



**WORLD Policy
Analysis Center**

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EQUAL RIGHTS AND INCLUSION AT SCHOOL AND WORK FOR YOUTH WITH DISABILITIES

A Global Analysis of
Law and Policy Commitments
in 193 Countries



About this Report

In every country, national laws and policies have a critical role to play in addressing social and environmental barriers to equal rights in education and work for youth with disabilities. This project aims to advance the global evidence base to support accountability to national CRPD commitments and provide action-oriented information on laws that have been successfully adopted and implemented in all 193 UN Member States.

This project was made possible by the generous support of the Ford Foundation and this global analysis builds on over a decade of WORLD's prior work measuring and mapping more than 2,000 laws and policies in all countries across a range of areas that matter to human health, development, well-being, and promotion of equal rights. While the findings presented here are ultimately the responsibility of the authors, this work is deeply indebted to the collective vision and wealth of experience shared by members of an extraordinary advisory board who provided input at every stage of the project. We remain deeply grateful for the support and invaluable insights provided by the following leaders who served in their individual capacities on the advisory board: Abia Akram, formerly Chair of Youth Council of the Global Partnership on Children with Disabilities; Betsy Beaumon, Benetech; Guilherme Braga, Egalité; Maria Soledad Cisternas Reyes, UN Secretary General's Special Envoy on Disability and Accessibility; Fabrizio Fea, GLADNET; Nora Groce, Leonard Cheshire; Anna Lawson, University of Leeds; Maria Martinho, Secretariat for the CRPD, Social Affairs at UNDESA; Charlotte McClain-Nhlapo, World Bank; Gopal Mitra, UNICEF; Sophie Mitra, Fordham University; Mark Priestley, University of Leeds & Academic Network of European Disability Experts (ANED); Diana Samarasan, Disability Rights Fund; Michael Ashley Stein, Harvard Law Project on Disability; Sue Swenson, Inclusion International; Susie Talbot, ESCR-Net; Stefan Trömel, International Labor Organization; and Eric Guozhong Zhang, Secretariat for the CRPD, Social Affairs at UNDESA.

About the WORLD Policy Analysis Center

The goal of the WORLD Policy Analysis Center (WORLD) is to improve the quantity and quality of comparative data available to policymakers, citizens, civil society, and researchers around the world on policies affecting equality, human development, health, and well-being. Under the leadership of Founding Director Dr. Jody Heymann, WORLD is committed to making its broad, globally comparative findings publicly accessible to inform and encourage improvements in legal and policy frameworks worldwide, allow nations to learn from the approaches taken in other countries, facilitate studies of the feasibility and effectiveness of laws and policies in critical areas, and support global and local civil society in their efforts to hold decision-makers accountable.

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Introduction

Youth is an incredible period of possibility for people with and without disabilities alike. Access to equal rights and opportunities during youth can ensure a strong foundation for a lifetime. At the same time, marginalization and exclusion experienced during this critical stage can accumulate over the lifespan and reinforce persistent inequalities.

Today, more than twelve years since the landmark adoption of the Convention on the Rights of Persons with Disabilities (CRPD), persons with disabilities are still considered to be “among the most marginalized and poorest of the world’s youth population.”¹ While empirical data are limited, available studies attest to notable rights violations — one study across seven low- and middle-income countries found that on average, 13% of persons with disabilities were refused entry into a school at least once because of their disability.² Other available evidence continues to reveal sizeable disparities between persons with disabilities and their peers across the life course. Data from across 91 countries and territories finds that the employment-to-population ratio of persons with disabilities is nearly half of that of persons without disabilities, and overall, persons with disabilities remain at greater risk of living in poverty and being subject to precarious and poor working conditions in low- and high-income countries alike.³

What’s more, evidence indicates that global initiatives to advance human wellbeing over the past decades have largely left youth with disabilities behind. One study drawing on census data for 19 countries illustrates that children and youth with disabilities have not benefited from international and national efforts to expand access to education for all—and that the disability gap in education outcomes has in fact increased, rather than decreased, over time.⁴

All young people are entitled to equal rights and the necessary resources and supports to navigate the challenges and opportunities that accompany the transition from childhood to adulthood, from school to work. Youth with disabilities have the right to attend school free of all forms of discrimination, in mainstream education environments with their peers, with necessary supports and accommodations to support their learning. Not only are young adults with disabilities entitled to the right to work, but they have the right to engage in work on an equal basis with their peers, in workplaces free of all forms of discrimination and harassment, with strong guarantees to reasonable accommodation.

National constitutions, laws, and policies have an important role to play in ensuring important rights and supports for all young people, and in further dismantling the additional social and environmental barriers faced by young people with disabilities. Guided by the transformative vision outlined in the CRPD and the Sustainable Development Goals (SDGs), this report by the WORLD Policy Analysis Center (WORLD) examines national legal frameworks in all 193 UN member states, to assess the prevalence and quality of legislative guarantees to non-discrimination and inclusion at school and work and constitutional rights for persons with disabilities.

Study Methods

Focus on Youth

This report focuses on legal guarantees of particular importance during youth—a phase of the life course that includes adolescence, the transition to adulthood, and early adulthood. Some of the laws that shape young peoples’ opportunities and experiences explicitly target this age group, while other laws are applicable to persons with disabilities of all ages, but especially critical during this transitional stage. For example, legislative guarantees that ensure access to inclusive education and accommodations during secondary school are specifically designed for youth, while guarantees to non-discrimination in hiring extend to all persons with disabilities—but are essential to young adults with disabilities who are transitioning into the workforce and seeking their first jobs. Finally, this report’s focus on equal rights at school and work for young people with disabilities is accompanied by an understanding that legal and policy supports and obstacles at earlier phases of the life course (such as early childhood) can impact the full realization of youth rights.

Database Methodologies and Sources

This report provides findings that measure the extent to which key CRPD and SDG commitments to equal rights at school and work have been incorporated into national legislation and constitutions. An overview of methods follows below. Full details on individual indicators can be accessed online at <https://www.worldpolicycenter.org/maps-data/data-download>.

Legislative guarantees to inclusive education

To construct education indicators, WORLD analysts reviewed original legislation and statutory protections extended to public education in education acts, child protection legislation, and anti-



discrimination legislation in place as of June 2018 for all 193 UN member states. Original, legislative texts were identified primarily using the United Nation Educational, Scientific and Cultural Organization's Observatory on the Right to Education and the International Labour Organization (ILO)'s NATLEX database.

Data analysis focused on national-level law and policy collected by the UN and other global organizations. For federal countries that legislate educational provisions at the sub-national level (and have no relevant federal law in place), we coded based on the lowest level of protection set at the state or provincial level, utilizing university-based legal compendiums and government websites as necessary. For example, findings for Canada, Germany, and Pakistan reflect the lowest level of rights protection guaranteed across subnational units, respectively.

Finally, this systematic review included legislative guarantees to non-discrimination that were both specific to public education, and broadly extended to the public sector. In some countries like Canada, case law has applied less explicit guarantees⁵ (i.e. guarantees to non-discrimination in "the provision of goods, services, facilities, or accommodations customarily available to the general public"⁶) to education; while acknowledging that this is an important step forward, our coding frameworks only capture exactly what is written in legislation.

Legislative guarantees of non-discrimination and reasonable accommodations at work

To construct workplace indicators, WORLD analysts reviewed original legislation and statutory protections extended to the private sector in labor codes, anti-discrimination legislation, equal opportunity legislation, and penal codes as of May 2018 for all 193 UN member states. Original, legislative texts were identified primarily using the ILO's NATLEX database.

Initial data analysis focused on national-level laws and policies collected by the UN and other global organizations. For countries that legislate at the sub-national level and have no federal policy in place, we coded based on the lowest level of protection set at the state or provincial level. This review and analysis does not include legislative protections from discrimination that are not specific to the workplace (such as protections that may apply to public spaces or society but not specify work). In some countries like the UK, broad non-discrimination provisions have been interpreted by case law to apply to

work-related rights;⁷ while acknowledging that this is an important step forward, our coding frameworks only capture exactly what is written in legislation.

Finally, many countries have taken important steps forward to ensure strong equal rights protections for workers with disabilities in the public sector. This analysis focuses on requirements for private employers (excluding provisions that apply only to public sector employees), given the larger share of the global economy engaged in the private sector, and the often more vulnerable position of workers with and without disabilities in the private sector relative to the public sector.

Constitutional rights

The constitutional rights analyses relied exclusively on full constitutional texts for all 193 countries as of May 2017. Although the vast majority of countries have codified written national constitutions, a few countries (e.g. the United Kingdom, Canada, New Zealand, and Israel) either have no written codified constitution or have a series of constitutional laws rather than a single text. In these cases, those documents or laws that are generally considered to have constitutional status either by the country itself or by the legal community were identified.

This analysis of constitutional rights is a reflection of what is explicitly written in constitutions. Litigation can play an important role in creating a body of jurisprudence that can further extend disability rights beyond what is contained in the constitutional text itself. However, given the lack of a comprehensive repository of relevant case law for all countries and because the role and strength of case law varies substantially across countries, we were unable to include an analysis of case law relevant to the rights reported. Including case law in future analyses will be valuable for understanding more fully the extent to which equal rights are protected in different countries.

Brazil's and Togo's constitutions do not contain explicit constitutional guarantees on the basis of disability, but both countries are parties to the CRPD, and have constitutional provisions making human rights treaties equal to or superior to the constitution. Many other countries specify in their constitutions that international treaties take precedence over conflicting legislation. However, across all of these countries, the direct applicability of international treaties in domestic courts varies. As such, this analysis has been restricted to rights explicitly guaranteed on the basis of disability within national constitutions.

Analytical Notes

Based on this comprehensive review of 193 constitutions and over 700 pieces of legislation and statutory regulations, WORLD developed a set of detailed, globally comparative indicators to measure the prevalence and quality of key legislative and constitutional guarantees. Full details on each indicator can be reviewed in full online,⁸ and a summary of approach to terminology related to disability is included here.

Throughout this report, the term “disability” is used. In findings on legislative guarantees to inclusive education, guarantees on the basis of ‘disability’ refer to guarantees based on general references to disability, “special education needs,” or guarantees extended on the basis of mental, physical, sensory, or intellectual disability. In findings on legislative guarantees to non-discrimination and accommodation at the workplace, ‘disability’ refers to guarantees based on general references to disability, or guarantees extended on the basis of mental, physical, sensory, or intellectual disability.

Given the age of many constitutions, constitutional provisions focused on disability are often less detailed relative to provisions found in legislation. Except when otherwise specified in presentation of findings, guarantees on the basis of ‘disability’ refer to constitutional guarantees linked to general references to disability or guarantees extended on the basis of both mental and physical disability.

