people, with around 18% of working-age UK adults reporting having a disability.[[102]](#footnote-102) Individuals in families with a disabled member face a higher risk of poverty than households without any disabled members. The UK government’s 2019/20 spending on the main disability benefits – Personal Independence Payment (PIP), Disability Living Allowance (DLA) and Attendance Allowance – is forecast to be over £6 billion higher in real terms than in 2009/10, and more than £2 billion higher than in 2015/16 (see Goal 10).[[103]](#footnote-103)

The Data Picture: Disability poverty

Coverage: UK

Absolute poverty measures for families with a disabled member have fallen since 2013/14. Relative measures have remained more stable over the same time period.

Percentage of individuals in households where someone is disabled in poverty: 2009/10 to 2017/18

Source: Department for Work and Pensions, HBAI 2017/18

Relative AHC has risen from 25% to 26% from 2009/10 to 2017/18.

Absolute AHC has declined from 24% to 23% from 2009/10 to 2017/18.

Relative BHC has risen from 20% to 21% from 2009/10 to 2017/18.

Absolute BHC has declined from 19% to 18% 2009/10 to 2017/18.


***Wales:*** The employment rate among disabled adults aged 16-64 remains lower than among those who are not disabled.[[104]](#footnote-104) This gap has remained stable in recent years. The Communities for Work (CfW) programme has supported disabled people in finding training and work by helping them overcome barriers to employment. Action on Disability: The Right to Independent Living will ensure improved access to help, advice and services for disabled people in Wales.

***UK action around the world:*** The UK’s global investment in cash transfers and broader social protection is a key contributor to Goal 1 and Leave No One Behind. Support to developing country governments helps them to increase the coverage, quality and sustainability of their social protection systems. The UK has increased its focus on girls and women and people with disabilities, on the poorest and most vulnerable in fragile states, and on building social protection systems that can respond to crises, to prevent development gains being reversed.

Children’s charity Global Care UK has developed a sponsorship scheme in which children who are marginalised through poverty or disability around the world are matched with a financial sponsor from the UK who supports them with essentials such as education and food. The scheme is delivering additional projects to meet community needs including school buildings and better-quality housing.

**SDG 4:** The Adult Education Budget (AEB) supports adults in England who have not achieved secondary school level English and Maths qualifications. It helps them to overcome barriers to education or training; such as childcare and transport costs; or any reasonable adjustments for those with a learning difficulty or disability.

***Inclusive Education:*** The Children and Families Act 2014 sets out a presumption of mainstream education for pupils in England with special educational needs and disability. This enables children and young people, no matter their needs, to develop the social skills they will need to lead happy and fulfilled lives and succeed in future education and employment.

***Participation in education:*** (Coverage: England) Participation rates in adult education do not differ significantly depending on the sex of a respondent, with 11.2% of women and 9.6% of men undertaking formal learning in the 12 months before a 2016 survey. However, respondents who were disabled and/or had work-limiting disabilities were less likely to have participated in formal education than respondents who did not have a disability (7.5% compared to 12.0%).[[105]](#footnote-105)

***Effective learning environments (4.a):*** In England, the Keeping Children Safe in Education guidance requires all schools to create safe and accessible learning environments. Schools are contractually obliged to ensure building designs do not disadvantage pupils with disabilities, in terms of access to teaching, learning and social spaces.

***Scotland:*** Scotland is committed to inclusive ongoing education, training and skills development for young people and adults beyond school. This is supported through:

* Piloting a work experience scheme for young disabled people to help remove barriers to finding jobs.

***UK action around the world:*** The International Citizen Service (ICS) has supported over 36,000 young people from the UK and overseas to volunteer on sustainable development projects. Placements are currently operating in Tanzania, Uganda, Nigeria, Kenya, Zambia, Cambodia, Nepal and Bangladesh. For instance, since 2016, 150 ICS volunteers from the UK and Kenya have been supporting the community in Nandi, Kenya to reduce stigma and marginalisation for deaf and disabled community members.

**SDG 5:** In Scotland, the Fairer Scotland for Women: Gender Pay Gap Action Plan was launched on International Women’s Day 2019. It sets out an approach to reduce the gender pay gap and tackle labour market inequalities faced by women, particularly disabled women, minority ethnic women, women from poorer socio-economic backgrounds and women with caring responsibilities.

***Tackling violence against women and girls around the world:*** The UK recognises that much more needs to be done to prevent the extremely high levels of violence that women and girls experience every day around the world. Investment in generating evidence of what works to prevent violence against women and girls, particularly amongst the most marginalised, including adolescent girls and women and girls with disabilities continues, whilst advocacy for greater investment in interventions to prevent and respond to violence against women and girls is also being scaled up.

