Perspective of Inclusive Education for Sustainable Development in 21st Century

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**Abstract**

*Approximately one in seven of the world’s population—over one billion people – are persons with disabilities (World Health Organisation and World Bank, 2011). Some estimates suggest that 80% of persons with disabilities live in developing countries (Braithwaite, J., and Mont, D. 2008). The 2011 World Report on Disability presents compelling evidence of the barriers that women, men, girls and boys with disabilities face, such as inaccessible infrastructure, negative and discriminatory attitudes and out-dated laws and policies which infringe on their individual rights. These barriers result in persons with disabilities having poorer health, fewer educational achievements, less economic participation and higher rates of poverty and inequality than persons without disabilities (WHO and World Bank, 2011).*

*It is important to point out that progress has been made in recent years on advancing disability as an important theme on the development agenda, as well as recognition that the inclusion of persons with disabilities is crucial for effective development, particularly if development is about reaching the most marginalised populations. The advocacy of persons with disabilities and their increased organisation into groups and networks has been an important development for such progress.*

*In 2015 a new set of Sustainable Development Goals (SDGs) is to be agreed by world leaders. Over the coming years as the new development framework begins to be implemented, CBM, together with its partners, will build on the significant advances in the inclusion of the rights of persons with disabilities in the international agenda. A new development framework will only be successful if it includes persons with disabilities as integral to global development, with the advancement of human rights as a key pillar.*

The Sustainable Development Summit which wrapped up successfully galvanized support for the implementation of the ambitious and historic new Sustainable Development Speaking at the closing press briefing, Amina J. Mohammed, the UN Secretary-General’s Special Advisor for Post-2015 Development Planning emphasised that implementation will be the litmus test of the Agenda and welcomed the new commitments made at the Summit across member states, businesses, civil society and international organizations that will support action on the [*17 new Sustainable Development Goals*](http://www.un.org/sustainabledevelopment/sustainable-development-goals/).

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The announcements, in the form of financial and partnership assistance, will kick start action for the Agenda, which will run until 2030. They targeted many areas for action, including poverty, health, climate change, institution building, gender equality and women’s empowerment; with several commitments grounded in an integrated cross-sectoral approach.

**Steps towards implementation**  
To achieve the Sustainable Development Goals, new initiatives announced at the Summit, included:

**Ending Poverty** – There was broad consensus that the overriding objective of the new Goals was to end poverty, and many countries announced that they were aligning their national development plans with the Sustainable Development Agenda.

Ethiopia committed 70 per cent of their domestic budget to pro-poor activities including education, health, agriculture and food security. Oxfam International announced the launch, together with the UN Global Compact, of an enhanced poverty footprint methodology as a tool that companies can use to help fulfill their commitments to the Sustainable Development Goals. The tool enables companies and civil society partners to understand, communicate, and address, both positive and negative impacts that corporate practices have on people living in poverty.

**Ending Hunger** –Mali committed to allocating 10 per cent of their budget to put an end to hunger in their country, but aim to raise this to 15 per cent. Whereas, Namibia announced that the country’s national budget allocated 15.1 per cent to agricultural development.

**Global Strategy for Women’s, Children’s and Adolescents’ Health** – The United Nations launched an ambitious public-private strategy to end preventable deaths of women, children and adolescents, with initial commitments of more than $25 billion for the next five years to provide life-saving treatments, from immunizations to perinatal care.

**Quality Education** – China pledged billions in development aid to the world’s poorest nations and announced they will forgive the debts due this year of those worst-off. China will commit an initial $2 billion to establish an assistance fund to meet post-2015 goals in areas such as education, health care and economic development. China seeks to increase the fund to $12 billion by 2030.

**Gender Equality, Health** – The Republic of Korea announced the Better Life for Girls Initiative, which will support vulnerable girls in developing countries with US$200 million dollars over the next five years.

**Gender equality** – China will donate US$10 million to the UN Women for the implementation of the Beijing Declaration and its Platform for Action and the realization of the related goals in the post-2015 development agenda. The Jordanian Government has committed to close the gender equality gap by 2030 through a variety of actions, including intensifying efforts to align national legislation with the Kingdom’s international and regional commitments.