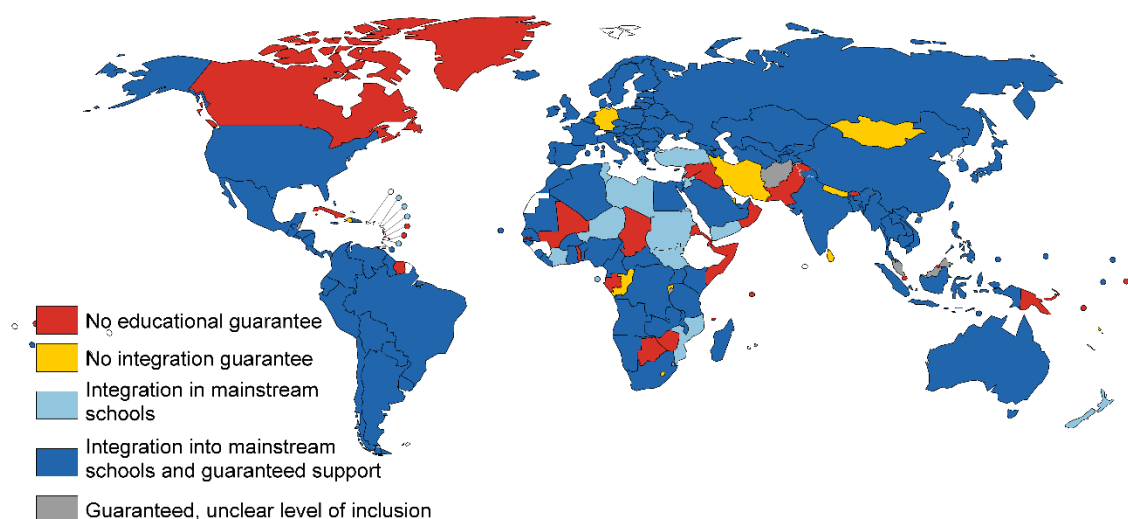
Findings

Legislative Guarantees to Inclusive Education

Currently, a majority of countries (85%) explicitly guarantee students with disabilities access to public education through the completion of secondary education⁹ (see Figure 1). Even when students with disabilities are guaranteed access to education, previous educational models primarily provided schooling for youth with disabilities in segregated, separate schools within the public system. The CRPD calls on countries to ensure that youth with disabilities are not excluded from the general education system, and today, **74% of countries commit to providing youth with disabilities education in integrated, mainstream environments through the completion of secondary school** (integration is defined as same school or classroom, or “least restrictive environment”) (see Figure 1).

However, provision of inclusive education goes beyond integration in the same education environment; a commitment to integration must be paired with guarantees of adequate supports for all students with disabilities. Supports and accommodations in the education setting can take the form of assistive devices, curricular adaptations, and adjustments in exams, among other approaches. Above all, it's critical that these be provided by the public school system, without a family obligation to pay. **Nearly two-thirds of countries (65%) have importantly paired legislative commitments to integrated education in mainstream environments with explicit guarantees to individualized supports and accommodations for students with disabilities through the completion of secondary education** (see Figure 1).

Figure 1. What is the guaranteed level of inclusion through the completion of secondary education for students with disabilities?



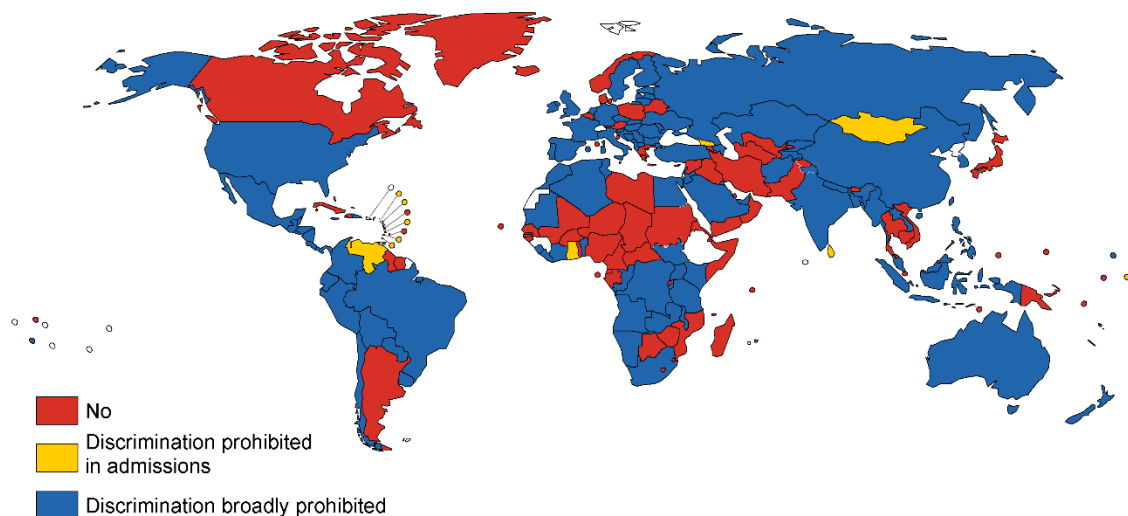
Note: "Integration into mainstream schools" includes three countries that guarantee very limited forms of support.

Source: WORLD Policy Analysis Center, Education Database, 2018

Disability-based discrimination in the education environment can take many forms – from affecting inclusion in programs to evaluation to disciplinary measures – and strong guarantees to non-discrimination can help ensure that youth with disabilities can access education on an equal basis with others. However, **only about half of all countries (54%) broadly guarantee non-discrimination in education on the basis of disability through the completion of secondary education** (see Figure 2).

While countries at all income levels have taken important steps to advance equality by prohibiting discrimination, absence of this foundational protection is a notable gap in countries from every region.

Figure 2. Is disability-based discrimination prohibited through the completion of secondary education?



Source: WORLD Policy Analysis Center, Education Database, 2018

Legislative Guarantees to Non-Discrimination and Accommodation at Work

Employment experiences during youth can be an important predictor of later employment for persons with disabilities and their non-disabled counterparts alike, making strong guarantees to non-discrimination at work an important way to break persistent patterns of exclusion and marginalization at work for youth with disabilities. Around the world, **a majority of countries (70%) have taken important steps to ensure their legal frameworks are aligned with global calls to advance equal work rights by either broadly prohibiting workplace discrimination on the basis of disability or prohibiting disability discrimination in at least three specific aspects of work.**¹⁰ Many countries prohibit workplace discrimination in specific aspects of work. Nearly two thirds (63%) of countries prohibit discrimination specifically in hiring, and slightly more than half (55%) prohibit discriminatory terminations (see Appendix 1-2). However, fewer countries prohibit discrimination in promotions and/or demotions (47%), or in training (45%) (see Appendix 3-4).

Even greater gaps can be found in prohibitions of indirect discrimination and discriminatory harassment. Indirect discrimination occurs when employers impose standards that appear neutral, but have disproportionate negative impact on persons with disabilities—effectively discriminating against them.



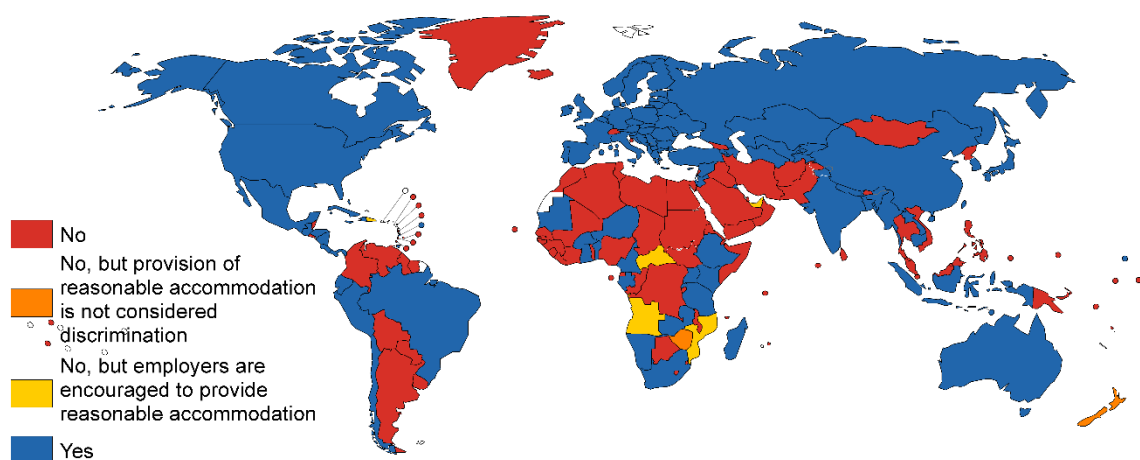
Only a third of all countries (33%) prohibit indirect discrimination on the basis of disability, and only 30% of all countries explicitly prohibit discriminatory harassment against workers with disabilities (see Appendix 5-6).

Access to fair wages is another critical component of decent work. Not only are workers with disabilities overrepresented in lower-paid occupations, but some countries (including the United States)¹¹ maintain legislative loopholes that allow lower minimum wages to be set for workers with disabilities. Permitting these subminimum wages violates the principle of equal pay for equal work — the concept that workers with identical jobs should earn identical wages, whether or not they have a disability. **Around the world, fewer than half of all countries (47%) guarantee workers with disabilities equal pay for equal work or equal pay for work of equal value** (see Appendix 7). Where they are in place, legislative guarantees to equal pay for equal work can be a tool to advance reform in other laws that permit subminimum wages, and expand access to decent work for all persons with disabilities.

Further, Article 27 of the CRPD and SDG 8.5 outline the importance of guarantees of equal pay for work of equal value for persons with disability. However, very few countries have taken steps to meet this global goal; only 13% of the world's countries guarantee workers with disabilities access to equal pay for work of equal value (see Appendix 7).

Global calls for protection of equal work rights have been accompanied by calls for deliberate positive actions that dismantle discriminatory barriers and ensure inclusion of persons with disabilities. **One critical way to advance inclusion at work is by guaranteeing reasonable accommodation at the workplace – a right clearly articulated by the CRPD.** Reasonable accommodations are job adjustments made for individual workers with disabilities that do not impose an undue hardship on the employer; accommodations can include physical accessibility, provision of assistive devices, or other supports. Research in the United States has demonstrated that a majority of accommodations require either no cost, or modest investments.¹² Although research has demonstrated the positive benefits of reasonable accommodation to employers and employees with disabilities alike,¹³ **only 52% of all countries require that employers provide reasonable accommodation to workers with disabilities—leaving over 160 million workers with disabilities without guarantees to these critical supports** (see Figure 3).

Figure 3. Are employers required to provide reasonable accommodation to workers with disabilities?



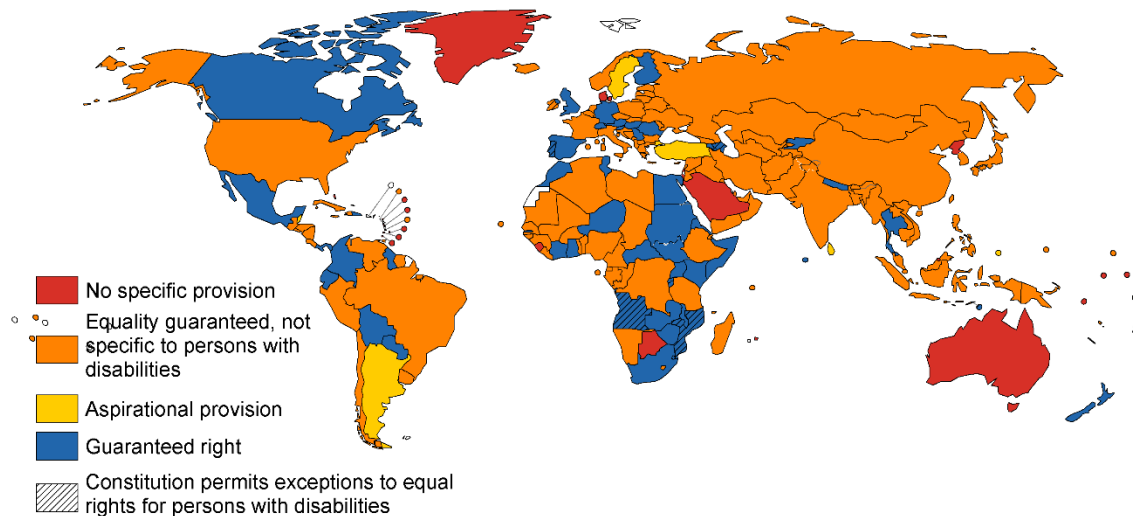
Source: WORLD Policy Analysis Center, Discrimination at Work Database 2018

Constitutional Rights for Persons with Disabilities

Constitutional rights to equality and inclusion for persons with disabilities are important tools to both protect and advance the laws needed to realize equal rights for persons with disabilities. Additionally, constitutions that include clear guarantees to equal rights can play a critical role in shifting societal norms towards inclusion.

