



The World Bank's Response to COVID-19 Pandemic

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As countries around the world work to contain the spread and impact of coronavirus (COVID-19), the World Bank Group (WBG) is taking broad, fast action to help developing countries strengthen their pandemic response and health care systems.

01 The WBG will be providing up to **\$160 billion** in financing over 15 months, tailored to the **health, economic and social shocks** countries are facing. This includes **\$50 billion of new concessional transfers** from IDA, with **built-in debt relief** for countries at risk of debt distress.

02 In addition to ongoing **health support**, operations will emphasize **social protection, poverty alleviation, and policy-based financing**.



WB COVID-19
Project Financing

\$ 5.68b

Com. Amt

302

Projects

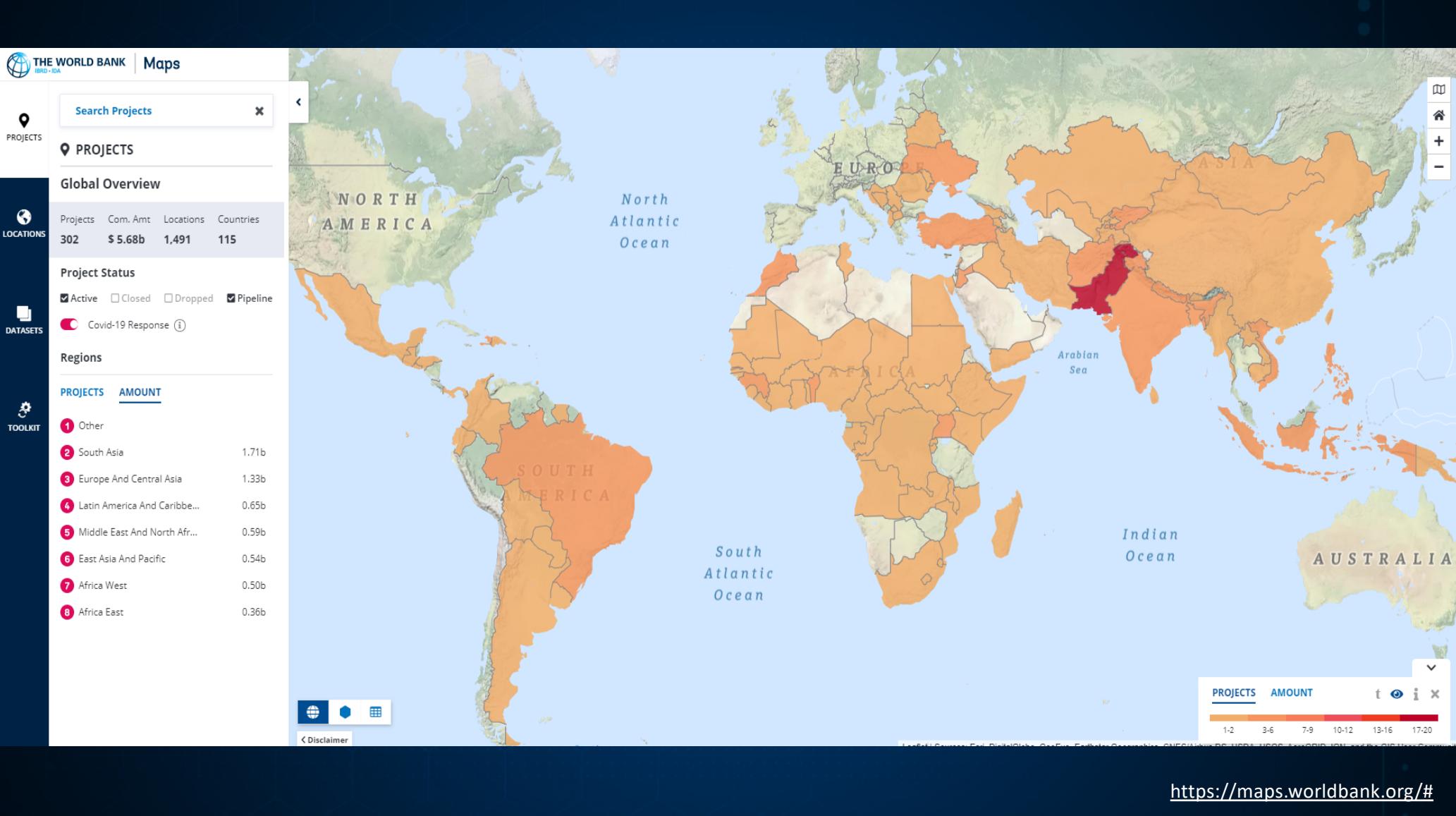
1,491

Locations

115

Countries

<https://maps.worldbank.org/#>





The World Bank's Disability-Inclusive Development Response to COVID-19



STRATEGIC
PARTNERSHIP

Engage in strategic partnerships with donors and multilaterals agencies

01 Global Action on Disability Network

