

Global Disability Summit Children and Young People Programme Report



#NowIsTheTime #IncludeMeT00



International
Disability
Alliance



'BUILDING A DISABILITY FRIENDLY AND INCLUSIVE TOMORROW'.

Include Me TOO promotes the social model approach to disability and we usually use terminology such as 'disabled people', 'disabled young people', 'disabled youth', and 'disabled children'. However during the Global Disability Summit we were asked to use international language. This means within this report we will be using the terminology 'persons with disabilities', 'young people with disabilities', 'youth with disabilities', and 'children with disabilities'. Where children and young people have been quoted directly referencing themselves and their peers as a disabled child or disabled young person we have kept their preferred use of language in this report.

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INTRODUCTION AND BACKGROUND

Strengthening the inclusion and voices of children and young people with disabilities at the Global Disability Summit

During the Commonwealth Heads of Government Meeting (CHOGM) in April 2018, the first ever Commonwealth Disability Youth Roundtable Event was organised and led by Include Me TOO.

Young people with disabilities representing Uganda, Tanzania, India, Sri Lanka, Australia, Botswana, Bangladesh and the United Kingdom presented topics that mattered to them and their peers. They highlighted the key issues impacting on young people with disabilities in their respective Commonwealth member countries. The focus was on the Global Sustainable Development Goals ensuring that persons with disabilities are not left behind. The presentations covered:

- **Inclusive and fair quality education which promotes lifelong learning opportunities for persons with disabilities**
- **Addressing additional disadvantages girls and women with disabilities experience when working towards their inclusion in the Gender Equality agenda**
- **Persons with disabilities and employment, improving access, support and negative attitudes in the workplace**
- **Highlighting key barriers and challenges children and young people with disabilities experience in Commonwealth communities regarding their rights, participation and inclusion**
- **The importance of planning and implementing an inclusive accessible society, including suitable toileting and changing places, inclusive playgrounds, sport and leisure facilities, public services**

It was vital to continue the discussions held during the Commonwealth Disability Youth Round table on issues of inclusive education, tackling stigma and discrimination, gender equality, employment and technology and innovation and strengthening the involvement, inclusion and voices of children and young people during the Global Disability Summit (GDS).



Include Me TOO Youth delegates preparing for GDS

The UK Department for International Development (DFID) co-hosted the Global Disability Summit alongside the International Disability Alliance (IDA) and the Government of Kenya in London on 24th July 2018. Include Me TOO supported children and young people with disabilities to have their say and to have the opportunity to represent their peers, from around the globe by preparing and delivering the **Global Disability Summit Children and Young Persons Programme made up of:**

PRE-GLOBAL DISABILITY SUMMIT:

- Global Disability Summit Young Persons with Disabilities Survey (11 to 30 years old)
- Global Disability Summit **#IncludeMeTOO** video campaign supporting children & young persons with disabilities to share their aspirations; the main barriers which they wish to see removed and share their message why it is important to **#IncludeMeTOO**

CIVIL SOCIETY FORUM facilitated by Include Me TOO and the British Council:

- Young persons with disabilities workshop regarding the themes of the summit with the British Council
- Young persons with disabilities developing the draft Global Disability Summit Children & Young Persons Charter
- One hour live social media discussion twitter chat via twitter **@includemetoo** with young persons with disabilities discussing participation, inclusion, mentoring and leadership

GLOBAL DISABILITY SUMMIT:

- Young persons with disabilities to present key messages and share the vision of the youth-led World Disability Children & Youth Forum during the plenary
- Young persons with disabilities Roundtable Event with Lord Bates and distinguished guests
- Global Disability Summit Children & Young Persons Charter video pledges for support

MARKET PLACE STALL:

- Sharing key messages from children & young persons with disabilities regarding their inclusion, rights, participation and things that matter to them
- Video pledges for Global Disability children and youth charter



Global Disability Summit Children and Young Persons Programme was delivered within 10 days.

The programme aimed to ensure that children and young persons with disabilities could share what matters to them, what works and what needs to change.

- Children and young people with disabilities who took part in the GDS Children and Young People programme represented **23 countries**.
- **50 young people's surveys** were completed on line.
- **22 videos** were received from children and young people with disabilities from Bangladesh, Kenya, Nigeria, Pakistan, Rwanda, Tanzania, Australia, Burkina Faso, Mozambique and Uganda. Save the Children also supported their projects in Africa to contribute in the video.
- Young people's workshop delegations from both British Council and Include Me TOO consisted of **12 delegates** representing their peers from Pakistan, Tanzania, Canada, Ghana, Ukraine, Australia, United Kingdom, India and the Philippines.
- An additional **19 young people** with disabilities joined GDS youth delegates in the twitter chat segment of the programme represented **12 countries**.
- **Over 50%** of the survey respondents shared an interest in getting involved and joining the World Disability Children and Youth Forum.
- Total of children and young people with disabilities who engaged in the GDS children and young persons programme were **103 participants**.
- The views and issues shared during this programme are being incorporated into a draft Global Disability Children and Youth Charter with young people with disabilities because of the Global Disability Summit.

THE GLOBAL DISABILITY THEMES

Responses from children and young people with disabilities on the following themes were gathered during the summit activities. This report captures the key messages and retains the authentic voices of children and young people with disabilities who shared their views on the issues that matter to them and the action and commitment that is needed to address the GDS themes.

- Inclusive education- making sure people with disabilities are included in schools and get good quality education.
- Economic empowerment- making sure people with disabilities are in work and earn an equitable living.
- Stigma and discrimination- tackling negative attitudes towards people with disabilities and strengthening the law to protect people with disabilities rights.
- Gender- supporting women and girls with disabilities empowerment and protecting their rights to live without fear of violence and abuse.
- Humanitarian crises- making sure people with disabilities are not forgotten in crises and keeping everyone, including people with disabilities safe and secure.
- Digital and technology- making the most out of technology and making it affordable for people with disabilities.



GDS THEME ONE:

Inclusive education- making sure people with disabilities are included in schools and get good quality education

OVERVIEW OF THE SURVEY RESPONSES:

- Improved access to technology to support communication needs and an inclusive approach to supporting the student recognising their ability, and not excluding opportunities to be part of mainstream education due to adaptations needed to support pace, and accessible inclusive learning styles.

'My speech needs to be recorded by a person as my typing is slow and software doesn't recognise my speech. I am in remedial class for speed of recording rather than ability in mainstream.'

'Not enough funding for integration aides. A senator suggested people with autism are taking too much time away from teachers and are disadvantaging students and should just go to special schools.'

- To be understood and supported in school and not bullied or segregated from abled peers. End stigma attached to disability, limited opportunities to access extra curriculum activities as well as limited support to achieve potential compared to able peers.

'Stigma that people with disabilities can't achieve as much in education as abled peers.'

- Teachers and staff do not have adequate resources or training on how to support autistic students. They often have little or no training or knowledge about disability issues including rare conditions.