Globally, only 27% of constitutions explicitly guarantee equality or non-discrimination on the basis of disability (see Figure 4). There has been a rapid increase in these guarantees amongst constitutions that have been adopted more recently. In 2007, a year after the CRPD was adopted, only 32 constitutions explicitly guaranteed equality and non-discrimination for persons with disabilities. Over the course of the next 10 years, constitutional protections steadily increased to 40 constitutions in 2011, 47 in 2014, and 52 in 2017. Nearly half of constitutions adopted in the 2000s and nearly three-quarters of those adopted between 2010 and 2017 explicitly guarantee equality or non-discrimination to persons with disabilities. In contrast, only 11% of constitutions adopted before 1990 contain these guarantees.

Figure 4. Does the constitution explicitly guarantee equality or non-discrimination for persons with disabilities?



Source: WORLD Policy Analysis Center, Constitutions Database, 2017

However, explicit guarantees to equality and non-discrimination for persons with disabilities still lag behind guarantees to other groups, and this disparity is evident even among more recently adopted constitutions. Between 2010 and 2017, 100% of new constitutions explicitly guaranteed equality on the basis of gender, as did 92% on the basis of religion and 79% on the basis of race/ethnicity, compared to 71% on the basis of disability.

In addition to guaranteeing equality and non-discrimination, advancing the full participation of youth with disabilities requires that countries take affirmative steps to dismantle discriminatory barriers to fundamental rights. Around the world, **28% of countries enshrine the right to education for children and youth with disabilities in their constitutions** (see Appendix 8), and a small number of countries take further important steps to dismantle persistent barriers to equality in education, by making explicit references to accessibility and integration. Globally, only 4% of constitutions address the integration of students with disabilities into the public school system, and only 2% of constitutions require that schools and other educational institutions be physically accessible (Appendix 9-10). **Twenty-two percent of constitutions guarantee equal work rights to persons with disabilities**, while only 1% of constitutions explicitly address reasonable accommodation at the workplace (see Appendix 11-12).



Constitutions can take further steps to begin to expand access to school and work and support the full civic participation of persons with disabilities by guaranteeing accessibility—in other words, by requiring that measures be taken to identify and eliminate obstacles to public places, transportation, information, and other facilities and services. Only 3% of constitutions reference accessible public transportation, and 6% of constitutions address accessibility in public places (see Appendix 13).

Youth with disabilities are entitled to fully participate in public and political life. Not only is access to fundamental civic and political rights of inherent value, but youth-led advocacy in government and civil society can play a central role in advancing legal reform and addressing implementation of rights guarantees at school and work. Voting is a key way that youth can shape the direction of inclusive policies, yet 1% of constitutions allow for restrictions on the right to vote on the basis of physical health conditions, and 23% of constitutions specify that persons with mental health conditions can be denied the right to vote. Additionally, 2% of constitutions deny persons with physical health conditions the right to hold a legislative office, while 32% of constitutions deny this right to persons with mental health conditions. In many cases, broad mental health-based restrictions open the door to abuse and over-exclusion, especially since these assessments may be informed by stigma rather than science, and begin from the assumption of incapacity. For example, a health history including episodes of depression has nothing to do with voting capacity of the over 300 million people worldwide the WHO estimates to currently suffer from depression.

Finally, an individual's right to liberty is a fundamental right that undergirds all others, and Article 14 of the CRPD clarifies that "the existence of a disability shall in no case justify a deprivation of liberty." Nevertheless, 19% of countries specify that the right to liberty can be denied to people with mental health conditions. There's no case for basing restrictions on freedom or liberty on a specific condition or category of people instead of actual risk. Some countries have adopted standards for evaluating whether individuals pose imminent threats to themselves or others. Although individual assessments in these cases will likely never be fully accurate evaluations of risk, and some potential for abuse persists, this approach is far more narrowly tailored to the issue of personal and public safety than an exception applying to an entire group based on disability status.



Future Directions: Filling Gaps and Dismantling Barriers

Globally, a majority of countries have taken clear steps to guarantee fundamental rights to youth with disabilities across a number of important areas in legislation. However, given the persistent, multi-generational patterns of exclusion and marginalization faced by children, youth, and adults with disabilities, it is critical that **strong guarantees to equality and inclusion be in place in every country to begin to dismantle long-standing barriers**. Fulfilling the transformative vision of the CRPD, and truly “leaving no one behind,” requires that the global community work to fill remaining legislative gaps and address the broad absence of constitutional guarantees in a majority of countries.

Remaining Gaps in Legislative Guarantees to Non-Discrimination and Inclusion at School

- Around the world, 15% of countries do not explicitly guarantee students with disabilities access to public education through the completion of secondary school.
- One in five countries (21%) does not guarantee students with disabilities the right to education in integrated, mainstream education environments through the completion of secondary school.
- Among the countries that guarantee students with disabilities access to mainstream education environments through the completion of secondary school, 13% do not guarantee supports and accommodations.
- Notably, 40% of countries do not prohibit discrimination in education through the completion of secondary school.

Remaining Gaps in Legislative Guarantees to Non-Discrimination and Reasonable Accommodation at Work

- At least a third of all countries have not explicitly prohibited disability-based discrimination in hiring (37% have not done so) or terminations (45% have not done so).
- At the same time, at least half of all countries have not yet taken important steps to explicitly prohibit disability-based discrimination at work in other key areas; 55% have not done so in training, 53% have not done so with regard to promotions and/or demotions, and 53% do not guarantee workers with disabilities equal pay.
- Nearly half of all countries (48%) do not require that employers provide reasonable accommodation to workers with disabilities.
- Two thirds of all countries (67%) do not prohibit indirect discrimination on the basis of disability.



- Over two thirds (70%) of all countries do not explicitly prohibit discriminatory harassment against workers with disabilities.

Gaps in Foundational Guarantees to Equality in Constitutions

- 73% of countries do not explicitly guarantee equality or non-discrimination on the basis of disability in their constitutions
- 72% of countries do not enshrine the right to education for children and youth with disabilities in their constitutions
- 78% of countries do not explicitly guarantee equality at work on the basis of disability in their constitutions

Filling these gaps will require national action, but it can be supported globally. There are countries in every region that are leading the way to dismantle barriers to equal opportunity. These leaders can play an important role in supporting other nations in the development of legal frameworks that embody the commitments outlined in the CRPD and the SDGs and advance positive change for youth with disabilities everywhere.

¹ United Nations Department of Economic and Social Affairs (UNDESA). (2019). Youth with disabilities. Retrieved from: <https://www.un.org/development/desa/disabilities/youth-with-disabilities.html>

² UNDESA. (2018). Realization of the Sustainable Development Goals By, For and With Persons with Disabilities: UN Flagship Report on Disability and Development 2018. United Nations. Retrieved from: <https://www.un.org/development/desa/disabilities/publication-disability-sdgs.html>, at 107.

³ UNDESA. (2018). Realization of the Sustainable Development Goals By, For and With Persons with Disabilities: UN Flagship Report on Disability and Development 2018. United Nations. Retrieved from: <https://www.un.org/development/desa/disabilities/publication-disability-sdgs.html>, at 176-177.

⁴ Male, C. and Wodon, Q. (2017). The Price of Exclusion: Disability and Education. Disability Gaps in Educational Attainment and Literacy. The World Bank. Retrieved from: <https://www.edu-links.org/resources/price-exclusion-disability-and-education>.

⁵ Moore v. British Columbia (Education), 2012 SCC 61, [2012] 3 S.C.R. 360. Retrieved from: <https://www.canlii.org/en/ca/scc/doc/2012/2012scc61/2012scc61.html?searchUrlHash=AAAAAQAYZWR1Y2F0aW9uIGRpc2NyaW1pbmF0aW9uAAAAAE&resultIndex=5>

⁶ Canadian Human Rights Act of 1985, as amended through 2017, c 33, s. 1. Retrieved from: <https://laws-lois.justice.gc.ca/eng/acts/h-6/FullText.html>



⁷ In case law, Article 15 of the United Kingdom's Equality Act 2010 c. 15 (which broadly prohibits unfavorable treatment on the basis of disability) has been applied to pay discrimination in for example: *Land Registry v. Houghton*, 2015. Retrieved from: http://www.oldsquare.co.uk/images/uploads/documents/Houghton_Jment_handed_down_SKM_754e15021110460.pdf

⁸ WORLD Policy Analysis Center. (2019). Data Download – Disability Data. Retrieved from: <https://www.worldpolicycenter.org/maps-data/data-download>

⁹ Global findings on non-discrimination and inclusion in education presented in this brief are focused on the secondary level, given this report's focus on youth. However, while there are minor differences, the trends summarized at the secondary level are reflected in findings at the primary level as well.

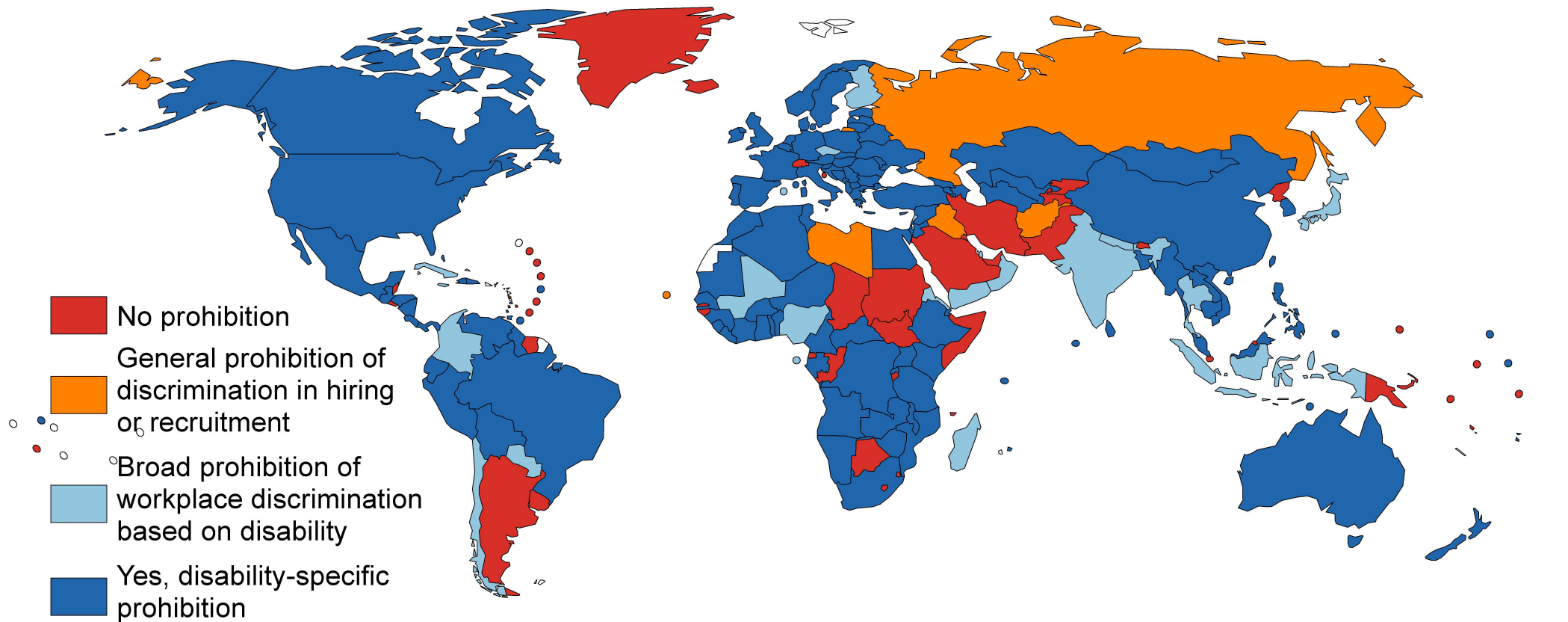
¹⁰ National legislation was considered to prohibit disability-based discrimination in at least three specific aspects of work if legislation covered at least three of the following five dimensions: 1) hiring and/or recruitment, 2) promotions or demotions, 3) employer-provided training, 4) compensation, 5) terminations.

