

2030 – the countdown is on



**Youth with disabilities
on the Sustainable
Development Goals**

**Leonard
Cheshire** 

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Foreword

Over half of the world's population is under the age of 35. The emphasis must now be to prioritise the engagement and full participation of all youth. The future depends on the youth. The problems the world faces will need to be solved by the youth. More than ever with changing times, we must acknowledge the participation of youth with disabilities.

We, as youth with disability, are experts of our experiences. We can offer leaders and society the chance to understand what it is like to be a young person with a disability.

Engagement is very important to ensure youth in general can be positive advocates and have the opportunity to develop our leadership and civic roles. Yet, youth with disabilities often can't engage in opportunities – whether that's learning experiences, the world of work, social activities or decisions that affect our lives. Too often other people speak out on our behalf. This needs to change. We need to stand up for ourselves.

We have been motivated to take part in the 2030 and Counting project by the very thought of creating ripples of change in our countries. In a disability data-light world, having evidence to address the challenges and real-life situations facing youth with disabilities is crucial.

The project is about much more than collecting stories. It is an extraordinary opportunity to have a seat at the table towards the implementation of the Sustainable Development Goals by 2030, in particular the goals relating to good health, quality education and decent work.

Globally, 2030 and Counting is fostering leadership and mentorship that equips youth with disabilities with a fresh perspective, sense of value and enthusiasm. This will give us the power to have an impact on our own lives and that of future generations. We are enlightened to be part of this tremendous opportunity.

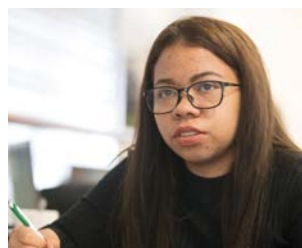
The 2030 and Counting lead reporters



Maria Njeri



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Kevin Palaca



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1. A little bit of background

So what's 2030 and Counting all about?

2030 and Counting brings together youth with disabilities and Disabled People's Organisations (DPOs) from Kenya, the Philippines and Zambia to report on and advocate for their rights.

The global commitments made through the Sustainable Development Goals (SDGs) are central to the project. The youth reporters taking part are using them as a way to frame their experiences and as a tool to hold governments to account. The target date set for the achieving the SDGs is 2030 – the countdown is on!

The youth reporters are united by a passion to engage in the issues that affect their lives. They want to see youth-friendly disability-inclusive policies implemented in their countries.

All too often, youth with disabilities fall through the cracks; mainstream development programmes rarely include youth with disabilities. Programmes for disabled populations, where these exist, are often no more inclusive, concentrating on children with disabilities in schools or on the employment and social integration of adults with disabilities.

Disabled People's Organisations (DPOs) are run by and for persons with disabilities. They exist in all countries and are a powerful advocacy base for change. However, few DPOs have organised systems of youth groups, internship or training programmes. This means that youth with disabilities are underrepresented within DPOs – they are rarely brought in to represent the voice of youth with disabilities, or given training to assume leadership roles.

Another challenge for DPOs is the lack of available data that is disaggregated by disability, in particular in relation to youth. This means that, for example, while we might know how many people overall are in employment within a country, too often we do not have a figure for how many persons with disabilities are in employment, compared to those without disabilities. And we are even less likely to have a breakdown of how many youth with disabilities are in employment. The lack of data makes it harder for DPOs to effectively represent youth with disabilities and identify the key issues they are facing.

The project has three main phases:

1) Training: lead youth with disabilities and DPO representatives attended an intensive training course in London on leadership, citizen reporting and the SDGs. Once back in their communities, the lead youth delivered similar training sessions to their peers.

2) Story gathering: the trained youth with disabilities used their mobile phones to capture their experiences and those of their peers, submitting them to an online reporting hub.

3) Influencing: youth with disabilities and DPOs have engaged – and will continue to engage – duty bearers by sharing experiences and findings on social media, and at global and national advocacy events.

Some facts and figures on youth with disabilities

Estimates suggest that there are somewhere between 180 and 220 million youth with disabilities worldwide. Nearly 80% live in developing countries.¹

Youth with disabilities are amongst the most marginalised and poorest of the world's youth. They are routinely excluded from most educational, economic, social and cultural opportunities.²

Kenya



- A young person in Kenya is defined as those aged 15 to 30
- Young people account for 32% of the population – over 10 million people³
- According to the 2009 Kenya Population and Housing Census, the disability prevalence rate in Kenya is 3.5%
- There is no data available for youth with disabilities. However, it is estimated those aged 15 to 34 account for 34.5% of all persons with disabilities in the country⁴

The Philippines



- A young person in the Philippines is defined as those aged 15 to 30
- Young people account for 28.9% of the population – over 30 million people
- According to the 2010 Philippine Statistics Authority Census of Population and Housing, the disability prevalence rate in the Philippines is 1.57%
- There is no data available for youth with disabilities. However, those aged 15 to 49 account for approximately 40% of all persons with disabilities in the country⁵

Estimates suggest that there are somewhere between 180 and 220 million youth with disabilities worldwide.

Zambia



- A young person in Zambia is defined as those aged 15 to 35
- Young people account for 36.7% of the population – over 6 million people⁶
- According to the 2010 Census of Population and Housing, the disability prevalence rate in Zambia is 8.5%
- There is no data available for youth with disabilities

¹Groce, N.E. (2003). HIV/AIDS and people with disability. *The Lancet*, 361(9367), 1401-1402

²Groce, N.E. (2004). Adolescents and Youth with Disabilities: Issues and Challenges. *Asia Pacific Disability Rehabilitation Journal*. 15(2):13-32 www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf

³Kenyan Bureau of National Statistics 2010

⁴www.globaldisabilityrightsnow.org/infographics/disability-kenya

⁵Philippine Youth Development Plan 2017 – 2022 nyc.gov.ph/pydp

⁶Zambian Ministry of Youth and Sport National Youth Policy 2015

The lowdown on the Sustainable Development Goals

The 2030 Agenda for Sustainable Development (often shortened to the 2030 Agenda) was agreed at the United Nations (UN) in 2015. The SDGs are right at the heart of the 2030 Agenda. They are a set of 17 goals, accompanied by 169 targets.

The SDGs provide an important platform to drive the inclusion of youth with disability in national development processes. There is a global commitment to deliver on this development agenda. The principle of 'leave no one behind' is at the core. Everyone must be included, no one must be left behind, including youth with disabilities. The SDGs are distinctly different from their predecessors – the Millennium Development Goals (MDGs). The MDGs contained no mention of disability. By contrast, the SDGs include 11 explicit references to persons with disabilities. These include the areas of poverty eradication, education, employment, reducing inequalities, sustainable and inclusive cities and peaceful and inclusive societies.

The SDGs also focus on data – crucial to understanding how the targets are being achieved for everyone. SDG 17 is focused on global partnerships and includes a target on increasing the availability of data.⁷ Globally, disaggregated data on disability is weak, and this project will help contribute to the growing evidence base around disability.

The SDGs present a huge opportunity. Governments have made a global commitment to make sure that persons with disabilities are included in development. But they also present a challenge. How can youth with disabilities make sure that commitment isn't just on paper, and leads to real change in communities? The target date set for the achieving the SDGs is 2030 – the countdown is on!