**SDG 6:** In order to Leave No One Behind, the UK runs international programmes that focus on those people who continue to lack access to water and sanitation, with a focus on the poorest. Work on WASH has focussed on rural areas because this is where the needs are typically greatest. The UK works to address the rights of women and girls to access WASH services; women and girls need safe, private, hygienic and convenient WASH facilities, and good WASH facilities are also necessary for menstrual hygiene. Results are disaggregated by gender and programmes now increasingly collect data disaggregated by disability. UK-funded programmes have ensured that at least 13.7 million women and girls were provided with access to WASH between 2015 and 2018.[[106]](#footnote-106)

**SDG 8:** Since 2015, there are 1.5 million more people in work in the UK, with 87% of this rise in employment being driven by people moving into full-time work.[[107]](#footnote-107) During this period the number of businesses in the UK has grown by over a quarter of a million.[[108]](#footnote-108) The UK is committed to deliver decent, productive work opportunities for all. There are over 700,000 more people with disabilities[[109]](#footnote-109) and 600,000 more people from ethnic minority backgrounds in work,[[110]](#footnote-110) in 2019 than in 2015.

***Wales:*** Wales is driving inclusive growth through maximising impact on the foundation sectors such as food, housing and energy and through a model of Regional Economic Development better attuned to tackling disparities amongst different parts of Wales. In Wales, disabled people are significantly less likely to be in work (47.3%). Whilst the disability employment rate has risen in recent years, a key priority is focussing efforts to achieve further progress to reduce economic inactivity, break the cycle of unemployment and increase poverty levels for disabled people.

***Scotland:*** Scotland is committed to becoming a Fair Work Nation by 2025 and working to remove barriers to economic inclusion through Scotland’s Fair Work Action Plan. Included in the Fair Work Action plan is the creation of a new online support tool, where small and micro employers can access support and guidance on Fair Work from a central point. In addition, there will be an expansion to the Work Place Equality Fund, enabling businesses to implement innovative ideas to embed Fair Work. Fair Start Scotland provides tailored, person-centred support to assist people in their journey towards and into work.

This work also includes targeted efforts to halve the disability employment gap as set out in A Fairer Scotland for Disabled People: employment action plan and addressing the gender pay gap.

***UK action around the world:*** Economic empowerment is one of the focus areas of the UK’s Disability Inclusive Development Strategy (2018-2023), and recognises the transformative power of ensuring people with disabilities gain improved access to employment opportunities. Also, in line with the promise to Leave No One Behind, the new disability window of the UK Aid Connect Programme will create innovative solutions to the economic inclusion of people with disabilities in four countries.[[111]](#footnote-111) For example, the programme will be implemented in urban locations in Kenya and Bangladesh and will directly reach 10,000 people with a disability.

**SDG 9:** The UK government’s Inclusive Transport Strategy sets out how the UK will deliver the necessary changes to its transport system to make it more inclusive, and to make travel easier for disabled people. This is being achieved through government interventions, working in partnership with industry and others. The Strategy outlines the UK’s ambition of equal access for disabled people using the transport system by 2030.

Digital Communities Wales is delivered by the Wales Co-operative Centre and supports a partnership of organisations that are working with digitally-excluded people. The National Survey for Wales (2017-18) showed that 15% of adults do not regularly use the internet in Wales with older and disabled people, those with limited qualifications and those who were unemployed or economically inactive still the least likely to use digital technologies. The partnership offers digital training for frontline staff and volunteers loans of digital equipment and accreditation.

Scotland’s four science centres (Glasgow, Dundee, Aberdeen and Dynamic Earth in Edinburgh) are making science more accessible to a wider public audience including events for women and girls, people from black and minority ethnic (BAME) backgrounds, people with disabilities, vulnerable adults and families and adult literacy groups.

The UK is working with the World Road Association (WRA/PIARC) which holds its 24th Congress involving over 150 countries in October 2019 in Abu Dhabi. The UK will engage and disseminate UK transport research and policy with a focus on transport inclusion and disability. This engagement will draw heavily on the UK’s High-Volume Transport Research Project, which works in Africa and Asia.

**SDG 10:** The UK has a goal to see 1 million more disabled people in work by 2027, through initiatives such as the Access to Work scheme, which provides disabled employees with financial support for workplace adjustments and assistive technology.[[112]](#footnote-112) There has been progress, with over 700,000 more people with disabilities in work in 2019 than in 2015.[[113]](#footnote-113) The increase has also been affected by a number of external factors, such as the current strength of the overall labour market and rising disability prevalence.

The Work and Health Programme is using the expertise of private, public, voluntary and community sector providers to deliver sustained employment for disabled people, disadvantaged groups and the long-term unemployed.

***The Data Picture: Employment opportunities for people with disabilities:*** (Coverage: UK) In the first quarter of 2019, the employment rate for disabled people (51.7%) remained well below that of non-disabled people (81.7%). There were over 1 million more people with disabilities in work in 2018 than in 2013, when the time series began, and over 700,000 more than in 2015. The employment rate for disabled people also rose from 43.6% to 51.7% over the same period. The increase was greater for disabled women than men (9.4 and 6.6 percentage points respectively).[[114]](#footnote-114)

To help in tackling inequalities within the UK’s labour market, the disability organisation Leonard Cheshire established its Change 100 programme. This programme is a talent and professional development programme that connects disabled students and graduates with some of the UK’s best-known employers, through paid summer internships. It launched the programme in 2013 with an ambition to change the employment landscape for disabled students and recent graduates and challenge misconceptions of disability. So far, it has supported over 400 young disabled people and over 130 employers.