¹¹ International Labour Organization. (2019). Minimum Wage Policy Guide. Retrieved from: <https://www.ilo.org/global/topics/wages/minimum-wages/lang--en/index.htm>, at 23.

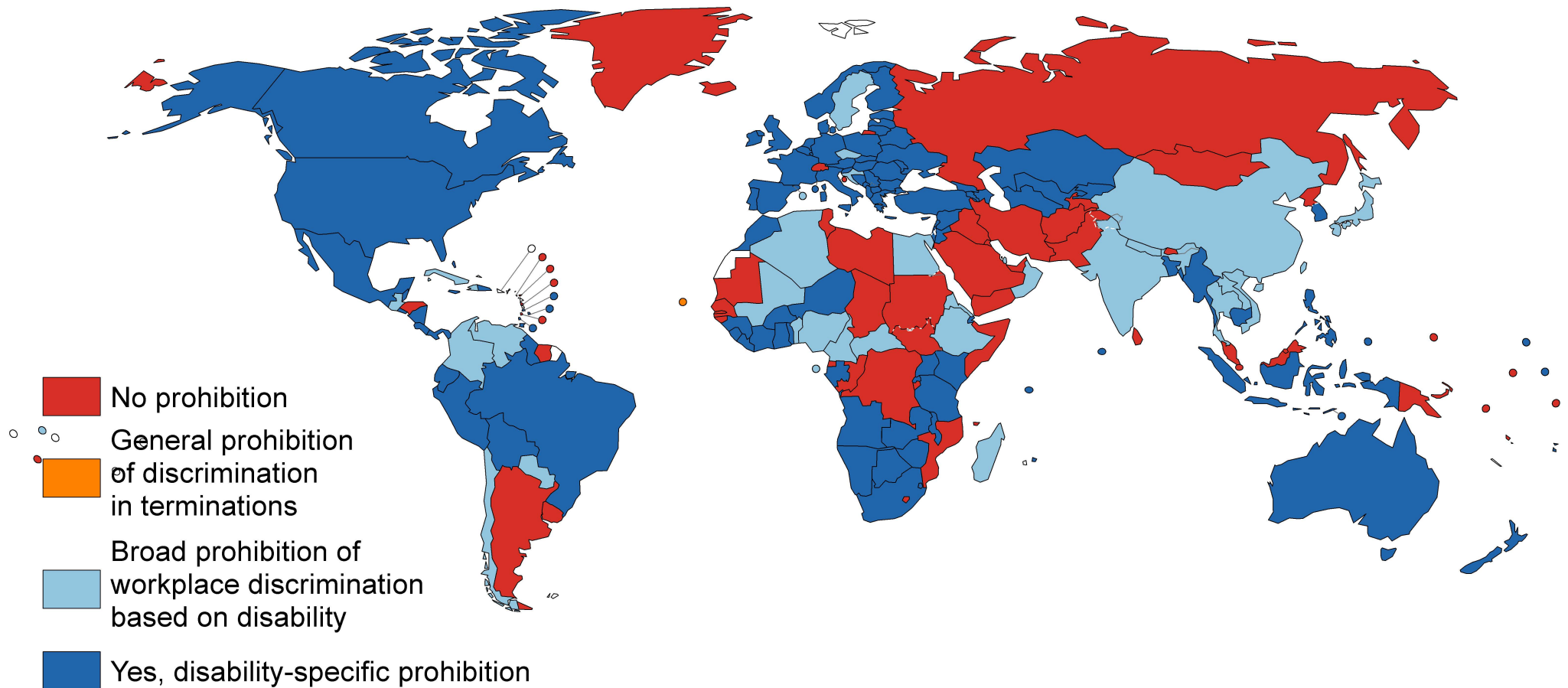
¹² Job Accommodation Network. (2017). Workplace Accommodations: Low Cost, High Impact. Office of Disability Employment Policy, Accommodation and Compliance Series. Retrieved from: https://disability.workforcegps.org/resources/2017/06/23/02/15/Workplace_Accommodations- Low Cost- High Impact

¹³ Job Accommodation Network. (2017). Workplace Accommodations: Low Cost, High Impact. Office of Disability Employment Policy, Accommodation and Compliance Series; Nevala, N, Pehkonen, I., Koskela, I., Ruusuvuori, J., Anttila, H. (2015). Workplace accommodation among persons with disabilities: A systematic review of its effectiveness and barriers or facilitators. *Journal of Occupational Rehabilitation* 25, 432-448. Smith, D.L., Atmatzidis, K., Capogreco, M., Lloyd-Randolfi, and Seman, V. (2017). Evidence-based interventions for increasing work participation for persons with various disabilities: A systematic review. *Occupation, Participation and Health* 37(25), 3S – 13S [Note that findings on impact of accommodation vary by disability type]; Solovieva, T.I., Dowler, D.L., Walls, R.T. (2011). Employer benefits from making workplace accommodations. *Disability and Health Journal* 4, 39-45.

Is discrimination in hiring or recruitment prohibited on the basis of disability?



Is discrimination in terminations prohibited on the basis of disability?

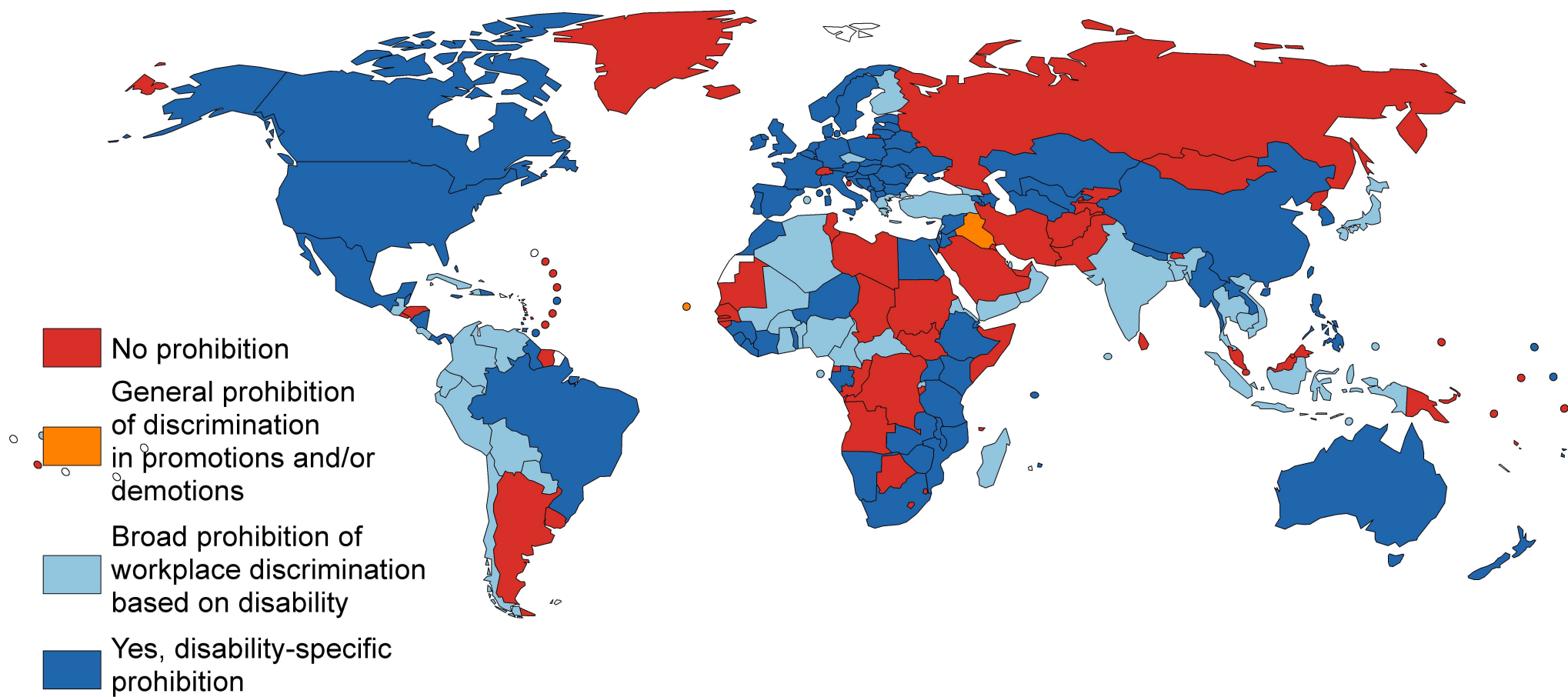


Yes, disability-specific prohibition indicates that the country either provides an explicit legal prohibition of disability-based discrimination in terminations, or broadly prohibits all forms of disability-based discrimination at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

APPENDIX 3.

Is discrimination in promotions and/or demotions prohibited on the basis of disability?



Yes, *disability-specific prohibition* indicates that the country either provides an explicit legal prohibition of disability-based discrimination in promotions and/or demotions, or broadly prohibits all forms of disability-based discrimination at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

