Realising the global commitment to Leave No One Behind

Ensuring that persons with disabilities and other marginalised groups are included in development cooperation

Leaving No One Behind: General Recommendations

Moving forward with the overall implementation of Agenda 2030, we recommend all governments and relevant stakeholders to ensure:

Participation

1. Effective, consistent and continuous involvement, and participation of persons directly affected by marginalisation and exclusion including Disabled Persons' Organisations (DPOs) in implementation efforts. They are best placed to identify their own needs and know how to address them.

Accessibility

2. Accessibility is a pre-condition for the participation and inclusion of persons with disabilities. From the outset with universal design and the expectations of reasonable accommodation, ensure access to the built environment, transportation, information and communication, assistive technologies (AT) and new technologies for all.

Accountability

3. Clear responsibilities for the implementation of Agenda 2030 and share them publicly by publishing periodic reports and including indicators for tracking progress towards LNOB, including equity as a measure to track the impact of all programs.

Inclusive financing

4. State actors and multilaterals provide adequate financial resources to effectively implement the LNOB principle. This includes a) tracking investments in disability inclusion within mainstream development programmes (using the OECD DAC Policy Marker) and b) establishing dedicated funds to remove barriers to effective participation by persons with disabilities and their representative organisations in those programmes.

Data collection and disaggregation

5. The systematic collection of disaggregated and globally comparable data. As a minimum standard and recognising the existing capacities of national statistical systems, we recommend using the Washington Group Short Set of Questions and the Washington Group/UNICEF Child functioning model for SDG data disaggregation as a basis for data collection.

Leaving No One Behind: Access to Education

Recommendations to policy-makers, donors and education service providers

1. Allocate at least 6% of GDP and 20% of national budgets to education. Allocation and use of resources must be in accordance with the Committee on the Rights of Persons with Disabilities' General Comment No. 4, on Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD), by investing in system-wide reform that takes into account disability-related needs and avoids all forms of segregation. Disability inclusion must be a requirement for accessing funding for all education programmes.

2. Strengthen national policies, laws and accountability mechanisms to prevent discrimination and ensure that all persons with disabilities can fully enjoy their right to quality education in their community.

3. Collect and analyse accurate, robust data on children with disabilities and their access to quality education and learning, disaggregated by sex, age and type of impairment. Collect school-level data on segregation in special institutions, accessibility, reasonable accommodation and teacher training.

4. From birth and with the involvement of families, prioritise and adequately fund the provision of appropriate and timely, early identification of individual needs, early childhood intervention, and individualized education needs along with related support services. Individualised transition processes need to be in place from one education phase to another, from early years through to higher education.

5. Ensure all formal, non formal and informal learning environments are accessible, have child safety procedures in place, to deal with bullying, violence or harassment in particular, with teachers who are able to cater to different learning styles, individual communication needs, have inclusive curricula and learning assessments, as well as provide reasonable accommodation as required.

6. Utilise and support advancements in technology that assist learners with disabilities to access, among others the curriculum; information; communication; appropriate assistive devices; in order that they enjoy greater independence.

7. Adopt inclusive social protection systems to address the extra costs of disability and multiple disadvantages faced by children with disabilities and their families in order to facilitate access to education.

8. Develop, train and support an education workforce that is equipped to deliver inclusive education, including enabling persons with disabilities to become teachers, support staff and allied professionals.

9. Ensure a multi-sectoral approach to education by removing physical, organisational and attitudinal barriers to inclusion, by developing appropriate referral systems, accessible transport from and to the school and supporting the development of broader inclusive infrastructure.

10. Guarantee a school environment where children are empowered to participate and make active choices about their education.