***Promoting the social, economic and political inclusion of all and reducing inequalities (10.2, 10.3, 10.4):*** The UN Convention on the Rights of Persons with Disabilities guiding principles are integral to the UK’s approach to strengthening rights under the Equality Acts. The UK government published a revised National Planning Policy Framework in 2018 for England that expects local authorities to have planning policies which identify the type of homes needed for disabled people as well as other groups, using the UK government’s optional technical standards for accessible and adaptable housing (Goal 9 discusses access to transport and the UK government’s 2018 Inclusive Transport Strategy).[[115]](#footnote-115)

The 2017 General Election saw the most diverse UK Parliament ever: the proportion of female MPs increased from 29% to 32%, LGBT MPs from 6% to 7%, and ethnic minority MPs from 6% to 8%.[[116]](#footnote-116) The UK is working with disability organisations to help political parties better support disabled candidates; in December 2018, a £250,000 interim fund, EnAble, was launched to support disabled candidates in local elections in England.

***Leave no one behind activities:*** In December 2018 a new Regional Stakeholder Network was announced to bring the views of disabled people and local disabled organisations across England closer to government. It will create forums in 9 regions to share experiences about policies and services that affect them.

In Wales, the £3.9 million Equality and Inclusion funding programme, provides strategic support for local, regional and national organisations working in the areas of gender, disability, Gypsies, Roma and Travellers, refugees and asylum seekers, sexual orientation and gender identity, race and hate crime.

***Scotland:*** Families with a disabled person are more likely to be in poverty[[117]](#footnote-117) and a range of actions are in place to tackle this inequality including A Fairer Scotland for Disabled People: Our Delivery Plan to 2021, which was developed in partnership, and No One Left Behind: Next steps for employability support. Local and national government, employers and the third sector are working in partnership to halve the disability employment gap from its 2016 level, which would mean an estimated extra 130,000 disabled people in work in Scotland.

In Scotland the Access to Elected Office Fund provides financial support to pay for the additional impairment-related costs that disabled people face when running for elected office. This helps level the playing field with non-disabled candidates. It supported 39 disabled candidates in standing for election to local councils in 2017. 15 candidates were elected across Scotland, representing a range of disabilities, political parties and were gender-balanced.

***Wales:*** The employment rate among disabled people aged 16-64 was 45.2% in 2018, which is lower than among people who are not disabled (80.3%). This means there was a disability employment gap of 35.1 percentage points. This gap has remained stable in recent years.[[118]](#footnote-118) Across all disabled people the disability pay gap in Wales in 2010-11 was 4.3%, whilst by 2015-16 this figure had risen to 13.3%.[[119]](#footnote-119) The new Right to Independent Living Plan will be published in 2019.

***Northern Ireland:*** The Make the Call Wraparound Service aims to reach 55,000 people to ensure that they are receiving all the benefits and support to which they are entitled. The scope of the Service is continuously evolving to help those in poverty, older people, and those experiencing illness or disability.

Disability employment support programmes up to the end of August 2018 have helped 2,259 people retain their employment.[[120]](#footnote-120) Monitoring is continuing of the life satisfaction score of people with disabilities alongside that of the wider population. Recent figures demonstrate that the average life satisfaction of people with a disability remains stable. Northern Ireland is committed to ensuring that a percentage of new social home starts are wheelchair accessible and 4% (61) of all new social home starts from January to March 2018 were wheelchair accessible.

The introduction of disability sports hubs in each Northern Ireland local council area with the associated specialist activity equipment has required successful collaboration between central and local government together with several partners such as Public Health Agency, Royal National Institute of Blind People and the Blind Golf Association, Special Olympics, Ulster Northern Ireland Deaf Sports and the key disability representative groups, such as Disability Action and Mencap.

***UK action around the world:*** An estimated one billion people, 15% of the world’s population, are living with some form of disability.[[121]](#footnote-121) The UK hosted the first-ever Global Disability Summit raised global attention on a long-neglected issue, mobilised new global and national commitments on disability and showcased good practice, innovation and evidence from around the world. Over 320 organisations signed the Charter for Change, openly committing to working together and stepping up ambition for disability inclusion. The UK has also successfully led international discussions to include a disability marker in the Official Development Assistance (ODA) statistics through the OECD Development Assistance Committee and will use this to monitor progress. The UK government’s Department for International Development’s Disability Inclusion Strategy (2018 – 2023) sets out how it will put disability at the heart of everything it does.[[122]](#footnote-122)

The Global Disability Innovation Hub harnesses academic excellence, innovative practice and cocreation to tackle global challenges from a new perspective. The hub provides a platform for the talents of disabled people and the expertise of practitioners, academics and local communities. Over the next ten years the Global Disability Innovation Hub wants to become the leading place to research, study, practice and share disability innovation, globally.