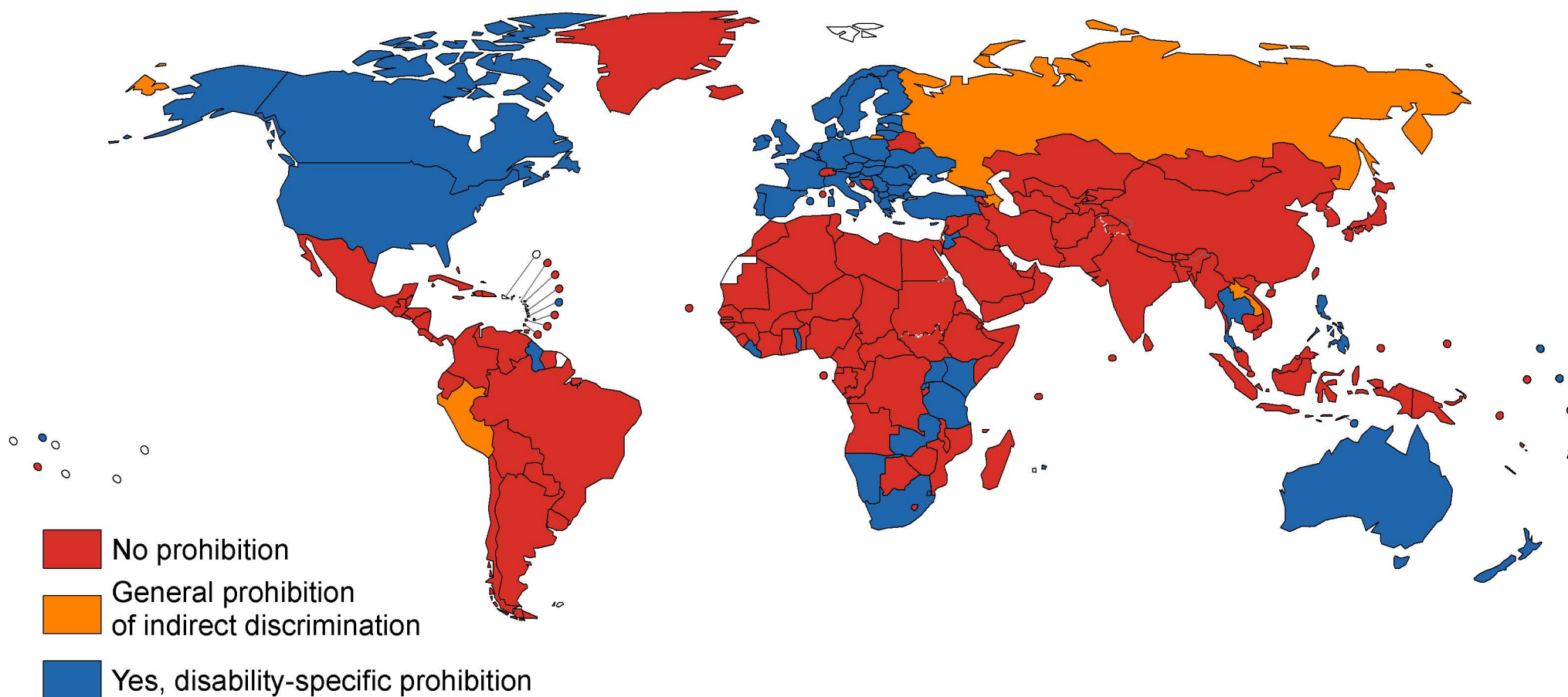
Is discrimination in access to employer-provided training prohibited on the basis of disability?



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APPENDIX 5.

Is indirect discrimination prohibited on the basis of disability?



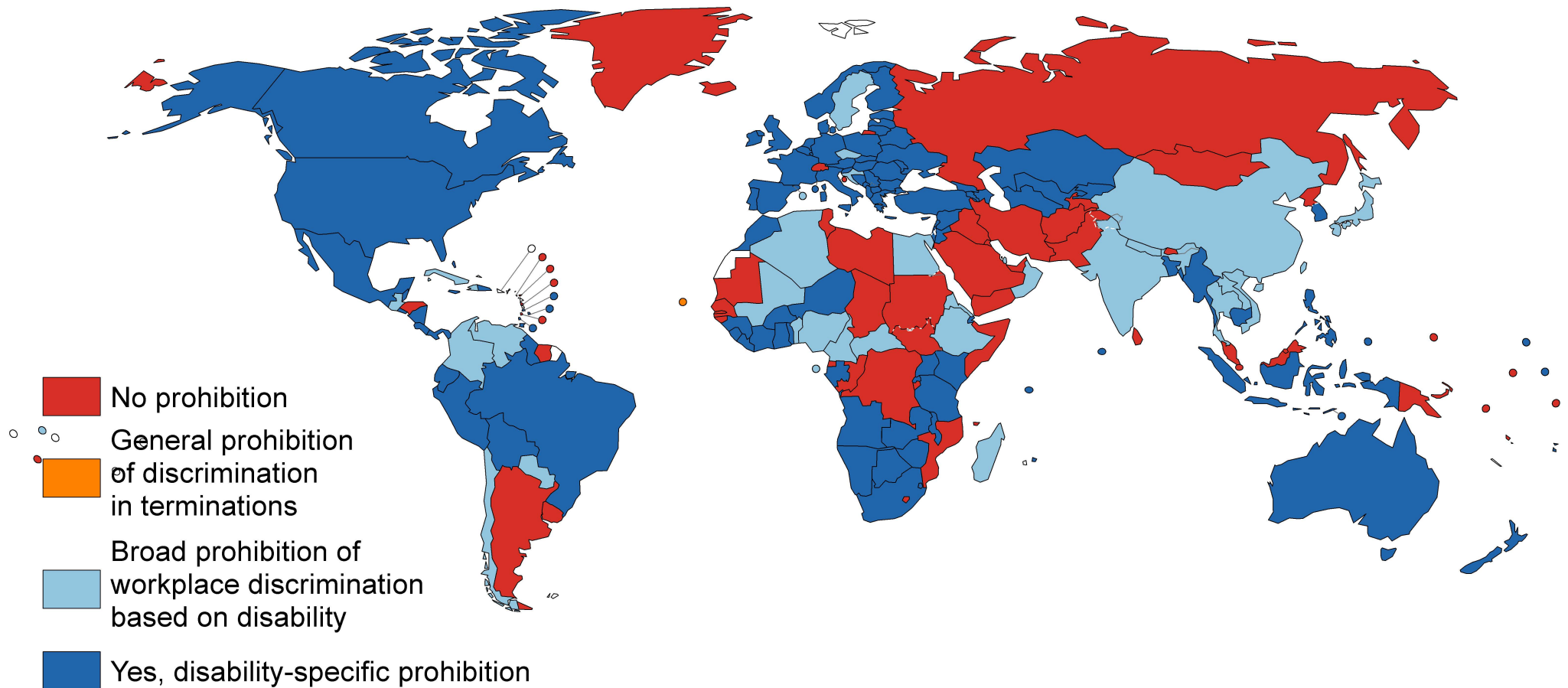
Yes, disability-specific prohibition indicates that the country provides an explicit legal prohibition of indirect discrimination on the basis of disability at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018



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Analysis Center**

Is discrimination in terminations prohibited on the basis of disability?

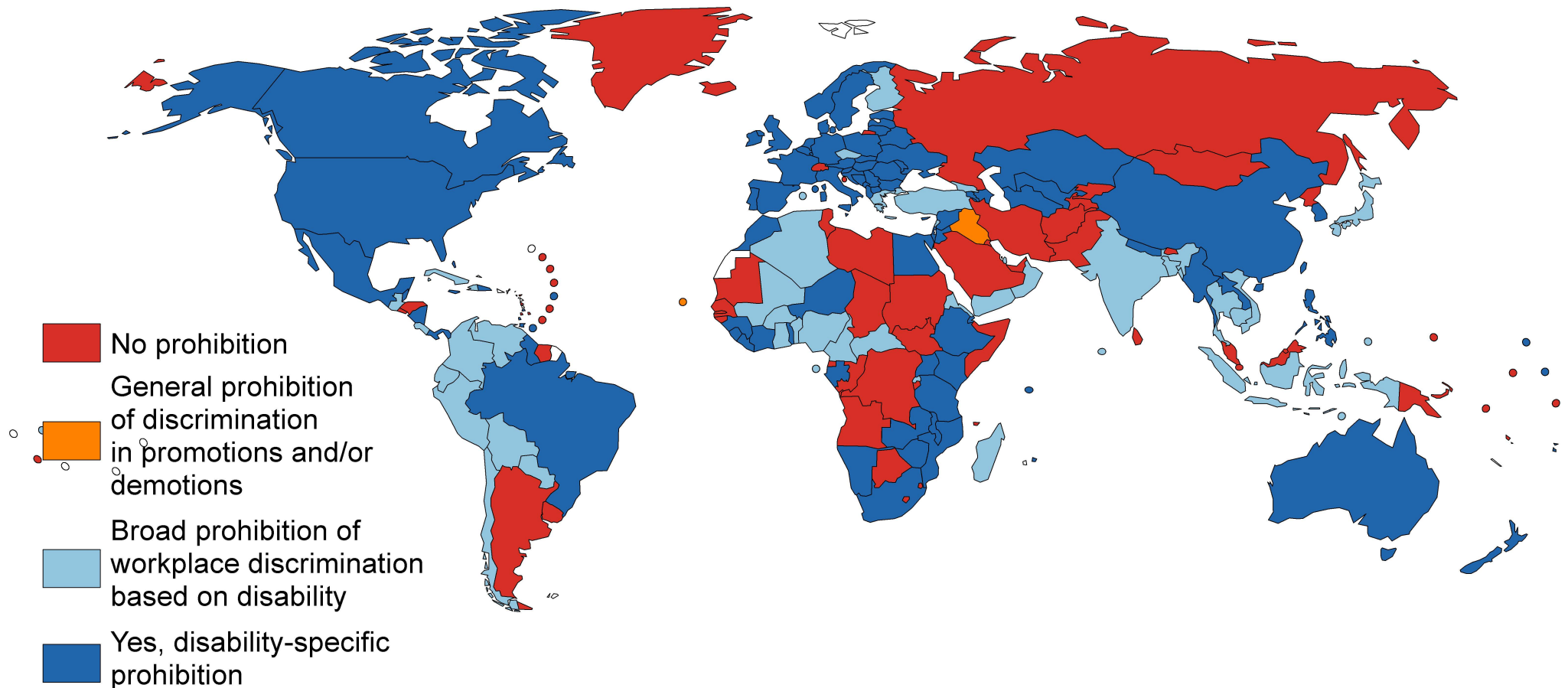


Yes, disability-specific prohibition indicates that the country either provides an explicit legal prohibition of disability-based discrimination in terminations, or broadly prohibits all forms of disability-based discrimination at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

APPENDIX. 3

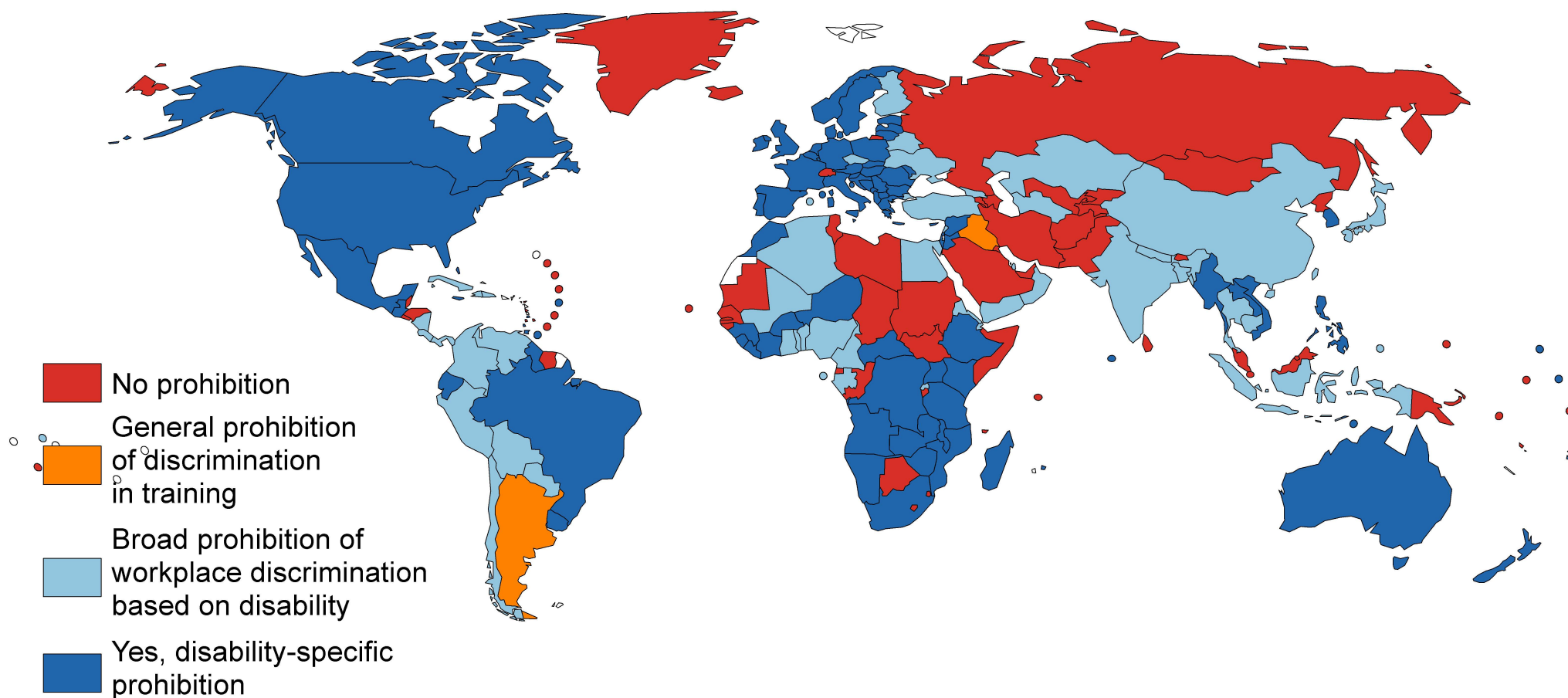
Is discrimination in promotions and/or demotions prohibited on the basis of disability?