⁷ 17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, 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

2. 2030 and Counting – how the project works

The methodology: increasing the voice of youth with disabilities

This project acknowledges that youth with disabilities are experts in their own experiences and can help bring a deeper understanding of the challenges they face and those of their peers. This makes youth with disabilities ideally placed to become part of the solution to the challenges they and their communities face. Their voices must be heard.

On Our Radar is the 2030 and Counting project's communications and technology partner. Its community research builds on established action research methods and has been developed with a wide range of communities. As a community-led and centered approach, this model empowers marginalised groups to reveal and explain key issues as they experience them, using simple mobile devices to share personal insights in their own words, in their own time, and on their own terms, generating more powerful and persuasive data than traditional methods.

For this project, the methodological approach has consisted of community conversations and interviews to 'collect' constituent perspectives on key SDG themes. This 'Deep Dive' method has been developed by On Our Radar and is most suited to respond to communication gaps or needs that require in-depth community-driven reporting on a static story of international relevance.

The approach deployed a relatively small network of trained community reporters to crowdsource insight from groups within their communities who may lack the mobile connections, language, literacy or perhaps confidence to engage as reporters in their own right. This allowed for the time investment necessary to delve deeper into a variety of story points.



A partnership approach

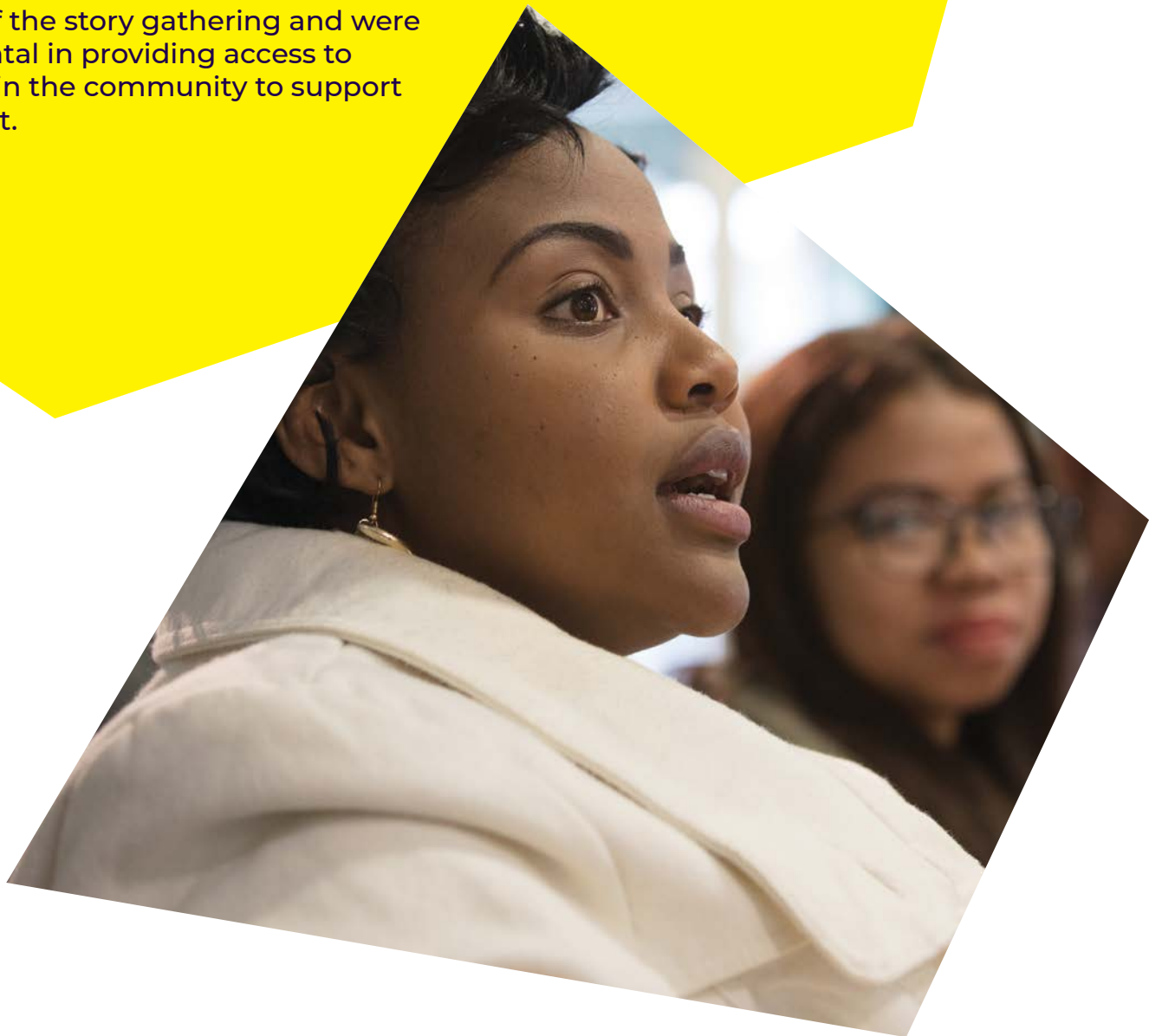
The success of 2030 and Counting has relied on working in partnership with DPOs and communications and technology partner On Our Radar.

The project has been implemented in Zambia and Kenya directly through DPOs. In the absence of a national DPO in the Philippines, two regional DPOs have been recruited as collaborating partners.

The implementing DPO partners provided on the ground support for the lead youth with disabilities and their group of reporters. Partners were a base for the group's training and reflection meetings, facilitated the successful delivery of the story gathering and were instrumental in providing access to networks in the community to support the project.

The partnership with On Our Radar was integral to the centralised training content, guidance on citizen reporting and the set-up and maintenance of the data collection processes.

You can read more about the organisations involved in this project in the annex.



An inspiring start

2030 and Counting kicked off with four days of training in London in March 2018 for the lead youth with disabilities and DPO representatives. The training aimed to increase awareness and understanding of the 2030 Agenda and to develop strong reporting and advocacy skills.

The topics covered in the training included: journalism, safeguarding, mobile multimedia reporting, ethics, the 2030 Agenda and the SDGs, and the importance of the youth voice.

Leonard Cheshire Global Ambassador, Judith Heumann, joined the group to talk about her own experiences as a youth advocate. The training wound up with a visit to the BBC for a question and answer session with journalists on the powerful impact of storytelling.

The training helped to foster a great sense of positivity and connection among the group. Throughout the project they have stayed in touch with each other using social media chat apps to share progress and ideas.