***Challenges:*** Disability is growing in prevalence. 22% of the population in the UK is now disabled and this is set to grow as the population ages.[[123]](#footnote-123) In 2018, a UK government Inter-Ministerial Group on Disability and Society was established to drive forward action across government to tackle the barriers disabled people face to full inclusion. Opportunities that are enabling more disabled people to live increasingly independent lives will be seized, such as technology advances.

***Addressing intersectionality between inequalities:*** Given the intersections between inequalities, the UK’s ambition is to take an ever more co-ordinated approach to its work on equality. With the Government Equalities Office moving to the heart of the UK government in the Cabinet Office in April 2019, the government will do more to connect its action on LGBT and gender equality with its work reducing disparities for other disadvantaged groups such as ethnic minorities and people with disabilities. It will also do more to listen to disabled people and their representatives through the new Regional Stakeholder Forum, while also creating an engagement programme that will provide a listening platform for women with multiple barriers to influence policy.

**SDG 11:** The UK is committed to providing safe, affordable, and sustainable transport systems which share the benefits of innovation with all of society. The UK government’s 2018 Inclusive Transport Strategy outlines a programme for creating a transport system offering equal access for disabled people by 2030. A framework for monitoring the progress of this strategy has been published.[[124]](#footnote-124)

***Scotland:*** Scotland supports the delivery of flexible housing capable of being adapted to suit people’s changing requirements. Therefore, wherever possible, all homes are built to Housing for Varying Needs standards. In addition, flexibility continues to exist (if required) in the housing grant subsidy arrangements within the Affordable Housing Supply programme so that specialist housing can be provided in accordance with need, helping disabled people with more complex needs live independently in their own homes and older people to stay in their own homes for longer.

***Wales:*** In Wales older and disabled persons may travel for free on bus services throughout Wales. In 2017-18, almost half of all bus journeys in Wales were by older or disabled passholders.[[125]](#footnote-125) Since 2015 Wales has ensured that younger people aged 16 to 18 have received one-third fare discounts on bus fares, and this was extended in 2018 to include 19 to 21-year-olds throughout Wales.

***Northern Ireland:*** The new £90 million Belfast Rapid Transit System introduced in 2018 aimed to encourage a shift from private cars to more sustainable, greener modes of transport, resulting in an increase of over 40,000 passenger journeys per week when compared to Metro usage in the same period of 2017/18.[[126]](#footnote-126) Recognising the importance of providing accessible and inclusive public transport systems for disabled people and older people, the Inclusive Mobility Transport Advisory Committee helped design and develop the new Glider Rapid Transit service for Belfast.

**SDG 12:** The UK has already banned the use of plastic microbeads in rinse-off personal care products. A ban on the supply of plastic straws, drinks stirrers and cotton buds will come into force in England in April 2020 (with exemptions to ensure that those with medical needs or a disability can continue to access plastic straws). The UK government will continue to review the latest evidence on problematic products and/or materials.

**SDG 16: *Wales:*** Of the recorded hate crimes during 2017/18 in Wales, 68% were reported as race hate crimes, 6% were linked to religion, 20% to sexual orientation, and 9% to disability.[[127]](#footnote-127) Wales funds a Hate Crime Reporting and Support Centre, managed by Victim Support Cymru, which provides support to victims of all categories of hate crimes and incidents. Funding for this service has increased and, in addition, a new grant fund has been established for organisations working with BAME communities at risk of hate crime, reflecting the extent to which these communities are affected. This new grant is in addition to the existing Equality and Inclusion Funding Programme, which works across many strands of equality including race; gender; disability; Gypsies, Roma and Travellers; LGBT+; refugees and asylum seekers as well as hate crime.

***Inclusion and respect for human rights (16.1, 16.a, 16.b):*** Despite efforts, delivering the promise to Leave No One Behind remains a challenge on Goal 16. For example, people with disabilities still often face stigma and experience discrimination. In 2018, the UK increased funding to expand the reach of the Disability Catalyst Programme, which supports people with disabilities and disabled persons’ organisations to advocate for their rights. The 2018 Disability Summit demonstrated the UK’s leadership on disability inclusion and led to a set of ambitious commitments from governments and organisations to give people with disabilities greater rights.

**SDG 17:** The Data Disaggregation Action Plan (2017) for international development was launched by the UK National Statistician at the World Data Forum in 2017. The action plan set out the initial practical steps that the UK will take to move the 2030 Agenda forward, focussing on four key areas of disaggregation: sex, age, disability status and geography. The UK has delivered a Data Disaggregation Resource Library, sharing and showcasing early learning from partners in collecting and using disaggregated data, and demonstrating not only the technical aspects of gathering data but also how this informs decision making.

***Data, monitoring and accountability (17.18, 17.19):*** In the UK, the ONS – the UK’s statistics agency – is responsible for reporting UK data for the global indicators to the UN. As of June 2019, the ONS was reporting UK data for 74% of the 244 Global Indicators (180 Global Indicators).[[128]](#footnote-128) The ONS is collecting age, sex, disability status, ethnicity, income, geography and migratory status for indicators where possible. As of June 2019, over 70% of these 180 indicators have data for at least one disaggregation.