Yes, *disability-specific prohibition* indicates that the country either provides an explicit legal prohibition of disability-based discrimination in promotions and/or demotions, or broadly prohibits all forms of disability-based discrimination at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

Is discrimination in access to employer-provided training prohibited on the basis of disability?

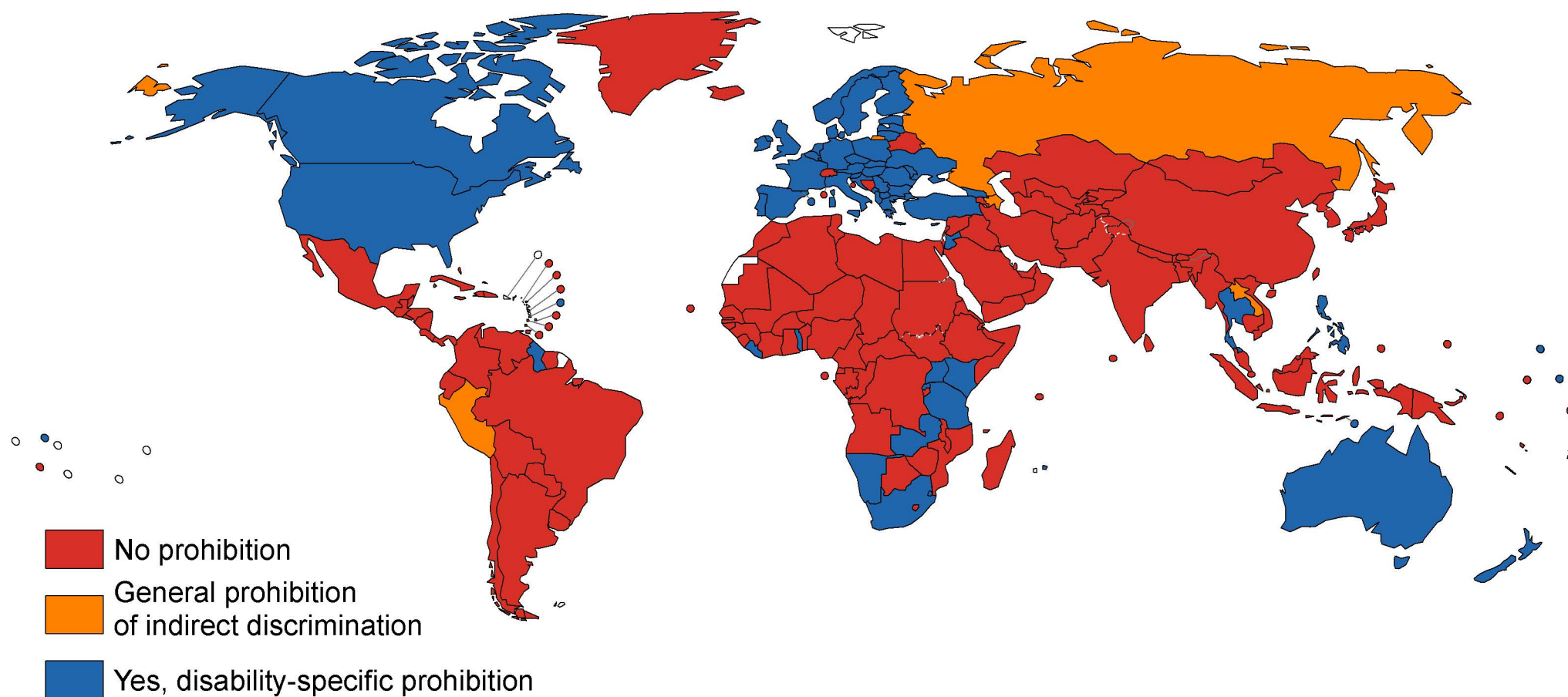


Yes, *disability-specific prohibition* indicates that the country either provides an explicit legal prohibition of disability-based discrimination in employer-provided training, or broadly prohibits all forms of disability-based discrimination at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

APPENDIX. 5

Is indirect discrimination prohibited on the basis of disability?

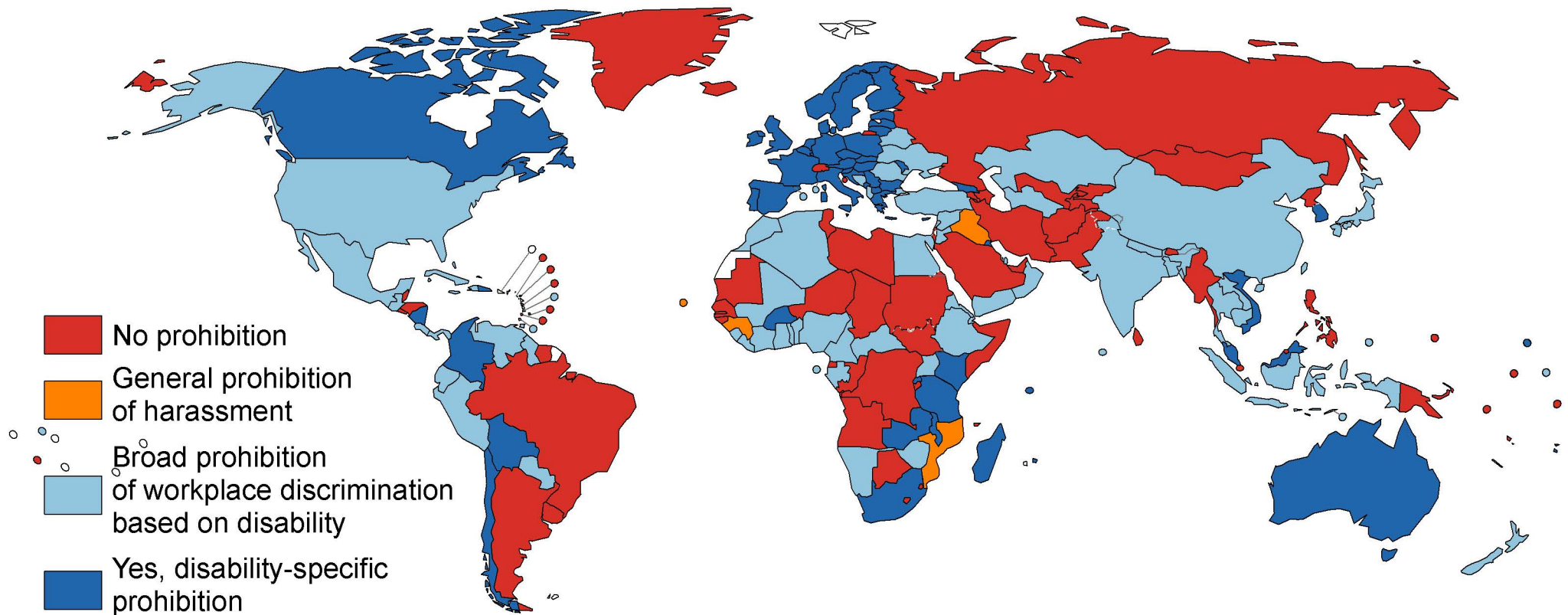


Yes, disability-specific prohibition indicates that the country provides an explicit legal prohibition of indirect discrimination on the basis of disability at the workplace.

Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

APPENDIX. 6

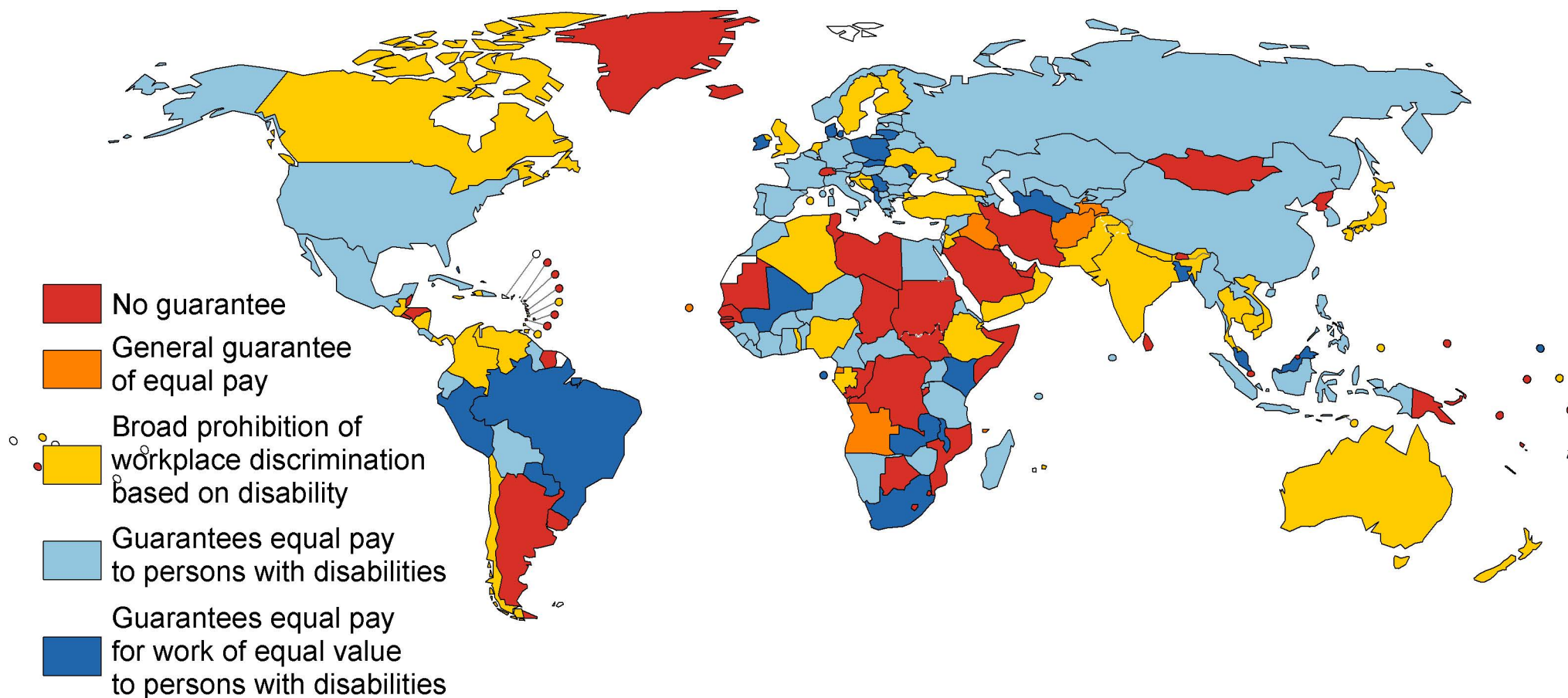
Is discriminatory harassment prohibited on the basis of disability?



Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

APPENDIX. 7

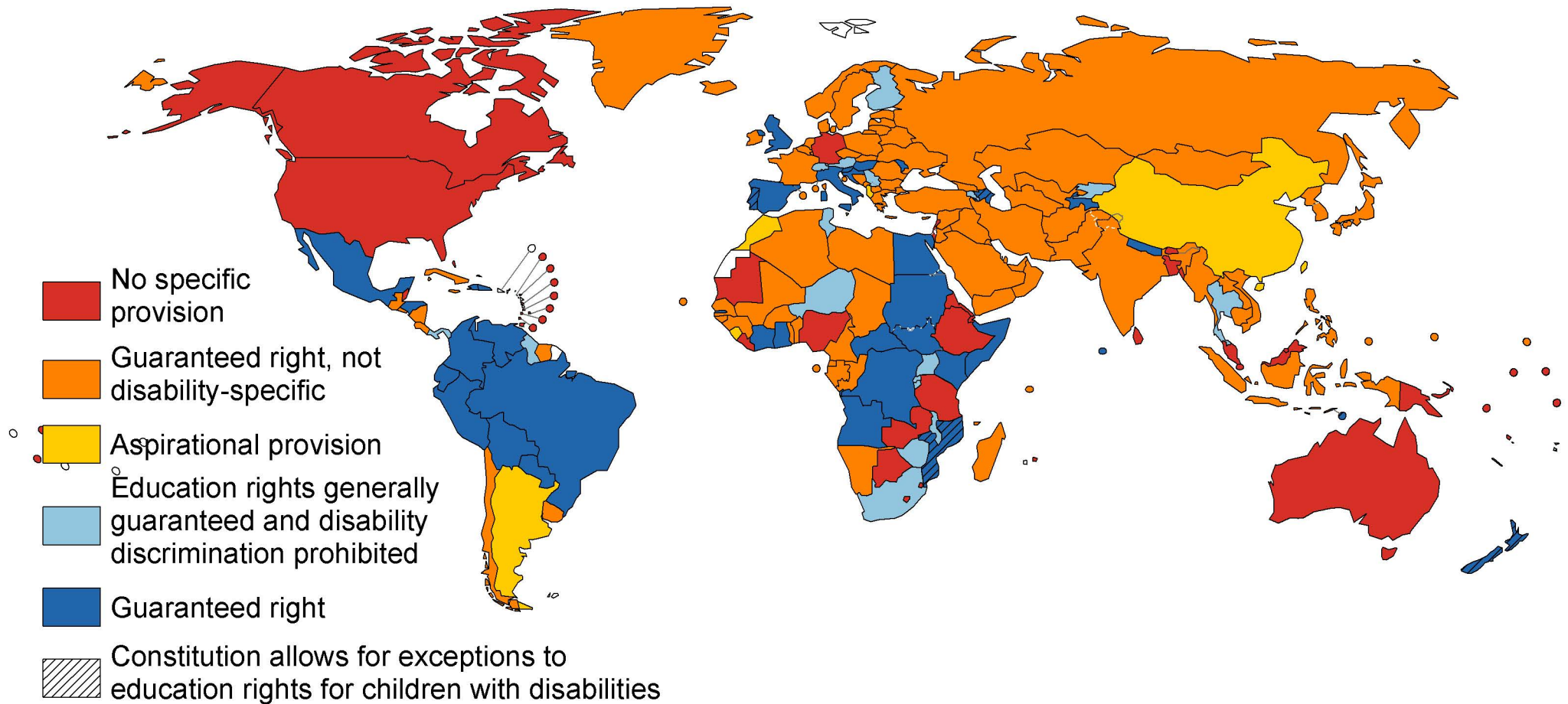
Is equal pay guaranteed to persons with disabilities?



Equal pay for work of equal value indicates a guarantee that types of work that require similar skill levels and are similarly productive are paid the same.

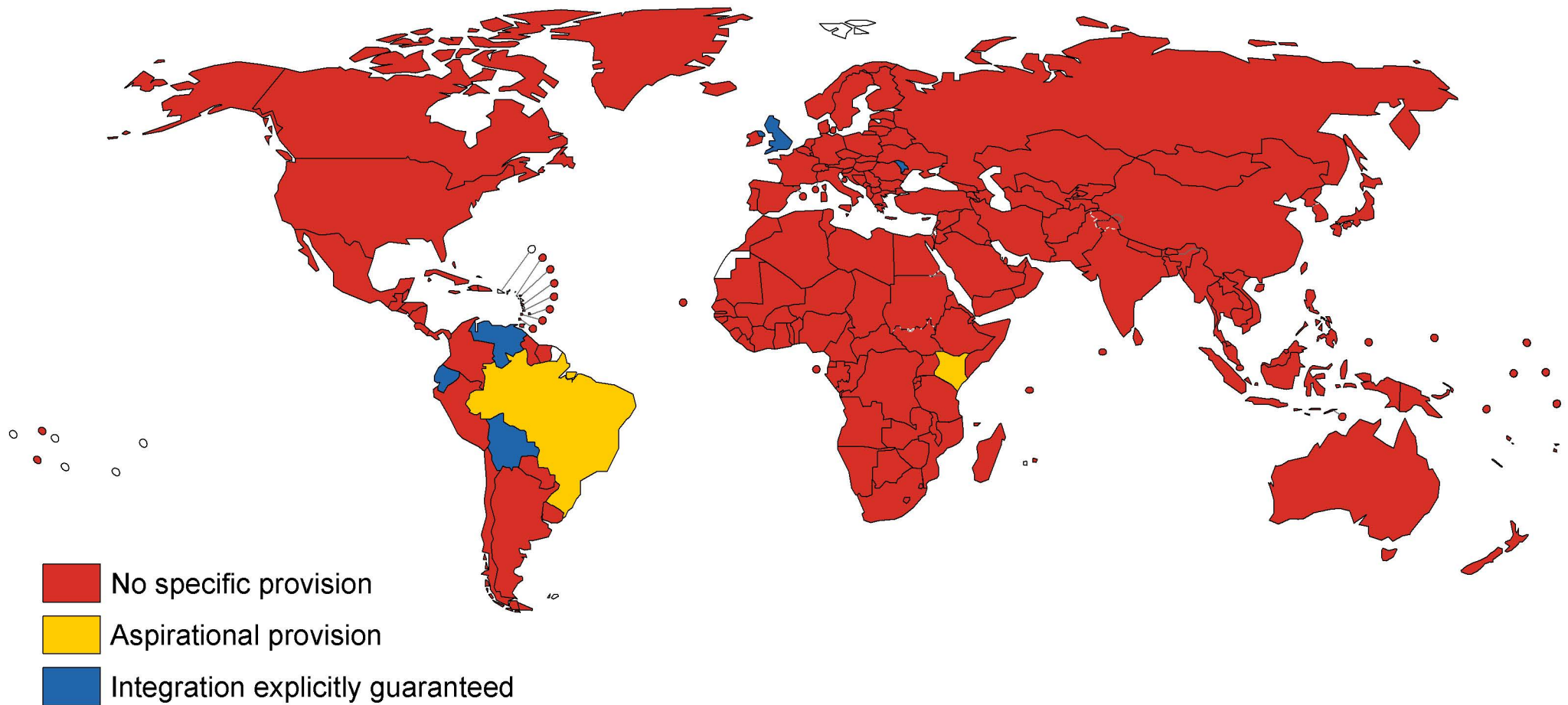
Source: WORLD Policy Analysis Center, *Discrimination at Work Database*, 2018

Does the constitution explicitly guarantee the right to education for children with disabilities?



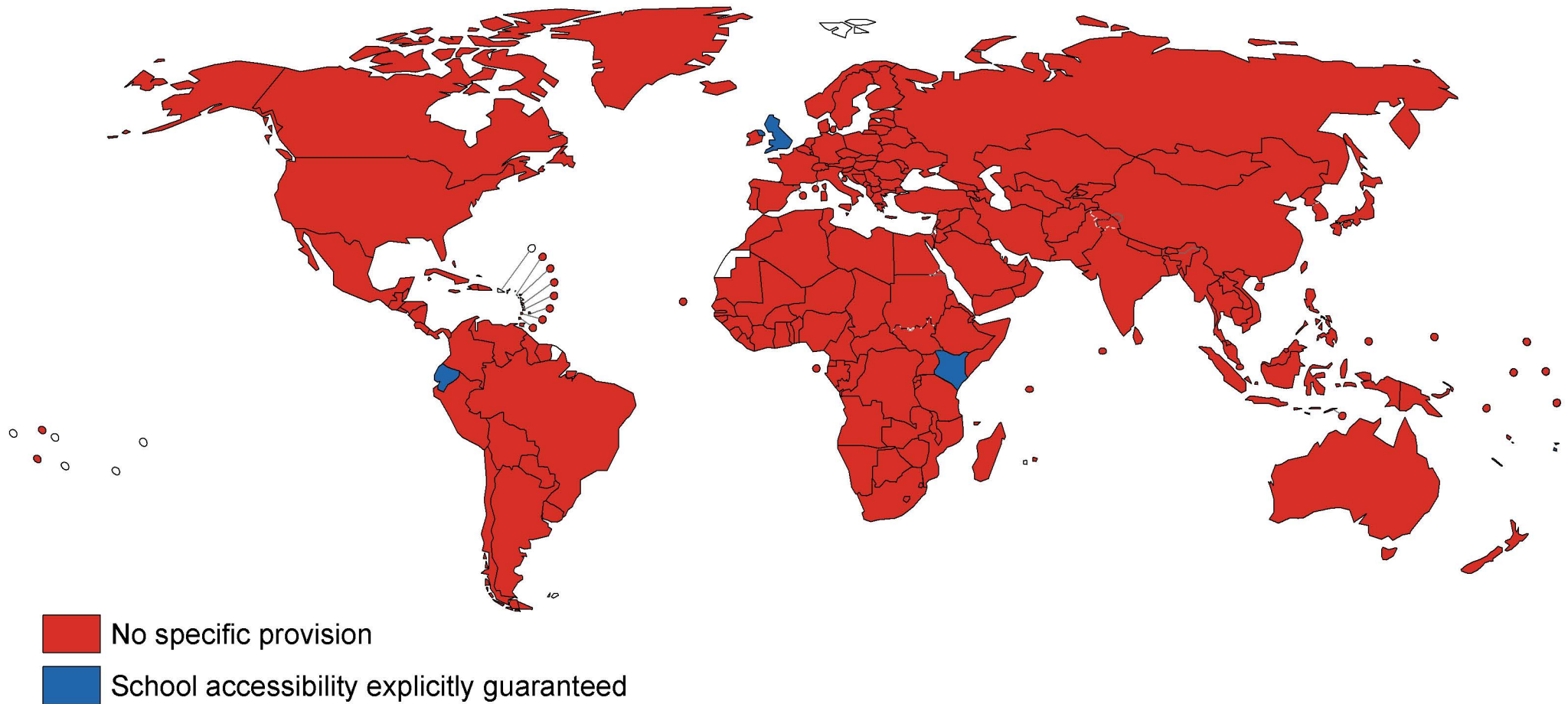
Source: WORLD Policy Analysis Center, Constitutions Database, 2017

Does the constitution explicitly address the integration of students with disabilities into public school systems?



