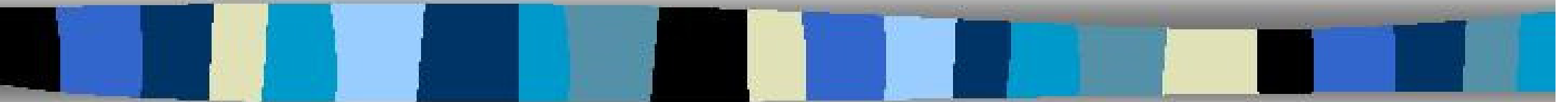


Development for ALL



Judy Heumann, Disability Adviser
Germany, 2004



Quotes from Voices of the Poor

- For a poor person everything is terrible — illness, humiliation, shame. We are cripples; we are afraid of everything; we depend on everyone. No one needs us. We are like garbage that everyone wants to get rid of. —*Blind woman from Tiraspol, Moldova 1997*
- *Disabled children are not seen as human beings; they are isolated at home and not sent to school.* — Kabale focus group, Uganda 1998
- *A person with AIDS suffers a lot because there will be no communication whatsoever because people will get afraid of him and he will end up without friends.* —South Africa 1998



Inclusion is the Key

- Inclusion – that is what development is all about – to bring into society people that have never been a part of it.

James D. Wolfensohn



The Population

- Who are disabled people?
 - At risk, or vulnerable or disadvantaged
 - Visible and invisible disabilities
 - Estimated 5-20% of population – at least 600 million worldwide, 400 million in developing countries
- Change from medical model to social model



World Bank and Disability – What is the Link?

- Exclusion and marginalization reduce the opportunities for the disabled to contribute productively to the household and the community, and increase the risk of falling into poverty.
- Higher disability rates are associated with higher illiteracy, poor nutritional status, lower inoculation and immunization coverage, lower birth weight, higher unemployment and underemployment rates, and lower occupational mobility



Baseline Assessment

- Results: Disability is currently not being included in Bank's work
- Recommendations address Inclusion, Participation, and Access
 - Set of criteria to evaluate Bank work
 - Select set of countries in which to focus efforts
 - Develop staff capacity



Education: Research Supports Inclusion

- Incremental value of educating disabled children is greater
- Less expensive to mainstream most children than to have parallel facilities
- There are gains in learning for all students when disabled children are included
- Parental involvement and professional development are key



Health: Continuum – Prevention to Inclusion

- World Bank is a leader in prevention
- As health care improves, fatal illnesses may now result in a person acquiring a disability
- Disability is a natural part of life – there will always be disabled people
- Rehabilitation is more than just learning to minimize the functional limitations
- Disabled people must have access to health care
- Partnership WHO



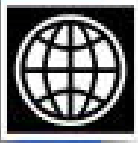
Social Protection

- Disabled poor people are more vulnerable to shocks and must be able to access safety nets
- Study by the World Bank demonstrated that Social Funds can address needs of disabled persons
- The availability of quality education, rehabilitation, vocational education and training will reduce the number of disabled persons who need disability pensions
- Youth and Employment



Bank Activities - Examples

- Trust Fund for Disability and Development from Norway and Finland -
- Children and Youth
- Education for All – Inclusive Education
- DATA – Collection of better data on various topics (employment, HIV/AIDS, etc)
- MDG's
- Global Partnership on Disability and Development
- Regional Working Groups and Networks



UN Day of Disabled Persons
and

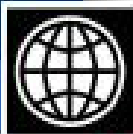
World AIDS Day

November 30 – December 2, 2004

@

THE WORLD BANK, HQ

Washington, DC USA



Web Resources

- World Bank Web Site: www.worldbank.org
- Disability Web Site:
www.worldbank.org/disability
- NGO/Civil Society Web Site:
<http://wbIn0018.worldbank.org/essd/essd.nsf/NGOs/home>
- Social Funds Web Site:
www.worldbank.org/sp/socialfunds
- Junior Professionals Program
<http://Inweb28.worldbank.org/hrs/careers.nsf/key/jpa>
- Young Professionals Program
<http://Inweb28.worldbank.org/hrs/careers.nsf/key/ypp>