Disability Inclusion
and Accountability
Framework

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Disability Inclusion and Accountability Framework

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Abbreviations

CPFs	Country Partnership Frameworks
DPOs	Disabled Persons' Organizations
DRM	Disaster Risk Management
ESF	Environmental and Social Framework
ESS	Environmental and Social Standard
GDP	Gross Domestic Product
GFDRR	Global Facility for Disaster Risk Reduction
ICT	Information and Communications Technology
ILO	International Labor Organization
NGO	Non-Governmental Organization
PAMSIMAS	National Rural Water Supply and Sanitation Project
POETA	Partnership in Opportunities for Employment through Technology in the Americas
SCDs	Systematic Country Diagnostics
SDGs	Sustainable Development Goals
SSA	Sarva Shiksha Abhiyan (Government of India's Education for All program)
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

Executive Summary

More than a billion persons globally, about 15 percent of the world's population, are estimated to have a disability. Most of them live in developing countries. This number is expected to increase because the prevalence of disability is affected by a range of factors, including aging, war and conflict, natural disasters, and forced displacement. Persons with disabilities face higher rates of multidimensional poverty compared with persons without disabilities. They encounter attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. Persons with disabilities' lower rates of economic and labor market participation impose a higher welfare burden on governments, highlighting the costs of exclusion, which are estimated to range from 3 to 7 percent of GDP.

Disability-inclusive development is directly responsive to the World Bank's twin goals of ending extreme poverty and promoting shared prosperity. The global development and poverty reduction agenda will not be effective unless it addresses the socioeconomic inequality of persons with disabilities and ensures their participation in all stages of development programs. The 2030 Agenda for Sustainable Development is disability-inclusive and highlights the need to empower persons with disabilities. The Habitat III New Urban Agenda and the Sendai Framework for Disaster Risk Reduction 2015–2030 are also explicitly disability-inclusive. The human rights of persons with disabilities to full and effective participation and inclusion in society on an equal basis with others are laid out in the Convention on the Rights of Persons with Disabilities, which is close to universal ratification.

The main objective of the Disability Inclusion and Accountability Framework is to support the mainstreaming of disability in World Bank activities. It lays out a road map for (1) including disability in the Bank's policies, operations, and analytical work; and (2) building internal capacity for supporting clients in implementing disability-inclusive development programs. The primary target audience of the framework is Bank staff, but it is also relevant to the Bank's client countries, development partners, and persons with disabilities. The framework is a central element of an internal online resource platform that provides guidance and direction to Bank staff on disability-inclusive development. It does not have a binding status.

The framework provides four main principles for guiding the World Bank's engagement with persons with disabilities: nondiscrimination and equality, accessibility, inclusion and participation, and partnership and collaboration. It outlines six key steps toward disability inclusion in the Bank: (1) apply a twin-track approach for recognizing persons with disabilities among the beneficiaries of all projects while also carrying out specific projects to address the main gaps to their inclusion; (2) adopt explicit references to disability in general policies, guidelines, and procedures that shape the Bank's activities; (3) identify focus areas for disability-inclusive projects and advisory services; (4) collect data to improve the evidence base on the situation of persons with disabilities; (5) build staff capacity and organizational knowledge on disability inclusion; and (6) develop external partnerships for implementing the disability inclusion agenda.

The social inclusion of persons with disabilities denotes the process of improving their ability, opportunity, and dignity to take part in society. The World Bank's Environmental and Social Framework stresses the need to empower persons with disabilities to participate in, and benefit from, the development process. The appendices to this framework highlight key areas in which the Bank can have a significant impact on the inclusion, empowerment, and full participation of persons with disabilities. These areas include transport, urban development, disaster risk management, education, social protection, jobs and employment, information and communication technology, water sector operations, and health care. The appendices spell out the disability relevance of each issue, refer to examples of projects in the given area, map out next steps for disability inclusion, and identify further resources. The framework is a living document that will be reviewed periodically and strengthened with new focus areas and evidence to reflect ongoing developments.

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photo: © Leonard Cheshire Disability

1. OBJECTIVES AND SCOPE

The main objective of the Disability Inclusion and Accountability Framework is to support the mainstreaming of disability in World Bank activities. It lays out a road map for (1) including disability in the Bank's policies, operations, and analytical work; and (2) building internal capacity for supporting clients in implementing disability-inclusive development programs. Although the primary target audience of the framework is Bank staff, it is also relevant to the Bank's client countries, development partners, and persons with disabilities.

The framework provides principles for guiding the World Bank's engagement in disability inclusion and outlines the major steps toward reaching this aim. It is divided into an overarching core document and a series of thematic appendices that highlight key areas for disability-inclusive projects. The framework is a central element of an internal online resource platform that gives guidance and direction to Bank staff on disability-inclusive development. It does not have a binding status.

2. PERSONS WITH DISABILITIES

More than a billion persons globally, about 15 percent of the world's population, are estimated to have a disability. Most of them live in developing countries (WHO and World Bank 2011). This number is expected to increase because the prevalence of disability is affected by a range of factors, including aging, war and conflict, natural disasters, and forced displacement.

"[D]isability is an evolving concept and it results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others."[1] Such barriers may include unavailability of assistive devices and technology, inaccessible public spaces and transportation, and discriminatory prejudice in society. Persons with disabilities are a large and diverse population group that includes those who have physical, mental, intellectual, or sensory impairments.

Disability is a cross-cutting issue that can affect a person at any point during his or her life span. Its intersectionality with gender, race, ethnicity, language, national or social origin, religion, age, sexual orientation, gender identity, or other status can result in multiple forms of exclusion, discrimination, and vulnerability.

3. THE NEED FOR DISABILITY INCLUSIVE DEVELOPMENT

The global development and poverty reduction agenda will not be effective unless it addresses the socioeconomic inequality of persons with disabilities and ensures their participation in all stages of development programs. People with disabilities face higher rates of multidimensional poverty compared with persons without disabilities (Mitra, Posarac, and Vick 2013). The employment rates of people with disabilities are substantially lower than the rates for persons without

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1   Section 5 of the preamble to the Convention on the Rights of Persons with Disabilities (https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/preamble.html).

disabilities in developed and developing economies (WHO and World Bank 2011). The lower rates of economic and labor market participation of persons with disabilities impose a higher welfare burden on governments, highlighting the costs of exclusion, which are estimated to range from 3 to 7 percent of GDP (Buckup 2009). Social protection schemes in many countries fail to appropriately respond to the needs of persons with disabilities, including disability-related extra costs for health care, transportation, assistive devices, personal assistance, and housing adaptation (ILO 2017; UN 2015a).

People with disabilities experience significantly lower rates of primary school completion and fewer mean years of education than people without disabilities, and there is evidence that this gap may be growing. Children with disabilities are also less likely to start school and constitute a major group among out-of-school children. Women and girls with disabilities face disproportionate barriers to their access to education and employment (WHO and World Bank 2011; UNESCO Institute for Statistics 2018; Male and Wodon 2017).

The human rights of persons with disabilities to full and effective participation and inclusion in society on an equal basis with others are laid out in the Convention on the Rights of Persons with Disabilities (CRPD), which is approaching universal ratification.[2] The CRPD also recognizes the importance of ensuring that international cooperation, including international development programs, is inclusive of and accessible to persons with disabilities.

Disability-Inclusive Education in Africa Program

The World Bank Trust Fund on Disability-inclusive Education in Africa works to (1) increase use by African governments and development practitioners of evidence-based programmatic and policy recommendations and tools to design and implement inclusive education interventions; and (2) increase access and enrollment of girls and boys with disabilities in targeted African countries. Over a three-year period, the Trust Fund will do the following:

- **Increase the evidence base** on educational participation of children with disabilities through targeted diagnostics around the economic, social, and system-level structures that affect inclusion for children with disabilities, and on the return on investment of different types of policy and programmatic interventions

- **Fund demand-driven demonstration activities** across the region to identify scalable solutions and practices that work to promote the social and educational inclusion of children

- **Disseminate programmatic and policy recommendations** customized for relevant stakeholders, including governments, development practitioners, teachers and education administrators, families and communities, and civil society, including disabled persons' organizations.

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2   As of April 12, 2018, there were 177 CRPD ratifications by States Parties and the European Union.

The 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) are disability-inclusive and highlight the need to empower persons with disabilities and the responsibility of all states to respect, protect, and promote human rights for all—"leaving no one behind." The Habitat III New Urban Agenda (UN 2016) and the *Sendai Framework for Disaster Risk Reduction 2015–2030* (UN 2015b) are also explicitly disability-inclusive.

4. DISABILITY INCLUSION IN THE WORLD BANK

Disability-inclusive development is directly responsive to the World Bank's twin goals of ending extreme poverty and promoting shared prosperity. The systematic and effective inclusion of persons with disabilities in World Bank operations is essential to fully achieving the goals. The World Bank's Environmental and Social Framework stresses the need to empower persons with disabilities to participate in, and benefit from, the development process (World Bank 2016c). Although the World Bank has addressed disability in its past and ongoing work, it has until now lacked a systematic and continuous approach to mainstreaming disability in its operations and enabling the effective participation of persons with disabilities in its activities.

Inclusion encompasses policies to promote equality and nondiscrimination by improving the access of all people, including persons with disabilities, to services and benefits such as education, health, social protection, infrastructure, affordable energy, employment, financial services, and productive assets. It also embraces action to remove barriers that exclude people with disabilities from the development process so as to ensure that their voices can be heard (World Bank 2016c). The social inclusion of persons with disabilities denotes the process of improving their ability, opportunity, and dignity to take part in society (World Bank 2013). There is a particular need to eradicate stigma and prejudice against people with disabilities because such prejudice poses serious obstacles to equality and full participation.

The World Bank's role as a source of technical assistance is central for working with client governments to build inclusive societies and promote systems that support the equal participation of all people, including persons with disabilities. Implementation of the CRPD requires a paradigm shift in policies, systems, and services. Many governments have begun operationalizing the CRPD's vision and obligations in the process of implementing the SDGs, but lack the technical know-how, evidence-based practices, and exemplars to do so effectively. They will require technical assistance and knowledge exchange to achieve their disability-inclusive development goals.

