

## Inclusive Data Charter monitoring form

### Annual Champion progress survey – 2021

Name of IDC Champion:	World Bank Group (WBG)
Name of person responsible for completion of form:	Mari Helena Koistinen
Date that IDC action plan was published:	Under development
Previous annual monitoring form:	n/a
Date of submission of this monitoring form:	2021

### Section 1: Progress on inclusive data priorities

No.	Question	Guidance	Champion response
1.1	What progress have you made on your Inclusive data priorities/ IDC Action Plan priorities in the past year?	Include examples to accompany any highlights or achievements.	<p>The World Bank Group (WBG) continues to make progress on its <u>commitments</u> towards disability-inclusive development. Regarding disability-inclusive data, the Bank has conducted several activities and initiatives to support developments in this field. In the following, all the completed and ongoing activities have been listed since our last update:</p> <p><u>Guidelines and implementation of the WG-SS in household surveys and census</u></p> <p>Based on the main reference guide for <i>Designing Disability Modules in Household Survey Questionnaires</i>, the Bank has promoted the use of WG-SS on functioning for household surveys and censuses. As a result, the countries, and instruments such as Mongolia</p>

			<p>Household Socio-Economic Survey, Maldives Household Income and Expenditure Survey, Tajikistan Household Budget Survey and Kyrgyz Republic population and housing census, included the recommended questions, and the data collection has been expanded for several disaggregation dimension thus increasing the availability and quality of microdata on persons with disabilities.</p> <p><b><u>Women, Business and the Law</u></b></p> <p>The <i>Women, Business and the Law</i> (WBL) project examines how laws and regulations promote women’s employment and entrepreneurship. The Pilot Research on the <u>Rights of Women with Disabilities</u> was published in September 2020 and an accompanying <u>blog</u> for International Day of Persons with Disabilities. Data is available on WBL website: <a href="https://wbl.worldbank.org/en/wbl-data">https://wbl.worldbank.org/en/wbl-data</a></p> <p>WBL is in the process of scaling up this research to 190 economies and expanding its scope under a grant obtained by the Human Rights, Inclusion and Empowerment Umbrella Trust Fund. As part of this work, additional research questions on the protection of the rights of women with disabilities under family law, labor law, and violence against women legislation were distributed. This data has been collected during the WBL 2022 research cycle (April-September 2021) and the Bank is currently in the process of analyzing this data. A publication of the results is planned for the spring of 2022. List of additional WBL research questions were:</p> <ol style="list-style-type: none"><li>1. Is there a law or policy that mandates reasonable accommodation for workers with disabilities?</li><li>2. If the answer is “Yes,” does it mention women with disabilities?</li><li>3. Are there incentives in law or policy for businesses to employ persons with disabilities (e.g. quotas, tax breaks, wage replacement)?</li></ol>
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4. If the answer to the previous question is “Yes,” do they mention women with disabilities?
5. Is there a gender equality or nondiscrimination law that specifically recognizes and protects the rights of women with disabilities?
6. Is there a law on persons with disabilities that specifically protects and promotes the rights of women with disabilities?
7. Does the law provide support to women with disabilities in the exercise of their parental rights and responsibilities (e.g. extension of maternity leave, financial aid, legal protection to keep custody for children, etc.)?
8. Does the domestic violence law explicitly address women with disabilities?
9. If the answer to the previous question is “Yes”, does it also establish accessibility to services for women with disabilities survivors of violence?
10. Is there legislation on sexual harassment against women with disabilities?

**E-learning course on Disability Inclusive Data**

A self-paced ecourse *Collecting Data on Disability-Inclusion* was developed together with Open Learning Campus and SightSavers. The work has been guided by two experts on disability-inclusive data and has been peer-reviewed by internal and external experts in this field. This ecourse consists of nine modules and the core audience includes World Bank Task Team Leaders, clients, statisticians, organizations of persons with disabilities and other development partners. The aim is to provide technical knowledge on disability disaggregated data to support inclusive development. The course is available in December 2021.