'Singling out disabled children and removing them from integrated class rooms. Not having the facilities to support disabled children. Speaking down/no respect for disabled children. Bullying and abuse.'

- Accessible buildings, accessible curriculum, increase access to inclusive learning resources, adaptations, timetables, coursework and enabling supportive teachers, lecturers and staff. Access to higher education and ensuring inclusion within education at all levels.

'Negative attitudes about certain streams of education. In my country and in many other countries in the world, persons with disabilities are often discouraged from engaging in higher studies in streams like science and mathematics or even biology or medical science, assuming that they will not be accommodated as professionals in the respective fields and they will end up jobless. But first, the countries need to give them an opportunity to study in those streams and provide resources and facilities as well as attitudinally enrich the teachers accordingly. Even children in the rural areas of the third world countries who are living with disabilities, are not educated properly, because the parents and educators believe that would be a futile effort, due to the lack of gainful employment prospects and difficulties arising in imparting knowledge to them owing to their disabilities sometimes. As a percentage, the children with disabilities in Sri Lanka who are excluded from the mainstream education system amounts to approximately 39% according to the statistics indicated in the reports on the census conducted in the year 2011 by the Sri Lankan government. Every year the situation worsens.'

GDS youth workshop key messages:

- The next generation of teachers need to learn different learning styles to teach all abilities. All teachers in every area should undergo inclusive education training so they can play their part to teach persons with disabilities and children with disabilities in the learning process.
- There needs to be greater infrastructure accessibility, sign language classes in schools and mobility accessibility. These support a proper inclusive setting for children and young people with disabilities in schools.
- There is a need for a monitoring and evaluation programme to ensure children with disabilities learn and positively progress.

SDG Goal 4: QUALITY EDUCATION:

Ensure inclusive and equitable quality education and promote life-long learning opportunities for all:

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

- Article 3:** The best interests of the child
- Article 28:** Right to education
- Article 29:** Goals of education to the development of children to the fullest potential

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

- Article 24:** Education, equal and inclusive access to the lifelong learning
- Article 5:** Equality and non-discrimination
- Article 6:** Women with disabilities
- Article 7:** Children with disabilities best interests of the child and the right to be heard
- Article 9:** Accessibility
- Article 16:** Freedom from exploitation, violence and abuse



GDS THEME TWO:

Economic empowerment- making sure people with disabilities are in work and earn an equitable living

OVERVIEW OF THE SURVEY RESPONSES:

'Lack of awareness about how disabled people are able to do the same job as a non-disabled person. I'm well educated and work hard, so in theory getting the job I want should be easy, but my disability makes it more difficult.'

- Due to the stigma attached to disabilities many people consider it a burden or a disadvantage to recruit persons with disabilities. Young people with disabilities shared the difficulties they continue to experience in 'getting past the interview stage'. They also shared how inaccessible the recruitment process can be and the barriers they experience in accessing opportunities to build their capacity and skills through training and education.

'The biggest challenge for me to do the job that I would like to do is finding an employer that is receptive enough to take me on. As many employers have not yet been educated on the benefits of recruiting a disabled person, many of them prefer not to take the risk.'

- There is a lack of positive effort to create enabling work environments. More accessible offices and disability inclusive processes and protocols in recruitment, retention and promotion are needed.

'I have the technical skills, but conversational skills are lacking.'

'Can't get hired, because employers don't think I'm capable.'

- Employers often reject the job applicants with disabilities by claiming that they can't provide necessary facilities for them to work or that they are not confident that the candidates can perform on par with their other employees or whether the other employees would like to work with such persons as peers.

'Even the countries where policy frameworks have been devised to recruit persons with disabilities in the government sector, the progress is tardy because the attitudinal lapses of those who recruit such persons pave the way for considering such job offers as charity or feel good CSR rather than actually including them in the work force. They are called special people and recruited in special categories which impedes the opportunities for persons with disabilities to grow and progress in their careers in enabling, but competitive environments. The concepts like supported employment are also not received so well in many places, due to the negative perception of such recruits being a burden to the organizations.'

- Businesses to be supported and helped to understand low cost of adjustments they are not as high as they may believe and the value persons with disabilities can bring to their companies.
- More investment and support for start-up programmes and support for persons with disabilities to be self-employed.

GDS youth workshop theme two key messages:

- Making sure persons with disabilities are in work and earn an equitable living.
- Flexible work environment like work from home model for persons with disabilities.
- Internships and mentoring opportunities for people with disabilities.
- Legislation to ensure implementation of policies that requires companies to employ persons with disabilities.
- Clear strong links with schools, colleges, universities and employers.
- Preparing children and young people with disabilities for the future of work and the potential effect of the 4th industrial revolution (e.g. artificial intelligence).

SDG Goal 8: DECENT WORK AND ECONOMIC GROWTH:

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all:

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 23: Children with disabilities

Children with disabilities are entitled to a life in conditions that enable them to become independent and participate actively in their community and to achieve the fullest possible integration and development.

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 5: Equality and non-discrimination

Article 6: Women with disabilities

Article 9: Accessibility

Article 12: Equal recognition before the law

Article 27: Work and employment



GDS THEME THREE:

Stigma and discrimination- tackling negative attitudes towards people with disabilities and strengthening the law to protect persons' with disabilities rights

OVERVIEW OF THE SURVEY RESPONSES:

'People are not educated enough about disability and discrimination in primary school. So, by the time it comes to disability education in secondary school, it's too late and the majority of people have formed an opinion, which shows some form of innate discrimination (this could be through comments, upbringing, media, peer pressure, social media etc.). Unless education starts early, I am always going to be stigmatised and discriminated against.'

- Despite laws persons with disabilities are treated with less dignity and respect, which has an impact on self-confidence, increasing isolation and limiting support to reach our full potential. More needs to be done by governments to reduce the stigma and to promote more positive representation and narratives around disability.
- No person with a disability should be locked away in institution and denied their rights to be part of society, nor should they be bullied, abused or harmed in any way and 'treated as less.'
- Misinformation and harmful stereotypes being portrayed in the media, including through film, cartoon and story characters. There needs to be positive coverage, visibility and inclusion of persons with disabilities in the media space and culture and art. Increased access and visibility of role models with disabilities representing all walks of life.
- There is a lot of stigma and discrimination towards autistic people. There is limited understanding and awareness and too much misinformation.

'We are treated very bad due to lack of awareness ALL schools should have continual discussion around the fact that people are all different.'

- Refining disability, universal model for language.

'Reimagining disability as medical, psychosocial, physical and rare conditions. The idea that disability is solely medical must be overcome.'

'It is difficult to challenge oneself over a stigma, but only through providing more awareness within education and the arts are we allowed to change the world's perceptions of disability.'

- Removing barriers to employment and increasing employment opportunities for persons with disabilities can increase disability acceptance and awareness by reducing social stigma and misconceptions.
- Stigma and discrimination can be reduced through education, including awareness sessions through schools, colleges, universities, workplaces. There needs to be celebration differences and equality, dignity and respect for all.