**Environment**– Panama committed to restoring 50 per cent of Panama’s deforested areas over the next 20 years.

**Climate** – Brazil pledged to slash greenhouse gas emissions by 37 per cent by 2025 and 43 per cent by 2030 as its contribution to a United Nations climate agreement. Peru announced its national commitment to reduce of greenhouse gas emissions by 30 per cent by 2030. Sweden announced it would become fossil-fuel free.

**Innovation**– Facebook announced plans to help bring the internet to UN refugee camps.

**Health** – GSK (GlaxoSmithKline) GSK (Pharmaceutical, United Kingdom) commited to work with multiple partners, including in the private sector, Government and NGOs, to address health needs in the Least Developed Countries by supporting the development and strengthening of healthcare infrastructures.

From September 25-27, States will meet at the United Nations in New York to adopt the Sustainable Development Goals (SDGs) for 2015-2030. This marks a historic turning point in the lives of persons with disabilities worldwide, which will now be included in the development policies from which they have long been excluded. **Rehabilitation International** has worked hard to ensure the inclusion of persons with disabilities in the SDGs, and we are proud that their work has impacted the formation of such an important commitment.

ICF (2003) presents *biopsychosocial model* as more useful model of disability, which is an integration of medical and social model.

**Health Condition**

Environmental Factors

Personal Factors

Activity

Body function and structure

Participation

**Contextual Factors**

**Source:** International Classification of Functioning, Disability and Health (ICF), WHO (2005)

([www.who.int/classifications/icf/en/](http://www.who.int/classifications/icf/en/) Accessed on-4/21/2012)

As the diagram indicates, ICF disability and functioning are viewed as outcomes of interactions between health conditions and contextual factors. Among contextual factors are external environmental factors(for example Social attitude, Architectural characteristics, legal and social structures, as well as climate, terrain and so forth);and internal factors, which include gender, age, coping styles, social background, education, profession, and overall behaviour pattern that influence how disability is experienced by an individual of a particular society. In 2000, the United Nation formed the Millennium Development Goals (MDGs), which had a considerable effect on poverty and hunger around the world. *However, the MDGs made a glaring omission by not including the needs of people with disabilities*, despite the fact that 80% of people with disabilities around the world live in poverty.

Now, the UN will form a new 15-year plan for global development *with 17 Sustainable Development Goals, which include the needs of those with disabilities in several areas*. While there is more to be done, this is a historic occasion that shows the UN’s commitment to including persons with disabilities in their development processes in the years to come. RI will continue to ensure these processes strive for both inclusion and equality for persons with disabilities worldwide.

Four areas of the SDGs are particularly focused on the needs of persons with disabilities. The following list shows the goals that specifically include persons with disabilities:

**Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**

4.5: by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

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

**Goal 10. Reduce inequality within and among countries**

10.2: 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

**Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

8.5: by 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

**Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable**

11.2: 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

11.7: by 2030, provide universal access to safe, inclusive and accessible, green and public spaces, particularly for women and children, older persons and persons with disabilities

This is a historic first step, but over the next 15 years, implementation and monitoring will be key. RI commits to keeping governments, the UN, and other powerful bodies accountable to people with disabilities, and we hope you will join us in the years to come.

**RI Global:** Founded in 1922, Rehabilitation International (RI Global) is a worldwide network promoting the rights and inclusions of persons with disabilities (PwDs) through advocacy, habilitation and rehabilitation to achieve an inclusive world in which all people can enjoy active participation and full human rights

***What links disability, human rights and the Sustainable Development Goals?***

In 2006 the United Nations Convention on the Rights of Persons with Disabilities (CRPD) came into force.  The CRPD is one of nine core international human rights treaties and it includes**33 core articles**covering all areas of life.

In February 2016, 161 out of 193 United Nations Member States or **over** **80% of countries have ratified the CRPD.**Once a country ratifies this means that the country is legally bound to implement the core 33 articles and must report on their progress in writing to the United Nations on a periodic basis.

According to the 2011 *World Report on Disability*by the World Health Organisation/World Bank, there are an estimated **1 billion persons with disabilities worldwide.**The same report states that**1 in 5 of the world’s poorest people have disabilities.**Disability is both a cause and consequence of poverty, yet international policy-makers and stakeholders have not historically recognised or prioritised this issue within international development efforts.

After three years of intense intergovernmental negotiations United Nations Member States adopted the 2030 Agenda for Sustainable Development in September 2015. The 2030 Agenda has **17 goals for sustainable development**and 169 targets.  There are 11 explicit references to persons with disabilities in the 2030 Agenda, and disaggregation of data by disability is a core principle.

