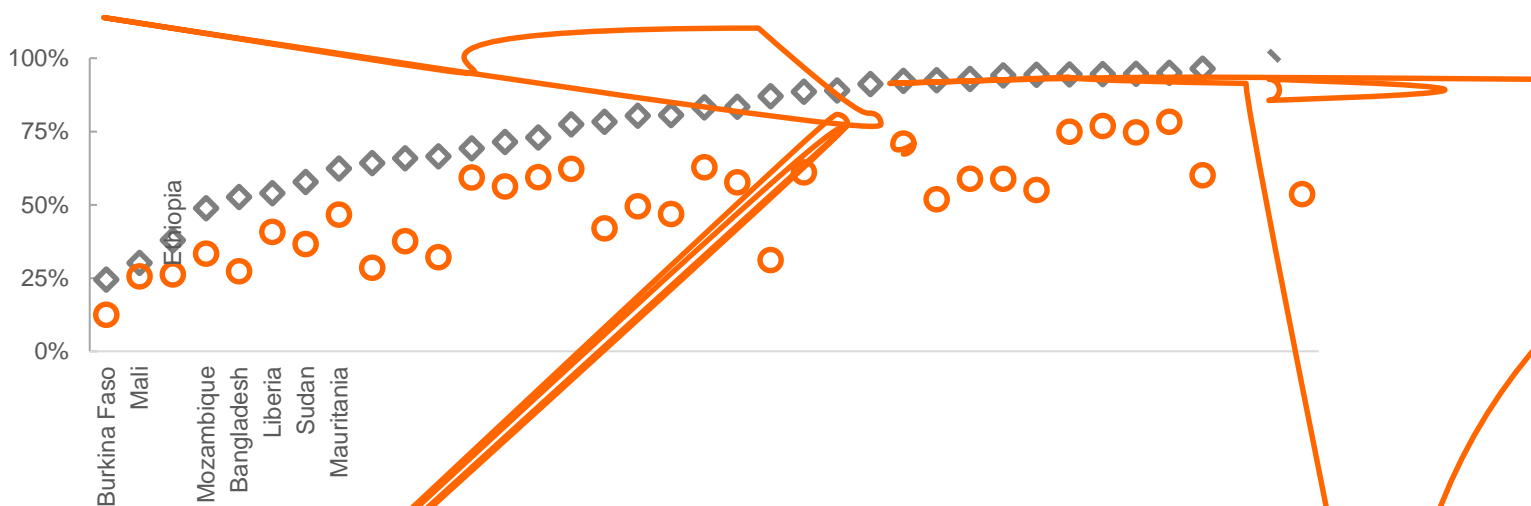


The 2030 Agenda for Sustainable Development and its 17 SDGs provide a powerful framework to guide local communities, countries and the international community toward the achievement of disability-inclusive development. The 2030 Agenda pledges to leave no one behind, including persons with disabilities and other disadvantaged groups, and recognizes disability as a cross-cutting issue to be considered in the implementation of all of its goals. The Agenda also includes seven targets and 11 indicators explicitly referencing persons with disabilities, covering access to education and employment, availability of schools that are sensitive to students with disabilities, inclusion and empowerment of persons with disabilities, accessible transport, accessible public and green spaces, and building the capacity of countries to disaggregate data by disability.

Persons with disabilities remain less likely to attend school and complete primary education and more likely to be illiterate than persons without disabilities. Available data reveals that, on average, one in three children with disabilities of primary school age is out of school, compared with one in seven children without disabilities. Primary school completion is also lower for children with disabilities. These trends are reflected in the lower literacy rate of persons with disabilities:

. Crowdsourced data, mostly from developed countries, indicates that only 47 per cent of more than 30,000 education facilities are accessible for persons using wheelchairs.



Many countries continue to strengthen national policies and legal frameworks to improve access to education for persons with disabilities, with 34 out of 193 United Nations Member States guaranteeing in their constitutions the right to education for persons with disabilities or providing protection against discrimination based on disability in education. Yet, in