03 Webinar on “Cities for all” with focus on COVID-19 and urban mobility

02 UN Time-Bound Working Group

04 Session with USCID and Caricom on disability and COVID-19



Influencing WB global agenda by engaging with teams in regions and GPs

01 **ESF**

As some of the ESF processes are adaptive including to moving online, we are advising teams on ensuring PWD are included within the stakeholder engagement, e.g. Virtual Consultations

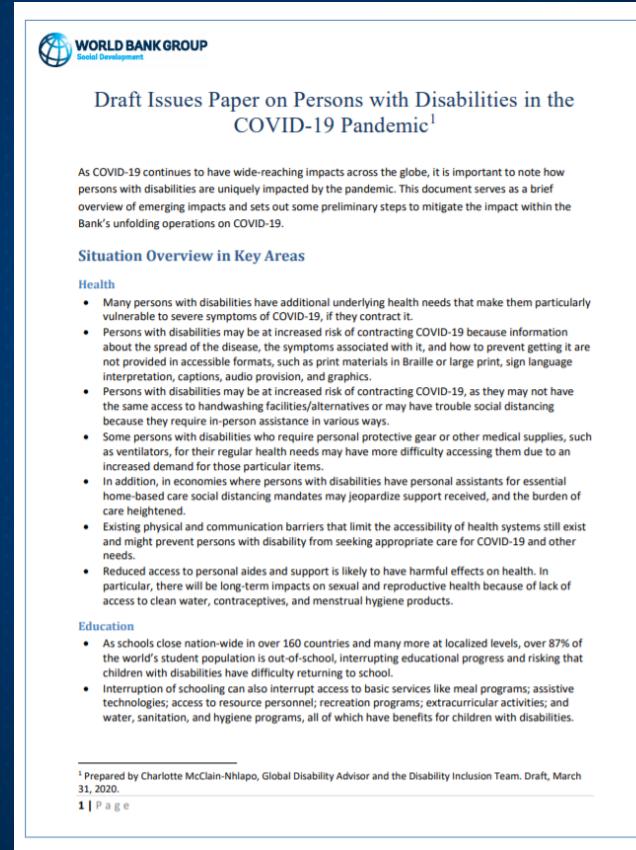
02 **TF Grantees**

Knowledge sharing and close coordination with grantees to understand how COVID-19 is impacting their work.



ANALYTICAL WORK

An Issues paper that highlights the emerging impacts and sets out some preliminary steps to mitigate the impact within the World Bank's unfolding operations on COVID-19.



WORLD BANK GROUP
Social Development

Draft Issues Paper on Persons with Disabilities in the COVID-19 Pandemic¹

As COVID-19 continues to have wide-reaching impacts across the globe, it is important to note how persons with disabilities are uniquely impacted by the pandemic. This document serves as a brief overview of emerging impacts and sets out some preliminary steps to mitigate the impact within the Bank's unfolding operations on COVID-19.

