



Disability- Inclusive Citizen Engagement

TECH- NICAL NOTE

**CITIZEN ENGAGEMENT
and SOCIAL ACCOUNTABILITY**
GLOBAL SOLUTIONS GROUP



WORLD BANK GROUP
Social Sustainability & Inclusion



SOURCE: Pexels / Anas Aldyab

01

Purpose and Primary Audience of this Technical Note

This note provides World Bank task teams with overarching guidance on how to support their government clients to meaningfully engage persons with disabilities, as well as organizations of persons with disabilities (OPDs), in providing feedback on World Bank Group operations.

Often persons with disabilities are not even consulted about decisions that relate to or affect their lives.¹ In line with the philosophy of the disability rights movement, which is built on the principle of meaningful participation, this note seeks to heed the motto “nothing about us, without us.”

There is little information available on how Bank-financed projects currently ensure that persons with disabilities are specifically included in citizen engagement (CE) activities—in general and in individual projects. This note explains what to look for to ensure that individuals with disabilities and OPDs are engaged in the planning, implementation, monitoring, and evaluation stages of Bank projects. It provides examples from different sectors, as well as recommendations for how people working on CE, and project task teams in general, can strengthen the voice of persons with disabilities in their projects and, with their input, better meet their needs. This note is based on a summary of lessons learned from a subset of World Bank operations.

¹ Committee on the Rights of Persons with Disabilities. 2018. “General Comment No. 7 (2018) on the Participation of Persons with Disabilities, Including Children with Disabilities, through Their Representative Organizations, in the Implementation and Monitoring of the Convention.” CRPD/C/GC/7. Geneva: Office of the UN High Commissioner for Human Rights. https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/7.



SOURCE: Pexels / Cliff Booth

02

World Bank Commitments to Citizen Engagement and Disability Inclusion

The **Strategic Framework for CE in WBG operations**,² the **Environmental and Social Framework (ESF)**,³ and the **Disability Inclusion and Accountability Framework**⁴ are the three main policies that lay out the Bank's commitments to promoting disability mainstreaming in its operations by engaging individuals with disabilities, OPDs, community-based organizations, and parents' associations to ensure that projects effectively reach all target beneficiaries.

In addition, the Bank Directive **Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups**⁵ specifically calls for engagement and consultation with persons with disabilities. Fulfilling the 10 Disability Inclusion Commitments of the WBG⁶ also clearly requires the active engagement of persons with disabilities, whose feedback helps ensure project quality and effectiveness.

2 World Bank Group. 2014. "Strategic Framework for Mainstreaming Citizen Engagement in World Bank Group Operations." Washington, DC: World Bank. <http://hdl.handle.net/10986/21113>.

3 World Bank. 2016. "World Bank Environmental and Social Framework." Washington, DC. <https://www.worldbank.org/en/projects-operations/environmental-and-social-framework>.

4 World Bank Group. 2018. "Disability Inclusion and Accountability Framework." Prepared by C.V. McClain-Nhlapo, L.H.A. Sivonen, D.S. Raja, S. Palummo, and E. Acul. Washington, DC: World Bank Group. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/437451528442789278>.

5 World Bank. 2021. "Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups." Bank Directive EXC5.07-DIR.117. Washington, DC. <https://policies.worldbank.org/en/policies/all/ppfdetail/9598117e-421d-406f-b065-d3dfc89c2d78>.

6 World Bank. 2018. "World Bank Group Commitments on Disability-Inclusive Development." Washington, DC. <https://www.worldbank.org/en/topic/socialsustainability/brief/world-bank-group-commitments-on-disability-inclusion-development>.

03

What is Disability-Inclusive Citizen Engagement?

The World Bank defines citizen engagement as a two-way interaction between citizens and government or the private sector to discuss policies, programs, projects, advisory services, and analytics. It allows citizens and/or organizations that represent them to engage meaningfully in decision-making, and thus improve development outcomes.⁷

CE activities range from consultations to more intensive activities for collaborative decision-making and implementation, as depicted in Figure 1. Communicating information is an essential prerequisite of CE, but as a one-way process, it does not itself constitute CE.

The definition of disability and of persons with disabilities varies across countries, organizations, sectors, and cultures. However, most international development agencies follow the definition articulated in the Convention on the Rights of Persons with Disabilities (CRPD),⁸ which understands disability to arise from the interaction of health conditions or impairments with attitudinal and environmental factors that hinder full participation in society on an equal basis with others.⁹

By combining these definitions of CE and disability, **disability-inclusive CE** can be defined as the meaningful participation of persons with disabilities and their representative organizations in accessible, two-way interaction. It entails consulting and collaborating with persons with disabilities through inclusive and accessible feedback mechanisms that enable them to inform and influence projects throughout the operational cycle.

In practice, this requires ensuring that persons with disabilities have access to all relevant project-related information, including through the websites of public bodies associated with World Bank operations, in accessible digital formats. It also means reasonable accommodation should be provided as needed, such as sign language interpreters, Easy Read text, and plain-language, Braille, and tactile communication.¹⁰

The World Bank promotes a twin-track approach for disability-inclusive CE that supports 1) the mainstreaming of inclusion of persons with disabilities in all Bank operations, by removing barriers in order to enable them to participate in and benefit from the Bank's activities on equal footing with people without disabilities, and 2) independent projects that are specifically targeted to benefit and empower persons with disabilities.¹¹

7 World Bank Group. 2014. "Strategic Framework for Mainstreaming Citizen Engagement in World Bank Group Operations."

8 See <https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>. The CRPD, in turn, draws on the International Classification of Functioning, Health, and Disability (ICF) of the World Health Organization (WHO).