***Multi-stakeholder partnership (17.16, 17.17):*** Beyond partnerships with individual sectors, the UK is using its convening power to develop comprehensive alliances that draw together different capabilities. During the Global Disability Summit in 2018, the UK brought together a range of leaders committed to driving a step-change in access to assistive technologies. The Assistive Technology (AT) Scale Global Partnership was established between DFID, USAID, WHO, UNICEF, Clinton Health Access Initiative, the Office of the UN Special Envoy for Health, the Government of Kenya, the China Disabled People’s Federation and the Global Disability Innovation Hub. This aims to enable half a billion more people to access AT by 2030. In support of this new partnership, a new programme, AT2030, will catalyse new technologies and service delivery models, spark at least 50 new startups and mobilise the private sector to reach at least 9 million people with AT by 2030.

## **United Republic of Tanzania[[129]](#footnote-129)**

### **Data**

Availability of disaggregated data is crucial to informing policy development, planning, and tracking progress, to ultimately ensure that the most marginalized and vulnerable populations are reached. The Foundation for Inclusion of Persons with Disabilities (PWD) is implemented by the Department of Disability Affairs, the Office of the Second Vice President of the Revolutionary Government of Zanzibar. Through the establishment of this foundation four key result areas have been realized namely: 1) Establishment of PWDs Database or Inclusion database (JUMUISH-dbase) and website, 2) Situation Analysis of young people with disabilities on sexual reproductive health rights and family planning, 3) Development of Five-Year Strategic Plan for National Council for PWDs in Zanzibar and 4) Development of Implementation Strategy for Policy of PWDs in Zanzibar.

### **Sustainable Development Goals Progress**

**SDG 4:** In Zanzibar, the free education initiative has relieved pupils and students of the burden of paying fees or other contributions that were being provided by parents or guardians from primary to university level. The inclusive education initiative has ensured the enrolment of children with disability at all levels of education. Alternative education for out-of- school children and drop-outs has also been introduced. These initiatives have helped a great deal in making sure that the achievement of SDG 4 is on track.

***Case Study - CSOs Intervention Support in Increasing Enrolment:*** Civil Society Organizations (CSOs) have continued to make significant contributions in increasing the enrolment of students at various levels of education delivery and ensuring that enrolled children complete the full education cycle. Some of the examples include the following:

* Conducting awareness campaigns for communities and parents on the importance of school for children with disabilities (Mwanza Policy Initiative (MPI) in Ukerewe District).

***Universal Secondary Education:*** The United Republic of Tanzania has made lower-level secondary education universal. In the Mainland, this is consistent with the Education Sector Development Plan (ESDP) 2016/17 - 2020/21. The ESDP aims to transform the education sector into an efficient, effective, outcome-based system and ensure equitable access to education and training for all, including the most disadvantaged (SDG10). The priorities include: equitable participation and Voluntary national review on the sustainable development goals completion of fee-free basic education for all, with particular attention to marginalized groups, children with disabilities and out-of-school children; completion of twelve years of education increased through universal access up to lower secondary education.

***Disparities by Socioeconomic Groups:*** Despite efforts to address disparities in education participation and attainment disparities are still notable in various forms. For example, a gender imbalance is particularly evident in science, technology, engineering and mathematics (STEM) subjects, as well as limited participation of learners with disabilities. Of the estimated 400,000 school-age children with disabilities, only 42,783 children are registered in primary and 8,778 in secondary schools. This leaves a large out-of-school population of the most vulnerable children. These children include girls and boys with Albinism, Autism, Down-Syndrome, Deafness, Blindness, Deaf-Blind, children with physical disabilities and mental impairments. There are only 2,179 primary teachers working in primary schools who are qualified to support learners with special needs. At secondary school level there is an acute shortage of teachers able to communicate in sign language or able to support blind learners.

Qualified teacher shortages, together with weak community awareness about the possibilities that exist and may be created for children living with disabilities, the long distances to specialized schools, costs and resistance from regular schools to register children with disabilities are the most common barriers to the education of children living with disabilities. The Government has initiated a screening programme to assess children’s hearing and sight. The Government’s strategy is to include as many as possible of the children living with disabilities into the mainstream education system. Only those whose disabilities are too severe for regular schools will be enrolled in special schools.

**SDG 8:** In recognition of the scope of the unemployment challenge and its potential impacts, during 2016/2017 – 2018/2019, the Government, in collaboration with stakeholders has implemented employment creation policies, programmes and projects to empower youth for wage employment and self-employment. Also, it has increased funds for youth, women and persons with disabilities to ensure access to capital development projects such as the construction of SGR, road construction, construction of 441 health centres and 67 hospitals; construction of airports; construction of 482 water projects; and the establishment of industries in every region. These initiatives created 1,167,988 new jobs during 2016-2019.