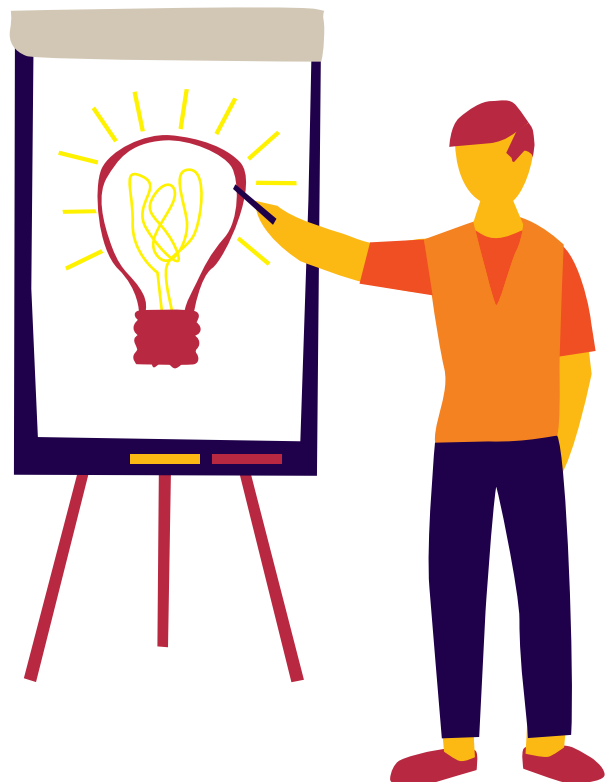
After the initial training in London, youth with disabilities and DPOs led a call for more youth with disabilities to join the project across the four communities of Nairobi (Kenya), Manila (The Philippines), General Santos (The Philippines) and Lusaka (Zambia). This led to reporter groups forming in each community. All those taking part then received cascaded training from the lead reporters.

“My engagement with this team of reporters inspired me to speak up for the unheard communities especially for the youth with disabilities... Overall, this project has helped me to become a better leader and disability rights advocate.”

Youth reporter

“We all left the training feeling inspired. And like we really were capable of contributing towards the efforts to achieve the Sustainable Development Goals. This feeling was a great source of motivation.”

Youth reporter



Choosing what to focus on

The lead reporters agreed that it wouldn't be possible to focus on all 17 SDGs – they wanted to focus their energy on the goals that they felt were most relevant to them and their peers. Their three chosen SDGs were:

- SDG 3: Ensure healthy lives and promote well-being for all at all ages
- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG 3 has no targets that specifically reference young people or disability, but it commits to universal access to healthcare, including sexual and reproductive healthcare. However, both SDG 4 and 8 have targets where young people and/or disability are explicitly mentioned.

So, equipped with leadership and citizen reporting skills from the training, and an agreed focus on health, education and employment, the next step was to collect data and stories from youth with disabilities. The aim was to use these experiences to see how policies and laws were meeting the requirements of the SDGs and how well they were being implemented.

SDG 3: Good Health	SDG 4: Quality Education	SDG 8: Decent Work
<p>Targets</p> <p>3.7 By 2030, ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p> <p>3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</p>	<p>Targets</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>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</p> <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all</p>	<p>Targets</p> <p>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</p> <p>8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training</p> <p>8.B By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization</p>

Collecting stories

In their communities, the youth reporters reached out to youth with disabilities to capture their experiences – collecting an impressive total of 332 reports. They were recorded as texts, videos, photographs and audio reports on mobile phones, and submitted to an online reporting database.

Coded data was collated at the community level and included in the database, producing national data sets and adding to regional and global knowledge. The data could also be disaggregated back to community level.

The aim of this phase was to increase knowledge and understanding of issues affecting youth with disabilities and build an evidence base of real life experiences.

“What stood out for us during the data collection phase is that there are many untold stories. The fact that we offered a listening ear to our peers made them know that their stories matter and that they are valued. Listening to other people’s stories and challenges has made us develop a deeper sense of appreciation of our lives, despite our various hurdles.”

Youth reporter

“The project has given us all a sense of empathy, duty and the desire to advocate for the rights of persons with disabilities more than ever. We have seen what our peers – and we ourselves – go through, sometimes in silence.”

Youth reporter



The role of technology

The youth reporters used mobile phones to collect data as they are a quick and accessible way to capture information in real-time. Owning a mobile phone wasn't a requirement for taking part in the project. Two youth with disabilities did not own a phone and submitted content to their reporting hub using a family member's phone (with permission).

On Our Radar provided the reporters with their Radius platform so that they could make the most of the available technology. The platform acts as a single, adaptable tool that turns basic mobile handsets into broadcasting tools.

Communities (self-enrolled or registered) can use any handset to report at any time on community or personal issues and receive feedback, without the need for credit or data. They can access mobile reporting training via text or voice.

Technology

- **More than 5 billion people** are today connected to a mobile network – equivalent to roughly two thirds (66 per cent) of the world's population⁸
- **Almost 600 million additional people**, the vast majority from low- and middle-income countries, have begun using mobile internet services since 2015
- **By the end of this decade**, it is forecast that half of the world's population will be accessing the internet via their phones



Number of reporters with a smart phone: 80% (47)

Number of reporters using a basic handset: 20% (12)

⁸ 2018 GSMA Mobile Industry Report

Social media

Social media is a great way for citizens to voice their concerns and claim their rights. More and more it is also becoming a powerful tool to influence how leaders govern.

Throughout the project, reporters used a number of social media platforms to generate conversation around the project and its findings. At the time of going to print, there have been 150 mentions of #2030andCounting and a number of blogs from our reporters, including a high-profile blog retweet from the UN's Canada Mission.



Advocacy

Attracting the attention of influencers and policy-makers is the crucial final stage of the project.

Ensuring the stories gathered, and the themes and trends emerging from them, are presented to those in power is the only way significant and lasting change can be achieved. This process has already begun but will start in earnest with the sharing of this report.

Profile-raising activities such as social media posts and radio and newspaper campaigns are already underway for young people to highlight the importance of 2030 and Counting.

In Zambia, the youth reporters were delighted to welcome the Human Rights Commissioner, Mr Waliuya Wamundila, to the cascaded training to hear the group's views as they embarked on the project.

The end of the reporting phase in the Philippines also coincided with the biennial Philippines Youth Parliament where two of our youth reporters were able to share initial findings from the project in the form of draft bills.

More events are being planned across Kenya, the Philippines and Zambia to give the youth reporters the platform to raise their voice.

3. Youth with disabilities in their own words – the project findings

The overarching research question guiding the reporting was:

What barriers, challenges and opportunities do youth with disabilities face in your country relating to:

- Health
- Education
- Employment

The findings present a rich catalogue of qualitative data in the form of stories from all sections of the local communities of the youth reporters. They provide a real community snapshot of youth with disabilities discussing and reflecting on the subject of disability on their own terms and in their own words.

Table 1: Number of reports collected by country and by theme

	Kenya	The Philippines	Zambia	TOTAL
SDG 3: Good Health	22	N/A ⁹	24	46
SDG 4: Quality Education	45	58	45	148
SDG 8: Decent Work	36	63	10	109
Other	5	10	14	29

332 reports were collected in total. They have been collated, organised and analysed to identify key themes and common experiences amongst the reporters and interviewees.

⁹ The Philippines group decided to focus on SDG 4 and SDG 8 as the most important issues

Sustainable Development Goal 3 – Good Health

Summary

There were 46 testimonies on health. Overall, these demonstrated that youth with disabilities were not routinely getting the same access to healthcare services as their non-disabled peers. They encountered physical barriers that limited their access to healthcare services in general, and faced particular difficulties accessing sexual and reproductive health services.

Reports also indicated that healthcare professionals were not always trained in disability, resulting in poor quality or potentially harmful treatment. Overall, this led to a lack of trust in healthcare professionals.

Other findings showed that access to healthcare insurance was restrictive, and youth with disabilities struggled to transition into managing their healthcare needs independently.