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5. GUIDING PRINCIPLES

The guiding principles for the World Bank's efforts toward disability inclusion are derived from the universal rights recognized in the CRPD and build on the Bank's earlier work on disability and the inclusion of excluded groups (WHO and World Bank 2011; World Bank 2013, 2016c).

- *Nondiscrimination and equality.* Persons with disabilities obtain meaningful access to the Bank's services, programs, aid, and benefits on an equal basis with other persons. Projects do not exclude or discriminate against persons with disabilities in providing access to resources and project benefits. Because disability is a cross-cutting issue, persons with disabilities are among the beneficiary groups of all Bank projects.

- *Accessibility.* The principles of accessibility and universal design are addressed in all outputs and deliverables, including the built and virtual environments and service delivery. Accessibility is a regular feature of the Bank's engagement and communication with persons with disabilities.

- *Inclusion and participation.* Persons with disabilities and their representatives are respected as experts in relation to their specific needs and engaged at all stages of the project life cycle. Genuine inclusion and meaningful participation can only be achieved when persons with disabilities and their representatives are able to contribute directly.

- *Partnership and collaboration.* Disability-inclusive development is facilitated through strong partnerships with governments, bilateral and multilateral development banks, and civil society, in particular disabled persons' organizations (DPOs).

6. STEPS TOWARD DISABILITY INCLUSION IN THE WORLD BANK

6.1 Twin-track approach
A twin-track approach will, first, ensure that persons with disabilities can both participate in, and benefit from, the Bank's operations, projects, and knowledge work in general. Disability-specific components can be part of such activities. Second, the approach involves independent projects that are specifically targeted to benefit and empower persons with disabilities. The twin-track approach enables the Bank to expand the benefits of all projects to persons with disabilities while also targeting the main gaps and barriers to inclusion.

6.2 General policies
A broad impact can be achieved through the inclusion of disability in the Bank's general policies, guidelines, and procedures that shape and govern its lending and knowledge operations. This entails explicit references to disability inclusion across programming and strategic and administrative instruments that guide the Bank's work in areas such as the following:

- Environmental and social safeguards
- Procurement
- Country engagement
- Monitoring, evaluation, and reporting
- Accountability and grievance resolution

The World Bank's Environmental and Social Framework (ESF) promotes nondiscrimination for persons with disabilities in operations supported through investment project financing (World Bank 2016a, 2016c). The ESF requires borrowers to identify the potentially differentiated risks and impacts of projects on persons with disabilities and to prevent and mitigate such risks.[3] It sets standards on labor and working conditions for project workers on the terms and conditions of employment, nondiscrimination and equal opportunity, occupational health and safety, and measures to protect the workforce, including specifically persons with disabilities and highlighting the need for reasonable accommodation.[4] The ESF also calls for the application of the principles of universal access in the design and construction of new buildings and structures.[5] For stakeholder engagement, the ESF requires specific measures to facilitate the meaningful participation of stakeholders with disabilities, for example, the accessibility of communication formats and meeting venues.[6] Disability-specific guidance on the implementation of the ESF will be made available.

Disability-specific considerations are also relevant for operational procurement (World Bank 2016b). Disability inclusion can be addressed through the inclusion of appropriate environmental, social, health, and safety specifications in the employer's requirements of the Bank's standard procurement documents. This can be done, for instance, by including appropriate language in the 'model text' for the project environmental and social

> ## Disability Inclusion in the Environmental and Social Framework
>
> The World Bank Environmental and Social Framework promotes nondiscrimination for persons with disabilities in operations supported through investment project financing along with the following obligations:
>
> - Requires borrowers to identify the potentially differentiated risks and impacts of projects on persons with disabilities and to prevent and mitigate such risks
>
> - Sets standards on labor and working conditions for project workers on the terms and conditions of employment, nondiscrimination and equal opportunity, occupational health and safety, and measures to protect the workforce, specifically including persons with disabilities and highlighting the need for reasonable accommodation
>
> - Calls for the application of the principles of universal access in the design and construction of new buildings and structures
>
> - Requires specific measures to facilitate the meaningful participation of stakeholders with disabilities, for example, the accessibility of communication formats and meeting venues.

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3 Environmental and Social Standard (ESS) 1. Assessment and Management of Environmental and Social Risks and Impacts (World Bank 2016c).
4 ESS 2. Labor and Working Conditions (World Bank 2016c).
5 ESS 4. Community Health and Safety (World Bank 2016c).
6 ESS 10. Stakeholder Engagement and Information Disclosure (World Bank 2016c).

policy and minimum requirements for the code of conduct, and by preparing model clauses on equal opportunities for use in the specifications. Current disability-specific guidance in standard procurement documents can be built upon to include supervisory and reporting requirements for contractors to ensure nondiscrimination and adherence to the principles of universal access.

photo: © James Kiyimba / WaterAid

Further guidance is needed for disability inclusion in the Bank's Systematic Country Diagnostics (SCDs) and Country Partnership Frameworks (CPFs) where disability currently is rarely referred to (Das 2016; World Bank 2017a). It is useful to consider persons with disabilities as a target group for analysis of key constraints to the inclusiveness of growth and include them in country consultations. The SCDs can lay out the areas in which persons with disabilities face barriers to participation, the nature of the barriers, and the reasons for their exclusion and marginalization from markets, services, and spaces; these issues can subsequently be addressed in the CPFs. The preparation of country and regional fact sheets on disability inclusion outlining the relevant legal and institutional frameworks would support country engagement and ESF implementation (Garcia Mora and Henriquez Revoredo 2017). The availability and collection of disability-disaggregated data facilitates the preparation of inclusive SCDs.

Project outcomes for and impacts on persons with disabilities, their families, and communities can become part of standard monitoring and evaluation procedures through the development of disability-specific indicators for projects' results frameworks. The disability-inclusive implementation of the ESF is expected to result in new practice in this area. The World Bank's accountability and grievance resolution mechanisms[7] need to be accessible to persons with disabilities, which entails specific efforts toward reasonable accommodation and outreach. The ESF stresses that grievance mechanisms set up by the borrower should be accessible and inclusive.

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7   The Inspection Panel (http://ewebapps.worldbank.org/apps/ip/Pages/Home.aspx) and the Grievance Redress Service (http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service).

6.3. Focus areas for projects and advisory services

The development challenges faced by persons with disabilities can be effectively addressed through the World Bank's multisectoral and multidimensional approach. The Bank needs to build on its existing operational and analytical work to integrate disability into different areas throughout the project life cycle (World Bank 2007). A preliminary portfolio review of the Bank's activities demonstrates that disability has already been included in many projects on accessible transportation, inclusive education, and social protection and social inclusion, for example, but disability-inclusive projects need to be scaled up through a systematic approach.

> ## Making Water Sector Operations Disability-Inclusive
>
> The World Bank Water and Sanitation Program has published a guidance note on *Including Persons with Disabilities in Water Sector Operations* (World Bank 2017b), which discusses the key issues that persons with disabilities face in accessing water resources. The guidance note spans all thematic areas of the Water Global Practice. It includes strategies and recommendations for providing accessible and inclusive water resources and services. The note identifies entry points for disability-inclusive water operations in World Bank–supported programs, projects, and advisory services and analytics. It lists several resources, including design guides, manuals, toolkits, and informational materials.

Although it is important to consider disability in all domains of the Bank's work, the framework highlights key areas in which the Bank is likely to have a particularly significant impact on the inclusion, empowerment, and full participation of persons with disabilities. The thematic appendices to the core document lay out the initial areas of focus. They spell out the disability relevance of the issue, refer to earlier or current Bank activities in the given area, map out the next steps for disability inclusion, and identify useful resources for further guidance. The preparation of thematic guidance notes for disability inclusion at the Bank will provide additional operational and information tools for Bank staff (see, for example, World Bank 2017b). Because disability is a cross-cutting issue, cross-sectoral cooperation within the Bank will be needed in the implementation of the disability inclusion agenda.

The overarching principles and the twin-track approach described above apply to all focus areas. There is a specific need to ensure that women and girls with disabilities benefit from and participate in the Bank's activities given that they are more likely to be excluded and discriminated against than men and boys with disabilities and women and girls without disabilities (UN Committee on the Rights of Persons with Disabilities 2016). Disability-inclusive projects should be aligned with the World Bank Group's Gender Strategy, which delineates the support provided to client countries to achieve greater gender equality and SDG 5 ("Achieve gender equality and empower all women and girls") (World Bank 2015).

Persons with disabilities are disproportionately affected in situations of fragility, conflict, and violence and face multiple barriers in accessing protection and humanitarian assistance. Conflicts and forced displacement are also major causes of disability, with long-term physical and mental consequences and socioeconomic impacts. Humanitarian assistance and postconflict recovery efforts need to strengthen the resilience of persons with disabilities with their direct involvement and specifically address situations of extreme vulnerability and the lack of institutional supports. The challenges for disability inclusion in situations of conflict and fragility mirror the multiple issues present in other contexts and call for cross-cutting responses that can build on earlier disability-inclusive activities on disaster risk management, rehabilitation and social inclusion of ex-combatants, provision of assistive devices, and protection of forcibly displaced persons (WHO and World Bank 2011; UNHCR 2011; Handicap International 2012).

6.4. Data collection

The World Bank can play a central part in strengthening the knowledge and evidence base on the living conditions and development disparities of persons with disabilities. It can leverage its extensive work on conducting poverty and social assessments, as well as advising client governments on census and household surveys, to promote the collection of disability-disaggregated data in accordance with the requirements set by the SDGs. The Bank can also generate more knowledge on the economic and social returns of disability inclusion in projects and programs as well as on the factors that boost inclusion and diminish discrimination and the connections of those factors with institutional and legal frameworks. Data collection needs to respect the principles of self-identification and free and informed consent and adopt safeguards to protect the confidentiality of the data and the privacy and safety of the data subjects with disabilities and their families.

Several tested methodologies for collecting data on disability are available. The Washington Group on Disability Statistics has developed a short set of questions on the functioning of adults that can be used on censuses and sample-based national surveys for disability disaggregation. The set includes six questions on core functional domains—seeing, hearing, walking, cognition, self-care, and communication—and assesses the difficulty in each domain. An extended set and specific modules on child functioning, developed together with UNICEF, are also available.[8]

The Model Disability Survey, developed by the World Health Organization and the World Bank, is a general population survey that provides detailed information on the lives of people with disabilities and the barriers that hinder their participation in society.[9] It allows direct comparison between groups with differing levels and profiles of disability, including comparison with people without disability.