GDS youth workshop theme three key messages:

- While many policies and laws exist for the inclusion and equal opportunities for people with disabilities, the governments need to address the cultural and mind set barriers to ensure successful implementation.
- To encourage the formation of government legislation that stands against stigma and discrimination and for governments to have a formal responsible role to ensure the elimination of disability stigma and discrimination.
- More awareness sessions and collaboration with governments. More conferences with worldwide representations, from persons with disabilities and parents/carers' involvement in ending stigma.
- Stronger disability champions that can promote greater understanding towards people with disabilities across society.

SDG Goal 10: REDUCED INEQUALITIES: Reduce inequality within and among countries

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 23: Children with disabilities

Article 2: Non-discrimination

Article 6: The right to life of every child, to ensure the maximum possible survival and development of the child

Article 30: Children of minorities / indigenous groups the right to enjoy their own culture, practise their religion and use their own language

Article 31: Right to rest, leisure, play and recreation activities and to participate in cultural life

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 5: Equality and non-discrimination

Article 6: Women with disabilities

Article 7: Children with disabilities and the best interests of the child and the right to be heard

Article 8: Awareness-raising, combat prejudices and increase respect for the rights and dignity of persons with disabilities

Article 9: Accessibility

Article 11: Situations of risk and humanitarian emergencies

Article 16: Freedom from exploitation, violence and abuse



GDS THEME FOUR:

Digital and technology- making the most out of technology and making it affordable for people with disabilities

OVERVIEW OF THE SURVEY RESPONSES:

- Assistive tech is largely unaffordable and not easily accessible, due to lack of funds, lack of awareness of what is available to support, improve and enhance independence.

'Most electronic disability accommodations are quite expensive, and many don't have enough income for normal things anyway.'

- Assistive technological devices and services are very expensive and this makes technology inaccessible to people with disabilities. Opportunities are being missed for people with disabilities to reach their full potential and increase their inclusion, access and independence.

'The key challenge here is the very small number of companies making such equipment. There's no competition, so no pressure to innovate or reduce costs. There needs to be some way to stimulate research and development in the disability equipment market, and new manufacturing technologies should make it possible to reduce costs.'

GDS youth workshop theme four key messages:

- Technology to be available and accessible to enhance teaching and learning for persons with disabilities.
- For people in Africa, Google and Apple should give free smart phones to campaign for change.
- Gather and use of better data and evidence to understand and address the scale and nature of challenges faced by persons with disabilities using latest tools.

SDG Goal 17: PARTNERSHIPS FOR THE GOALS

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 13: Right to freedom of expression

Article 17: Right to access information from a wide range of sources

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 9: Accessibility

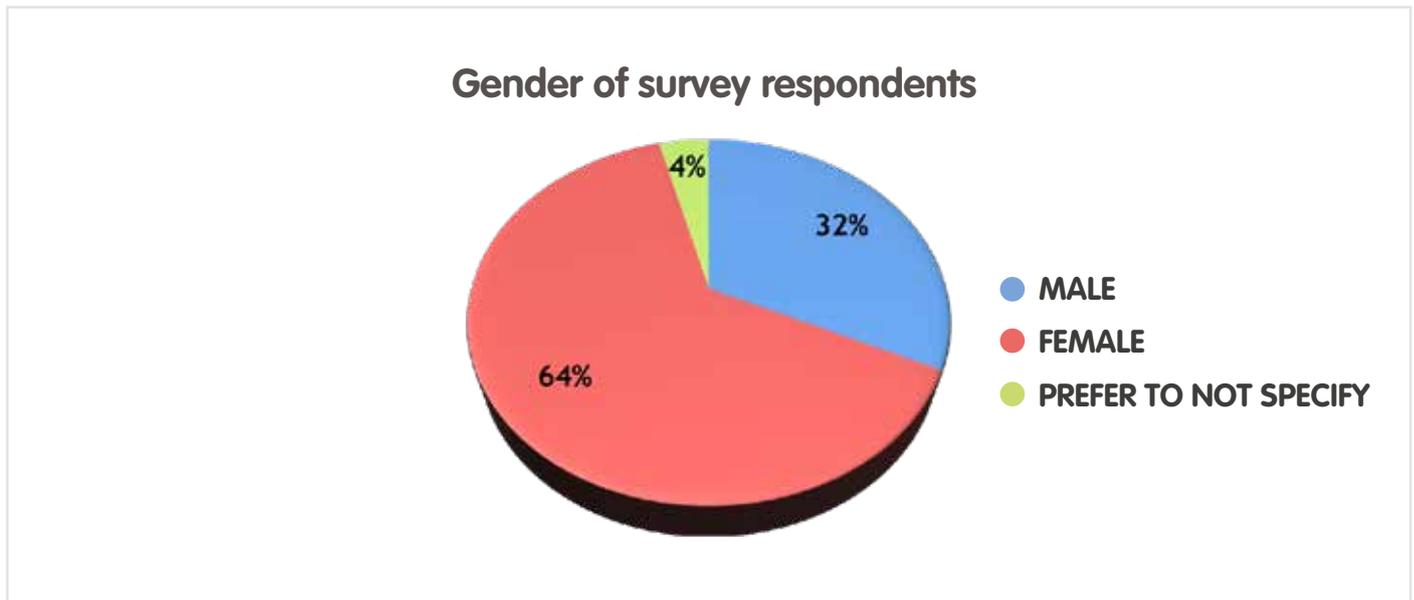
Article 21: Freedom of expression and opinion, and access to information



GDS THEME FIVE:

Gender- supporting women and girls with disabilities empowerment and protecting their rights to live without fear of violence and abuse

OVERVIEW OF THE SURVEY RESPONSES:



- Increased support for safeguarding girls and women with disabilities against all forms of abuse and violence and protecting their dignity and rights.
- Girls and women with disabilities are even more disadvantaged by society in accessing and obtaining education and qualifications, having employment opportunities and to be financially independent.

'I'm a woman who also faces discrimination for being disabled (glass ceiling and door). The idea the disabled women are fragile is wrong. Give girls an opportunity to excel in male dominated areas.'

- It is sometimes difficult to teach girls with disabilities about safe sex practices, because no one wants to be seen to do that. However, this allows women and girls to have control over their own bodies.
- There is a lack of awareness that women have autism too.
- People need to understand how the intersection of ableism and sexism affects women and girls with disabilities.

'Trans/Non-binary disabled people, we are often erased from discussion.'

- There needs to greater access to sports and extracurricular activities for girls and women with disabilities. This includes addressing the need to develop access infrastructure and to ensure the safety of women and girls in these environments.

'I think that one way to do this is to look at improving access to the services non-disabled women turn to when they experience discrimination. From things like peer support via the internet, through to solicitors and legal aid, domestic abuse charities and refuges, there needs to be a big emphasis on access – physically, for wheelchair users, to things like communication needs – signing interpreters or better still, staff; training on using Text Relay; Braille and large print and easy read versions of documents. These are the real basics and society is still not getting it.'