***Access to Financial Services and Financial Inclusion:*** The exclusion rate is 26 percent for males and 30 percent for females. Similarly, while only 15 percent of the urban population is financially excluded, over 35 percent of the rural population is financially excluded. These disparities have been addressed through interventions such as women economic empowerment forums at regional level, to provide opportunity for women to participate in business activities and enhancement of ownership of land and property. A designated Women’s Bank has been set up to support women’s access to financial services. Furthermore, 10 percent of Local Government internal revenue is allocated to the empowerment of women, youth and people with disabilities.

**SDG 10: *Youth and women empowerment:*** The country also has a law where each of the local government authorities is supposed to put aside 10 percent of its revenues specifically for Women (4 percent), Youth (4 percent) and people with disabilities (2 percent) as empowerment interventions.

**SDG 16: *Case Study: Civil society interventions on transparency, accountability and representative decision making:*** In order to ensure representation of persons with disabilities at the decision-making level, CSOs have been building capacity for young leaders and raising awareness in the community. For example, United Nations Association (UNA) Tanzania through its “Youth Voice” has been working with youth organizations in both the Mainland and Zanzibar to establish and strengthen youth platforms from ward to district level to ensure youth’s active participation in decision making processes. SHIVYAWATA has been working through different organizational partners, the media and direct community engagements on combating harmful practices that deny persons with disabilities rightful opportunities in leadership.

**SDG 8: *Data:*** Unemployment rate for persons with disabilities (SDG Indicator 8.5.2)

* 2010 - 11.5% Male, 15.1% Female, 13.4% Total (Source: ILFS 2006)
* 2014 - 15-24 Years:- Total 17.9%; Male (13.6%) and Female (22.0%) 15-35 Years:- Total 16.6%; Male 11.5% and Female 21.4%" - Source: ILFS

## **Vanuatu[[130]](#footnote-130)**

Community, family and kinship ties serve as the primary social safety net, especially for the young, the elderly, people with disabilities and other vulnerable people. We must ensure no one is disenfranchised from these traditional safety nets, while also enabling the state to fulfil its core responsibility to protect and deliver essential services to its population. The indivisible connections between culture and the social, environmental and economic pillars of the NSDP are reflected in our aspirations, and how we will deliver our national vision.

### **Methodology, Process and Preparation**

As well as the provincial consultations there were also consultations with various Civil Society organisations mainly around Port Vila, throughout 2015 and 2016 including the National Youth Council, the Malvatumauri Council of Chiefs, the Vanuatu Christian Council, the Vanuatu Society for People with Disabilities, Vanuatu Association of Non-Governmental Organisations and the Vanuatu National Women’s Council (VNWC).

### **Sustainable Development Goals Progress**

**SDG 10:** Reducing inequality among countries, empowering disabled and vulnerable groups is a central factor to positive success. In summary Vanuatu is making steady positive progress in the area of empowering people with disability, and it is expected that continual improvement with result from the implementation of the Justice and Policing Infrastructure Priorities Plan.

***SOC 4.3: Empower and support people with disabilities (SDG Indicators 10.3.1, 10.4.1):*** As of 2017, 12% of people are reported as being with some disability in Vanuatu. This continues to be monitored and updated. To further empower and support people with disabilities, the disability desk of the Ministry of Justice and Community Services (MJCS), and partners, continue to work with relevant bodies/authorities to ensure future building designs have disability considerations. The MJCS in partnership with the Stretem Rod Blong Jastis Program developed a Justice and Policing Infrastructure Priorities Plan for 2017-2022 which is coordinated by the Sector Infrastructure Coordinator to ensure new buildings have access for people with disabilities. By 2030 we expect at least a 50% increase in accessible buildings and other facilities.

***Summary:*** With regard to SDG 10, reducing inequality among countries, empowering disabled and vulnerable groups is a central factor to positive success.

In summary Vanuatu is making positive progress in the area of empowering people with disability, and it is expected that continual improvement with result from the implementation of the *Justice and Policing Infrastructure Priorities Plan.* Steady and positive progress is also evident through the Government actions regarding ratification of key UN Conventions and Policy documents (and further consideration of several others) and the updating of UN reporting documents such as the UPR. Continued focus on donor coordination and use of funds, as well as trade agreements is expected to continue to provide positive foundation for improvements and reducing inequalities.

***SOC 4.3.2 Percentage of public buildings and banking, employment and recreational facilities allowing access for people with disabilities:*** Disability Desk (MJCS) and Partners will be working with relevant bodies/authorities to ensure future building designs have disability considerations. The MJCS in partnership with the SRBJ Program developed a Justice and Policing Infrastructure Priorities Plan for 2017-2022 which will be coordinated by the Sector Infrastructure Coordinator to ensure new buildings have access for people with disabilities.

***SOC 4.5 1 Proportion of Government Offices and public facilities with ramp access or some disability friendly rating:*** As of 2017: Data related to accessible government buildings to PLWD is not available however, the Disability Desk (MJCS) and Partners will be working with relevant bodies/authorities to ensure future building designs have disability considerations. The MJCS in partnership with the SRBJ Program developed a Justice and Policing Infrastructure Priorities Plan for 2017-2022 which will be coordinated by the Sector Infrastructure Coordinator to ensure new buildings have access for people with disabilities.