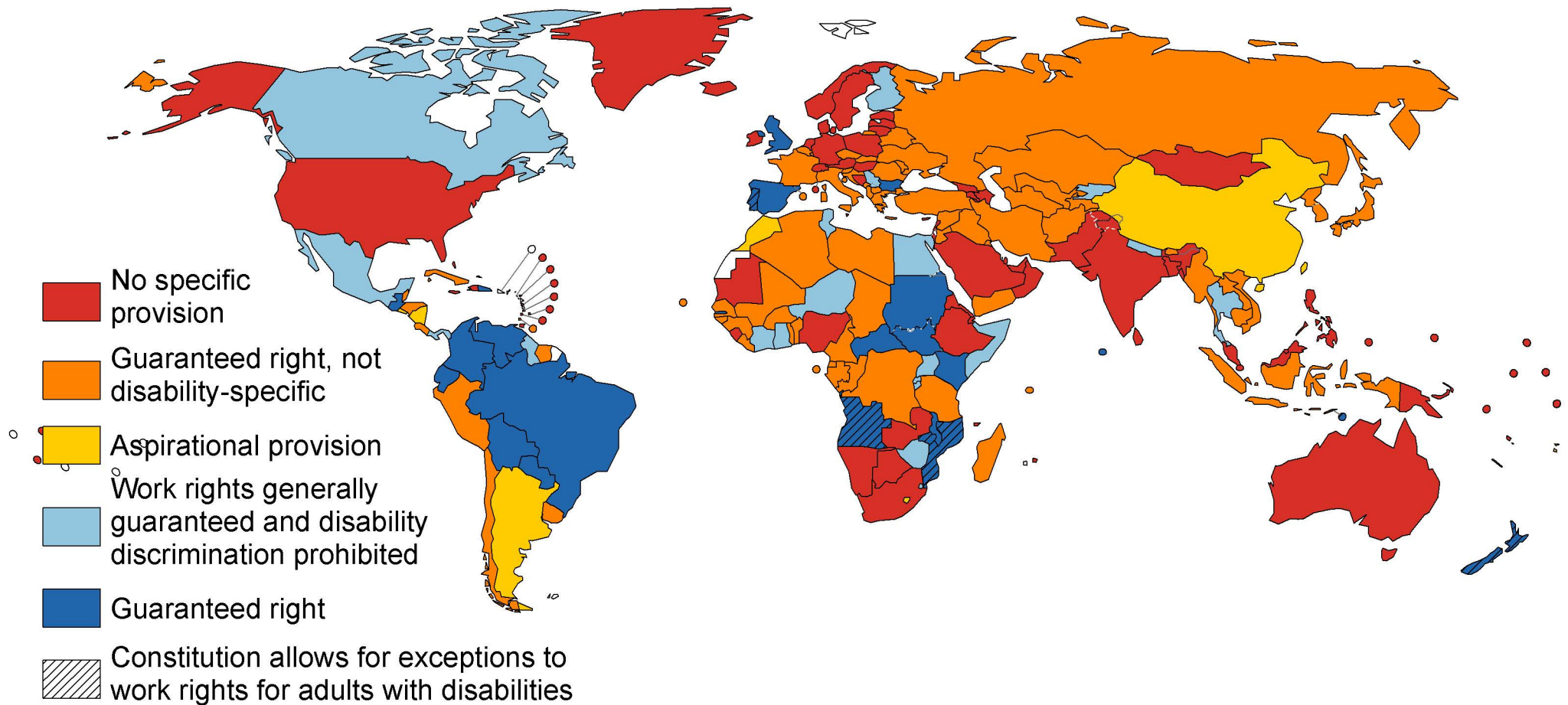
Source: WORLD Policy Analysis Center, Constitutions Database, 2017

Does the constitution explicitly require schools or educational institutions to be physically accessible?



Source: WORLD Policy Analysis Center, Constitutions Database, 2017

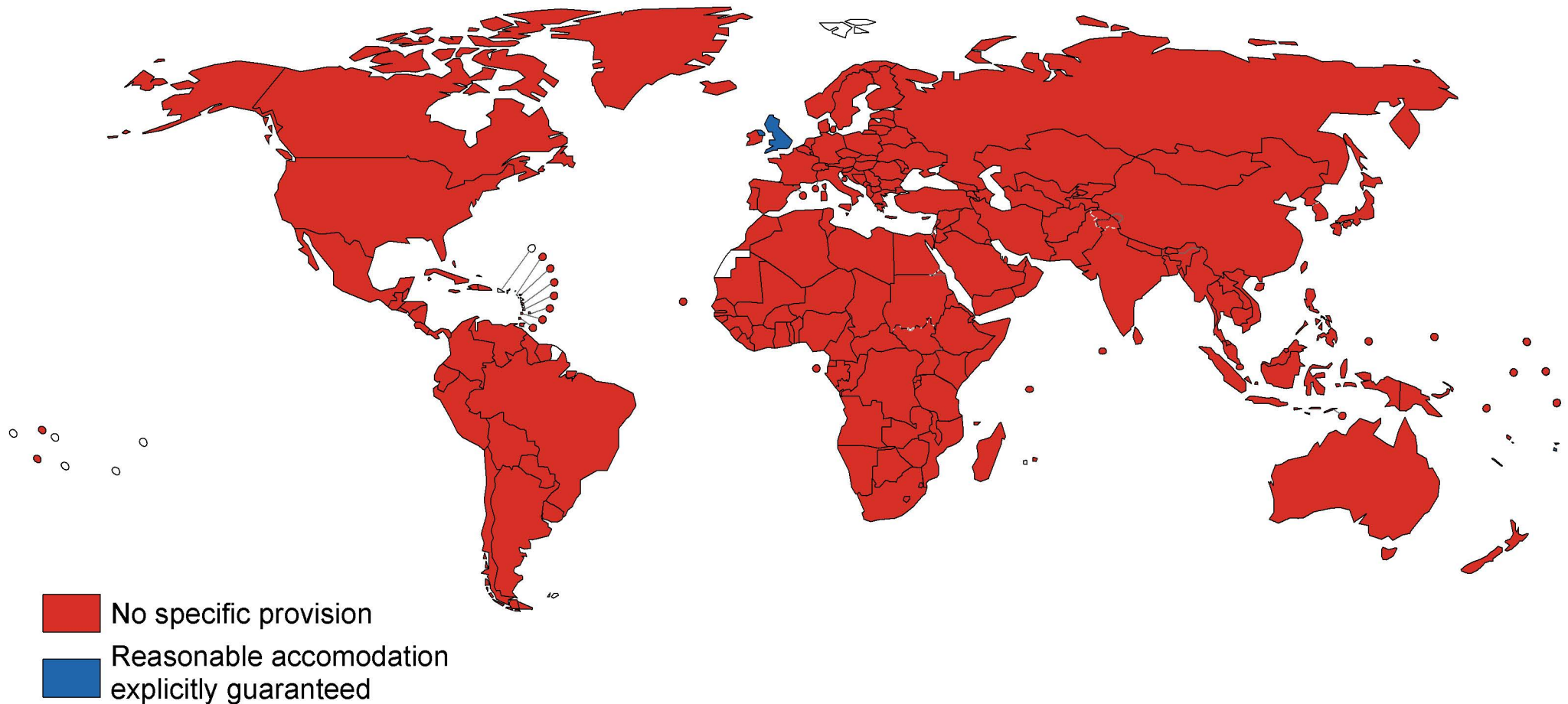
Does the constitution explicitly guarantee the right to work for adults with disabilities?



Source: WORLD Policy Analysis Center, Constitutions Database, 2017

APPENDIX. 12

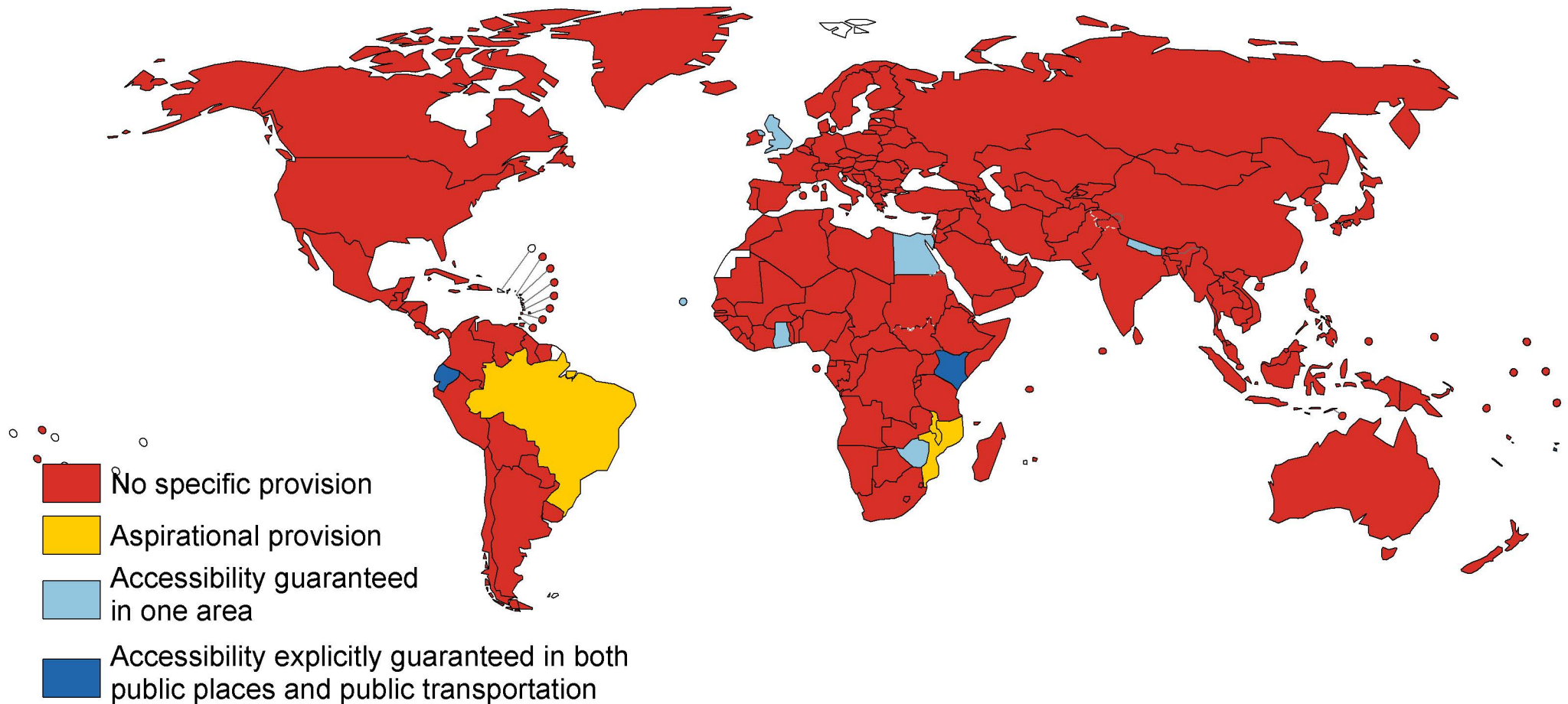
Does the constitution explicitly guarantee adults with disabilities reasonable accomodation at work?



Source: WORLD Policy Analysis Center, Constitutions Database, 2017

APPENDIX. 13

Does the constitution explicitly require public places and/or public transportation to be physically accessible?



Source: *WORLD Policy Analysis Center, Constitutions Database, 2017*