GDS youth workshop theme five key messages:

- Taking cognisance of gender and sexual minorities within policies instituted for the wellbeing of women and girls with disabilities.
- Addressing the barriers and showing the way forward for the neglected young girls by educating them.
- Promoting role models, mentoring and coaching to build confidence to young girls with disabilities.
- Increasing access to education and employment opportunities for girls and women with disabilities to increase economic independence.

SDG Goal 5: GENDER EQUALITY:

Achieve gender equality and empower all women and girls:

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD	CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES
<p>Article 2: Non-discrimination</p> <p>Article 6: The right to life of every child, to ensure the maximum possible survival and development of the child</p> <p>Article 12: Respect the views of every child to have their say, and have their opinions taken into accounts</p> <p>Article 34: Protect children from all forms of sexual exploitation and sexual abuse</p> <p>Article 36: Children must be protected from all other forms of exploitation</p> <p>Article 39: Rehabilitation and of child victims</p>	<p>Article 5: Equality and non-discrimination</p> <p>Article 6: Women with disabilities</p> <p>Article 7: Children with disabilities best interests of the child and the right to be heard</p> <p>Article 9: Accessibility</p> <p>Article 12: Equal recognition before the law</p> <p>Article 16: Freedom from exploitation, violence and abuse</p> <p>Article 21: Freedom of expression and opinion, and access to information</p> <p>Article 25: Right to health care and early identification and intervention without discrimination</p> <p>Article 28: Adequate standard of living and social protection</p> <p>Article 29: Participation in political and public life</p>

GDS THEME SIX:

Humanitarian crises- making sure people with disabilities are not forgotten in crises and keeping everyone, including people with disabilities safe and secure

OVERVIEW OF THE SURVEY RESPONSES:

- Subsidise adequate first aid training for all and provide accessible emergency dispensaries throughout cities set up for disasters to increase access to medication and equipment.

'There's a lot of danger for people who can't communicate with speech, who can't walk, or who rely on equipment like dialysis machines and oxygen tanks.'

- Planning ahead to include people with disabilities and providing clear protocols regarding their evacuation in emergencies to accessible facilities. Currently, such procedures are lacking.

'I am very frustrated by developers who do not plan for disabled access in their construction plans for new or renovated buildings. Disabled people so often are left behind or are the first to perish in emergencies.'

- Safeguarding and risk assessing to protect persons with disabilities from being left behind in humanitarian crises and to keep them safe from harm and violence.

'Disabled people often seen as worth less or expendable, our lives not valued as much and so are neglected in crises.'

GDS youth workshop theme six key messages:

- First priority for people with disabilities in crises.
- Build disaster resilience of people with disabilities through programmes, partnerships and policies in developing states.
- Work to integrate young people with disabilities and inclusion principles into disaster risk reduction analyses and international humanitarian response frameworks.
- Change practises to make all humanitarian action fully inclusive and accessible to persons with disabilities. Mainstream inclusion across all Disaster Risk Reduction and Humanitarian section and implement commitment in the charter, 'Inclusion of persons with disabilities in humanitarian crises.'

SDG Goal 11: SUSTAINABLE CITIES AND COMMUNITIES:

Make cities and human settlements inclusive, safe, resilient and sustainable

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 2: Non-discrimination

Article 31: Right to rest, leisure, play and recreation activities and to participate in cultural life

Article 23: Children with disabilities.

Children with disabilities are entitled to a life in conditions that enable them to become independent and participate actively in their community and to achieve the fullest possible integration and development

Article 27: Adequate standard of living

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 5: Equality and non-discrimination

Article 6: Women with disabilities

Article 7: Children with disabilities best interests of the child and the right to be heard

Article 9: Accessibility

Article 20: Personal mobility through the provision of affordable equipment, assistive devices, technologies, mobility aids and personal support

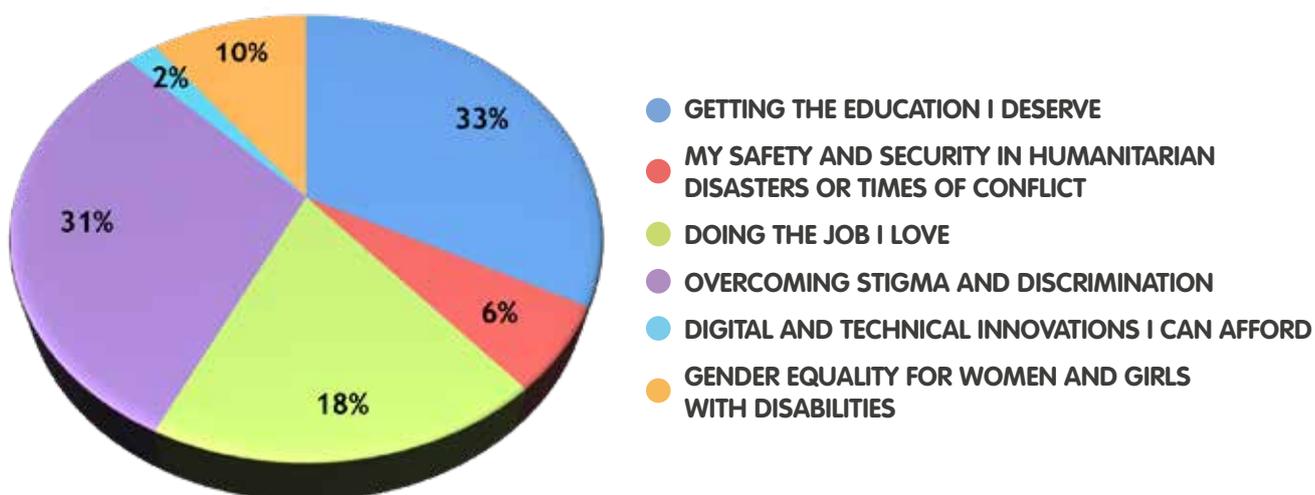
Article 28: Adequate standard of living and social protection

Article 30: Participation in cultural life, recreation leisure and sport



THE BIGGEST CHANGES THAT MATTER TO YOUNG PEOPLE WITH DISABILITIES

Breakdown of the key themes from the Global Disability Summit which matter most to young persons with disabilities survey responses



OVERVIEW OF THE SURVEY RESPONSES:

- For employers to be educated on disability to take away the fear of employing people with disabilities.
- Providing the assistive devices, health care, and legal support and adequate benefits would be a good start.

'I want to see actually rounded disabled characters in film, TV and books. Also, I would like big public information campaign to inform public of actual truth about disability.'