The 2030 Agenda and the Sustainable Development Goals (SDGs) will influence the direction of global and national policies relating to sustainable development for the next 15 years. If the 2030 Agenda is going to be successful all of the UN Member States - **193 countries - must include persons with disabilities**in their national plans for implementation and monitoring.

While the info graphic aims at illustrating how the 17 goals of the SDGs and the 33 articles of the Convention on Rights of Persons with Disabilities (CRPD) are linked to each other, it is important to stress that both the SDGs and the CRPD must be implemented as a whole; This means that countries should not ‘cherry pick’ single goals or articles, as all of them form part of a complex and interconnected equation.

**How does this info graphic work?**

The text of the 2030 Agenda and the Sustainable Development Goals (SDGs) can be interpreted through the lens of the UN Convention on the Rights of Persons with Disabilities (CRPD) in the following ways:

* All references to ‘equal’ must be underpinned by **CRPD article 5,**which promotes equality of opportunity and non-discrimination of persons with disabilities.
* References ‘for all’ include all persons with disabilities - people with different types of impairments and support requirements; women with disabilities (**CRPD** **article 6**) and children with disabilities (**CRPD** **article 7**).
* All references to ‘access’ or ‘inclusion’ can be fulfilled by **article 9 of the CRPD** on accessibility which requires governments to take action to ensure persons with disabilities the right to independent living and participate in all aspects of life.
* All references to ‘those in vulnerable situations’ include the right of protection and safety of persons with disabilities in situations of risk, natural disasters and humanitarian emergencies (**CRPD article 11**).
* All progress made by the SDGs must be monitored through disability disaggregated data (**CRPD** **article 31**).
* All References to ‘development and/or least developed countries’ relate to international cooperation and partnerships (**CRPD article 32**).

**The link between the Sustainable Development Goals and the CRPD**

**Goal 1: No poverty:**

End poverty in all its forms everywhere: this goal is underpinned by the right to life (CRPD article 10), control over one’s own resources by guaranteeing equal recognition before the law (CRPD article 12) and an adequate standard of living and social protection (article 28), as well as articles 5, 6, 7, 9, 11, 31 and 32.

**Goal 2: Zero hunger:**

End hunger, achieve food security and improved nutrition and promote sustainable agriculture:  The right to adequate food, including food security, safeguards, and an adequate standard of living (CRPD article 28), control over land, property and inheritance can be guaranteed by equal recognition before the law (CRPD article 12), as well as articles 5, 6, 7, 9, 31 and 32.

**Goal 3: Good health and well-being:**

Ensure healthy lives and promote well-being for all at all ages: This is underpinned by the right to life (CRPD article 10); access to sexual and reproductive health services is recognized by the right to enjoyment of the highest attainable standard of health without discrimination on the basis of disability (CRPD article 25), family planning, information and education is ensured by respect for home and the family (CRPD article 23), as well as articles 6, 7, 9, 11, 31 and 32.

**Goal 4: Quality education:**

Ensure inclusive and equitable quality education and promote life-long learning opportunities for all: Article 24 of the CRPD promotes an inclusive education system at all levels on the basis of equal opportunity and freedom from exclusion; persons with disabilities must have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training as outlined in  article 27 of the CRPD; safe, non-violent learning environments can be enabled by protection from exploitation, violence and abuse outside the home in article 16  of the CRPD, in addition articles 5, 6, 7, 9, 31 and 32 apply.

**Goal 5: Gender equality:**

Achieve gender equality and empower all women and girls: Article 6 of the CRPD recognizes that women and girls with disabilities are subjected to multiple discrimination; the elimination of harmful practices requires effective women- and child-focused legislation and policies as outlined in article 16 of the CRPD; the provision of social protection policies is covered by article 28 of the CRPD; the right to participation in political and public life relates to article 29 of the CRPD; the right to the same range and quality and standard of free or affordable sexual and reproductive health is recognized in article 25 of the CRPD; the right to reproductive and family planning is ensured through respect for home and family (CRPD article 23); women’s right to ownership over land, property and inheritance is acknowledged in CRPD article 12’s right to equal recognition before the law; and the right to accessible information and communications for women and girls is outlined in article 21 of the CRPD; the promotion of gender equality for women and girls with disabilities is recognised in article 8 of the CRPD on awareness-raising, in addition articles 5, 7, 9 and 31 are applicable.