9 See also WHO and World Bank. 2011. "World Report on Disability." Geneva and Washington, DC: World Health Organization and World Bank. <https://documents1.worldbank.org/curated/en/665131468331271288>.

10 Committee on the Rights of Persons with Disabilities. 2018. "General Comment No. 7 (2018)."

11 World Bank Group. 2018. "Disability Inclusion and Accountability Framework."

FIGURE 1. Twin-Track Approach to Disability-Inclusive CE

Enable

- Adapt policies, regulations, and rules to avoid discrimination against persons with disabilities in participatory processes.
- Develop a list of key community stakeholders, including ODPs and those working to advance accessibility.
- Allow sufficient time and budget to ensure accessibility—such as to pay for interpreters (sign language, Deaf-Blind, CART4) and to produce materials that are accessible to people with vision disabilities, such as websites and documents that can be read by a screen reader, Braille documents, or tactile graphics.
- Have staff or volunteers ready to assist participants with disabilities during CE activities where necessary.
- Provide regular trainings and workshops for staff and partners on disability inclusion, including training communications staff on accessibility measures and how to communicate about disability inclusion.
- Provide individualized support to facilitate access to services and reasonable accommodations.

Empower

- Ensure that all voting/priority-setting processes are accessible to persons with disabilities.
- Provide targeted capacity development opportunities for persons with disabilities to advocate for themselves and leadership roles.
- Sponsor peer-to-peer support and/or self-help groups to build individual capacity and support collective action.
- Provide training and workshops for persons with disabilities on disability-inclusive development to ensure meaningful participation and enable better feedback and recommendations to policy makers.



Disability-Inclusive Citizen Engagement

04

Insights from World Bank Operations

In order to understand how Bank operations are including persons with disabilities in CE activities, and what challenges commonly arise, the Bank's Citizen Engagement Database was used to screen for projects approved between fiscal years 2014 and 2020 in which specific steps were planned for the engagement of persons with disabilities and/or OPDs.¹²

In the majority of those projects, persons with disabilities were defined and positioned as passive beneficiaries of interventions, not as active participants. This is not consistent with the meaning and principles of disability-inclusive CE. However, the projects on water, sanitation, and hygiene (WASH) and inclusive education offer practical ideas for how to engage persons with disabilities and OPDs as experts in disability inclusion who can make tangible contributions to overall project outcomes.

Overall, there have been multiple challenges in meaningfully engaging persons with disabilities in project activities, from a reluctance by community members to apply a disability-inclusive approach, to concerns by governments that "disability inclusion is costly." A key insight is that **buy-in and partnerships with local governments can be a particularly potent approach to addressing concerns from community members and governments and thus achieving successful disability-inclusive citizen engagement.**

In most of the projects reviewed, **disability inclusion was not incorporated in the project implementation guidelines, strategies, plans, budgets, or monitoring and evaluation with any specific actions or measures.** The lack of a systemic approach for engaging with local civil society organizations (CSO) or organizations of persons with disabilities to conduct focus groups or other forms of consultation is a missed opportunity for disability-inclusive CE.

Typically projects hold separate events or meetings with persons with disabilities, instead of making regular consultations disability-inclusive. While separate meetings may allow for input from persons with disabilities, such approaches to project operations go against the World Bank's commitments to equal participation and representation of persons with disabilities in Bank activities, as laid out in the Environmental and Social Framework and Disability Inclusion and Accountability Framework.¹³ When persons with disabilities are excluded from broader discussions, they neither hear what others are saying, nor have the opportunity to influence their views and priorities.

¹² See Annex 1: Methodology.

¹³ See World Bank, 2016, "World Bank Environmental and Social Framework," and McClain-Nhlapo et al, 2018, "Disability Inclusion and Accountability Framework."



05

Recommendations

The World Bank Group has committed itself to disability-inclusive development, and that means persons with disabilities must be able to participate meaningfully in projects. This section presents practical recommendations to help the Bank move toward disability-inclusive CE.

Support task teams by identifying and helping to establish partnerships between implementing agencies and OPDs. Task team leaders and members may have limited time and experience engaging directly with persons with disabilities. However, there is support available, including the Global Disability Advisor, the SSI Disability Inclusive Development team, and CE focal points at the regional and/or country levels. Just as country briefs include information on service providers for gender-based violence risk mitigation, a mapping exercise needs to be undertaken to identify agencies and organizations focused on disability inclusion that can be brought in to provide guidance to the social assessment, project design, and implementation. There are suite of disability inclusion country profiles available to guide this mapping exercise.¹⁴ Lived experiences of disability are diverse and will vary according to type(s) of disabilities, gender, age, indigeneity, and household income. Therefore, it is recommended to partner with multiple organizations and/or with local, regional, and international organizations such as International Disability Alliance (IDA), the International Disability and Development Consortium (IDDC), the Africa Disability Forum and other regional bodies, and the UN Partnership on the Rights of Persons with Disabilities (UNPRPD).

When possible, partnerships should be formed with cross-disability organizations—that is, OPDs representing diverse groups of persons with intellectual disabilities, visual or hearing impairments, and physical disabilities, including those in remote areas. Partnerships may take various forms, including providing seats for OPD members in project steering committees, or engaging with OPDs to provide capacity building and training on understanding disability, Universal Design,¹⁵ disability-inclusive development, and/or disability-inclusive CE for World Bank staff and clients.