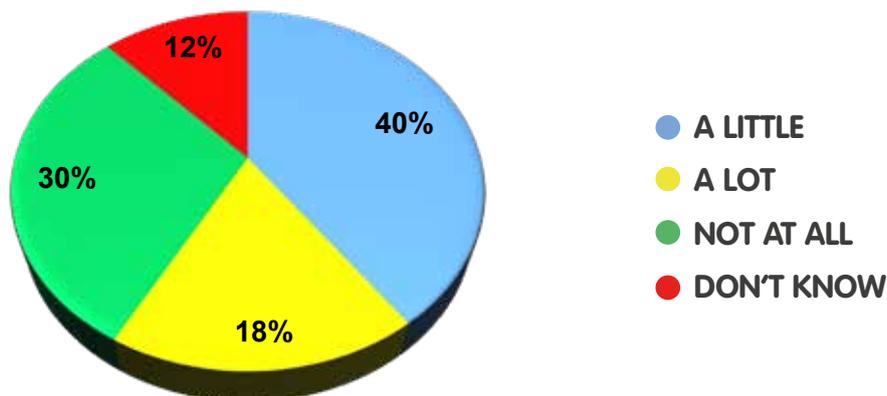
- To improve education by making academia to be more inclusive and accessible and fully integrate disability awareness throughout education to eliminate stigma and discrimination.
- Better and increased access to education and employment for women and girls.

'I think overcoming stigma is the key to solving all of the other issues on the list.'

- Increase in accessibility of everything.
- More inclusive spaces need to be built, attitudes changed and advocacy for rights-based approach of persons with disabilities.

THE BIGGEST CHALLENGE YOUNG PEOPLE WITH DISABILITIES FACE TO BE INCLUDED AND LISTENED TO

To what extent young persons with disabilities feel they are included in decision making



OVERVIEW OF THE SURVEY RESPONSES:

'People assuming that I don't have capacity and speaking to my parents/carers/friends instead.'

'When I am scared, I become mute and then people think I have no voice. They then decide what to do. My mum lets me write or text to communicate, but school would not make these adjustments.'

'People think we cannot do things or treat us like we're stupid by talking about us over us to the person who's with us.'

- There needs to be access to decision-making spaces in the first place. This includes being made aware that those spaces exist. It also includes being physically able to get there and/or being qualified to represent oneself or have access to a qualified disabled representative.

'For those with learning or developmental disabilities, we're often seen as less capable or sane and therefore dismissed. For those with physical disabilities, they are often excluded from decision making areas that are not physically accessible.'

- People need to know that people with disabilities are their own experts with their own voice, but also see disabled people as individuals and not as an apolitical homogenous group - what works for one person, may not work for another.

'People look at disability and having disabled voices as a token gesture.'

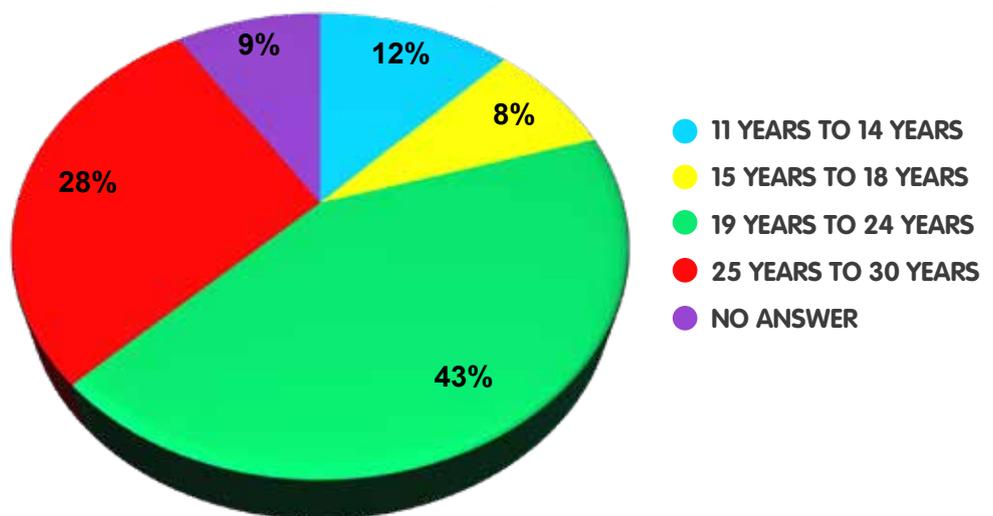
- We need to find opportunities to be heard with access and support to be on youth panels and be part of decision-making and planning processes.
- Disabled people (of any age) are considered to be incompetent and unable to make the best decisions for themselves.
- Those with severe disabilities often lack representation and are missing completely from the picture: 'It's like we don't exist and are invisible and are missing from this due to lack of access and support.'
- There's also a tendency for things, wants, requests to get delayed until they disappear off the end of the list (when they are a priority for a person with disabilities, but not for the professional gatekeeping access to whatever it is). There needs to be a way for our wants to drive the planning and execution of our lives and to make sure that our priorities are being used.

'Not being listened to – decisions are made for me by people who don't have my disability, so they don't know how I feel.'

- Most decision makers are adults without disability. Information is not passed on to us and no one listens to us.

'The older generations of persons with disabilities being focussed on their own petty divisions and competitions among themselves, while being less receptive towards the modern more inclusive changes in this sphere. This hinders the emergence of young persons with disabilities who are strong and vocal about their newly found issues with technological and community advancements. This often leads other stakeholders to trivialise the voices of young persons with disabilities.'

What age group are you if you are the young person with disabilities completing this survey or having help to complete this survey?



HOW YOUNG PEOPLE WITH DISABILITIES WANT TO BE INCLUDED AND TO HAVE THEIR SAY IN THINGS THAT MATTER TO THEM

OVERVIEW OF THE SURVEY RESPONSES:

We want to be able to be contacted on our own behalves instead of people asking for our parents just because they see the word 'disability'. People need to talk to us.

- More people with disabilities to be consulted, particularly regarding policy. Politicians and other decision makers should always consult the groups they're making legislation about.

'I want young disabled adults to hold seats on representative bodies. I want disabled children and teens to be represented by disabled adults on these bodies.'

- There needs to be accessible protests and political activism. This includes postal or online voting.
- People need to just stop and listen without interrupting. Young people and children with disabilities need to be taken seriously and respected as people and equals.
- There need to be accessible systems that allow us to participate and have our say. This can include the option of knowing questions before hand. Our communication needs need to be supported. We need to have the chance to express opinions using different formats, including those that do not require us to be physically present.

'Not being presented as a token gesture or an afterthought.'

- There need to be opportunities for young people with disabilities to be on a committee, panel or an organisation, where we can have a voice and make an impact. We also need to start running our own conversations and talks.
- There needs to be greater access to advocacy. This includes clear, easy to find documents outlining rules and procedures. Most of all, non-disabled people need to take the time to listen and to acknowledge that without our input, they're not representative. We need to be involved in decisions that affect us.

'Young persons with disabilities need to be equipped with knowledge and skills to effectively qualify to be included in every possible social and organisational spheres and initiatives, so that concrete and unified initiatives can be mobilised towards properly integrated and well-grounded inclusion strategies in every sector.'

- Young people with disabilities need a seat at the table when decisions are being made.
- Young people and children with disabilities need opportunities to speak publicly, to teach others about disabilities and accessibility. We are part of making things better and bringing other people into the conversation.