1. Youth with disabilities have the same healthcare needs as their non-disabled peers

Youth with disabilities told us they wanted and deserved the same access to healthcare as their non-disabled peers. Making sure the healthcare needs of persons with disabilities are met requires adjustments to be made. Our reporters found that this was not routinely happening.

“Disability is extremely diverse, and while some health conditions associated with disability result in poor health and extensive health care needs, all persons with disabilities have the general health care needs as everyone else.”

Rudith, Zambia

2. It is difficult for youth with disabilities to physically access health facilities

The practicalities of accessing health facilities was a common theme. Many buildings have not been designed with disability in mind, making services hard to access.

Reports included issues such as narrow doorways, internal steps, inadequate bathroom facilities, inaccessible medical equipment and/or inaccessible parking areas. These all create barriers to healthcare.

3. It is difficult for youth with disabilities to access sexual and reproduction health services

Another issue that came up a lot was a lack of information for youth with disabilities around sexual and reproductive health.

“Teenagers with disabilities accessing family planning services is not that easy for the reason that health service providers say that they cannot engage in sexual activities.”

William, Zambia

One anonymous report said this was unnecessarily putting youth with disabilities' health at risk: “Persons with disabilities are excluded on grounds that persons with disabilities cannot contract diseases because they cannot indulge themselves in sexual activities. This has the propensity to risk lives of those living with disabilities.”

In some cases, this has led to distrust between youth with disabilities and healthcare services to the extent that they don't seek treatment, particularly in relation to sexual assault.

“[There are] hundreds of young girls with disabilities who don't seek or are discouraged to seek medical services after sexual assault. Young people with disabilities don't trust the healthcare [services].”

Interviewee, Kenya

4. Health staff are not always adequately trained to support youth with disabilities

Many youth with disabilities highlighted the poor health service they receive because of health staff who do not always know how to respond appropriately.

“There is communication barriers between some doctors and people with disabilities. Most doctors are not trained to handle people with disabilities.”

Kennedy, Zambia

In some instances, this is leading to health information not remaining confidential. William highlighted this by saying: “A deaf person finds it a challenge to communicate to a service provider who does not know how to use sign language. For that reason they bring in interpreters which breaks confidentiality.”

In one case that was reported anonymously, a miscommunication led to a youth with disability becoming ill through taking an incorrectly prescribed medication:

“Not training health personnel in sign language and other means and formats of communication is a clear indication that people living with disabilities are considered less in Zambian societies. She [an interviewee] said she is usually misunderstood by health specialists and has been given wrong prescriptions which in turn has created health problems.”

Youth reporter, Zambia

5. Youth with disabilities do not always have health insurance

“Youth with disabilities fear applying for healthcare insurance with the idea of overcharging and rejection. Youth opt to pay for on-the-counter treatment.”

Beth, Kenya

Youth with disabilities reported that insurance is restrictive and not always an attractive option, leading to increased costs or risk of sub-standard service.

One of our youth reporters from Kenya spoke to Christine, a mum of two children with Down’s Syndrome. They are not covered by health insurance companies because they have congenital conditions. Christine was driven to the point of setting aside resources for emergencies. This drastically affected the family economically.

Even when coverage is an option, some youth with disabilities told us they avoided applying for healthcare insurance. One anonymous reporter said the results of having no coverage can lead to “youth getting cheap and poor-quality healthcare from other non-authoritative institutions, which increases medical negligence.”

6. Health services do not enable independent living

Youth with disabilities told our reporters that they wanted health services which enabled their transition towards being independent adults. But health systems often don't support this. Processes are often overly complex and do not make the most of available technology. For example, many of those interviewed in Kenya who had access to insurance said that they were frustrated that when they turned 18 they still had to use their parent's national hospital insurance fund (NHIF) card.

Transport was another factor that restricted the independence of youth with disabilities accessing health services. A reporter from Zambia told us:

“Specialist transport services provided by social services are not flexible enough to enable independent living, especially in rural areas. This makes movement difficult to people with disability.”

Rudith, Zambia

“Can youth with disabilities attain independence in getting healthcare services? Can the government trust youth with disabilities not to be dependent on their parents as other youth? Health assessments and records are a tedious process especially for an independent youth with a disability... Health assessment is a major thing which is not yet digitalized.”

Leon, Kenya

Sustainable Development Goal 4 – Quality Education

Summary

There were 148 testimonies on quality education. The findings tell us that although education is seen as crucial to improving life chances, services are overall not meeting the needs of persons with disabilities.

Children and youth with disabilities all too often drop out of education, and classrooms are not being adapted adequately to meet needs. This can often be attributed to a lack of staff training.

Encouragingly, findings indicated that inclusive education systems are becoming more prevalent. Alongside the challenges raised, a collection of positive experiences were reported, including the development of tailored support plans to support students with disabilities.



1. Education is seen as a pathway to a brighter future

Youth with disabilities told our reporters that they value education highly. They feel it is crucial to improving their life chances and that of their families.

“For Marydol, education is the way for her to have a bigger opportunity that will help her achieve her dreams for herself and also for her one and only son.”

Youth reporter, Philippines

“Education is one of the keys to success for everyone whether you have a disability or not.”

Michael, Kenya

However, a number of barriers were identified that make getting a quality education for all far from a reality. Many of the frustrations voiced by those interviewed were based on legal commitments not being met in practice.

“The policies are there, they exist. However, they are not implemented to the fullest so that challenges in every aspect of the disabled learners are met.”

Kennedy, Zambia

2. Children and youth with disabilities are not completing education

Youth with disabilities dropping out of school was a common concern raised during the reporting. There are several reasons for this, but in many cases they drop out because of a lack of family support or financial barriers.

Maria from Kenya told us about George, who was born blind. His mother didn't think it was important to educate him, but his father made sure he went to school. When his father died, he didn't have the financial support to keep going with his studies, so he dropped out.

“Fact is many youth with disabilities lack family and financial support enough to educate them”.

Maria, Kenya

Another of our reporters captured Ana's experience: “She said that education is a luxury. She observed that some deaf people wants to study and finish a tertiary education but cannot because of financial difficulties.”

Stigma was also given as a reason why children and youth with disabilities do not complete their education. For example, Lorena from the Philippines, who lives with juvenile rheumatoid arthritis, was bullied and as a result stopped going to school.

“Currently she [Lorena] is not doing anything; she just sits home and does the house chores.”

Youth reporter, Philippines

3. There is a lack of adequately trained teachers to support youth with disabilities

Our reporters found that teachers did not always make adjustments to ensure youth with disabilities were able to access information. Some examples of simple adjustments, such as leaving written instructions on the board longer or speaking more loudly and clearly, were not always happening.

“Some teachers would rub off the notes on the chalkboard whilst she was still writing.”

Naomi, Zambia

“She [Psyche – an interviewee] experiences a day to day difficulty in a loud environment, people who talk fast and those who are soft spoken, professors and classmates. Even she has an extra focus and patience with regards to listening, she cannot really comprehend what the instructor is talking about. Absolutely, it affects her studies.”

Youth reporter, the Philippines

In some cases adjustments were being made, but were not fit for purpose. For example in the case of Daramis in Kenya:

“Another challenge she faced was trying to read what was written on the board by the teachers. Despite being seated at the front of the class she is still short sighted and could not read the writing due to the distance between her and the board. Trying to explain this to her teachers and fellow classmates can be challenging.”