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8   Washington Group on Disability Statistics, Short Set of Questions on Disability and Extended Question Set on Functioning; and Washington Group on Disability Statistics and UNICEF, Question Set on Child Functioning for Children under Age 5 and Question Set on Child Functioning for Children Age 5 to 17. Available on the website: http://www.washingtongroup-disability.com/.

9   World Health Organization and World Bank, Model Disability Survey (http://www.who.int/disabilities/data/mds/en/).

6.5. Internal capacity and assistance to clients

Staff capacity and organizational knowledge on disability-inclusive development in the World Bank need to be built and strengthened. This entails raising awareness of disability among staff, including in country offices, and providing training for making project outputs, deliverables, events, and other outreach activities inclusive and accessible. Training and guidance developed for the implementation of the ESF will play a central part in these efforts.

Organizational capacity will be strengthened through a central team with disability and development expertise under the Global Disability Advisor. The network of staff members working on disability across the Bank[10] will be used as a channel to share information about effective practices and progress on ongoing projects, and to identify new knowledge materials. This process will enhance networking and knowledge sharing between sectors and teams, and build the Global Disability Advisor's repository of information and human resources that can be tapped to respond to incoming requests for resources and technical assistance. The availability of specialists and consultants to support task teams in the implementation of disability-inclusive projects can be critical for the success of the projects. Guidance on disability-related national government and civil society contacts can also be provided to task teams.

Promoting a Strategic Approach for Inclusive Disaster Risk Management

The Inclusive Community Resilience Program under the Global Facility for Disaster Reduction and Recovery (GFDRR) is working in partnership with the Disability Inclusion Team to offer a strategic path and practical guidance to ensure that the needs of persons with disabilities are addressed throughout the disaster risk management cycle. The collaboration has resulted in a report on "*Disability Inclusion in Disaster Risk Management: Promising Practices and Opportunities for Enhanced Engagement*" (World Bank 2018a) based on consultations with World Bank and GFDRR staff and external experts in addition to a comprehensive review of the literature. A policy brief "*Five Actions for Disability-Inclusive Disaster Risk Management*" (World Bank 2018b) offers targeted guidance to improve the safety and well-being of persons with disabilities and enable them to contribute to broader community resilience. The GFDRR is also working on a Disability Inclusion Action Plan to provide a vision and a structured framework for undertaking specific investments and activities that aim to ensure that persons with disabilities and the wider communities they live in can benefit from disaster risk management interventions on an equal basis with others.

A web-based disability inclusion resource platform will be set up for internal knowledge sharing and for promoting peer-to-peer problem solving and collaborative work across units. Capacity-building activities will include identifying entry points and assessing projects for disability inclusion. The Bank's Social Inclusion Global Solutions Group and country platforms on social inclusion can support this process.

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10   Disability-Inclusive Development Knowledge Silo Breaker.

Improved internal capacity will enable the Bank to support client governments in implementing their obligations under the CRPD and developing disability-inclusive development programs in fulfillment of the SDGs, the New Urban Agenda, and the Sendai Framework. Technical assistance can be provided, for example, for developing disability-inclusive economic development plans, data collection and knowledge sharing, and sector-specific operational projects. Assistance in implementing disability-specific aspects of the ESF and carrying out inclusive monitoring and evaluation processes would also be useful. The Bank can help clients connect with DPOs, specialists on inclusion and accessibility, and national human rights institutions monitoring implementation of the CRPD.

6.6. Participation and partnerships

External partnerships are essential for implementation of the disability inclusion agenda. World Bank teams need to consult, partner, and collaborate with persons with disabilities, DPOs, and other civil society organizations that work on disability issues in operational and analytical work. Consultations with end beneficiaries and their representative organizations throughout the project cycle are an important means of ensuring that projects address the needs of persons with disabilities and are shaped with their input in line with the ESF. Stronger links with disability advocates and DPOs will also facilitate networking, strategic dialogue, and knowledge sharing at headquarters and country offices.

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The World Bank has a long history of working with UN agencies, other multinational development banks, and bilateral aid agencies to promote inclusive development. The Bank can strengthen its cooperation with key strategic partners to promote a cohesive and collaborative approach to disability-inclusive development with reference to the SDGs, the New Urban Agenda, the Sendai Framework, and the CRPD. It can use its convening power to bring development partners to the table, including philanthropic organizations and private foundations, and to facilitate knowledge sharing among them.

7. IMPLEMENTATION

The Framework is a living document which will be modified and strengthened with new focus areas and evidence so that it can reflect on-going efforts in empowering persons with disabilities and ensuring their full inclusion and participation in development. The implementation of the Framework will be reviewed periodically to enable adjustments. Particular emphasis will be put on building on what works and the dissemination of good practices while improving staff capacity to include disability in their everyday work. The outcomes and the implementation process will be subject to an evaluation after an initial implementation period of four years. All major stakeholders will be asked to contribute to the evaluation.

The framework will be disseminated through many channels and networks. It will be a central element of a web-based internal resource platform on disability inclusion that will provide guidance and resources to World Bank staff. Once published, the framework will be shared with the external audience and will be supported by a promotional campaign using the Bank's social media channels. World Bank country offices, partner organizations, institutions, and think tanks will support the dissemination efforts.

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Disability Inclusion and Accountability Framework
Appendices

APPENDICES: FOCUS AREAS FOR PROJECTS AND ADVISORY SERVICES

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1. Disability-Inclusive Transport

Rationale

Persons with disabilities experience significant transport disadvantage and transport-related social exclusion from economic activity, goods, and services. Transport barriers include lack of access due to vehicle design, location and design of public transport stops, poor road conditions, and inaccessible signage; travel chain gaps; increased travel time; infrequent or time-restricted paratransit options; and increased cost of travel including from using private modes of transport. Studies have demonstrated that transport exclusion is a predominant obstacle to personal independence, finding and retaining employment, partaking in economic activities, receiving an education, emergency evacuation, and social participation. Retrofitting infrastructure projects is significantly more costly than including accessibility from inception. Disability-inclusive transport also benefits older persons and children.

Sustainable Development Goal (SDG) 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable") specifically mentions developing safe, affordable, accessible, and sustainable transport systems for persons with disabilities and older persons. Affordable and accessible transport for persons with disabilities is also essential for meeting SDGs 1 (Poverty), 3 (Good health and well-being), 4 (Education), 8 (Decent work and economic growth), 9 (Industry, innovation, and infrastructure), and 10 (Reduced inequalities). One of the transformative commitments in the New Urban Agenda (UN 2016b) specifically mentions facilitating access for persons with disabilities, on an equal basis with others, to public transport in urban and rural areas. The New Urban Agenda calls for accessible, affordable, and safe public transport options to ensure sustainable mobility for all. The WHO–World Bank *World Report on Disability* outlines the barriers in public transportation and provides an action agenda for the realization of inclusive transport systems (Chapter 6 of WHO and World Bank 2011).

The Convention on the Rights of Persons with Disabilities requires States Parties to ensure equal access to transportation for persons with disabilities (Article 9). Article 11 requires countries to ensure protection and safety of persons with disabilities in situations of risk. Article 20 on Personal Mobility underlines States Parties' responsibility to "ensure personal mobility with greatest possible independence for persons with disabilities," including the timeliness and affordability of options.

Examples of Projects

The Transport Global Practice at the World Bank has focused on accessibility as good design and good practice. The Cairo Airport Terminal 2 Rehabilitation Project included compliance with international accessibility standards right from the concept stage. Accessibility features were included in the final design, and Terminal 2 includes the needs of persons with disabilities and older persons.

The Liaoning Urban Transport Project demonstrated the role of disability-inclusive public participation processes in supporting accessibility for persons with disabilities and older persons. Although initial proposals focused on urban development and road expansion, public consultations led to increased emphasis on improved and accessible sidewalks, pedestrian needs, secondary roads, and improved traffic management.

Another important practice involves local disabled persons' organizations in project implementation, monitoring, and supervision. The Liaoning Medium Cities Infrastructure Project worked with local associations for persons with disabilities to test accessibility improvements funded by the project. These audits identified problems such as narrow widths of sidewalk ramps and misalignments between ramps and sidewalks, which would render these sidewalks unusable for many persons with disabilities. The note on Inclusive Mobility: Improving the Accessibility of Road Infrastructure through Public Participation (World Bank, n.d.) offers lessons on improving accessibility of transport projects by engaging with the disability community.

The Bhutan Public Transport Access Technical Assistance for Thimphu (P156611) supported the Thimphu City Corporation in expanding access to transport services for persons with mobility impairments. This support included a technical assessment of public transport accessibility, development of designs and specifications for bus stop infrastructure and vehicles, and development of travel survey instruments. The project was funded by the Nordic Trust Fund.

In 2013, the Middle East and North Africa Region Sustainable Development Sector published a practical guidance note, "Improving Accessibility to Transport for People with Limited Mobility (PLM)," to inform the accessible design and implementation of transport projects for persons with limited mobility (World Bank 2013).

In 2016, the World Bank with the Pacific Region Infrastructure Facility and other stakeholders and donors produced a report on *Improving Accessibility in Transport: Infrastructure Projects in the Pacific Islands,* which provides technical guidelines, auditing tools, and recommendations for decision makers. In general, effective practices include the following:

- *Policy and regulatory changes.* Adopt accessibility standards and guidelines, include access for all in transport policies, mandate accessibility in public procurement

- *Inclusive and universal design.* Focus on all aspects of transit including road and pedestrian environment, vehicle design and operation, stations and stops, signage and information (examples: firm, even surfaces; tactile guideways and surfaces; curb cuts and ramps; traffic calming measures; audio, visual, and tactile signage; vehicle entry and aisle space for persons using wheelchairs)

- *User centered*. Equitable, affordable, and timely transit choices including public transit, demand-responsive, or para-transit services; accessible door-to-door transit options; user involvement

- *Capacity building*. Raise transport authorities' awareness and knowledge and build capacity of architects, designers, engineers, and product developers on universal design and accessibility.