¹⁴ Refer to Disability-Inclusive Development website: <https://worldbankgroup.sharepoint.com/sites/wbsites/disability-inclusive-development/Pages/index.aspx>

¹⁵ DO-IT. 2021. "What Is Universal Design?" Disabilities, Opportunities, Internetworking, and Technology, University of Washington. April 9, 2021. <https://www.washington.edu/doit/what-universal-design-0>.

At the national or regional administrative level, **task teams should identify whether the country has ratified the Convention on the Rights of Persons with Disabilities (CRPD)**. If it has, the teams can remind authorities of their obligations under the Convention as part of conversations about the need for disability-inclusive CE.

Along with addressing disability in the Project Appraisal Document (PAD), each project should include specific plans, actions, and types of engagement with persons with disabilities and OPDs in its Stakeholder Engagement Plan (SEP).

The World Bank Environmental and Social Framework also requires specific measures to facilitate the meaningful participation of stakeholders with disabilities.¹⁶ Examples include transportation to meeting venues; the physical accessibility of the venues; providing information in accessible formats, such as Braille and/or large print; and offering multiple forms of communication, such as text captioning or signed videos, text captioning for hearing impaired, and online materials for people who use assistive technology.¹⁷ A lack of reliable information and knowledge about the persons with disabilities is common in many countries, which may hinder the fulfillment of CE principles. The PAD and SEP development process should therefore include consultations with OPDs during project preparation and throughout project implementation to respond to the actual situations and needs of persons with disabilities.

It is critical to include disability-disaggregated indicators in project progress monitoring instruments, SEPs, evaluations of community engagement, and beneficiary feedback mechanisms, similar to how projects track gender-disaggregated data and indicators. For instance, if a project generates

gender-disaggregated data and progress reports on employment, education, or political participation, then the same data should include subsections on persons with disabilities by gender classification. This will enable the Bank to systematically monitor disability-inclusive CE. Integrating disability-disaggregated data into evaluations of the effectiveness of CE activities, including under SEPs that specifically mention the engagement of persons with disabilities, can also help the Bank to track the best practices for replication, as well as opportunities for future improvements.

The project budget development phase should include the recommendations of persons with disabilities, to ensure the procured goods and services do not discriminate against persons with disabilities, but instead contribute to disability-inclusive development. OPDs can be engaged in reviewing project budgets by organizing and facilitating consultation with the broader disability community and channeling this feedback into project design and budgeting. Guidance on disability-inclusive participatory budgeting¹⁸ based on the Bank's experience in Russia suggests taking a comprehensive approach, starting by providing an accessible environment for participation and allowing the OPDs to take a leading role. Procurement processes should ensure that a) tendering specifications include accessibility standards for goods, services, and works procured for public use; b) tendering processes, including advertising, bid submission, and the award of tenders are available in accessible formats, so persons with disabilities can fully participate; c) the products and/or services procured do not create new barriers for persons with disabilities; and d) persons with disabilities can access the products and/or services procured on an equal basis with others.

¹⁶ World Bank Group. "Disability Inclusion and Accountability Framework (English)."

¹⁷ Bergman, R. 2021. "Help or Harm in Times of Emergency?"

¹⁸ Malcoci, L., and G. Khachatryan. 2020. "Guidelines for Engaging Disadvantaged Groups of Population in Participatory Budgeting (Case of People with Disabilities)." World Bank Russia. https://drive.google.com/file/d/1jOv3C3tO-_82eDPw75vtBQYhb-XtUM9o/view.

Improving CE Mechanisms

The recommendations below aim to strengthen the responsiveness of common CE mechanisms found in Bank projects to the needs of persons with disabilities, to enable them to participate fully in the projects.

1. COMMUNICATION

- Provide needs-based services (such as interpretation, closed captioning, and image descriptions) to ensure that all materials and information are accessible to participants.
- Make materials that are provided in person and online available in multiple formats and languages, so they are accessible to persons with different types of disabilities. This includes information and communication platforms such as websites, announcement boards, mobile applications, and social media posts. The accessibility of websites, for instance, can be tested with web accessibility evaluation tools to determine whether they meet internationally recognized guidelines.¹⁹ Social media sites, such as Twitter, also offer accessibility tools and guidance.²⁰
- Ensure that interactive and electronic kiosks are fully accessible to persons with disabilities—both to physically enter and engage with them, and to access the content provided.
- Organize media events and public hearings for OPDs and individuals with disabilities to share their perspectives with decision-makers and the broader community.

2. CONSULTATION

- Consult with persons with disabilities in project planning, budgeting, implementation, and monitoring. Every project should at least have one OPD that represents diverse groups of persons with disabilities as the permanent disability focal point. The focal point's role is to establish and maintain regular communication with persons with disabilities to identify their accessibility needs for barrier-free participation, coordinate the exchange of information between them and the project implementer, and facilitate training and workshops on disability inclusion for the project implementing units.
- Write surveys in plain language to be easily understood and translated into Braille or sign language, if need be.
- Online surveys should comply with web content accessibility guidelines,²¹ and both online and print surveys should be designed for accessibility; the Canada-based CNIB Foundation's Clear Print Guidelines are a useful resource.²²
- Selecting venues for community meetings or workshops that are accessible. This means the location should be convenient

19 See Web Accessibility Evaluation Tool list, W3C: <https://www.w3.org/WAI/ER/tools/> and Web Content Accessibility Guidelines (WCAG) 2.1: <https://www.w3.org/TR/WCAG21/>.