Youth reporter, Kenya



We also found that when adequately trained teachers were in post, it can be difficult to keep their in-demand skills in the classroom.

“Teachers who have been trained in special education they are promoted and get confined in offices depriving children with disabilities of their rights and opportunities to acquire quality education on an equal basis with others for education as an equalizer.”

William, Zambia

“During the training, the teachers suggested to introduce an Individualized Educational Program (IEP). IEP refers to a document developed for each public school child who needs special education. This document helps children with special needs to cope with others. The teachers were also advised to let children indulge in talents and gifts and introduced in the new curriculum that will nurture and motivate them and this is the way to go for everyone.”

Youth reporter, Kenya

However, it wasn't all bad news. We also heard some examples of how teachers were helping address the issue of how best to support youth with disabilities, including tailored support.

4. Inclusive education systems are preferred but are not commonplace

Youth with disabilities said there were many barriers to receiving a proper education. One of these is that children with disabilities are sometimes educated in special schools, separate from children without disabilities.

“Disabled people are considered weak, worthless and in some cases subhuman by societies. This stigma generates profound social barriers in such a way that disabled people often live isolated and excluded from their friends at school.”

Rudith, Zambia

Encouragingly, reporters found there was evidence to suggest a sea change in approach. Inclusive education – where children with disabilities are taught in mainstream schools alongside those without disabilities – is becoming more prevalent.

The principal of a primary school in Kenya told one of our reporters: “Some lessons are intergrated and the school is planning to be fully integrated due to the demand of the society which has many cases of disability”. She added: “Children with disabilities perform very well in co-curriculum activities like music.”

Martha, one of our reporters in Kenya, was pleasantly surprised when she reported on the positive ethos of one school:

“I was able to visit M-pesa Foundation Academy which is in Thika during one of their Open Days and learnt quite a lot about the school. It ensures that there are students with physical disability and albinism who are admitted every year. This allows the students with disability to interact with their colleagues who are not disabled and learn from them while their colleagues learn to love and accept people with disabilities.”

Martha, Kenya

5. Youth with disabilities often feel limited in their education, and ultimately, career options

Some youth with disabilities said that they felt held back in their academic aspirations because of the perceptions of additional support the school may need to provide.

“Disability is still a deterrent to academic prowess ...Students of late are not allowed even to study any other studying program than special education with the argument that the staff in the program are the only ones who would be able to understand them.”

Kicky, Zambia

Our reporters also found that assumptions were made about what education routes and resulting career paths were suitable for persons with disabilities.

“Will they be stuck being just a masseuse or singing in the middle of the streets, or begging and just leaning on others for the rest of their lives or even worse? Is this the only option applicable and available for them? And also the discrimination they face from those individuals who were fortunate to complete their education, whose voices are the ones most often selected and heard. What about us, the others?”

Eljohn, the Philippines

6. Schools and educational buildings are not fully accessible

Accessibility of school buildings was raised as an issue. The barriers described were very similar to those that came up in relation to healthcare facilities. A lack of accessible transport to and from school was also a barrier.

“Despite there being two ramps leading to the library she finds it hard to wheel herself up the ramp since they are very steep. Consequently, Regina cannot access the library whenever she wants to.”

Youth reporter, Kenya

“Mariel is also dealing with accessibility issues in the Philippines and to some public transportations such as jeepneys which have high step.”

Youth reporter, the Philippines

Sustainable Development Goal 8 – Decent Work



Summary

Among the 109 testimonies on decent work, youth with disabilities reported that employment provided a sense of self-worth. However, finding work was often difficult.

Employers all too often made negative assumptions about the ability of persons with disabilities to work. Youth with disabilities also reported that those who were in work feared losing their jobs, and many experienced discrimination in their workplaces.

Some helpful government initiatives were mentioned, including employment quotas. A number of youth with disabilities had successfully found jobs with support from DPOs and development programmes.

1. Employment provides self-worth and a sense of purpose

Youth with disabilities want to work. The youth our reporters spoke to said that work not only provides financial security, it also improves self-esteem.

“Working helps her to sustain her everyday living, and as a person with a disability, she can manage to help her family financially. Work also helps her to boost her confidence facing other people.”

Marry, the Philippines

“Persons with disabilities want the opportunity to use their talents and skills.”

William, Zambia

2. Finding employment is difficult

Many stories described how difficult it was for youth with disabilities to get a job, even when they have the right qualifications.

“For more than three years Isaiah has been unable to secure a stable job... Isaiah only applies for jobs that he feels he has the qualification and experience required but he never gets any response.”

Isaiah, Kenya

“Eric fortunately is a well-educated college graduate with a diploma in teaching but he can’t find a job. He has been applying both in government and private institutions but to no avail.”

Youth reporter, Zambia

One anonymous report from Kenya described how a youth with disability can be taken advantage of: “He once worked as an intern and he was promised to be confirmed as a full time employee which never happened.”

The role of DPOs was one factor that was cited in terms of helping provide career support and guidance.

“The organization trains persons with disabilities on what the employers are looking for. They help you in editing your curriculum vitae and also help you in application of jobs.”

Isaiah, Kenya

Despite the challenges, there are some positive developments. Some of our reporters found governments were taking steps in the right direction, particularly around self-employment.

“The National Council for People with Disabilities has together with Kenya Revenue Authority waived taxes for SMEs owned by persons with disabilities as well as the 30% of government contracts which is set aside for women, youth and persons with disabilities.”

Kelvin, Kenya

3. Employers incorrectly assume disability means inability

“People with disabilities have to work harder than non-disabled people to get their foot on the career ladder.”

Rudith, Zambia

Youth with disabilities said that employers misunderstand their ability to perform in the workplace. Interviews with youth with disabilities with a wide range of impairments confirmed that these assumptions are made across the board.

“A common incorrect assumption is that individuals with speech disorders have poor communication skills.”

Joyce, the Philippines

“He [Onesma, an interviewee] feels that people living with disability are still perceived to be less productive despite the creation of awareness that has been done.”

Youth reporter, Kenya

“Nancy, a literature graduate, mentioned when applying (for jobs) her biggest fear is ‘will the company doubt my skills and knowledge?’.... Nancy doesn’t even apply for the job”

Youth reporter, Kenya

Jared in Kenya describes how a potential employers’ attitude changed during an interview: “When he discloses his disability status to a potential employer, they seem to change their perspective towards him and become reluctant in offering him an opportunity.”

Another perception is that youth with disabilities will be absent for work. Kelvin in Kenya said “Discrimination is still widely spread cloaked as ‘health concerns’. The employers or potential employers will say how person with disabilities will be out of work for long periods of time, which is rarely ever the case.”

4. Youth with disabilities who are in work are worried about losing their job

A number of youth with disabilities who were employed said that they did not have a permanent contract or, if self-employed, a guaranteed income. The fear of losing their job often prevented them raising concerns at work.

“I’m overworked but I don’t have a choice. It’s so hard for me to have a job again.”

Anonymous interviewee,
the Philippines

Youth with disabilities also said that they are often refused public transport. In some instances this led to them paying more for private transport, to make sure they got to work on time and didn’t lose their job.

“Ronilyn is worried at the same time because her job is not stable as it is about to end soon. She hopes that she can still be considered for extension as she needs the job so much.”