Next Steps

The World Bank will strive to make transport inclusive and accessible to persons with disabilities in alignment with the SDGs, the New Urban Agenda, and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Promote policies and practices to improve road safety and disability-inclusive road and pedestrian environments

- Assess accessibility barriers in current transportation systems and conduct impact evaluations of accessible transport with the close involvement of users with disabilities

- Develop policies, regulations, and standards supporting accessible and universal design throughout the transport system

- Apply universal access and universal design approaches in World Bank–funded transport projects, and include requirements for such approaches in standard procurement documents.

photo: © World Bank

Resources

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2. Disability-Inclusive Urban Development

Rationale

Making cities and towns accessible and inclusive for all people is a major goal of sustainable urban development. Currently, persons with disabilities face a widespread lack of accessibility to built environments, from roads and housing to public buildings and spaces, and to basic urban services such as sanitation and water, health, education, and transport. Lack of accessibility hinders participation in the job market and in social and civic activities. This results in disadvantage and vulnerable situations for persons with disabilities, leading to disproportionate rates of poverty, deprivation, and exclusion. Accessible urban environments also benefit other population groups, including older persons and children.

Sustainable Development Goal (SDG) 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable") and its indicators highlight the importance of accessibility and inclusion for persons with disabilities specifically. The Habitat III New Urban Agenda is disability-inclusive and envisions cities for all, seeking to ensure that all inhabitants, without discrimination, are able to inhabit just, safe, healthy, accessible, affordable, resilient, and sustainable cities and human settlements (UN 2016b, Section 11). It is specifically committed to promoting measures to facilitate access for persons with disabilities to the physical environment of cities (public spaces, public transport, housing, education, and health facilities), to public information and communication, and to other facilities and services open or provided to the public, in both urban and rural areas (UN 2016b, Section 36).

The New Urban Agenda closely echoes the Convention on the Rights of Persons with Disabilities (CRPD), in which accessibility that enables persons with disabilities to live independently and participate fully in all aspects of life is a cross-cutting issue (Articles 3, 9, 19, 20, and 21). The CRPD also lays out the obligation of States Parties to promote the development of universally designed goods, services, equipment, and facilities that should require the minimum possible adaption and the least cost to meet the specific needs of a person with disabilities (Articles 2 and 4).

The 2011 WHO–World Bank *World Report on Disability* outlines an action agenda for enabling environments through the realization of accessibility and universal design (WHO and World Bank 2011, Chapter 6).

Examples of Projects

The realization of accessible and disability-inclusive urban development requires disability-responsive urban policy frameworks and standards, universal design approaches in planning and design, and meaningful participation of persons with disabilities during all stages of the process. When universal design is incorporated in projects from the start additional costs can usually be minimized to 1 percent or less (World Bank 2008, 6).

The Rio Cidade Project (World Bank 2008, 13) was the first urban revitalization project in Brazil in the 1990s that applied the principles of universal design extensively in 14 urban districts. The project had all users in mind, regardless of their physical abilities, based on estimates that more than half of the population did not fit the standard stereotyped individual for which most infrastructure had been designed around the world. Universal solutions included ramps at crosswalks that serve all pedestrians as well as more specialized solutions such as texture-coded footways to guide visually impaired road users. Street fixtures, such as lampposts, signposts, litter baskets, and benches, were repositioned and resized to meet requirements of universal design. The project became a benchmark for universal design in Brazil.

In Singapore the Building and Construction Authority carried out a 10-year project to develop and implement an Accessibility Master Plan (2006) to promote the adoption of universal design in the built environment targeting persons with disabilities and older persons in particular (United Nations 2016a, 15–21). Master Plan activities have included removing existing barriers, raising minimum accessibility standards, promoting universal design through guidance and a certification scheme, and building capacity among industry and stakeholders. The project has resulted in wide-ranging improvements in accessibility and the application of universal design principles in new buildings and in existing buildings undergoing major alterations. For example, almost 100 percent of government buildings frequented by the public have been made barrier free.

Among Bank projects, persons with disabilities and older persons have been identified as specific beneficiaries in the ongoing Vietnam Scaling up Urban Upgrading Project. This disability-inclusive project in several medium-sized cities implements technical standards for accessible infrastructure and transport and universal design approaches in urban environments, roads, schools, and public facilities. The social assessment of Barrio Carlos Gardel, carried out as part of the Metropolitan Buenos Aires Urban Transformation Project, highlighted inadequate infrastructure and poor accessibility as issues that negatively affected the quality of life of persons with disabilities and older people. A comprehensive diagnostic of the neighborhood's infrastructure and buildings is under way to ensure that the planned interventions to improve the urban habitat will also benefit persons with disabilities.

In 2008, the World Bank published "Design for All: Implications for Bank Operations," which provides guidance on the implementation of universal design in urban development and other

Bank sectors. The National Disability Authority in Ireland has produced comprehensive best practice guidance on how to design, build, and manage buildings and spaces so that they can be accessed and used by everybody: "Building for Everyone: A Universal Design Approach."

photo: © Ahmed Jallanzo / WaterAid

Next Steps

The World Bank will strive to make urban environments, infrastructure, and housing inclusive and accessible to persons with disabilities in alignment with the New Urban Agenda, SDG 11, and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Develop disability-inclusive policies, regulations, and standards, including building codes, that support accessibility and universal design in urban environments, infrastructure, and housing
- Assess accessibility barriers in urban environments and carry out accessibility mapping
- Implement universal design approaches and accessibility standards in urban upgrading, smart cities, and housing projects, including slum-upgrading projects
- Evaluate the impact of urban development, accessibility, and universal design on the inclusion of persons with disabilities.

Resources

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3. Disability-Inclusive Resilience and Disaster Risk Management

Rationale

Persons with disabilities face heightened risks and vulnerability at each stage of disaster risk management (DRM). Inadequate attention to disability needs in DRM operations can result in inaccessible shelters, lack of warnings in alternate formats, inability to evacuate, communication barriers, loss of assistive aids (for example, wheelchairs and walking canes), and challenges in obtaining long-term recovery services. Many people also experience the onset of physical, cognitive, or psychosocial disabilities during disaster and emergency situations. Most emergency responders are not yet trained on the specific needs of persons with disabilities and their families. Disability-inclusive resilience also benefits older persons and children.

The 2030 Agenda for Sustainable Development highlights the need to protect and assist persons in vulnerable situations during disasters. Sustainable Development Goal (SDG) 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable") emphasizes the need to create urban spaces and systems with attention to accessibility and universal design, which is critical for implementing disability-inclusive DRM. Similarly, the New Urban Agenda (UN 2016b) underscores the importance of resilient urban development that is responsive to the needs of persons with disabilities in infrastructure design and service delivery.

The guiding principles of the Sendai Framework for Disaster Risk Reduction 2015–2030 (UN 2015) state that disability should be included in all DRM policies and practices. The *Commitments to Action* made at the World Humanitarian Summit held in Istanbul in 2016 include commitments to meet the needs of persons with disabilities in crisis-response operations and service delivery, to develop partnerships with disability-focused organizations, and to collect disability-disaggregated data (UN 2016a). More than 140 UN member states and UN agencies, humanitarian organizations, and civil society organizations have endorsed the Charter on Inclusion of Persons with Disabilities in Humanitarian Action.

The 2011 WHO–World Bank *World Report on Disability* addresses the barriers persons with disabilities face during the DRM process and offers suggestions for inclusive disaster response practices.

Article 11 of the Convention on the Rights of Persons with Disabilities on "Situations of Risk and Humanitarian Emergencies" requires States Parties to protect and assist persons with disabilities in situations of risk, including humanitarian emergencies and natural disasters.

Examples of Projects

The Empowering Elders, Women, and People with Disabilities for Resilience (P159506) technical assistance program is supporting local communities in the Philippines and Nepal to build knowledge and capacity on inclusive preparedness and recovery efforts. The program supports knowledge exchange with Japanese experts to replicate the "Ibasho café" approach. Ibasho cafés are run by community elders and offer an enabling space to build the resilience and agency of marginalized groups within the community. The program is reflective of several effective practices in disability-inclusive development, also ensuring that persons with disabilities play leadership roles in the planning and implementation of the cafés. The technical assistance will support the development of toolkits and guidebooks as well as disability-inclusive community preparedness plans and evacuation maps. The program will also train community leaders in implementing inclusive DRM.

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The Capacity Building on Social Inclusion (P160328) technical assistance program is building the capacity of the Global Facility for Disaster Reduction and Recovery (GFDRR) staff, partners, and governments to identify, analyze, and incorporate social inclusion and citizen engagement into DRM projects. The technical assistance will include knowledge, tools, and mechanisms to address the needs of persons with disabilities in DRM. As part of a comprehensive training package, the program will design disability-specific modules for face-to-face and e-learning training. The program will also generate and disseminate best practices and evidence in inclusive DRM. A report on disability inclusion in DRM, including promising practices, has been published to be followed by a GFDRR action plan for disability inclusion.

In Bangladesh, the nongovernmental organization (NGO) CBM, the Centre for Disability in Development, and Gana Unnayan Kendra assisted communities in setting up local disaster committees that included persons with disabilities as full members (Disability Inclusive DRR Network for Asia and Pacific and CBM, n.d.). A task force representing vulnerable groups including persons with disabilities ensured that their insights and needs informed DRM planning processes. This led to the development of disability-friendly warning mechanisms such as colored pillars, accessible sheltering areas, and disability-sensitive evacuation drills.

The NGO Arbeiter-Samariter-Bund Deutschland trained village-level cadres and disabled persons' organizations in Yogyakarta to improve disaster resilience of children with disabilities (German Federal Agency for Economic Cooperation and Development and Future-makers 2013). The cadres trained 929 out-of-school children with disabilities, 3,716 family members, and 3,716 neighbors of children with disabilities through safe-room settings and drills. The training ensured that children with disabilities who often do not attend school do not miss emergency preparedness training that is usually given at school.

Most promising practices in inclusive DRM are rooted in strong partnerships between DRM personnel and civil society. After the 2010 floods in Pakistan, a disability NGO Special Talent Exchange Program worked with Sightsavers International to link their database on persons with disabilities with the central crisis center operated by the Red Crescent of Pakistan (Khan 2011). This allowed the NGO and relief personnel to identify persons with disabilities in the affected areas and provide them with emergency supplies and other services.