Situation Overview in Key Areas

Health

- Many persons with disabilities have additional underlying health needs that make them particularly vulnerable to severe symptoms of COVID-19, if they contract it.
- Persons with disabilities may be at increased risk of contracting COVID-19 because information about the spread of the disease, the symptoms associated with it, and how to prevent getting it are not provided in accessible formats, such as print materials in Braille or large print, sign language interpretation, captions, audio provision, and graphics.
- Persons with disabilities may be at increased risk of contracting COVID-19, as they may not have the same access to handwashing facilities/alternatives or may have trouble social distancing because they require in-person assistance in various ways.
- Some persons with disabilities who require personal protective gear or other medical supplies, such as ventilators, for their regular health needs may have more difficulty accessing them due to an increased demand for those particular items.
- In addition, in economies where persons with disabilities have personal assistants for essential home-based care social distancing mandates may jeopardize support received, and the burden of care heightened.
- Existing physical and communication barriers that limit the accessibility of health systems still exist and might prevent persons with disability from seeking appropriate care for COVID-19 and other needs.
- Reduced access to personal aides and support is likely to have harmful effects on health. In particular, there will be long-term impacts on sexual and reproductive health because of lack of access to clean water, contraceptives, and menstrual hygiene products.

Education

- As schools close nation-wide in over 160 countries and many more at localized levels, over 87% of the world's student population is out-of-school, interrupting educational progress and risking that children with disabilities have difficulty returning to school.
- Interruption of schooling can also interrupt access to basic services like meal programs; assistive technologies; access to resource personnel; recreation programs; extracurricular activities; and water, sanitation, and hygiene programs, all of which have benefits for children with disabilities.

¹ Prepared by Charlotte McClain-Nhlapo, Global Disability Advisor and the Disability Inclusion Team. Draft, March 31, 2020.

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Immediate, as part of the COVID-19 Support Package:



Ensure **existing** health needs of persons with disabilities are met, and not superseded, by additional health system needs.



Disaggregated monitoring and evaluating for prevention, preparedness, and community-based disease surveillance by **disability status and type**.



Employ **universal design** principles in expanding clinical care capacities, including refurbishing ICUs or inpatient hospital facilities.



Contract health facilities and temporary testing and treatment facilities that **comply with universal access standards**.



Integrate accessibility and disability considerations into all technical assistance the World Bank provides on supporting the outbreak.



Provide health information and government guidance in **accessible formats**.

Long-term actions to ensure the needs of persons with disabilities are met in the coming months and future outbreak situations

Train health workers and other stakeholders on interacting with persons with disabilities and how to support their needs

Contract health facilities and temporary testing and treatment facilities that comply with universal access standards

Strengthen social security networks, particularly for people in the informal sector



Ensure that children with disabilities are supported in returning to school

Strengthen disability-disaggregated data collection to address and mitigate risks to persons with disabilities during outbreak situations

Engage persons with disabilities in future public health emergency preparedness planning

Implement universal design standards in the development and use of online and virtual platforms, tools, and applications



The IEI is working to address the educational impacts of COVID-19 on children with disabilities in a variety of ways including:

01 An experts' meeting to understand the emerging needs of children with disabilities at regional & global levels.

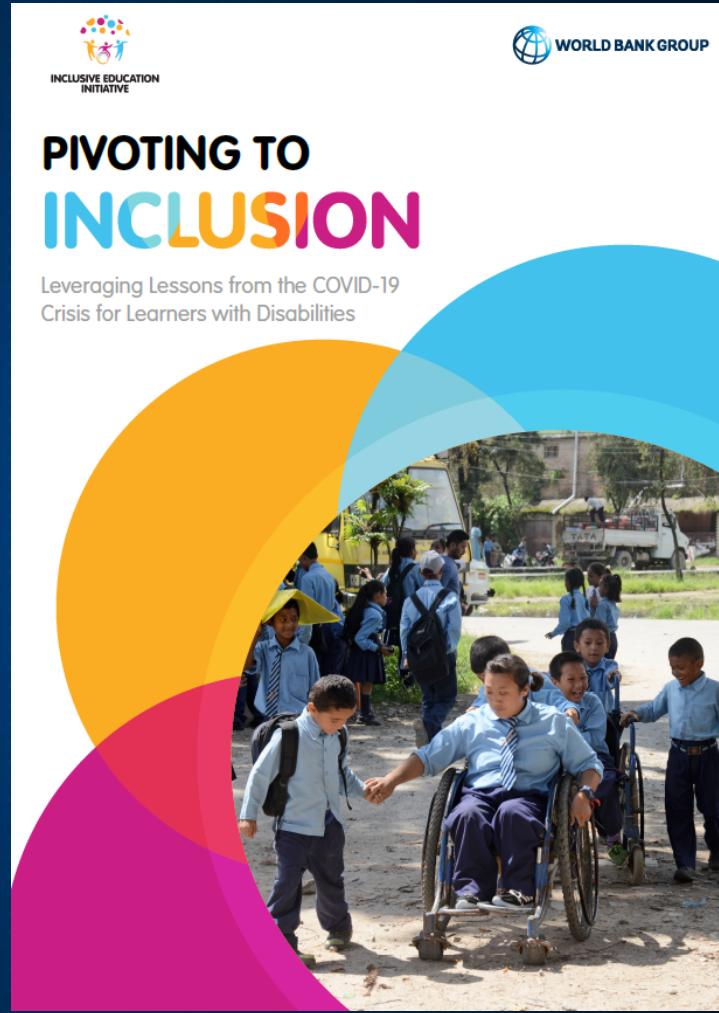
02 An issues paper recently launched on the disability-inclusive education COVID-19 response.