**Goal 6: Clean water and sanitation:**

Ensure availability and sustainable management of water and sanitation for all: Article 28 of the CRPD recognises the right to the continuous improvement of living conditions, access to clean water and the promotion of the right to an adequate standard of living for persons with disabilities; articles 5, 6, 7, 9, 11, 31 and 32 also apply.

**Goal 7: Affordable clean energy:**

Ensure access to affordable, reliable, sustainable and modern energy for all: Universal access, especially in developing countries and the requirement to measure progress on this goal in relation to persons with disabilities are covered by articles 9, 31 and 32.

**Goal 8: Decent work and economic growth:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all: The recognition of the right of persons with disabilities to work on an equal basis with others and to gain a living by work freely chosen, and to receive equal remuneration for work of equal value and to have safe working conditions is covered by article 27 of the CRPD; equal access to banking, insurance and financial services can be enabled by upholding the right to equal recognition before the law (CRPD article 12); freedom from exploitation, violence and abuse such as forced labour, modern slavery and human trafficking are rights upheld by article 16 of the CRPD. Articles 5, 6, 9 and 31 also apply.

**Goal 9: Industry, innovation and infrastructure:**

Build resilient infrastructure, promote inclusive and sustainable industrialisation: Access to financial services including affordable credit is ensured by equal recognition before the law (CRPD article 12); ensuring personal mobility with the greatest possible independence for persons with disabilities can be guaranteed by implementing article 20 of the CRPD; freedom to access information on an equal basis with others and through all forms of communication is part of article 21 of the CRPD; promoting opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one’s own business are recognised rights under article 27 pf the CR{D; articles 5, 6, 7, 9, 31 and 32 are also applicable.

**Goal 10: Reduced inequalities:**

Reduce inequality within and among countries: Ensuring enhanced representation and voice of persons with disabilities in decision-making is covered by article 4 of the CRPD; promoting the positive perceptions and greater social awareness towards persons with disabilities to foster inclusion is part of article 8 of the CRPD; facilitating safe migration and mobility can protect persons with disabilities from exploitation (CRPD article 16); ensuring access to social protection and poverty reduction programmes is contained in article 28 of the CRPD; in addition, articles 5, 6, 7, 9, 11, 31 and 32 are applicable.

**Goal 11: Sustainable cities and communities:**

Make cities and human settlements inclusive, safe, resilient and sustainable: the right of persons to an adequate standard of living for themselves and their family, including adequate housing must be realised (CRPD article 28);  persons with disabilities must be afforded personal mobility in the manner and at the time of their choice and at affordable cost (CRPD article 20); safe cities and settlements must ensure protection from violence (CRPD article 16); the environment and public transport must be accessible on an equal basis with others in urban and rural areas (CRPD article 9); participatory planning and management must be respected (CRPD article 4); Articles 5, 6, 7, 11, 31 and 32 also apply.

**Goal 13: Climate action:**

Take urgent action to combat climate change and its impacts: persons with disabilities who are subject to the occurrence of natural disasters and other situations of risk must be included in all protection and safety mechanisms (CRPD article 11); climate-related planning and management must be inclusive of and accessible to persons with disabilities (CRPD article 32); articles 5, 6, 7, 9 and 31 also apply.

**Goal 16: Peace, justice and strong institutions:**

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels:  death rates must be reduced by effective enjoyment of the right to life (CRPD article 10); freedom from violence, exploitation and abuse must be upheld (CRPD article 16); as must freedom from torture cruel, inhuman or degrading treatment or punishment (CRPD article 15); access to justice on an equal basis with others, including through the provision of procedural and age-appropriate accommodations must be in place (CRPD article 13); inclusive decision-making that closely consults with and actively involves persons with disabilities through their representative organisations (CRPD article 4); supported decision-making regimes should be available (CRPD article 12); the right to a legal identity is covered by CRPD article 18; persons with disabilities must enjoy all human rights and fundamental freedoms (CRPD article 1) and are not deprived of their liberty unlawfully (CRPD article 14); in addition, the following articles also apply: 5, 6, 7, 9, 31 and 32.