20 For example, see Twitter's accessibility guide: <https://help.twitter.com/en/using-twitter/accessibility-features>.

21 See Web Accessibility Evaluation Tool list, W3C: <https://www.w3.org/WAI/ER/tools/> and Web Content Accessibility Guidelines (WCAG) 2.1: <https://www.w3.org/TR/WCAG21/>.

22 See <https://www.cnib.ca/en/accessibility-cnib>.

for community members with disabilities, to reduce travel time and costs. If possible, identify a venue that is already used by persons with disabilities, to increase the likelihood of attendance, and ensure that the venue has ramp access, accessible toilets, handrails, and other features to facilitate access and meaningful participation by persons with disabilities.

- Ensure that facilitators and participants are familiar with the guidelines for accessible meetings. Speakers should be advised on how to prepare accessible presentations, and presentations and background information should be made available in advance whenever possible, and provided in accessible formats (see above). Guidelines for conducting accessible meetings should be announced at the start of the event, with reminders provided as needed.
- Consultations with project beneficiaries and stakeholders, including CSOs, must include OPDs representing diverse groups of persons with disabilities, offering them alternative options for communication, such as extra time to provide their feedback in written or audio recorded formats.

3. COLLABORATION (CITIZENS' PANELS, COMMITTEES, WORKING GROUPS)

- Allocate seats for representatives of persons with disabilities on steering committees and advisory bodies. Individuals with disabilities and OPDs should be invited to provide input into the annual work plans that are often prepared for Bank-financed projects, perhaps through their membership in steering committees, to evaluate them for disability inclusiveness and accessibility.
- Collaborate with OPDs in designing training and consultation programs to enhance the awareness of and skills of national and grassroots-level project on how to engage persons with disabilities in project activities.

- Engage with OPDs as the experts in identifying and responding to access barriers. Removing “disabling” barriers and ensuring comprehensive access is crucial in creating opportunities for persons with disabilities to participate in all stages of the project cycle.
- The rapid progress in information and communications technology (ICT) development and application in nearly all development spheres makes it important to incorporate accessible digital formats in public participation platforms and services. For instance, voice messaging features are integrated into most electronic devices that persons with visual impairments use for communication. Thus, any information exchange channel established by the projects should consider the possibility of sending and receiving voice messages. Public media materials concerning the project operations or important messages addressed to the citizens should ensure their accessibility to persons with hearing impairments as well through closed captioning options.
- The reasonable accommodation needs of panel members with disabilities should be met whenever they arise.
- Information for panel/group members with disabilities must be provided in accessible formats (see Communication section above).
- Recommendations from panel/group members must be in accessible formats.

4. GRIEVANCE REDRESS MECHANISM (GRM)

- To the extent possible, a variety of media should be used to disseminate information about the grievance redress/feedback mechanism, all in accessible formats. The review of and correspondences on complaints submitted for GRM consideration must ensure accessible communication means for the initiator of the complaint to communicate directly, with anonymity and confidentiality as necessary. This is because,



SOURCE: Unsplash / Nathan Anderson

due to the inaccessibility of information and communication technologies, often persons with disabilities are forced to seek the intervention of non-disabled persons to document their cases, which undermines their confidentiality.

- GRMs/feedback mechanisms should offer the option of a designating a representative to submit complaints and receive responses on one's behalf. The access points or complaint uptake should be physically and virtually accessible for persons with diverse disabilities. The uptake channels, such as phone hotlines, email, mail, SMS, websites, or face-to-face, should include sign language assistance, audio messaging features, enlarged fonts for persons with visual impairments, and Braille scripts for blind persons. The accessibility of web-based channels can be tested using [web accessibility evaluation tools](#).²³ For the Deaf, the innovative approach invented by Italian social enterprise Pedius²⁴ can be applied for the GRM to allow Deaf persons to convey their complaints independently using iPhone or Android devices, bypassing the sign-language interpreter, to ensure the confidentiality of the claim. The Pedius technology converts the voice-based

communication to/from sign language to facilitate direct communication between Deaf persons and hearing interlocutors. Another useful solution for accessible communication, especially for persons with intellectual disabilities, is the software Kolumba,²⁵ created by Fundación Prodis in Spain. The Kolumba makes a personal Gmail account more accessible to persons with intellectual disabilities and supports the privacy of their email communications. Petitioners with intellectual disabilities can use this feature to submit their claims for GRM consideration privately.

- Direct human-to-human interactions between persons with disabilities and project implementers is critical in resolving issues raised by persons with disabilities. The attitude of project stakeholders toward the claimant and their approach to the claimed problem convey the level of disability inclusiveness of the project. Timely, constructive, and diligent communication with claimants with disabilities by the project can thus lead the project toward more disability-accessible and inclusive outcomes, as was the case in the Bangladesh Clean Air and Sustainable Environment Project (P098151).²⁶

23 See Web Accessibility Evaluation Tool list, W3C, <https://www.w3.org/WAI/ER/tools/>.

24 Di Ciaccio, L. 2018. "Mobile Application Allowing Deaf People to Make Phone Calls without an Interpreter." In Zero Project Report 2018: Accessibility, by Zero Project, 91. International Study on the Implementation of the UN Convention on the Rights of Persons with Disabilities – "For a World without Barriers." Vienna: Essl Foundation. https://20cxh614hon119kmcx49v25h-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/ZP_Report18_accessible.pdf.