Reporter, the Philippines

“It is difficult to use public means [of transport] as most vehicles tend to ignore persons with disabilities and this forces a person with a disability to use other means such as uber which may not be affordable.”

Catherine, Kenya

“Tricycles (public transport) also reject persons with disabilities too. If accepted, drivers will ask for higher fares and she has no choice so she can make it on time for work.”

Katherine, the Philippines



5. Youth with disabilities experience discrimination in the workplace

The most common grievance experienced by youth with disabilities in the workplace was bullying. It wasn't all bad – some employers were reported as creating positive working environments. However, some youth with disabilities spoke of how they were often verbally abused by colleagues. This caused distress and in some cases this led to them asking for a job transfer.

“He is often bullied in his workplace, he find it harder to make friends and being seen as different to others ... which lead him to a general lack of self-confidence.”

Youth reporter, Zambia

“He has not had a salary increase for the last three years yet there are other employees who have been promoted. He feels this is unfair because he delivers to his best and has not had any complaints from management.”

Youth reporter, Kenya

“She experienced bullying from her co-workers due to her disability She requested to be transferred to another work station where she can work better.”

Youth reporter, the Philippines

“He worked as a housekeeper in a private company for almost 6 years now but is still only a contractual employee.”

Reporter, the Philippines

Instances were also reported of youth with disabilities not receiving pay increases in line with other employees. They were also often overlooked for promotion or felt employers were reluctant to offer permanent contracts.

In Kenya, there were reports of some employers being unwilling to take into consideration the NCPWD recommendation letter – the government-approved document which confirms you are a registered person with a disability – because the candidates' disability was not easily visible.

4. Priorities for change

During the story gathering, strong views emerged from the youth with disabilities on how their governments and other duty bearers could address the issues they raised. These were their key priorities:

Healthcare

- Invest in appropriate training for healthcare professionals
- Provide sexual and reproductive health information targeted to youth with disabilities
- Pass laws to ensure health insurance fund cards are available when youth with disabilities become legal adults
- Digitise processes, including health assessments
- Persons with disabilities must be explicitly named in policies relating to healthcare
- Make sure health information is provided in accessible formats for all types of disability
- Build and upgrade healthcare facilities to be inclusive of persons with disabilities



Education

- Ensure inclusive education choices for youth with disabilities
- Train all teachers in inclusive education approaches
- Set policies to raise the number of students with disabilities who are admitted to university
- Engage youth with disabilities in ensuring appropriate adjustments are made
- Integrate sign language into the school curriculum
- Provide free assistive devices for students with disabilities
- Make sure curriculum materials are provided in accessible formats for all types of disability
- Build and upgrade education facilities to be inclusive of persons with disabilities

Employment

- Ensure effective implementation of disability employment quotas
- Reduce income tax contributions for employees with disabilities
- Employers and service providers should routinely provide disability-awareness training to their workforce
- Employers and service providers should directly involve youth with disabilities to improve the design and development of accessible products and services
- Run networking events for employers and youth with disabilities
- Build and upgrade workplaces to be inclusive of persons with disabilities



General

- Allocate more resources towards disability awareness activities to reduce stigma
- Improve disaggregated data for youth with disabilities
- Take tougher action on those charging higher transport fares to persons with disabilities
- Increase collaboration both between government ministries and across other sectors to find solutions to common challenges
- Engage DPOs and other organisations representing youth with disabilities at all stages of national planning
- Empower youth with disabilities by investing in peer-to-peer support networks



5. Reflecting on the methodology

The project was successful in mobilising a large number of youth with disabilities to take part in the project. It successfully recruited a representative cohort of reporters, including recruiting more female participants (53 per cent) than male, bucking the trend when it comes to access to leadership opportunities.¹⁰

Youth with a range of different impairments took part in the project. However, the majority of participants (56 per cent) had a physical disability. Those from rural areas and those with intellectual impairments were underrepresented.

While progress was made to engage some of the most marginalised youth with disabilities, the majority of participants (72 per cent) told us they had previously taken actions which had brought about positive change for persons with disabilities in their community.

Any future roll out of the programme will ensure positive recruitment strategies, and adequate resources, to reach inclusive representation across the spectrum of disability, and those that are most marginalised.

The focus of the training on the SDGs appeared to be the right one. At the time of recruitment, just over half the group (55 per cent) said that they knew a lot about the 2030 Agenda – a crucial element in supporting effective advocacy.

The technology component was highly successful in allowing youth with disabilities with a range of devices – from smart phones to the most basic handset – to participate. While the reporting hub received reports in all formats – text, voice and video reports – the vast majority of youth with disabilities chose to report via text.

Given that 80 per cent of reporters had smart phones, and with them the functionality to send video reports, this is something the project would look to increase. Another factor to be explored is the ability to maximise the tagging function of reports submitted for data analysis purposes.

¹⁰www.gpcwd.org/uploads/2/6/0/9/26097656/global_mapping_exercise_and_needs_assessment_report.pdf

6. This is just the beginning



The stories that have been collected around the SDGs show that youth with disabilities still encounter significant barriers in relation to health, education and employment.

The reports show there are a number of common concerns that are relevant across the SDGs researched. The inaccessibility of buildings and information stands out, as does discrimination and the lack of awareness of appropriate adjustments.

The reports also identified that all too often youth with disabilities are incorrectly pigeon-holed – for example as unworthy of information about sexual health or not useful to potential employers. But our reporters have unearthed a different narrative; one where youth with disabilities are resilient, active, talented and driven.

Independence was particularly important for youth with disabilities. The reports demonstrated that as youth with disabilities move into adulthood they are demanding to be engaged in the processes that affect their lives and want to be given choices and trusted to make their own decisions.

The project has developed youth advocates and had a direct impact on promoting youth with disabilities in leadership roles. Those taking part spoke of increased confidence in their ability to be change makers in their communities. And they have identified this through being able to link their experiences to the SDGs.

The reporters identified that policies often exist which, if effectively implemented, can help reduce the barriers youth with disabilities experience. They also reported that some positive action is being taken. However, on the whole, implementation remains slow. There is still a lot more to be done.

This report is the start of the story. But it is certainly not the end. The next step will be to relate the evidence to each country's national planning processes to identify gaps and how the evidence can support the process.

The youth reporters will also identify opportunities to make their voices heard wherever they can – through social media, and at global and national advocacy events. The world needs to hear their stories. And the world needs to listen, and act to make sure the 2030 deadline for the implementation of the SDGs is met for all.

Appendix 1: Sample reports

Here's a selection of some of the reports and interviews submitted by our reporters to the online reporting hub. These have mostly been kept as reported, but in some instances they have been edited for clarity and length.

Reporter: William Tembo
Country: Zambia
Theme: Good Health



In an unnamed health center in Lusaka, persons with disabilities faced a number of challenges due to the fact that the health service providers are not trained to handle person with disabilities. For example, a deaf person finds it a challenge to communicate with a service provider who does not know how to use sign language for that reason they bring in a third party called interpreters which breaks confidentiality. For the blind, health service providers think that the blind can only give information to their guide and not the blind person who is seeking their services. These challenges have continued making persons with disabilities very uncomfortable to access HIV and Sexual Reproductive services.