Next Steps

The World Bank will strive to make resilience and DRM operations disability-inclusive in alignment with the *Sendai Framework for Disaster Risk Reduction 2015–2030*, the SDGs, the New Urban Agenda, and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Mainstream disability into DRM consultations, needs assessments, infrastructure development, services, management plans, and policies

- Ensure that physical and virtual infrastructure (such as online disaster management systems, electronic media, mobile solutions, and disaster broadcasts and communications) used for resilience and disaster management funded by the World Bank applies accessible design standards

- Support client capacity building on including the needs of persons with disabilities in resilience and disaster management operations

- Promote disability-inclusive disaster risk management through accessibility standards and universal design approaches in building codes and their implementation when "building back better" after disasters.

Resources

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photo: © Jenny Matthews / Leonard Cheshire Disability

4. Inclusive Education for Persons with Disabilities

Rationale

Children with disabilities attend and complete primary and secondary education at lower rates than children without disabilities and this gap may be growing wider. Women and girls with disabilities face disproportionate barriers in their access to education and subsequently to employment. A recent World Bank–funded review in Serbia (Friedman, Pavlović Babić, and Simić 2015) points out that only 53.3 percent of persons with disabilities (mainly physical disabilities) had some level of education. Only 6.6 percent completed secondary education, compared with 49 percent of the general population.

The schooling and early childhood development deficit experienced by children with disabilities can become the most challenging impediment to earning an income and achieving long-term financial autonomy as adults. Reduced earnings caused by lower education levels result in a substantial economic loss from the labor market. When children with disabilities are unable to go to school, there is an added economic burden on the household, including possible lost wages of a caregiver who stays at home—who in most cases is a woman.

Sustainable Development Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") specifically mentions persons with disabilities. It calls for equal access to all levels of quality education and vocational training, and inclusive, accessible, and effective learning environments for all students, including those with disabilities. It requires the design of education facilities to be responsive to the needs of students with disabilities.

Article 24 of the Convention on the Rights of Persons with Disabilities requires States Parties to ensure that persons with disabilities have access to inclusive education at all levels, as well as to lifelong learning equal to their peers without disabilities. The Convention on the Rights of the Child reinforces this position (especially Articles 23, 28, 29).

Chapter 7 of the 2011 WHO–World Bank *World Report on Disability* discusses the available data on the educational participation gaps between children with and without disabilities, the barriers to participation, and good practices in promoting an inclusive learning environment for students with disabilities. The World Development Report 2018: *LEARNING to Realize Education's Promise* (World Bank 2018) offers guidance on how to tackle the learning crisis and to promote learning and skills development for all.

Examples of Projects

The technical assistance activity on Children with Special Needs under the Sarva Shiksha Abhiyan (SSA) III (P146278) supplemented ongoing World Bank assistance to the government of India's SSA (Education for All) program. The nonlending activity produced training packages "Making Inclusion Work" for master trainers who will train general education teachers on supporting students with autism, hearing impairments, cerebral palsy, and deaf-blindness. The SSA's school readiness program helps develop individualized education plans for children with disabilities. The SSA provides resource centers for specialized supports that a child with disabilities may need in addition to the regular classroom. It also requires proportional representation of parents of children from disadvantaged groups in school management committees.

Through the Inclusive Education for Disabled Children project in Malawi, the World Bank supports the Federation of Disability Organizations in Malawi in testing innovative methods for promoting the enrollment of children with disabilities in mainstream schools and influencing the development of an inclusive education policy. The project team carried out awareness and community mobilization campaigns in 150 schools and developed guidelines to screen, identify, and assess different disabilities along with guidelines for parents and community members on providing life skills training to children with disabilities. Current activities include school improvement plans, inclusive-education teacher training, procurement of assistive devices, and hands-on support for students.

The Guyana Education Sector Improvement Project identified several entry points for promoting the inclusion of students with disabilities. The project team met with disability experts in Guyana to learn more about the gaps and barriers in the education sector. The project addresses disability inclusion in several areas: project consultations and participation in curriculum reform, teacher training and staff diversity, inclusive and accessible learning materials, and monitoring indicators.

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The Integration of Children with Disabilities into Mainstream Schools activity in Moldova supported 20 demonstration subprojects to adapt mainstream schools for students with

disabilities and to build capacity of teachers, school leaders, parents, and communities. This initiative was built on the basis of supporting municipalities' local planning for applying national policies for inclusion of children with disabilities and diverse educational needs.

The Vietnam Intergenerational Deaf Education Outreach Project developed professional human resources for preschool education for the deaf by training more than 50 adults who are deaf to become mentors to children, about 200 hearing teachers in the use of sign language, and more than 50 beneficiaries as communication facilitators or sign language interpreters.

The World Bank has set up a Trust Fund to support disability-inclusive education in Africa with funding from USAID. The trust fund will spend $3 million to increase access to education for children with disabilities by building stakeholder knowledge and capacity across the region.

A series of *Disability and Education Briefs* has been launched through an Education–Global Practice for Social, Urban, Rural, and Resilience partnership under the Systems Approach for Better Education Results Equity and Inclusion program. The topics covered include data and statistics, operationalization of inclusive education, strategic partnerships, and community mobilization.

Next Steps

The World Bank will strive to make education-focused operations inclusive and accessible to persons with disabilities and diverse educational needs in alignment with the Sustainable Development Goals and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Carry out analytical work and collect practical evidence and know-how on gaps and barriers to inclusion, and policies and programs that can be most effective in improving participation and learning outcomes for students with disabilities

- Strengthen data collection on the prevalence of out-of-school students due to disabilities and barriers to education participation, cost-benefit analysis, and model interventions to promote inclusive education; facilitate the collection of disability disaggregated data in education management information systems

- Promote an inclusive approach in projects in the fields of early childhood development; primary, secondary, and tertiary education; and vocational skills development, including in impact evaluations and learning assessments

- Provide technical support to clients on initiating sustainable changes, strengthening existing successful interventions, and developing resources to facilitate inclusive education systems, including teacher training in disability-inclusive education

- Ensure accessibility in all physical and electronic or virtual infrastructure and resources for education funded by the World Bank.

Resources

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5. Disability-Inclusive Social Protection

Rationale

Access to social protection is essential for persons with disabilities because they are more likely to face higher rates of poverty and multiple deprivation than persons without disabilities. Social protection systems play a key role in addressing the barriers individuals with disabilities experience in the labor market, health services, and education. There are also extra costs associated with disability such as costs for support services, assistive devices, and disability-related health care, rehabilitation, and transport. An inclusive social protection system supports the social participation, inclusion, and independent living of persons with disabilities by ensuring income security and access to social and employment services.

Sustainable Development Goal (SDG) 1 ("End poverty in all its forms everywhere") calls for the implementation of social protection systems and measures for all, including floors, to achieve substantial coverage of the poor and the vulnerable by 2030 (target 1.3). Persons with disabilities are explicitly mentioned within the SDG indicator for the coverage of social protection systems. Social protection contributes to universal health coverage (SDG 3, "Ensuring healthy lives"), full and productive employment for persons with disabilities (SDG 8, "Promoting decent work"), and empowering and promoting social and economic inclusion regardless of disability (SDG 10, "Reducing inequality").

The Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of persons with disabilities to social protection without discrimination (Article 28, "Adequate standard of living and social protection") to ensure their access to services, devices, and other assistance for disability-related needs; to social protection and poverty reduction programs; to assistance with disability-related expenses; and to public housing programs and retirement benefits. In addition, the CRPD includes provisions on health services and insurance (Article 25), habilitation and rehabilitation services (Article 26), and vocational training and assistance in obtaining employment (Article 27).

ILO Social Protection Floors Recommendation 2012 (No. 202) highlights the need to provide disability benefits and basic income security to persons with disabilities, and the inclusion of support for disadvantaged groups and people with special needs in national social security extension strategies.

The 2011 WHO–World Bank *World Report on Disability* outlines the barriers to assistance and support provided to persons with disabilities and gives recommendations on ensuring adequate and accessible assistance and support services. The report highlights the need to enable access to all mainstream policies, systems, and services while also investing in specific programs and services for persons with disabilities.

Examples of Projects

Disability-inclusive social protection systems ensure that persons with disabilities are included, on an equal basis with everyone else, in social protection programs, including social assistance programs and services, social insurance schemes, and labor market programs that support the productive inclusion of poor and vulnerable individuals and families. Such systems should combine access to mainstream schemes and disability-specific schemes to cover the diversity of needs and situations. Disability assessment, determination, and evaluation processes should not only consider medical conditions and impairments, but should also focus on functioning. Assessing how persons with health conditions experience disability in their everyday environments—where they face barriers to functioning and participation—is critical to identifying the support needed for maximizing the functioning and well-being of individuals experiencing disability.

The Strengthening Social Safety Net Project supports the government of Egypt in providing income support and expanding social inclusion to poor families with young children, older people, and persons with disabilities. The Karama cash transfer program provides a monthly income to people with severe disabilities who are unable to work.

The Social Safety Net Modernization Project in Ukraine expands a targeted social safety net program that assists the most vulnerable and socially excluded people. One component of the project addresses the needs of orphans and children with disabilities in four selected regions. About 35,000 disabled children under the age of 18 and 13,000 orphans and children deprived of parental care are expected to benefit from a full range of social welfare services that the project will design and implement. The project helps implement de-institutionalization programs to transform residential care into family-based care.

The Jamaica Social and Economic Inclusion of Persons with Disabilities project is aimed at increasing the vocational skills and employability of adults with disabilities and improving service delivery for the special education needs of children with disabilities. The project has already helped train 336 persons with disabilities, 77 percent of whom are employed or pursuing advanced training.

The World Bank has engaged in research about the economic circumstances of people with disabilities in developing countries. Using comparable data and methods across countries, the 2011 paper "Disability and Poverty in Developing Countries: A Snapshot from the World Health Survey" presents a snapshot of the economic and poverty situation of working-age persons with

disabilities and their households in 15 developing countries, using data from the World Health Survey (2002–04). The study describes the economic well-being of persons with disabilities, and contributes to the empirical evidence on the economic status of persons with disabilities in developing countries by providing baseline data on the economic well-being and poverty status of working-age persons with disabilities and their households.

photo: © ASB 2011 / Disaster Risk Management, World Bank

In 2015, the World Bank published a joint World Bank–WHO study on assessing disability in the working-age population (Bickenbach and others 2015). It provides the basics for assessing the working-age population for disability benefits using an approach based on the WHO International Classification of Functioning, Disability and Health. The work capacity or work ability assessment is the most prominent application of disability assessment, since being able to work is key to economic self-sufficiency and social standing.