25 Ripollés, M. 2018. "Making E-Mail Communication Accessible for Persons with Intellectual Disabilities." In Zero Project Report 2018: Accessibility, by Zero Project, 108. International Study on the Implementation of the UN Convention on the Rights of Persons with Disabilities – "For a World without Barriers." Vienna: Essl Foundation. https://20cxh614hon119kmcx49v25h-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/ZP_Report18_accessible.pdf.

26 World Bank. 2017. "Grievance Redress Service (GRS) Annual Report 2016." Washington, DC: World Bank. <https://thedocs.worldbank.org/en/doc/121911510349513569-0290022017/original/GRSAnnualReport2016.pdf>.

5. RECOMMENDED READING ON ENGAGING PERSONS WITH DISABILITIES IN DEVELOPMENT PROJECTS

On the Road to Disability Inclusion: Integrating people with disabilities throughout the program cycle, World Vision International, <https://www.worldvision.org/wp-content/uploads/DIGPROD-85-On-the-Road-to-Disability-Inclusion-FINAL-6-13-2016.pdf>

Inclusion Made Easy: A quick program guide to disability in development, CBM International, https://www.cbm.org/fileadmin/user_upload/Publications/cbm_inclusion_made_easy_a_quick_guide_to_disability_in_development.pdf

Strengthening the Participation of Organisations of Persons with Disabilities in the Decision-Making of National Government and the United Nations: Further Analyses of the International Disability Alliance Global Survey, <https://doi.org/10.3390/disabilities1030016>

Index of participation of persons with disabilities in decision-making: Armenia, Georgia and Moldova, Eastern Partnership: Civil Society Forum, <https://eap-csf.eu/wp-content/uploads/Index-of-participation-full-report.pdf>

Disability Inclusive Development Toolkit, CBM International, <https://disability-hub.com/wp-content/uploads/2020/06/Disability-Inclusive-Development-Toolkit.pdf>

Disability-Inclusive Disaster Recovery, World Bank, <https://documents1.worldbank.org/curated/en/265011593616893420/pdf/Disability-Inclusive-Disaster-Recovery.pdf>

Scaling Up Disability Inclusion in Water Projects: Case Study of PAMSIMAS. Water Knowledge Note. Koyama, Ayumi. 2020. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/34429>

Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action, Inter-Agency Standing Committee, https://interagencystandingcommittee.org/system/files/2020-11/IASC%20Guidelines%20on%20the%20Inclusion%20of%20Persons%20with%20Disabilities%20in%20Humanitarian%20Action%2C%202019_0.pdf

Making Inclusive Development a Reality, Mobility International USA (MIUSA), <https://www.miusa.org/resource/tipsheet/inclusivedevelopment>

Disability Inclusion and Accountability Framework, World Bank, <https://documents1.worldbank.org/curated/en/437451528442789278/pdf/126977-WP-PUBLIC-DisabilityInclusionAccountabilitydigital.pdf>

Webinar: Disability Inclusion 101, UN, <https://www.un.org/disabilitystrategy/webinar>

UN Disability Inclusion Strategy: Disability-Inclusive Communications Guidelines, UN, https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf

UN Disability Inclusion Strategy: Guidelines on consulting persons with disabilities – Indicator 5, UN, https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_consultation_guidelines.pdf

UN Disability Inclusion Strategy: Guidelines on the implementation of indicator 8 – Procurement, UN, https://www.un.org/sites/un2.un.org/files/2020_un_disability_inclusion_strategy_guidelines_indicator_8.pdf


How to engage people with disabilities in participatory budgeting, People Powered: Global Hub for Participatory Democracy, <https://www.peoplepowered.org/university-content/pb-inclusion>

Accessible meetings and events: a toolkit, CBM International, <https://www.cbm.org.au/resource/accessible-meetings-and-events-a-toolkit>

Zero Project: Innovative Practices – pool of recommended international practices on disability inclusion in projects, programs, and service delivery, <https://zeroproject.org/innovative-practices/>

Digital Accessibility Toolkit, CBM International, https://www.cbm.org/fileadmin/user_upload/Publications/CBM-Digital-Accessibility-Toolkit.pdf

Collecting Data on Disability Inclusion – Self-Paced eLearning, World Bank Group, <https://olc.worldbank.org/content/collecting-data-disability-inclusion>



SOURCE: Unsplash / Sigmund

ANNEX 1

Methodology

In order to understand how Bank operations are including persons with disabilities in CE activities, and what challenges commonly arise, the Bank's Citizen Engagement Database was used to screen for projects approved between fiscal years 2014 and 2020 in which specific steps were planned for the engagement of persons with disabilities and/or OPDs.

In scanning the database, the key criterion used to select projects for review was whether there was a description of engagement of persons with disabilities and OPDs as active providers of feedback during project implementation. Therefore, while some projects specifically target persons with disabilities as beneficiaries, this assessment only considered projects that were designed to actively engage persons with disabilities in feedback mechanisms as "disability-inclusive CE" projects.