HOW YOUNG PEOPLE WITH DISABILITIES WOULD THEMSELVES LIKE TO IMPROVE THE LIVES OF OTHER YOUNG PEOPLE WITH DISABILITIES

OVERVIEW OF THE SURVEY RESPONSES:

- The need to increase disability awareness and inclusion by attending schools and events and giving talks about our experiences as disabled persons and how to tackle bullying.
- The promotion of peer support and mentoring for younger children with disabilities at schools and supported friendships.

'Help autistic girls feel like they belong, and it is good to be different.'

- We need to share campaigns on social media, attend rallies, lobby government and provide inclusivity advice.

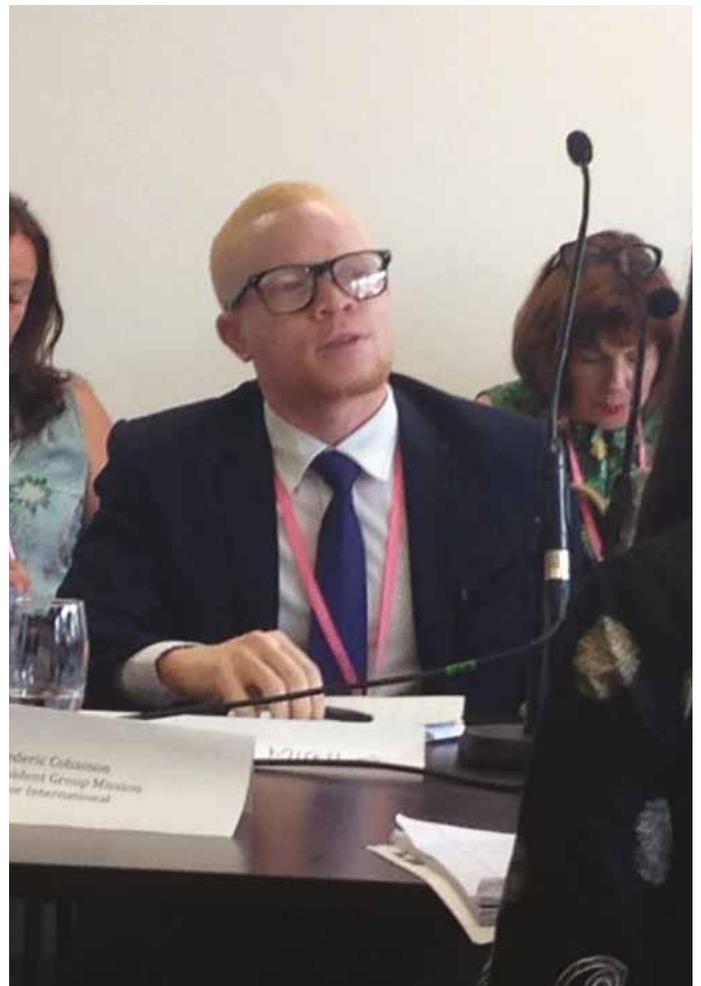
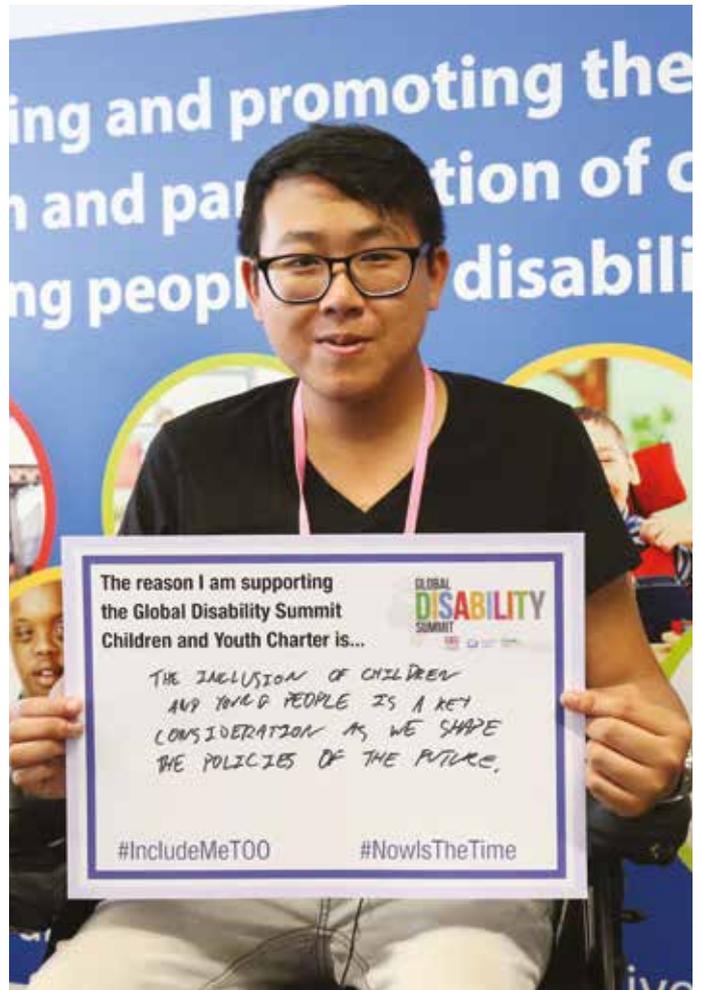
'To always encourage other young disabled people to achieve. I tell my story to a lot of disabled people, not to be an inspiration, but because my journey to where I am now was a turbulent one. Sometimes, all we need is for one or two people to really believe in us and to give us the time and support we need to succeed!'

- Taking a larger role in activism Educating people about disability and accommodations.
- Networking; writing accounts of experiences and realities; working towards change, sharing knowledge about our conditions and more support groups.

'I want disabled people to stop being a target for the governments to pick off. I want a better sex education for all. Now, there's no knowledge of consent, which creates the horrific situations where people are abused.'

- We need to continue to campaign as best as possible for the rights of those with disabilities and to bring forward and teach the next generation of people with disabilities about how to campaign for their rights.

'Invoking awareness among millennials on the need to consider young persons with disabilities as equals. Lobbying for building and availing inclusive public spaces. Ensuring the civic, political and voting rights of the persons with disabilities through changes in policy and advocacy.'



A GLOBAL DISABILITY CHARTER FOR CHILDREN AND YOUTH

WE ASKED FOR YOUNG PEOPLE WITH DISABILITIES TO SHARE THE COMMITMENTS THEY FEEL NEED TO BE INCLUDED IN A GLOBAL DISABILITY CHILDREN AND YOUTH CHARTER TO ACHIEVE THEIR GOALS IN LIFE

OVERVIEW OF YOUTH SURVEY AND WORKSHOP RESPONSES:

EDUCATION:

- Inclusive education for all and chances to be our best. The recognition of the individual strengths of all ability levels and support to achieve our full potential by meeting our individual needs.
- Increase disability awareness and inclusion throughout all education establishments, including how to address bullying, discrimination and exclusion. This includes providing disability role models, teachers and mentors.
- Provide teachers and staff at schools, colleges and universities with access to accessible equipment, resources and materials and inclusive learning formats and approaches. This requires funding adequate to support their students with disabilities.
- Every child and young person with disabilities needs to be supported as fully as possible to reach their goals through obtaining education and training and support with the development of their skills and interests.
- Proper inclusive settings for children and young people with disabilities in schools, colleges and universities and good access to support in higher and further education.
- Increasing opportunities for all education establishments to teach sign language to all students. This will increase the inclusion of their deaf peers in their communities and society.