03 A survey for caregivers of children with disabilities, teachers for children with disabilities, and persons with disabilities.



A Global Seminar was held to discuss our latest Issues Paper, *'Pivoting to Inclusion: Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities'*.

The live event featured experts and thought leaders who provided reflections on the paper, based on their unique perspectives on inclusive education, remote learning, and social inclusion and protection.





IEI Survey

3,937

Total Responses

3,062

English

444

Spanish

36

French

367

Arabic

13

Portuguese

15

Russian



Promoting & sharing knowledge through different platforms

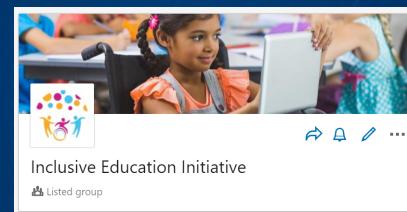


An inclusive response to COVID-19: Education for children with disabilities

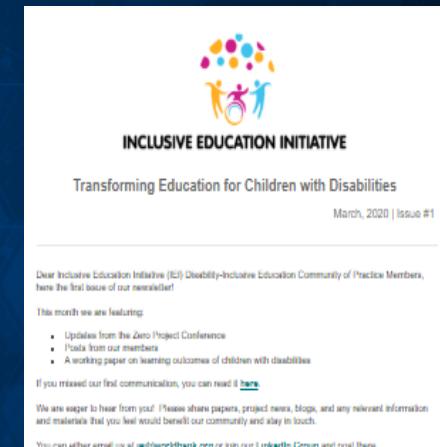
What if the ongoing COVID-19 pandemic served as an opportunity to rethink how emergency education planning can be inclusive of children with disabilities? Isn't that global crisis presenting a unique opportunity to rethink the need for accessible and inclusive education? Here are some of the ways we can move the Post-COVID-19 agenda forward to make education truly disability inclusive.

May 11, 2020 by Charlotte McDan-Visoso, World Bank | 2 comments | 4 minutes read | [Facebook](#) [Twitter](#) [LinkedIn](#)





Inclusive Education Initiative
Listed group



INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities

March, 2020 | Issue #1

Dear Inclusive Education Initiative (IEI) Disability-Inclusive Education Community of Practice Members,

This month we are featuring:

- Update from the Zero Project Conference
- Posts from our members
- A exciting paper on learning outcomes of children with disabilities

If you missed our first communication, you can read it [here](#).

We are eager to hear from you! Please share papers, project news, blogs, and any relevant information and materials that you feel would benefit our community and stay in touch.

You can either email us at iei@worldbank.org or join our [LinkedIn Group](#) and post there.

01 **Blog for the Global Partnership for Education entitled “An inclusive response to COVID-19: Education for children with disabilities”**

02 **LinkedIn Group Discussion Forum**

03 **Distribution List Newsletters/e-mail Communications**



THANK YOU

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