Projects that appeared to have disability-inclusive CE mechanisms were assessed across the project cycle, looking at activities undertaken during project preparation as well as implementation. The initial project database filtering process generated a list of 134 projects. The next refining stage resulted in a shortlist of 32 projects. For those projects, the analysis included examining project appraisal documents, project completion reports, and stakeholder engagement plans to identify the types of engagement of persons with disabilities and/or OPDs. This made it possible to highlight various forms of engagement that take place at the preparation and implementation stages.

The review of shortlisted projects revealed that not all of them mentioned persons with disabilities as contributors to the projects, as defined by CE. Instead, most of the projects identified the persons with disabilities as beneficiaries. Of the 32 projects, only six identified the engagement of persons with disabilities and OPDs in project documents as contributors, implementers, and/or evaluators.

ANNEX 2

Study Projects on Disability-Inclusive CE from WB Operations

Based on the selection criteria above, three projects were reviewed to develop a better understanding of the types of mechanisms used to engage persons with disabilities. In addition to the primary selection criteria, the case study projects were selected to represent a diversity of sectors, regions, and uses of CE mechanisms.

These projects stood out for their approach to disability inclusive CE by a) educating the project employees and partners on how to engage persons with disabilities in project activities, b) consulting with ODPs to ensure the project interventions were disability-inclusive, and c) empowering ODPs and self-help groups in decision-making and leadership roles over the project activities.

The **Third Water Supply and Sanitation for Low-Income Communities / Community Based Water Supply Project** (PAMSIMAS III) in Indonesia aimed to improve the access of rural and peri-urban populations to water supply and sanitation services. It is an exemplary case of the twin-track approach to disability-inclusive CE. The **enable** track of the twin-track approach was fulfilled through a series of training sessions to prepare implementing agencies to engage with persons with disabilities. In addition, the project developed standard operating procedures (SOPs) for disability-inclusive development to equip the WASH project facilitators with guiding standards for their daily work.

The **empower** track, meanwhile, was fulfilled by involving persons with disabilities from the project planning stage through implementation, and through collaboration with OPDs in the development of training materials and contents. Persons with disabilities were also involved in formulating the Community Action Plan and made in-kind contributions to village projects through volunteer labor and/or by checking the accessibility of the constructed water supply and sanitation facilities.

The **Liaoning Medium Cities Infrastructure Project**, implemented in China, can be considered a showcase in how to collaborate with persons with disabilities and their representative NGOs on road and transportation development projects. The project collaborated with the Municipal Association of People with Disabilities—an organization present in all Chinese cities—to involve individuals with disabilities, including people with mobility and visual impairments, to test the accessibility, safety, and functionality of bus stops, intersections, and sidewalks. Tactile strips were used on sidewalks to enable Blind persons to test their safety and how well they met their needs. These “field tests” enabled the project to incorporate accessibility considerations in the design process, which makes the case an example of successful disability-inclusive public consultation.

The project **Promoting the Inclusion of Children with Disabilities into Basic Education for All**, implemented by the Federation of Disability Organizations of Malawi (FEDOMA), is a good example of leading the project’s knowledge production through assessments, consultations, and workshops with the beneficiaries of the project, the Parents of Disabled Children Association in Malawi (PODCAM). The uniqueness of this case is the ownership and management of the project by its beneficiaries: children with disabilities and their parents, who in fact become part of the project implementation arrangements. FEDOMA achieved this with a creative approach of child-friendly consultation methods, enabling the project beneficiaries to directly contribute to the project.

CASE 1

Third Water Supply and Sanitation for Low-Income Communities / Community Based Water Supply Project (PAMSIMAS III) – P085375

Country: Indonesia / **Period:** 2006–2021

Development objectives:

To increase the number of underserved rural and peri-urban populations accessing sustainable water supply and sanitation services

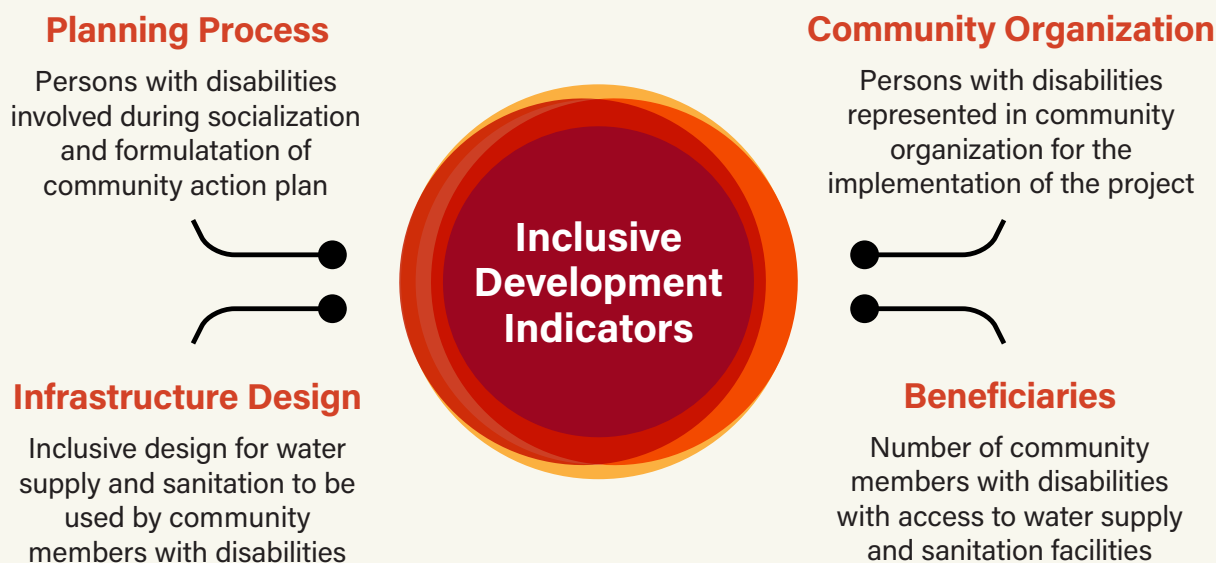
Disability-inclusive CE case description:

The PAMSIMAS program engaged the international NGO Christian Blind Mission (CBM) to conduct a disability-inclusive water supply, sanitation, and hygiene (WASH) training workshop for 55 national government officers and provincial WASH facilitators who, in turn, trained 4,200 village-level water and sanitation facilitators, employing a cascading approach to capacity development. It was the first step for PAMSIMAS to introduce disability-inclusive WASH.

The project also developed standard operating procedures (SOPs) for disability-inclusive development and provided refresher training at the central and local government levels to enhance the skills of community facilitators on how to engage with persons with disabilities. The aim was to improve the common understanding of disability inclusion among community members and to increase confidence among persons with disabilities.

Subsequently, the disability-inclusive approach was introduced in all new villages supported by PAMSIMAS. One year later, a comprehensive disability-inclusive approach expanded to 59 pilot villages in 26 districts. This meant not only developing the technical designs and constructing accessible WASH facilities, but also involving persons with disabilities from planning to implementation, such as by collaborating with the OPDs in the development of training materials and contents, involving the persons with disabilities in the Community Action Plan formulation discussions, and making in-kind contributions to village projects through volunteer labor and/or checking the accessibility of the constructed WSS facilities.

Encouraging persons with disabilities to engage in village project activities empowers them and challenges stereotypes about persons with disabilities as burdens on their communities. Persons with disabilities hold project stakeholders and decision-makers accountable for constructing barrier-free facilities to ensure easy access for persons with disabilities. The institutionalization of inclusive development indicators safeguards the inclusion and engagement of persons with disabilities throughout the project life cycle.



SOURCE: Adapted from Disability Inclusion at Scale: Sharing Experiences from Indonesia's PAMSIMAS Project, 2018²⁷

These approaches demonstrate the twin-track concept of disability-inclusive CE: 1) community facilitators are trained, and SOPs are developed to support the mainstreaming of disability-inclusive CE in the project; and 2) persons with disabilities are able to influence project decision-making by expressing their opinions and providing feedback on the design and accessibility of the constructed WSS facilities. Specifically, the main elements of the twin-track approach in PAMSIMAS include:

- Institutionalizing disability inclusion in the project cycle and mainstreaming disability in project policies;
- Addressing disability inclusion starting from the community planning process;
- Including persons with disabilities in decision-making and local institutions, encouraging OPDs to facilitate the process when specific attention is needed;
- Developing disability-inclusive development training material for communities, and improving technical specification standards for accessibility, especially for school sanitation, handwashing facilities, and public facilities;
- Implementing a community action plan review checklist at the district level that includes disability inclusion requirements;
- Encouraging local financing to support disability-inclusive development in community action plans.

²⁷ Lase, T. 2018. "Disability Inclusion at Scale: Sharing Experiences from Indonesia's PAMSIMAS Project." presented at the World Water Week, Stockholm, August 29. https://programme.worldwaterweek.org/Content/ProposalResources/PDF/2018/pdf-2018-7819-7-2_Pamsimas-WWW%20Sweden27Ags.pdf.

CASE 2

Liaoning Medium Cities Infrastructure Project – P099992

Country: China / **Period:** 2006–2013

Development objectives

To assist the project cities in enhancing: (i) the performance and quality of their existing urban transport infrastructure in terms of mobility, access, and safety; (ii) the efficiency and effectiveness of their urban public transport and road maintenance services; and (iii) the responsiveness of their urban transport systems to the needs of populations without access to private motorized vehicles.



A resident of Jinzhou inspects new safety islands and curbs in a wheel chair.



A blind resident with a cane tests the textured pavements on a newly constructed sidewalk of Jinzhou.



SOURCE: Unsplash / Red John

Disability-inclusive CE case description:

The project design enabled the shift of focus from the traditional orientation of public authorities' approach to roads and physical investments, to a broader perspective of design that includes the participation of the wider community in project design through public consultations. During project implementation, the initial infrastructure built did not meet the accessibility needs of persons with disabilities. To address this issue, the Bank proposed the involvement of the Municipal Association of People with Disabilities to supervise construction. Such municipal associations exist in all Chinese cities, and they are well organized and often well connected to government.

The project management entities in many of the target cities then officially invited the Association to discuss infrastructure improvements and the community to test them out.²⁸ The cities of Benxi, Jinzhou, and Panjin in Liaoning Province all have taken a series of steps to include residents with disabilities in the implementation of their urban transport projects. In all three cities, the local government organized seminars to increase awareness of project activities among residents with disabilities and invited them to test newly constructed road facilities and provide input on their accessibility and functionality. Persons with disabilities tested the accessibility of bus stops, intersections, and sidewalks.

Collaboration with the Jinzhou Municipal Association of People with Disabilities enabled the project to bring the persons with disabilities to the streets to “field test” issues and ensure proper identification of accessibility consideration in the design process. This makes the case an example for successful public consultation.²⁹ Accessibility testing by persons with disabilities included the testing of safety of the road facilities. For example, in Jinzhou, persons with different disabilities crossed the road, including tactile strips on sidewalks for Blind persons to test safety and appropriateness for their needs.