PARTICIPATION:

- 'Nothing About Us Without Us' means including us to bring changes and make improvements. This means listening to us and taking us seriously.
- There needs to be support our inclusion, participation and representation. This includes respect and support for the rights of children and young people with disabilities.
- 'Leave no young person behind' means empowering young people to become change makers, leaders and community builders. There needs to be an increase in our level of influence, impact and involvement in policy making and implementation.

GENDER EQUALITY:

- There needs to be more understanding for girls with autism.
- We need to highlight intersecting identities, because people don't just stop having other identities besides being disabled when they step into disability spaces.
- There need to be more opportunities and support for girls and women with disabilities. This includes rights to education and employment to allow them to become independent and thrive.

SAFEGUARDING:

- There needs to be a commitment to safeguarding children and young people with disabilities from all forms of abuse and harm.
- Young people with disabilities should have autonomy over their own bodies.
- There needs to be better sex education for people with disabilities and their parents and carers. Where there is no knowledge of consent, this can create horrific situations.

INCLUSION AND ACCESSIBILITY:

- Disabled accessibility needs to be made compulsory for all buildings and infrastructures. This will ensure inclusive public places, events, conferences, leisure recreation, education and workplaces. There also needs to be support for mobility, sensory, communication and complex needs.
- Changing places and toilets also need to be reviewed, as disabled toilets are not currently accessible all persons with disabilities and do not accommodate our dignity and personal care needs.
- There needs to be a commitment to producing assistive technologies that are user-friendly, reliable and affordable. Technological advancements need to be accessible to all individuals.
- There needs to be adequate accessible housing provision. All homes need to be accessible, so we may also visit family and friends.
- There are overlapping issues around intersectionality and inclusivity and accessibility for people with severe disabilities and complex needs. This means that the diversity within disability communities needs to be understood to promote integration with community at every level. We don't want to be left out on a separate branch.

EMPLOYMENT:

- There needs to be more support and increased job opportunities and choices (including job shadowing in different careers) for young people with disabilities. This includes providing mentoring, peer support and supportive environments.
- Better and equal access to work, and accessible inclusive working environments with an understanding of reasonable adjustments improved provisions.
- Mandatory disability awareness and inclusion training, process and positive commitments in the workplaces regarding recruitment, retention and inclusion for persons with disabilities including those with invisible disabilities.
- Proactive support by employers to make the workplace a great place to be for disabled people.
- Education & culture learning, constitutional rights and create suitable environment (learning & job). A pathway between education (schools/colleges/universities) and employment to encourage and link young people with disabilities to obtain employment.



STIGMA AND DISCRIMINATION:

- Greater efforts in removing stigma and discrimination in society and schools through education towards attitudinal change.
- More education on disabilities, inclusion of social model of disability & basic disability information.

SUPPORT:

- Provide and support a good standard of living quality an agreed standard supporting the rights of children and young people with disabilities across the world.
- Support post-education as lifelong learners, support for independence, housing, jobs, socialising and continuation of support into and throughout adulthood.
- A commitment to a free at the point of use social care system. Access to the right medical care and medicine, therapy and financial assistance where needed. Free universal health care that includes mobility/accessibility aids.
- Commitment to a review of spending in local governments and authorities to ensure it is being used properly.

HUMANITARIAN CRISIS:

- Change practices to make all humanity action full and inclusive and accessible to people with disabilities.
- Mainstream inclusion across all disaster risk reduction and humanitarian section.

LEGISLATION:

- Increase awareness and understanding of disability rights, law and policies amongst persons with disabilities and their family and friends.
- Governments need to change laws to give more Equality and Inclusion.
- Stronger accessibility legislation that mandates schools, employers and businesses to be disability accessible, inclusive, non-discriminatory and providing reasonable adjustments for individual needs.

DATA:

- Gather up and use of data and evidence to understand and address the scale and nature of challenges faced by persons with disability, providing us with the tools to succeed.

 **Penny Mordaunt...** · 24/07/2018 ✓

Amazing job from the youth ambassadors on producing the #DisabilitySummit youth charter and presenting it. Thanks for the stage selfie with the Wombassador too!!

Include Me TOO @IncludeMeTOO
#GlobalDisabilitySummit
@DFID_UK @PennyMordaunt
@DFID_Inclusive Our youth ambassadors from Australia and India just finished their speakers slot in the closing ceremony at the summit. Always time for a selfie on stage just after they share next steps with the audience #inclusion



Youth with Disabilities Participation, Inclusion and Rights **MATTER!**

TWITTER CHAT: **#IncludeMeTOO #NowIsTheTime**

During the Global Disability Summit Civil Society day youth with disabilities hosted a question and answer twitter chat live from the Global Disability Summit with Include Me TOO. The discussion aimed to include youth with disabilities from around the globe in the conversations regarding participation, inclusion, rights, leadership, and commitments from global leaders needed for change. 24 youth with disabilities took part representing 12 countries.

THE DISCUSSION COVERED THE FOLLOWING:

- Strengthening participation and voices of youth with disabilities as change makers.
- Commitments youth with disabilities want global leaders to support in regarding to things that matter to them at the Global Disability Summit.
- Bringing new voices and different approaches to engagement, leadership, mentoring and inclusion of youth with disabilities.
- Ensuring empowerment of girls and young women with disabilities to advocate for protection of their rights and inclusion.
- Commitments for Global Disability Summit Children and Youth Charter.

(This section is a snapshot of the responses shared during the twitter discussion)



What are the main consistent barriers for youth with disabilities participation and inclusion and why is it key to have youth with disabilities involvement in GDS?

-  Inclusive education, accessibility, employment are the major issues for the participation of youth with disabilities in the society. If all are addressed, they will be better.
-  **We need to be supported armed with information, more education and trainings, inclusion is all we are asking for and a voice to make changes necessary for our society through empowering us.**
-  Barriers of access, opportunity mind set. Young people are largest demographic in the developing world, no effort can be truly global without their active participation. Young PWD's can provide innovative solutions to change the status quo.
-  **The main constant barriers for youth with intellectual disabilities are the lack of meaningful education, transition and employment and or economic empowerment. Youth with disabilities are ready to realise their dreams and to work for inclusion.**
-  Once you cover all those major issues, stigma & isolation for disabled young people will remove as they will be well integrated & valued for who they are and not stand out for what they can't DO!
-  **In addition, we have the severity of disability, type of disability level of education, gender and geographic location. All these are constant barriers.**

What needs to change and be done differently to engage under represented youth with disabilities and support their voices to be heard and influence changes at grassroots community level to global policy level?