Reporter: Leon Juma
Country: Kenya
Theme: Good Health



Health assessment is a major thing which is not yet digitalised. Medical reports and assessments are always paper based and they are piled up and mishandled. Health assessments and records are a tedious process especially for an independent youth with disabilities. A recommendation would be for the process to be digitalised and through the use of computers make it easier for letters to be produced in time. This would mean that people with disabilities can more easily find suitable places in schools, find jobs and also get their National Council for Persons with Disability card.

Reporter: Kicky Namooya

Country: Zambia

Theme: Quality Education



The world today has become a diverse place to live in. The labour force has been determined by the needs and technology in society. Technology has provided alternative and other options to the way of living for persons with disabilities. In various countries around the world, the deaf and visually impaired are being engaged in the sectors of the labour force. In Zambia, they are denied the right to be newscasters, sports trainers or lawyers. Disability is still a deterrent to academic prowess. In Zambia, it is unthinkable for a college or university to admit a hard of hearing or visually impaired person to any other program other than a teaching program. The university of Zambia is an example where students are not allowed to even study any program other than special education, with the argument being that the staff in the program are the only ones who would be able to understand them. This is a clear indication that there is no desire to integrate these learners with the rest. The failure to introduce affirmative action by the government in the admission of students with disabilities as is the case with the women, this has led to many persons with disabilities not being admitted in institutions where admission officers have a negative attitude towards persons with disabilities. However, with the adequate policies, this would not be the case. It is imperative that Zambia adheres to international standards as it has signed up and has the responsibility of meeting the needs of its minority citizens. Or at the least, government should provide equality with the aid of equity in the provision of opportunities and services.

Reporter:

Regina Mugure Mwangi

Country: Kenya

Theme: Quality Education



Accessibility is among some of the challenges faced by students with physical disabilities in learning institutions that have yet to adopt practical and disability friendly facilities. Often times facilities such as elevators and ramps come in handy in helping persons with disabilities have access to places that in the absence of a lift or a ramp would be inaccessible to them. It's always an incredible joy for a person with a disability to find that a place has put in place these accessibility infrastructures and are in good condition.

Being a student comes with tasks that often requires one to have free access to the library. For a university student a library is not a luxury but a necessity. Regina is a student living with a disability and just like any other student, the library is a necessity for her to excel academically. Her school library has two sets of ramps, each on either side of the staircase leading to the library, something that she appreciates. However, despite there being the two ramps leading to the library she finds it hard to wheel herself up the ramps since they are very steep. Even with the presence of a helper, going up the ramp is usually a risky task. Consequently, Regina cannot access the library whenever she wants to, especially in the absence of a helper who is able to push her up the ramp. Luckily for her there is always someone to help. Now the steepness of the ramp might not be a problem to an able bodied person but to persons with disabilities the steepness of any slope matters a great deal. It is very easy for walking devices like wheelchairs to overturn on very steep slopes which may lead to accidents that can be avoided.

Persons with disabilities appreciate the ramps but they would appreciate it more if they were of reasonable steepness. Ramps that would be easier for one to wheel oneself on independently for avoidance of accidents and delays.

Reporter: Kathlene Jane Patricio

Country: Philippines

Theme: Quality Education

Interviewee: Mary Mae N. Patricio (with assistance from guardian)



Education is the first step of an individual to learn how to socialise with other people aside from the members of her family. Education will help her learn what is good and bad and what are the things she should do and shouldn't do as a part of her community. Education will also help her learn how she can become a productive part of the society. For my sister, all members of our family contributed on her growth. Her only formal education is "Nursery" due to our financial difficulties. During those times, there are not enough programs from the government for someone like her. So, we just continued to teach her at home the things that she needed to learn as an individual, such as hygiene, eating, things that she still can't do, and taught her values that she should have as a kid and as an individual.

We make sure that she knows that if we're not there for her all the time, to do the things that we know she can do by herself. It is never easy for my sister to learn those things because of her disability. It started by teaching her to crawl, then encouraging her to stand up, then eventually, she learned to walk. She always feels envy when she sees someone going to school. That is why she was very happy that time she went to school (nursery). There are others who bullied her and she couldn't talk or defend herself, and that is also one of the reasons (aside from financial difficulties) why we've decided to just teach her at home and not enrol her

again in school. She was very sad that time but her attitude is good, so at home, we continued to educate her. She was 9 years old when she started to walk but not stable. She went to nursery when she was 10 years old but stopped when she was 11 years old due to financial problems and bullying of her classmates. She was 12 years old when she started to learn how to eat by herself and go to the Comfort Room without assistance. At age of 15, she learned basic household chores such as washing plates.

It is hard for us to see her having a hard time, especially when she feels different to other people, that there is something she's lacking or can't do, not because we don't love her but because it makes her sad. But we always tell her that life is unfair and because of her disability, there will be some things that she will find hard to do or will not be able to do in a normal way. But we make sure that she also understands that she can always try to find an alternative or another way of how she can do that thing she wants to do. We always tell her that there are also things that you can do that we can't do and that there are ideas that you only have (and this is a fact), and that helps her feel positive and encouraged. We always give the credit to her that she can now do many things compared to before because she choose to learn and forced herself to improve.

(continued overleaf)

I learned that there are now some public schools that accept persons with disabilities and they have different programs or lessons specifically for them. These programs will help persons with disabilities on their education because there are now teachers that knows how to teach students with disabilities. This will also help avoid bullying by other kids and could spread awareness to other students that there are persons with disabilities and that. This will also help avoid bullying by other kids and could spread awareness to other students that there are persons with disabilities and that they should be treated fairly. From what I know, after the programs for persons with disabilities are done, the students with disabilities will be mixed with the regular students. What I hope is there should be seminars for all the teachers (not just 'special education' teachers) on how to handle students with disabilities, so that when the program for

persons with disabilities has ended, the next teacher that will handle them still knows how to handle them. Also, there should be programs or seminars for the parents so that the education for persons with disabilities will not only be inschool but will also continue at home. There should also be some seminars for all of the students about awareness of disability that could help avoid bullying of the persons with disabilities. I think proper seminars and just making sure everyone is aware about the status of the persons with disabilities will help not only the persons with disabilities but also the whole school and community.

Right now, we are happy with her improvement because she came from being someone who can't even walk to now someone who we can communicate with, and sometimes also she helps us with some basic household chores.

Reporter: Czarinah Michaela Mercado

Country: Philippines

Theme: Decent Work

Interviewee: Eljohn D. Revero



Some people have stories, some people have music, Eljohn has both. Totally blind, Eljohn D. Revero is 27 years of age. For Eljohn, being employed or having a job gives him a value as a person. Through working, you get to show what and how you can contribute to society.

Eljohn has concerns and issues; youths with disabilities have a hard time in finding a decent job that are suited for them or at least something that they deserve. How about those persons with disabilities, especially those who have visual impairments, who were not able to finish their studies? Will they be stuck being just a masseuse or singing in the middle of the streets, or begging and just leaning on others for the rest of their lives or even worse? Is this the only option applicable and available for them? And also the discrimination they face from those individuals who were fortunate to complete their education, whose voices are the ones most often selected and heard. What about us, the others?

We share the same sentiments and feelings as they do, Eljohn strongly remarked. I have no bad blood with the masseurs and masseuse and for having this kind of profession. But the point is, this becomes overrated, yet I know and I believe that we have more than that and we can do other jobs aside from it. Eljohn recalled a friend working in a restaurant in Italy as a wine mixer. That same friend formerly worked in a factory and other kind of jobs which she easily qualified for. She is also a visually impaired Filipino and still an undergraduate, just like Eljohn. With this, he hopes for more inclusive employment within the country and not just being restrained with massage and music industry.