Next Steps

The World Bank will strive to make social protection systems universal and inclusive for persons with disabilities in alignment with the SDGs, the World Bank Environmental and Social Framework, and the recommendations of the *World Report on Disability*. Possible areas of intervention will include working with clients and persons with disabilities to

- Ensure that all social protection programs are disability-inclusive

- Analyze the impact of social safety nets on persons with disabilities and the means of including the specific costs associated with disability in the design of the safety net programs

- Promote disability-inclusive universal social protection systems in social protection reform projects to ensure that persons with disabilities can access mainstream schemes and disability-specific benefits

- Develop programs for disability benefits and support services that address disability-related needs and costs enabling persons with disabilities to access social and employment services and to live in the community

- Collect disability-disaggregated administrative data to monitor disability inclusion in social protection systems

- Jointly with the WHO and other development partners, assist countries in improving disability measurement and collecting comprehensive data on disability experience that would enable development of evidence-based disability policies

- Assist in the development and implementation of disability assessment and evaluation methodologies for determining eligibility for disability-related social protection measures.

Resources

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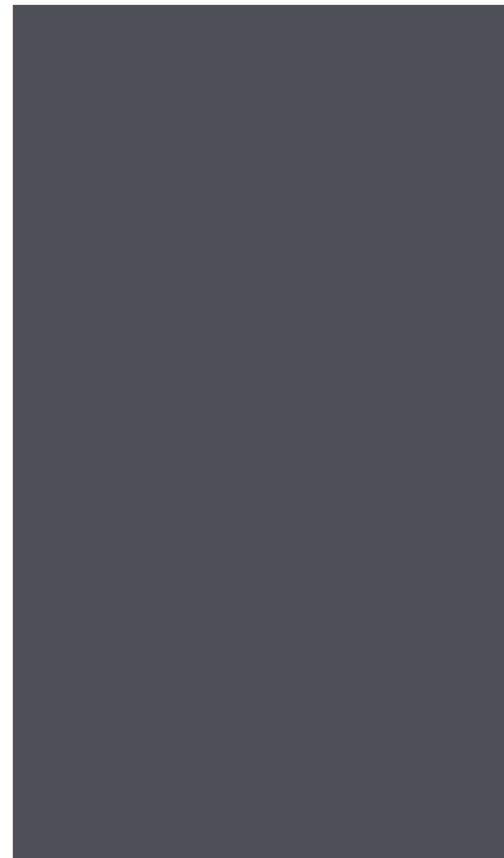
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photo: © Exceed Worldwide / World Bank

6. Jobs and Employment for Persons with Disabilities

Rationale

The employment rates of persons with disabilities are substantially lower than the rates for persons without disabilities in developed and developing countries. Persons with disabilities have lower earnings, and are most likely to be in low-skilled, part-time, and informal job settings with subminimum wages. They also face challenges in their access to finance, markets, and networks because of barriers that arise out of noninclusive regulations, policy and resource allocation, social stigma and prejudice, low educational participation, and obstacles to moving around their own communities and city spaces. In addition to self-employment and participation in the competitive labor market, the world of work for persons with disabilities in many countries includes some form of supported employment and segregated sheltered employment settings.

Sustainable Development Goal (SDG) 8 ("Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all") calls for the achievement, by 2030, of full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. SDG 8 also underlines the need to provide safe and secure working environments for all workers as well as to promote access to banking and financial services for all persons. The World Bank Environmental and Social Framework requires borrowing clients to undertake reasonable accommodation measures to adapt the workplace to include workers with disabilities. The *2011 WHO–World Bank World Report on Disability* includes a set of recommendations for addressing the barriers to work and employment.

Article 27 of the Convention on the Rights of Persons with Disabilities (CRPD) on "Work and Employment" recognizes the right of persons with disabilities to work and to the opportunity to gain a living in open, inclusive, and accessible labor markets. It prohibits discrimination on the basis of disability in all forms of employment throughout the employment cycle from recruitment and hiring to career advancement. The CRPD highlights the need to provide reasonable accommodation to support employment and work functions. Access to vocational training and skills development is also an important means of promoting employment participation.

Examples of Projects

The Rwanda Emergency Demobilization and Reintegration Programme supported the economic reintegration of ex-combatants, including those with disabilities, through capacity building and training and by providing access to grants for micro projects. The interventions included

counseling, addressing mobility challenges, skills training and toolkits, production workshops, employment support, support to cooperatives, project competitions, and advocacy. The project offered skills training in the areas of agriculture and farming, beauty care, catering services, tailoring, and others. The project supported 2,800 ex-combatants with disabilities, and up to 76 percent of these beneficiaries were able to generate an income within six months after training.

The Jamaica Social and Economic Inclusion of Persons with Disabilities is aimed at increasing the vocational skills and employability of adults with disabilities. The project has already helped train 336 persons with disabilities, 77 percent of whom are employed or pursuing advanced training in areas such as office administration, data operations, and customer service. More participants are currently undergoing new rounds of training.

The Skill India Mission Operation is incorporating disability into job diagnostics and skill gap analysis. It will build inclusive training centers, establishing job referral and placement programs for persons with disabilities, strengthening self-employment provision, and evaluating the use of information and communication technology (ICT) to offer training in remote areas and skills for high-growth sectors.

The Partnership in Opportunities for Employment through Technology in the Americas (POETA) program trains persons with disabilities on ICT and job-readiness skills. With more than 90 centers in 14 countries, POETA boosted access to ICT and adaptive technologies; trained 15,675 people, including community and business stakeholders; and supported close to 2,000 trainees to become employed. Digital Divide Data, a company in Cambodia providing business process outsourcing solutions, trains youth with disabilities in digital job skills (10 percent of beneficiaries) and also hires trainees to provide a range of digital services for global clients.

Leonard Cheshire Disability's Access to Livelihoods (A2L) Programme operates in six countries: India, Sri Lanka, Pakistan, Bangladesh, the Philippines, and South Africa. The program uses Livelihoods Resource Centres as one-stop shops providing training, career guidance, and links to employers. More than 50,000 beneficiaries have been trained in successive stages of the program; 70 percent have received employment or set up businesses.

photo: © Trevor Samson / World Bank

Next Steps

The World Bank will strive to promote labor market participation, employment, income generation, and sustainable livelihoods for persons with disabilities, in alignment with SDG 8, the World Bank Environmental and Social Framework, and the recommendations of the *World Report on Disability*. Possible areas of intervention will include working with clients and persons with disabilities to

- Carry out analytical work on the employment rates and barriers to labor market participation of persons with disabilities
- Take stock of and evaluate policies and interventions aimed at supporting labor market participation of persons with disabilities
- Develop strategies and operations that accelerate the inclusion of persons with disabilities in public and private sector jobs, skills development, vocational training, and certification programs
- Improve accessibility and reasonable accommodation in projects promoting or supporting the use of technology for jobs
- Promote disability-inclusive income generation through skilled and unskilled labor, self-employment, entrepreneurship, and competitive employment.

Resources

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7. Disability-Inclusive Information and Communication Technology

Rationale

Accessible information and communication technology (ICT) can level the playing field for persons with disabilities across life domains, including education, employment, e-governance and civic participation, financial inclusion, and disaster management. ICT enables the use of multiple means of communication—voice, text, and gestures—breaking print-based and physical access barriers. Accessible functionality such as voice recognition and magnification in mainstream devices, a large market of and for innovative mobile applications, and web-enabled accessibility services are driving down costs related to specialized assistive technology. Coupled with increasing public and private service provision through ICT, digital development can be a major catalyst for the full participation of persons with disabilities.

The 2030 Agenda for Sustainable Development states that ICT access can accelerate development and bridge digital divides. The Report of the UN Second Committee on Information and communication technologies for development recognizes that access to ICT enables economic development and that it has profound impacts on how citizens engage in public and private life and access government and other services. Sustainable Development Goal 9c focuses on increasing access to ICT and providing universal and affordable access to the Internet in the least-developed countries. The New Urban Agenda (UN 2016) includes a transformative commitment for facilitating access for persons with disabilities, on an equal basis with others, to ICT tools and systems. It recognizes the need to eliminate legal, institutional, socioeconomic, and physical barriers to ICT access by persons with disabilities.

The Convention on the Rights of Persons with Disabilities identifies ICT and accessible technology as important enablers of access to systems and services (Article 9), of accessing information and upholding freedom of expression and opinion (Article 21), of meaningful habilitation and rehabilitation (Article 26), and of access to education, health, employment, and political participation.

Chapter 6 of the 2011 WHO–World Bank *World Report on Disability* outlines the barriers that persons with disabilities face in using ICT and proposes several legislative, regulatory, policy, and industry solutions.

The *World Development Report 2016: Digital Dividends* (World Bank 2016b) points out that the realization of the potential of ICT for inclusive development will require active efforts to realign the societal, legislative, personal, and infrastructural factors within the ICT ecosystem. The report argues that digital dividends are not spreading rapidly, nor evenly, given that 60 percent of the world's people are still offline and cannot fully participate in the digital economy. There also are persistent digital divides across gender, geography, age, and income dimensions within each country.

Examples of Projects

Growth, jobs, and services are the most important returns to digital investments. By reducing information costs, digital technologies greatly lower the cost of economic and social transactions for firms, individuals, and the public sector. They boost efficiency as existing activities and services become cheaper, quicker, or more convenient. This can be transformational to people with disabilities. "Bridging the Disability Divide through Digital Technologies," a background paper for the 2016 World Development Report, provides an overview of the opportunities presented by the Internet and ICT for the full participation of persons with disabilities (Raja 2016)

The Tunisia Information and Communication Technologies Sector Development Project's e-Disabled component funded the provision of adapted and accessible equipment and software applications in school computer labs and equipped social service centers with specialized information technology solutions for persons with disabilities. An increasing number of students with disabilities benefited over the course of project implementation, up to 8,370 in 2010. The project created accessible digital courses for children with intellectual and learning disabilities, reaching 5,000 students. The project established 24 telecenters around the country, equipped with computers with Braille keyboards, touch screen computers, and sign language functionality among other features. Furthermore, this project ensured the compatibility of all major government websites with the World Wide Web Consortium Web Content Accessibility Guidelines to enable access to e-government services.