-  Youth with disabilities need to be represented at conferences, seminars and any decisions making and even in the policy instead of ministers, MPs. Only then change will happen.
-  **Supporting the emancipation of the organization led by youth with disabilities ensure that the future of disability movement can be guaranteed.**
-  Very true, we need to be supported, armed with information, more education and trainings, inclusion is all we are asking for and the voice to make changes necessary for our society through empowering us.
-  **Recognise that the voices of children and young people with disabilities are just as legitimate as that of adults. More regular campaigns/surveys to capture young voices from the grassroots.**
-  They have to be invited!
-  **Organisations with the power to make changes need to consult the views of grassroots and allow themselves to be effectively held to account. Grassroots should ensure those liaising with these organisations represent a wide cross-section of society.**

How can we increase leadership & representation opportunities of youth with disabilities increasing their voices, choice and control?

-  Recognise strengths of people across different sectors & focusing not just on obtaining employment but ensuring people can progress in organisations as far as their talents afford including leadership positions. Company's now expanding diversity mentoring to disability.
-  **Leaders should voice themselves in regard to working with people with disabilities, a platform is a necessary thing being represented is good, but we need our voices heard too it's very important.**
-  Diversity is king through consensus on shared and common values. The power of technology is a vehicle to drive innovation and integrate a society that embraces different strengths.
-  **The disability movement need to be more open and inclusive to young disabled people, so we can access peer support.**
-  We must be open to the idea that the movement needs new ideas energy & the youth will provide this.

What needs to happen to ensure the empowerment of girls and young women with disabilities to advocate for their rights and inclusion and protect their rights to live without fear of violence and abuse?

- Need to address the root cause of their problems. Community awareness about young girls and woman regarding their Rights... Put in place Legislation, review the existing policies and to align with the needs of young girls and women with disability.
- We need to be committed to developing policies and programs that advance young girls and women in society and take leadership positions. A nation's productivity and economy growth can be achieved through gender equality.**
- Young women and girls need to be included in decision making processes and meetings with organisations in positions of power – there are great female advocates out there whose voices should be heard.

A Global Disability Summit Charter for Children and Youth will be discussed and principals drafted during the Global Disability Summit to be shared with global leaders what commitment do you feel need to be included in the charter to support participation, inclusion, rights and aspirations for children and youth with disabilities?

- In my view a meaningful charter will include commitment by businesses to understand the benefits of hiring disabled people not as a nice thing to do but a smart thing - and commitment by education providers to work with businesses to ensure fulfilling work for youth.
- Review to see that commitments made in Charter for Change reflect needs for children ppl with disabilities. Establishing a Global Disability Summit Charter for children and youth will ensure that outcomes of GDS are relevant for young people.**
- We believe that now is the time to make sure that the 150 million children, who are living with a disability, are given equal opportunities in life.
- Non-verbal, include us in the disability Act, autism has no face, disability is not inability, I have feelings, trying to understand your world, fit me in yours, I may not look at you, but I feel you.**
- This is powerful! Indeed, children with disability must be given the chance to achieve their full potential.
- I dream of the world where disabled people are valued members of society. A world where people with disabilities are not underestimated. A world where all children are taught to read and write regardless of their label.**



OVERVIEW OF PLEDGES OF SUPPORT RECEIVED FOR A GLOBAL DISABILITY CHILDREN AND YOUTH CHARTER

Ana Lucia Arellano - IDA Chair

'I support the Children and Youth Charter of this Global Disability Summit, because I believe that inclusion is a must, is urgent and is now. And especially because I think and I believe that our children and our youth deserve a fair and equal, and especially an inclusive world.'

Gopal Mitra – UNICEF

'I support the Global Disability Summit Charter on children and young people because I want children and young people to be at the centre of the development agenda and for children and young people to realise their potential.'

Catalina Devandas Aguilar – UN Special Rapporteur

'I am the UN Special Rapporteur on the rights of persons with disabilities. And I support the full inclusion and participation of children and youth with disabilities, because I believe they are the future but also because I believe that they need to be consulted and fully engaged in the processes of decision making that are going to affect their lives, and because they are our present and our future.'

Kevin Watkins

- CEO Save the Children UK

'Every day millions of children around the world are living their lives with disability. They shouldn't have to live with stigma, the discrimination, the injustice and the violation of rights that it is holding them back and destroying their potential. Working together with disabled people, with disabled children, we can make a difference.'

Peter Musakhi

- Assistant Director Social Development Kenya

'The children are the future of this world, and therefore we must support them to leverage on the world we promised we want to look like in the future.'

Mike and Jaden Lake

- Canadian MP

'This is Jaden and I am Mike, we are from Canada. And the reason Jaden and I are supporting the Global Disability Summit Children and Youth Charter is because we all benefit when everyone is empowered to contribute. Right Jaden? High Five!'



Hon. Janet Marania Teiyaa – MP Kenya

'I support children with disabilities to have equal rights and access to education, without any challenges. And I also support the gender equality, in all levels.'

Anna Lawson - University of Leeds, Centre of Disability Studies and School of Law

'I'm supporting this Global Disability Summit Children and Youth Charter because I, as a child, became disabled and was excluded from education, various other opportunities. So, I have personal experience of knowing how important inclusion and rights are for disabled children and youth. And unless we have it at a young age, and our systems are inclusive of children and youth who are disabled, inclusion elsewhere in society isn't going to happen.'

Baroness Manzila Uddin – House of Lords

'I'm a member of the House of Lords and also Vice-Chair of all parties Parliamentary group on disability and autism. I stand here as a parent because I fought for his rights for 38 years and the injustices that we, as a family, have faced and continue to face on every single aspect of their lives. I feel and I believe sincerely that they and my son and every other disabled person, whether they are a child or an adult, have access and rights to every aspect of all things, services, education, so that they can live with dignity and honour.'

Jimmy Innes - Chief Executive of ADD International

'The reason I am supporting the Global Disability Summit Children and Youth Charter is because without the voices of children and youth with disabilities front and centre then it's all just simply hot air.'



COUNTRIES REPRESENTED BY CHILDREN AND YOUNG PEOPLE WITH DISABILITIES DURING GLOBAL DISABILITY SUMMIT



AUSTRALIA



GHANA



NIGERIA



BANGLADESH



INDIA



PAKISTAN



BURKINA FASO



KENYA



PHILIPPINES



CANADA



MOZAMBIQUE



RWANDA



CZECH REPUBLIC



NEW ZEALAND



SOUTH AFRICA



SRI LANKA



TANZANIA



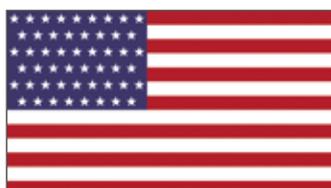
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UKRAINE



UNITED KINGDOM



UNITED STATES



MAURITIUS



MALDIVES

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