**Global Education Policy Dashboard work on disability-related**

### statistics

The World Bank is creating the Global Education Policy Dashboard (GEPD) to monitor how countries' education policies and systems are oriented towards learning for all children. GEPD, planned to be launched in 2020, captures the following areas related to children with disabilities;

- Whether the school is accessible for students with disabilities.
- Whether the toilets are accessible for students with disabilities
- Whether the classrooms are accessible for students with disabilities
- Whether the curriculum, textbooks and other learning materials are accessible for students with print disabilities (such as braille or audio book, large print etc.)
- Whether there are children with disabilities and/or diverse educational needs in the school including physical, sensory, cognitive, intellectual and psychosocial disabilities
- Whether teachers participated in training on inclusive education pedagogy and/or whether there are teachers who received more specialized training on inclusive education pedagogy
- Whether there are screenings and assessment activities organized at the school (for example to assess vision, hearing, motor skills, learning)

### Integrating disability in Education Management Information Systems (EMIS)

The WBG assists countries in collaboration with other stakeholders and national Ministries of Education in integrating disability into

			<p>EMIS so that countries can design and deliver system and services to improve learning and to meet needs of children with disabilities. The pilots were conducted across Latin America, Asia, and Africa regions adapting the Washington Group/UNICEF Module on Child Functioning to local context and the work continues with follow-up investments where possible (Guatemala and Nicaragua). In April of 2021, the Bank has published <a href="#">guidelines on disability inclusion in education sector investment including data considerations</a> based on its experience and lessons learned.</p> <p><b><u>Global data analysis</u></b></p> <p>The WBG conducted assessment and screening of questionnaires for the nationally representative household surveys and censuses covering 134 low- and middle-income countries between 2009 and 2018. From assessment of 629 survey and census questionnaires, the research identified that 23 countries had household surveys and censuses with the WG-SS and 29 countries had household surveys, and censuses with questions that were similar to the WG-SS. Then analysis on disability data was done including disaggregation of SDG indicators by disability status to improve the use of existing underutilized data. The papers published on the World Bank Working Paper series and available at (<a href="#">WPS9625</a> and <a href="#">WPS9626</a>).</p>
1.2	What areas of your Inclusive data priorities/ IDC Action Plan have you made the least progress on, in the past year?	Include any challenges or barriers faced.	n/a
1.3	Have there been any changes to your Inclusive data priorities/ IDC Action Plan objectives in	<b>(Yes, No)</b> <i>If yes, please give details of any changes</i>	n/a

	the last year?		
1.4	Has the progress on advancing your inclusive data priorities/ IDC Action Plan led to any changes (internally or externally) in one or more of the following areas?	<p><i>Checklist – tick all that apply:</i></p> <ul style="list-style-type: none"> <li>• Increased visibility and awareness on inclusive data</li> <li>• Broader engagement and action being taken on inclusive data</li> <li>• Increased capacity to collect, analyze and make use of inclusive data</li> <li>• Strengthened coordination and collaboration with others to advance inclusive data objectives</li> <li>• Strengthened knowledge exchange &amp; learning</li> <li>• Other (please specify)</li> </ul>	n/a

## Section 2: IDC network engagement

No.	Question	Guidance	Champion response
2.1	In the last 12 months, have you engaged in any advocacy around the IDC, like encouraging other organizations to join or speaking about the IDC at events?	<b>(Yes, No)</b> <i>If yes, please give details, including any examples</i>	n/a
2.2	In the last 12 months, has being part of the IDC enabled you to collaborate with other Champions or partners to take forward your inclusive data priorities?	<b>(Yes, No)</b> <i>If yes, please give details, including any examples.</i>	n/a
2.3	In the last 12 months, have you shared learning with other	<b>(Yes, No)</b> <i>If yes, please give details, including examples.</i>	n/a

	countries/organizations on the actions you are taking on inclusive data?		
2.4	Which of the offerings below have you found to be the most valuable to you as a member of the IDC network in the last 12 months?	<p><i>Checklist – tick all that apply:</i></p> <ul style="list-style-type: none"> <li>• Communication opportunities e.g. blogs, data stories</li> <li>• Participating in external events</li> <li>• Participating in knowledge exchange &amp; learning sessions e.g. Champion calls</li> <li>• Resources and materials shared through the network</li> <li>• Collaborating with other Champions on shared challenges or topics of interest</li> <li>• Being part of a network coming together on a common vision / goal</li> <li>• Receiving support from the IDC Secretariat</li> <li>• Other/ please specify</li> </ul>	n/a