**Goal 17: Partnerships for the goals:**

Strengthen the means of implementation and revitalize the global partnership for sustainable development: enhancing the use of enabling technology, in particular information and communication technology can be achieved for persons with disabilities by implementing article 21 of the CRPD to ensure accessibility; collection of high quality, timely and reliable data disaggregated by disability relates directly to article 31 of the CRPD on statistics and data collection; articles 9 and 32 of the CRPD especially in regard to partnerships with organisations of persons with disabilities and facilitating access to technology transfer, are also applicable.

**Changing role and demand of new attributes from an inclusive teacher for sustainable development**

A special educator has a major role to play not only in educating persons with disabilities but also in restoring them back into the society and help them in becoming an active and productive member. As the major aim of a special educator is to make the individual with *Divyang Jan* independent as far as possible and bring him in to mainstream, a special educator has a significant role in preparing the individual and also the society to meet the challenges.

In order to be a real helper and restorer of socio – culture equality, the special educator needs some attributes such as personnel warmth, client respect, sensitivity, empathy and competency to meet the challenges and be of a true spirit in order to fight with the condition of injustice that in our context a person with disabilities (Kuhlman and Sales, 1988).

*Some of* *the basic attributes that a special educator needs to possess can be as under:*

*Empathy***-** Empathy is a form of human communication that involves both listening and understanding of the client. The special educator should show empathy to his student and understand his problems from the respective of the student.

*Influencing skills***-**Most work of the educator relies on the influence he/she develop in the community and society through orientation and awareness programme so as to educate them about the rights and equality of women with mental retardation. Influencing others is an activity which involves a great deal of responsibility.

*Collaboration***-**It is important for a special educator to build up good relation with social workers, community law enforcers and lead and collaborate and co-ordinate so as to enforce strict laws and official ways to deal with negative attitudes of the society.

*Education and creating awareness***-**It is also important for an educator to be a person who projects the expected behaviour in himself practically to convey the message to the society**.** The teacher should play a proactive role in creating a positive attitude and awareness and be as real example to the onlookers. They should contribute effectively in developing state and regional networks for support and response for intervention and empowerment of persons with mental retardation, especially for women with mental retardation.

*Service provider-* The special educator needs to demonstrate knowledge about cultural difference as well as the ability to apply the knowledge in the instructional setting. The role also implies in having some degree of knowledge about language systems and multicultural education systems (Fradd.et.al, 1988). The special educator who serves culturally different students and the student’s family as a service provider and also as a collaborator can bring a change among non-disabled students and their family.

*Collaborator***-**The special teacher who works with culturally different students also needs to be an effective collaborator. The understanding of one’s own culture and cultural biases is an important step in the development of the flexibility and open mindedness that characterize effective collaboration.

*Educating the parents***-** Teaching the parents is a major responsibility of the teacher as children stay with their parents, they must be in a position to train their child. This is possible only if they themselves are trained and know the condition of their children or wards. The parents should be trained to accept the child with disability and treat them as they treat their other siblings.

**Way forward**

The rights of persons with disabilities have remained on the margins of international development cooperation, in areas such as access to education, health services, and decent livelihood opportunities and social protection. However this is now changing. In addition to the obligations set out in the Convention on the Rights of Persons with Disabilities to include persons with disabilities in development activities, global development actors have also recognised that unless persons with disabilities are involved and included, progress on improving the lives of the world’s poorest people will be limited.

UN will form a new 15-year plan for global development *with 17 Sustainable Development Goals, which include the needs of those with disabilities in several areas*. While there is more to be done, this is a historic occasion that shows the UN’s commitment to including persons with disabilities in their development processes in the years to come. RI will continue to ensure these processes strive for both inclusion and equality for persons with disabilities worldwide.

World leaders will continue to deliberate and define what the post-2015 development framework should be, and CBM will continue its work to ensure the rights of persons with disabilities are included. But the advocacy is not over, the different tools for implementing and monitoring the framework need to be disability-inclusive and there will be a need for continued advocacy not only at international level but also at national level where the challenges of implementation will arise. Representative organisations of persons with disabilities, in alliances with other civil society groups will need to be vigilant to ensure that national plans, dialogues and monitoring systems are inclusive of the rights of persons with disabilities. CBM, with its network of partners worldwide, will continue to make sure that the new development framework will result in actions that promote inclusive societies and empowerment of persons with disabilities for sustainable development of country.

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