This practice of disability-inclusive CE continues, with systematic involvement of persons with disabilities through collaboration between the local government and the Jinzhou Municipal Association of People with Disabilities. They jointly convene annual meetings to solicit input from residents with disabilities on new and rehabilitated road facilities. At the meetings, city officials present annual construction plans and summarize actions taken in response to feedback received at earlier consultations. Reporters from local newspapers also attend the meetings. Members of the Association then test the newly built infrastructure, intersections, sidewalks, and crosswalk facilities, and provide their feedback.³⁰

28 Mehndiratta, S., W. Wang, and D. Shen. 2014. “Ensuring Universal Access: Lessons from the Field in China.” Transport for Development – World Bank (blog). December 19, 2014. <https://blogs.worldbank.org/transport/ensuring-universal-access-lessons-field-china>.

29 World Bank. 2014. “China – Liaoning Medium Cities Infrastructure Project.” Implementation Completion and Results Report. Washington, DC: World Bank Group. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/988381468020080097/china-liaoning-medium-cities-infrastructure-project>.

30 Baumler, A., E. Ijjasz-Vasquez, and S. Mehndiratta. 2012. “Sustainable Low-Carbon City Development in China.” Directions in Development Policy Note. Washington, DC: World Bank Group. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/576131468261265617/sustainable-low-carbon-city-development-in-china>.

CASE 3

Round 31 Malawi: Promoting the inclusion of children with disabilities into basic education for all – P126025

Country: Malawi / Period: 2012–2015

Development objectives

To test innovative methods to promote the enrollment of children with disabilities who are currently excluded from mainstream schools and influence the development of an inclusive education policy.

Disability-inclusive CE case description:

The project's main target group is persons with disabilities, and the main implementer of the project is the Federation of Disability Organizations of Malawi (FEDOMA). While these two factors might be perceived as the obvious determinants of engagement of persons with disabilities in the project life, the innovative approaches used in engaging children with disabilities and their parents in the project cycles are well worth highlighting.

In particular, the project included an assessment of households and community environment in terms of the inclusion of children with disabilities. This was done through a participatory process, including role-plays by children with disabilities and direct observation. Observation of children's participation in role-plays, where they develop the storyline and enact the simulated plays, informs the project team about the current standing of children's inclusion and acceptance level in the family and community. This method was used to validate the findings and support effective design of the project's disability sensitization campaigns. The unique feature of the analysis is that children with disabilities collaborate in the process as feedback providers, not just beneficiaries.³¹

During implementation, the Parents of Disabled Children Association in Malawi (PODCAM), representing the interests of children with disabilities, carried out sensitization and community mobilization campaigns in 150 schools, 20 stakeholder consultations, 10 community level stakeholder meetings, 15 community mobilization activities, and 15 open days, including two with Ministry of Education leadership. The aim of these activities was to bring all stakeholders onto a common platform of regular stakeholder engagement workshops, where the project stakeholders discuss experiences in inclusive education, the challenges of children with disabilities in accessing mainstream schools, and ways to advocate for the adoption of policies on inclusive education. The leadership role of parents of children with disabilities in the project phases increased their sense of ownership of the project and its goals, which is paramount for the sustainability of the project initiatives.

31 Japan Social Development Fund - Grant Proposal: Round 31 Malawi: Promoting inclusion of children with disability into basic education for all program, <https://documents1.worldbank.org/curated/en/538901518434131367/pdf/123369-PP-PUBLIC-P126025-Malawi-Promoting-Inclusion-of-Children-with-Disability-into-Basic-Education-for-All-Program.pdf>

FEDOMA demonstrated strong leadership in representing the voices and needs of its constituents for systemic changes. Specifically, the organization developed guidelines for the identification of disabilities, enrollment, and support for the education needs of children with disabilities that covered: (i) screening, identifying, and assessing the nature and extent of different disabilities; and (ii) guidelines for parents and the community for helping children with disabilities manage their daily life (life skills training guidelines). In addition, school improvement plans for 30 schools were developed and implemented; the guidelines for school improvement covered (i) making school infrastructure and facilities “barrier free,” (ii) a teacher training manual for making classrooms inclusive, and (iii) assessment and identification of children with disabilities, as well as special provisions to be included while evaluating children with disabilities on various education outcome and learning parameters.

FEDOMA trained 1,100 teachers, 40 Ministry of Education staff, and 41 officials from the Ministries of Health, Gender, and Disability Affairs, as well as NGOs, on policies and practices of inclusive education,³² and they trained school building contractors on how to create barrier-free school environments.³³ A key takeaway is that effective disability inclusive education requires all stakeholders to do their part to ensure the real inclusion of children with disabilities in schools.

32 World Bank. 2016. “Malawi – Inclusive Education for Disabled Children: P126025 – Implementation Status Results Report: Sequence 05 (English).” Washington, DC: World Bank. <https://documents1.worldbank.org/curated/en/102881468300296181/text/ISR-Disclosable-P126025-03-25-2016-1458914303167.txt>.

33 FEDOMA. 2015. “Periodic Report. Federation for Disability Originations in Malawi. <https://documents1.worldbank.org/curated/en/558831468048893834/pdf/Federation-for-Disability-Originations-in-Malawi-FEDOMA.pdf>.



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