Undoubtedly there is still a lot of adjustments and learnings to do, but it is not impossible to achieve. Eljohn wishes that NGOs will not be the only ones who take charge in creating initiatives to promote and act as an aid and voice of persons with disabilities, moreover it should be direct from our government. They have to work on and exert much more effort. Eljohn is firm that we ought to have the will and drive to change and turn our faith to how we want it to be - it should come from within us, and knowing what you want, your abilities and your rights are a big leap which will inspire others to move and take the actions needed in making the lives of youths with disabilities more inclusive and possibilities limitless. Just like the music coming from the soul, Eljohn definitely desires that this hope of change will be heard and hits the heart.

Reporter: Isaiah Mogere

Country: Kenya

Theme: Decent Work



Isaiah has a Bachelor's Degree in Agricultural Biotechnology. For more than three years, Isaiah has been unable to secure a stable job. He has wide range of experience in the field of biotechnology, having worked as an intern at Kenya Agricultural and Livestock Research Organization and the National Biosafety Authority. Isaiah has applied for several government and private sector jobs but all in vain. He feels that the employers do not care about inclusive employment for people living with disability. On his application of employment, Isaiah has always attached a recommendation letter from the NCPWD [National Council for Persons with Disabilities] but it is clear that the employers look down upon it. Isaiah only applies for jobs that he feels he has qualification and experience required but he never gets any response. He feels that the employers are not committed to ensure that the 5% employment allocated to persons with disabilities is achieved. Even though employers encourage persons with disabilities to apply for jobs in their advertisements they do not consider them during short-listing. Isaiah has interest with Technology and has always wanted to be informed about new technologies especially in the field of biotechnology. Despite the challenges that Isaiah has gone through in search for employment, he points out some organization that are making efforts in ensuring that persons with disabilities are employed. Riziki Source (an NGO) has been so helpful, the organization trains persons with disabilities on what the employers are looking for, they help with editing your curriculum vitae and also help you in application of jobs. Isaiah is happy with the services of Riziki and hopes that if more similar organisations

are encouraged in Kenya then the issue of unemployment of people living with disability will be solved. The National Council for People Living with Disability has made some commendable efforts on ensuring employment for persons with disabilities.

Reporter: Joseph Katuku

Country: Zambia

Theme: Decent Work

Interviewee: Eric



It was astonishing meeting Eric who is 29 years old and from childhood he has had a problem with walking. He stays with his elder sister who has been looking after him. Eric fortunately is a well educated college graduate with a diploma in teaching but he can't find a job. He has been applying both in government and private institutions but to no avail. In 2016, he was called for interviews at a certain private school which he didn't tell me [the name of] for confidential reasons. After they discovered that he had a problem walking, they couldn't offer him a job. He remained in complaint and just wondered why discrimination was so high. It thus comes to the attention of all stakeholders especially government to look into matters of employment concerning physically disabled people and the discrimination they face despite academic qualifications. I therefore recommend to both public authority and private sector to consider a threshold level of job chances for people with disability.

Appendix 2: Our partners

Leonard Cheshire

Leonard Cheshire is a leading inclusive development agency, working to improve the lives of persons with disabilities in developing countries across the globe. Leonard Cheshire focusses on inclusion and participation, working to achieve this in a range of ways in 16 countries across Asia and Africa.



Open Society Initiative for Southern Africa (OSISA)

OSISA is a funding partner of 2030 and Counting. Open Society Initiative for Southern Africa is a growing African institution committed to deepening democracy, protecting human rights and enhancing good governance in the region. OSISA's vision is to promote and sustain the ideals, values, institutions and practices of open society, with the aim of establishing vibrant and tolerant southern African democracies in which people, free from material and other deprivation, understand their rights and responsibilities and participate actively in all spheres of life.



Zambia Federation of Disability Organisations (ZAFOD)

ZAFOD is implementing 2030 and Counting in Zambia. The mission of ZAFOD is to advocate for the promotion and protection of the rights of persons with disabilities. It envisions a society where persons with disabilities enjoy equal rights and opportunities fundamentally related to elements of living and development such as education, employment, health, housing, financial and personal security.



Action Network for the Disabled (ANDY)

ANDY is implementing 2030 and Counting in Kenya.

Action Network for the Disabled (ANDY) is a National Disabled Persons Organization (DPO) working at all levels of community to include persons with disabilities to bring about positive change. Founded by and for youth with disabilities in Kenya, ANDY strives to achieve equality, inclusion, and empowerment of children and youth with disabilities through mainstreaming this group into all aspects of daily life.



Leonard Cheshire Disability Philippines Foundation Inc. (LCDPFI)

LCDPFI is implementing 2030 and Counting in the Philippines. The mission of LCDPFI is to promote and protect the rights of persons with disabilities in the Philippines, working towards the attainment of educational equality, economic independence and their active participation in social, cultural, political and civil life.



Cainta, Rizal Federation of Persons with Disabilities (Manila, Philippines)

Cainta is a pan-disability organisation based in Manilla founded in 2007. Cainta's mission statement is to build an inclusive community where everyone is considered equals and participates with the government. It serves people across 14 municipalities in the Rizal Province.

Polomolok Association of Persons with Disabilities (General Santos, Philippines)

Polomolok Association of Persons with Disabilities is a pan-disability organisation founded in 2015. It works gathering disability data within General Santos city and the Soccsksargen region. This data is then used to lobby local government to make sure that people with disabilities receive a monthly honorarium.

On Our Radar

Established in 2014, On Our Radar is specialist group of journalists, software architects, digital storytellers and development workers, who work with socially, economically and geographically marginalised communities to amplify insight from the heart of unheard communities. They bring a cross-disciplinary approach to understanding and tackling the root causes of voicelessness. On Our Radar have spent half a decade collaborating with communities across the world to find new ways for them to share their knowledge and experiences. The organisation has worked alongside funders, development partners and service providers who want to use communication to improve practices, to learn, and to help achieve sustainable development through participation with communities. Over half a decade of experimentation - designing a range of communication solutions that make use of community assets, build capacity and confidence, turn basic handsets into broadcasting tools, and connect them to those who have power over their lives. Working alongside those communities, On Our Radar have developed a communications solution called Radius that closes the gap between those with insight and those with influence. It uses a combination of human and technical approaches to unlock the knowledge held by vulnerable communities, turning their experience into expertise.



Acronyms

ANDY	Action Network for the Disabled
DPOs	Disabled People's Organisations
IEP	Individualised education programme
LCDPFI	Leonard Cheshire Disability Philippines Foundation Inc.
MDGs	Millennium Development Goals
NCPWD	National Council for Persons with Disabilities
NGO	Non-government organisation
NHIF	National Hospital Insurance Fund
SDGs	Sustainable Development Goals
SMEs	Small and medium sized enterprises
UN	United Nations
ZAFOD	Zambia Federation of Disability Organisations

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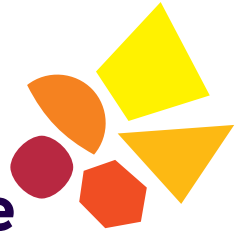
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