The Tunisia Broadband Internet and ICT for Education Acceleration Technical Assistance (P158114) program is assisting the government of Tunisia in increasing and improving access to education through ICT. This program will test and evaluate innovative approaches for ICT in education and develop a detailed implementation strategy that seeks to be disability-inclusive through consultations with students with visual and hearing impairments.

The *Broadband Strategies Handbook* (Kelly and Rossotto 2012) points out that accessibility for persons with disabilities has to be a consideration in the development of regulations, strategies for funds allocation, and consumer applications to achieve universal broadband access and use. Countries such as Kenya, Pakistan, and Jamaica have used universal service access funds to expand access in education, health, and media for persons with disabilities.

photo: © Hamish Roberts / Leonard Cheshire Disability

The report "Information and Communication Technologies for Women's Socio-Economic Empowerment" (Melhem and Tandon 2009), published by the World Bank, highlights gender inequalities in the adoption of new technologies in developing countries. Among the factors set forward for prioritizing different types of information infrastructure assistance is ensuring that minority ethnic groups, women, and persons with disabilities should be a focus of network access and applications support using techniques based on human-centered design.

The OECD Digital Government Toolkit, financed by the Digital Development Partnership, includes survey questions assessing the capabilities and maturity of governments in envisioning digital strategies to transform public service delivery for people with disabilities. Designing digital government services with assistive technologies helps ensure access and inclusion for all users.

Adoption of accessibility standards such as Section 508 of the Rehabilitation Act (US) and EN 301 549 (EU) are important to drive the design and delivery of accessible ICT. Increasingly, countries are including accessibility requirements in public procurement processes. Industry stakeholders have identified this as a driver for innovation and competition with a spillover effect for the larger consumer market (G3ict 2015).

The United States Access Board has issued accessibility requirements for information and communication technology (508 Standards), including computer hardware and software, websites, and multimedia such as video, phone systems, and copiers. Web Content Accessibility Guidelines, developed by Essential Accessibility, provide a step-by-step set of technical requirements explaining how to make websites accessible to all persons with disabilities. Using text messaging for emergency communications is an emerging best practice. In the United States, the Federal Communications Commission has mandated the deployment of Text-to-911 services to enable two-way text-based communications with Public Safety Answering Points, greatly benefiting persons with hearing, speech, and other communication impairments.

The Partnership in Opportunities for Employment through Technology in the Americas (POETA) program trains persons with disabilities on ICT and job readiness skills. With more than 90 centers in 14 countries, POETA boosted access to ICT and adaptive technologies; trained 15,675 people, including community and business stakeholders; and supported close to 2,000 trainees to become employed. Digital Divide Data, a company in Cambodia providing business process outsourcing solutions, trains youth with disabilities in digital job skills (10 percent of beneficiaries) and also hires trainees to provide a range of digital services for global clients.

Next Steps

The World Bank will strive to make digital development and ICT operations and activities inclusive to persons with disabilities, in alignment with the Sustainable Development Goals, the New Urban Agenda, and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Use accessible design practices in ICT-enabled development projects (for example, m-health, education, ICT and jobs, smart cities, and disaster risk management)

- Support clients and projects to use ICT to address barriers faced by persons with disabilities in education, employment, social participation, and health

- Carry out analytical work on how ICT can facilitate access and inclusion across different domains

- Support development of policies and regulations that expand the adoption and use of accessible ICT in public and private sector services.

Resources

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photo: © Tom Greenwood / WaterAid

8. Disability Inclusion in Water Sector Operations

Rationale

Persons with disabilities face natural (for example, slippery paths), infrastructural (raised steps, no handrails, for instance), institutional (policy and regulatory), and social and attitudinal barriers in accessing water resources and services for drinking and household needs, sanitation and hygiene, water-dependent occupations, and disaster resilience. Policies and regulatory frameworks overseeing the allocation, development, and maintenance of water resources may not consider access for persons with disabilities. Dependency on others for basic sanitation and water needs increases the risks of sexual and financial exploitation, and affects educational, economic, and social participation. Households with members with disabilities often bear additional expenses for structural modifications and adapted equipment for accessing water resources. When projects trigger displacement and resettlement activities, cash benefits and compensation given to persons with disabilities may not be sufficient to cover the new needs for household, transport, and other modifications.

Sustainable Development Goal (SDG) 6 ("Ensure availability and sustainable management of water and sanitation for all") requires governments to pay special attention to the needs of people in vulnerable situations and to achieve adequate and equitable sanitation and hygiene for all. SDG 6 also underlines the need for community participation in improving resources. In addition, SDG 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") requires the design of education facilities to be responsive to the needs of students with disabilities. SDG 10 ("Reduce inequality within and among countries") requires the social, economic, and political inclusion of all, including persons with disabilities. The New Urban Agenda (UN 2016) encourages the "elimination of legal, institutional, socioeconomic and physical barriers," to promote equitable and affordable access to safe drinking water and sanitation for persons with disabilities.

These developments supplement the Convention on the Rights of Persons with Disabilities, which requires States Parties to ensure access to clean water and appropriate and affordable services (Article 28, Adequate standard of living and social protection). Article 19 (Living independently and being included in the community) addresses equity in needs-responsive community services and facilities, and Article 9 (Accessibility) requires access to the physical environment and public spaces and services in rural and urban areas.

Examples of Projects

The National Rural Water Supply and Sanitation Project (PAMSIMAS AF II: Second Additional Financing to the Third Water Supply and Sanitation for Low Income Communities) in Indonesia has introduced a disability-inclusive approach into its operations; this approach is focused on institutionalizing disability inclusion in the project cycle and mainstreaming disability in project policies. The project supported training on disability inclusion in development and in water, sanitation, and hygiene (WASH) activities for government officials, World Bank staff, and WASH facilitators. PAMSIMAS has incorporated the topic of disability inclusion in community implementation training reaching about 4,200 facilitators, followed by pilot projects in 200 villages. Disability is also included in process and output monitoring.

The Household WASH Survey, conducted as part of the Poverty and Social Impact Analysis/ Poverty Diagnostic of the Water Supply, Sanitation, and Hygiene Sector in Tajikistan (World Bank 2017a), used the short set of questions from the Washington Group on Disability Statistics

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for disability disaggregation, and included questions to assess the access of persons with disabilities to WASH resources. Of the 3,019 sampled households, 9 percent indicated that they had at least one household member who had one or more of the surveyed six functional disabilities at the highest severity level. At lower severity levels, about half of the sampled households reported having a household member with a disability. Among this larger group, about 24 percent of the households reported that persons with disabilities could not access the main water source without assistance (29 percent in rural compared with 12 percent in urban areas); 14 percent reported that persons with disabilities in their household had some or a lot of

difficulty in accessing the main water source. The most commonly cited barriers were distance to the water source (17 percent), carrying or transporting water (11 percent), lack of accessibility features such as ramps (12 percent), and difficulty of terrain (9 percent).

The Water and Sanitation Program has published a guidance note on *Including Persons with Disabilities in Water Sector Operations* (World Bank 2017b), which discusses the key issues that persons with disabilities face in accessing water resources. The guidance note spans all thematic areas of the Water Global Practice. It includes strategies and recommendations for providing accessible and inclusive water resources and services. The note identifies entry points for disability-inclusive water operations in World Bank–supported programs, projects, and advisory services and analytics. The appendix to the guidance note lists several resources, including design guides, manuals, toolkits, and informational materials.

The U.S. Department of Agriculture's AgrAbility program supports the gainful employment and occupational participation of agricultural workers with disabilities in national, state, and regional AgrAbility projects. AgrAbility projects provide information, direct support, and technical assistance to agricultural workers with disabilities and their families. Examples of activities include performing individual needs assessments, providing assistive devices, making customized modifications, providing financial advice and assistance to agricultural workers with disabilities, and knowledge sharing.

Disabled persons' organizations and disability-services providers are useful partners and can act as consultants during community assessments, design audits, decision-making meetings, and monitoring and evaluation activities. Project teams should also support and promote the hiring of persons with disabilities in water management and leadership roles.

Next Steps

The World Bank will strive to make water sector operations inclusive and accessible to persons with disabilities in alignment with the SDGs, the New Urban Agenda, and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities to

- Carry out diagnostics and analytical work on access to water resources for persons with disabilities
- Propose disability-inclusive water sector interventions in Country Partnership Frameworks
- Support inclusive and barrier-free design in infrastructure financing
- Develop disability-inclusive water resources management, regulatory, and policy frameworks
- Build capacity of all stakeholder groups, including government officials, development practitioners, water sector facilitators, engineers, persons with disabilities and their organizations, and other civil society organizations.

Resources

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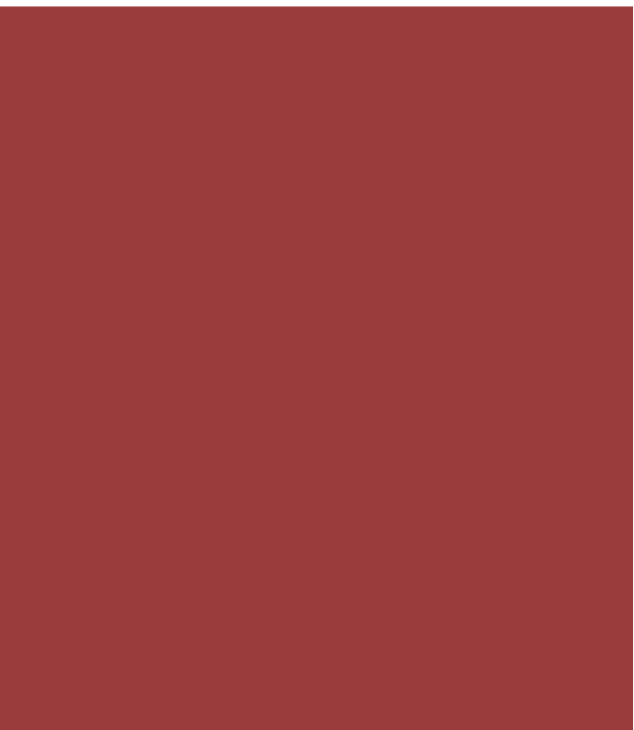
9. Disability-Inclusive Health Care

Rationale

Persons with disabilities have unequal access to health care services and have greater unmet health care needs and poorer levels of health compared with the general population. They face barriers in accessing health care and rehabilitation services owing to lack of accessible transportation, information, and medical facilities and equipment; unaffordability of care; limited availability of disability-specific services; and inadequate training of health professionals to treat persons with disabilities. Persons with disabilities experience attitudinal obstacles and multiple forms of discrimination in their access to health services, for example, in women's and girls' access to sexual and reproductive health services. Persons with mental health problems and psychosocial disabilities are a particularly marginalized, excluded, and stigmatized group who may also be subject to involuntary placement in institutions. Untreated mental disorders impose an enormous global disease burden with long-term effects on people's functioning and quality of life. Persons with disabilities are also disproportionately vulnerable to catastrophic health expenditure.