# **Annex 1: Tally of references in country reports**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Country** | **Short Report** | | | | **Long Report** | | | |
|  | Disability | Vulnerable | Marginalized | LNOB | Disability | Vulnerable | Marginalized | LNOB |
| Algeria | 0 | 0 | 0 | 0 | 64 | 32 | 0 | 11 |
| Azerbaijan | 0 | 0 | 0 | 1 | 44 | 19 | 5 | 30 |
| Bosnia and Herzegovina | 0 | 0 | 0 | 0 | 17 | 22 | 5 | 12 |
| Burkina Faso | 0 | 0 | 0 | 0 | 32 | 55 | 3 | 4 |
| Cambodia | 0 | 0 | 0 | 1 | 19 | 15 | 0 | 8 |
| Cameroon | 0 | 0 | 0 | 0 | 25 | 42 | 6 | 10 |
| Central African Republic | 0 | 0 | 0 | 0 | 26 | 25 | 4 | 2 |
| Chad | 0 | 0 | 0 | 0 | 14 | 20 | 3 | 3 |
| Chile | 0 | 1 | 0 | 0 | 76 |  |  |  |
| Congo (Republic of the) | 0 | 1 | 0 | 0 | 36 | 34 | 0 | 5 |
| Côte d’Ivoire | 0 | 0 | 0 | 0 | 31 | 51 | 2 | 7 |
| Croatia | 0 | 0 | 0 | 0 | 41 | 13 | 1 | 0 |
| Eswatini | 1 | 4 | 0 | 0 | 21 | 16 | 4 | 3 |
| Fiji | 0 | 0 | 0 | 0 | 46 | 46 | 4 | 14 |
| Ghana | 1 | 1 | 0 | 1 | 35 | 24 | 8 | 29 |
| Guatemala | 1 | 0 | 0 | 0 | 106 |  |  |  |
| Guyana | 1 | 1 | 0 | 0 | 33 | 40 | 2 | 8 |
| Iceland | 1 | 0 | 2 | 1 | 56 | 12 | 9 | 60 |
| Indonesia | 1 | 1 | 0 | 0 | 103 | 53 | 4 | 5 |
| Iraq | 0 | 1 | 0 | 0 | 17 | 8 | 4 | 4 |
| Israel | 2 | 0 | 0 | 4 | 82 | 18 | 11 | 26 |
| Kazakhstan | 0 | 0 | 0 | 0 | 12 | 15 | 0 | 3 |
| Kuwait | 0 | 1 | 0 | 1 | 32 | 12 | 0 | 4 |
| Lesotho | 1 | 4 | 1 | 1 | 69 | 52 | 1 | 10 |
| Liechtenstein | 0 | 1 | 0 | 0 | 6 | 3 | 0 | 1 |
| Mauritania | 1 | 0 | 0 | 1 | 32 | 30 | 1 | 8 |
| Mauritius | 0 | 0 | 0 | 0 | 20 | 36 | 1 | 7 |
| Mongolia | 0 | 1 | 0 | 1 | 23 | 21 | 0 | 10 |
| Nauru | 0 | 0 | 0 | 0 |  |  |  |  |
| New Zealand | 0 | 0 | 0 | 1 | 48 | 18 | 0 | 3 |
| Oman |  |  |  |  | 6 |  |  |  |
| Pakistan | 0 | 0 | 0 | 0 | 23 | 4 | 2 | 2 |
| Palau | 0 | 0 | 0 | 1 | 68 | 22 | 2 | 5 |
| Philippines | 1 | 1 | 0 | 2 | 20 | 14 | 7 | 12 |
| Rwanda | 1 | 0 | 0 | 1 | 31 | 24 | 2 | 7 |
| Saint Lucia | 1 | 0 | 0 | 0 | 9 | 16 | 3 | 4 |
| Serbia | 0 | 0 | 0 | 0 | 59 | 37 | 9 | 5 |
| Sierra Leone | 1 | 0 | 0 | 0 | 35 | 9 | 2 | 29 |
| South Africa | 0 | 1 | 0 | 1 | 10 | 15 | 12 | 4 |
| Timor-Leste | 2 | 0 | 0 | 0 | 97 | 28 | 3 | 18 |
| Tonga | 1 | 4 | 1 | 0 | 40 | 24 | 4 | 4 |
| Tunisia | 0 | 1 | 0 | 0 | 40 | 27 | 0 | 14 |
| Turkey | 0 | 2 | 0 | 2 | 77 | 42 | 0 | 14 |
| Turkmenistan | 0 | 0 | 0 | 1 | 22 | 6 | 0 | 6 |
| United Kingdom | 1 | 1 | 0 | 0 | 166 | 40 | 17 | 52 |
| United Republic of Tanzania | 0 | 0 | 0 | 0 | 47 | 22 | 14 | 8 |
| Vanuatu | 1 | 0 | 0 | 0 | 43 | 17 | 3 | 1 |
| **Total** | **19** | **27** | **4** | **21** | **1,959** | **1,079** | **158** | **472** |