Sustainable Development Goal 3 ("Ensure healthy lives and promote wellbeing for all at all ages") calls for the achievement of universal health coverage for all, including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines. It also aims to ensure universal access to sexual and reproductive health care services, including for family planning, information, and education, and the integration of reproductive health into national strategies and programs. The promotion of mental health is mentioned explicitly.

The New Urban Agenda is committed to promoting the equitable and affordable access of persons with disabilities to health care and family planning services, facilitating access to health facilities, and encouraging the elimination of legal, institutional, socioeconomic, and physical barriers in this regard (Sections 34 and 36).

Among its priority actions, the Sendai Framework for Disaster Risk Reduction 2015–2030 highlights the need to enhance the resilience of national health systems and recovery schemes to provide psychosocial support and mental health services for all people in need.

The Convention on the Rights of Persons with Disabilities recognizes the right of persons with disabilities to enjoy the highest attainable standard of health without discrimination (Article 25). There is an obligation to provide persons with disabilities with the same range, quality, and standard of free or affordable health care as provided to other persons, including in the area of

sexual and reproductive health. Specific health services related to disabilities should also be made available. Health services should be provided on the basis of free and informed consent and as close as possible to people's own communities. Comprehensive habilitation and rehabilitation services are also covered (Article 26).

The 2011 WHO–World Bank *World Report on Disability* outlines the barriers persons with disabilities face in their access to health care and rehabilitation services and gives recommendations for addressing them (chapters 3 and 4). The WHO Global Disability Action Plan 2014–2021 calls for WHO member states to remove barriers and improve access to health services and programs.

Examples of Projects

The Tamil Nadu Empowerment and Poverty Reduction Project included a component on improving the access of persons with disabilities to public health and rehabilitation services and making the design and delivery of the services disability-inclusive. A specific mental disability project was implemented in 578 villages, creating a community support system for persons with mental health problems and intellectual disabilities in partnership with mental health professionals and regional resource agencies. The health-related aspects of the projects were complemented by broader efforts for the social and vocational inclusion of persons with disabilities and included activities for raising awareness of persons with disabilities and overcoming stigma among health professionals and the communities.

The School Health: Disability, Health and Education in Support of Learning for All Program (P150662) will create awareness and exchange experiences of deworming and visual screening in 15 countries in Africa and East Asia as entry points to improving school health programs. The treatment of vision impairments is a cost-effective method for improving school participation. Under the Global Partnership for Education, the World Bank funded the preparation of Guidelines for School-based Eye Health Programmes. The guidelines provide information for policy makers and planners on developing a comprehensive and integrated approach to school eye health.

The Iraq Emergency Disabilities Project improved the delivery of community-oriented rehabilitation and prosthetic services for persons with disabilities. Six new basic rehabilitation centers were constructed and equipped. Two new prosthetic workshops were constructed. More than 38,000 technical aids (wheelchairs, crutches, walking sticks, walking frames, walking rollators, and tripods) were procured. The project also provided training to prosthetics technicians and hospital-based physiotherapists and physicians.

The international development civil society organization CBM partnered with disabled persons' organizations and the municipality of San Jose de Buenavista in the Philippines to make local public health services inclusive to persons with disabilities. The activities included accessibility features for the municipal health office, village health centers, and health promotion materials; inclusion of persons with disabilities in all local health initiatives; health insurance coverage for the poorest families with members with disabilities; inclusion of women with disabilities in reproductive health programs; and provision of affordable prosthetic and orthotic services. This model, in which disabled persons' organizations work in partnership with local authorities, has been replicated with about 300 local government units in the country.

Many projects funded by the World Bank Group are supporting mental health care as part of integrated service delivery at the primary care level. The Afghanistan: System Enhancement for Health Action in Transition Project has expanded the scope, quality, and coverage of health services. The delivery of mental health services has been included in the Basic Package of Health Services. The Supporting Psychosocial Health and Resilience in Liberia Project has provided psychosocial and capacity-building support to improve long-term psychosocial health and resilience at the individual and community level. The Lebanon Health Resilience Project provides mental health services at primary health care clinics with the aim of increasing the access of poor Lebanese and displaced Syrian populations to quality health care.

The WHO QualityRights initiative aims to improve the quality of inpatient and outpatient mental health services for people with psychosocial, intellectual, and cognitive disabilities. It offers a human rights–based approach to mental health care with a focus on community-based and recovery-oriented services, including peer support by persons with disabilities. The initiative also encourages reforms to national policies and legislation. The WHO has developed a comprehensive package of training and guidance modules and assessment tools for the project. The WHO Mental Health Gap Action Programme aims at scaling up services for mental and neurological disorders for low- and middle-income countries.

The international civil society organization Sightsavers' project "Everybody Counts" has been collecting disability-disaggregated data to improve the accessibility of its health programs by applying methodologies developed by the Washington Group on Disability Statistics. Acting on initial findings, the project has developed an approach that includes accessible information, education, and communication materials; accessibility audits; training on gender mainstreaming and disability inclusion; research on barriers for women accessing health services; improved referral mechanisms; awareness raising in partnership with disabled persons' organizations; and integration of disability data into health management information surveys.

photo: © R. Burton / Information Center

Next Steps

The World Bank will strive to make health care coverage universal and inclusive for persons with disabilities in alignment with Sustainable Development Goal 3 and the World Bank Environmental and Social Framework. Possible areas of intervention will include working with clients and persons with disabilities, including persons with mental health problems and psychosocial disabilities, to

- Analyze the obstacles persons with disabilities face in their access to health care, including catastrophic health expenditure, and collect disability-disaggregated data on tracking the achievement of universal health coverage

- Apply universal access and design approaches in health infrastructure projects, including transport services, with the involvement of users with disabilities

- Promote disability-inclusive universal health coverage in health care reform projects, ensure access to sexual and reproductive health services, and improve the availability of quality and affordable disability-specific health and rehabilitation services

- Develop training programs for health care professionals on the specific care needs and rights of persons with disabilities and the need to eradicate stigma against persons with disabilities, including people with mental health problems and psychosocial disabilities

- Develop community-based approaches in mental health care that integrate prevention, treatment, and care services and promote deinstitutionalization and alternatives to coercive care practices in the mental health care system.

Resources

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Page V – © Lois Goh / Social Inclusion, World Bank. An old woman with disability helped by a nun while going down the stairs of a church.

Page VI – © Leonard Cheshire Disability. Baako Jamilla with her children in Uganda.

Page 03 – © Guilhem Alandry / WaterAid. An Accessible Toilet in Beltola Slum, Dhaka, Bangladesh.

Page 06 – © James Kiyimba / WaterAid. Handicap man pumping water for 2 kids.

Page 10 – © Guilhem Alandry / Malteser International. Three men lifting man in wheel chair down stairs.

Page 16 – © Muni Rafael Castillo. A wheelchair ramp at a tram stop in the city.

Page 19 – © World Bank. A woman in a wheelchair on the edge of a curb.

Page 22 – © SDOT, World Bank. A wider cross-walk in Seattle crossed by a few people including a young blind woman.

Page 25 – © Ahmed Jallanzo / WaterAid. Accessible Toilets in Paynesville, Liberia: A Woman, Who Is Blind, Works as the Caretaker.

Page 28 – © ASB 2011 / World Bank. A disabled child shows his drawing – him and his classmates protecting themselves under their school desks during an emergency response drill in Indonesia.

Page 30 – © Issara Anuj un / Shutterstock. A volunteer helps a man with a disability get through the flood in his wheelchair in Southern Thailand.

Page 34 – © Jenny Matthews / Leonard Cheshire Disability. A blind Kenyan girl with her classmate, standing together smiling.

Page 36 – © World Bank / Shutterstock. A girl in a wheelchair uses her tablet during a school class.

Page 40 – © Olesia Bilkei / Shutterstock. A mother and her disabled son smiling at each other, hand-in-hand, in a rehabilitation center.

Page 43 – © ASB 2011 / Disaster Risk Management, World Bank. Indonesia Sign – Sign language teacher with a deaf student during a sign language class.

Page 46 – © Exceed Worldwide / World Bank. A young disabled man sitting in his mechanic shop replacing a motorcycle wheel.

Page 48 – © Trevor Samson / World Bank. A man in a wheelchair working with a computer.

Page 50 – © Belushi / Shutterstock. A boy in a multifunctional wheelchair touching a computer screen to navigate.

Page 53 – © Hamish Roberts / Leonard Cheshire Disability. Junior Onango in class – A disabled child using a learning toy in his classroom.

Page 56 – © Tom Greenwood / WaterAid. A woman in a wheelchair holding a water container, with a little girl standing next to her.

Page 58 – © James Kiyimba / WaterAid. To use family latrine, a Ugandan carpenter, Olupot, designed his own portable toilet seat and a Tippy Tap for hand washing.

Page 62 – © Jaren Jai Wicklund / Shutterstock. Little boy with cerebral palsy in his wheelchair smiling at his therapist in a rehabilitation center.

Page 66 – © R. Burton / Information Center. Water for All.

Inside back cover

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Disability Inclusion and Accountability Framework