# **Annex 2 - Infographic illustrating HLPF 2019 in Numbers**

Logo: Stakeholder Group of Persons with Disabilities for Sustainable Development

HLPF 2019
Our largest delegation ever

1. Participants: 72 total SGPwD participants
- 5 regions represented
- 70% female participants
- ALL disability types represented

2. SGPWD side event
- 100+ people attended
- Accessible with International Sign interpretation and real-time captioning
- Webcast on the UN's website

3. Interventions
- 9 official interventions delivered
- 1 intervention delivered in International Sign
- 4 languages used: English, Spanish, French and Russian

4. VNRs
- 34 out of 47 VNR presentations included references to persons with disabilities
- 1,959 total references to disability made in the long reports

Follow us on Twitter at @SGPWD

1. [A/RES/70/1](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf), para. 23. [↑](#footnote-ref-1)
2. Sustainable Development Goals Report 2019, pg. 2 [↑](#footnote-ref-2)
3. Sustainable Development Goals Report 2019, pg. 27 [↑](#footnote-ref-3)
4. Sustainable Development Goals Report 2019, pg. 44 [↑](#footnote-ref-4)
5. Responsabilité, culture de paix, mixite et pluralité au service de l’Agenda 2030. <https://sustainabledevelopment.un.org/content/documents/23441MAE_rapport_2019_complet.pdf> [↑](#footnote-ref-5)
6. L’Algérie a ratifié, en 2009, la Convention relative aux droits des personnes handicapées [↑](#footnote-ref-6)
7. Second Voluntary National Review of the Republic of Azerbaijan on the implementation of “Transforming our world: the 2030 Agenda for Sustainable Development” <https://sustainabledevelopment.un.org/content/documents/23411AZERBAIJAN_VNR_Report.pdf> [↑](#footnote-ref-7)
8. [https://azertag.az/xeber/2019\_2030\_cu\_iller\_uchun\_Azerbaycan\_Respublikasinin\_ Mesgulluq\_Strategiyasi-1209753](https://azertag.az/xeber/2019_2030_cu_iller_uchun_Azerbaycan_Respublikasinin_%20Mesgulluq_Strategiyasi-1209753) [↑](#footnote-ref-8)
9. Voluntary Review: Implementation of Agenda 2030 and the Sustainable Development Goals in Bosnia and Herzegovina. <https://sustainabledevelopment.un.org/content/documents/23345VNR_BiH_ENG_Final.pdf> [↑](#footnote-ref-9)
10. The UNSDG Operational Guide for UNCTs on ‘Leaving no one behind’ supports resident coordinators and UNCTs in integrating this principle. [↑](#footnote-ref-10)
11. Rapport National Volontaire de mise en oeuvre des objectifs de developpement durable (2016-2018). <https://sustainabledevelopment.un.org/content/documents/23390Burkina_Faso_VNR_FINAL.pdf> [↑](#footnote-ref-11)
12. Fin de la misère du Burkinabè [↑](#footnote-ref-12)
13. Cambodia’s Voluntary National Review 2019 on the Implementation of the 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf> [↑](#footnote-ref-13)
14. Forum Politique de Haut Niveau Objectifs de Developpement Durable ODD. Examen National Volontaire ODD, Cameroun. <https://sustainabledevelopment.un.org/content/documents/24180CAMEROON_Rapport_VNR_0507_2019.pdf> [↑](#footnote-ref-14)
15. Objectifs du Développement Durable (ODD). Rapport National Volontaire de suivi de mise en oeuvre. <https://sustainabledevelopment.un.org/content/documents/23414RAPPORT_VOLONTAIRE_DE_SUIVI_ODD_RCA_FINAL_SIGNATURE_MINISTRE_003.pdf> [↑](#footnote-ref-15)
16. Examen National Volontaire 2019 de la République du Tchad. <https://sustainabledevelopment.un.org/content/documents/23405RAPPORT_NATIONAL_VOLONTAIRE_FINAL_TCHAD.pdf> [↑](#footnote-ref-16)
17. Informe Nacional Voluntario Chile 2019. <https://sustainabledevelopment.un.org/content/documents/23507Informe_Nacional_Voluntario_CHILE_Junio_2019_final_1.pdf> [↑](#footnote-ref-17)
18. La Ley N° 20.885, en el artículo 14 bis, hace referencia a los contenidos y estructura que deben dar forma al Plan Nacional de Derechos Humanos. [↑](#footnote-ref-18)
19. Contribution Nationale Volontaire à la mise en oeuvre des ODD. <https://sustainabledevelopment.un.org/content/documents/23339CONGO_Contribution_Nationale_Volontaire_2019.pdf> [↑](#footnote-ref-19)
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25. Revisión Nacional Voluntaria 2019. El camino hacia el desarrollo sostenible. <https://sustainabledevelopment.un.org/content/documents/25008REVISIN_NACIONAL_COMPLETA.pdf> [↑](#footnote-ref-25)
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27. https://unstats.un.org/sdgs/metadata/files/Metadata-08-06-01.pdf [↑](#footnote-ref-27)
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