

# Disseminating Data Collected using the WG Questions: Short Reports

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Julie D. Weeks

National Center for Health Statistics, USA  
Washington Group on Disability Statistics



Session 4: WG Data: Analysis and Dissemination

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# Overview

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Review WG19 discussions regarding the *dissemination of data on disability*

- Discussed: tables and reports
- Decision: standard country-specific WG reports

Review the purpose, format and specifications for the WG reports

Present draft examples currently in progress

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# Purpose of the Short Reports

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Disseminate basic, comparable disability statistics

Based on the WG methodologies:

- Use the WG-SS questions
- Use the WG guidance for creating a disability dichotomy

Follow a standard format for text and charts

- flexibility for presenting unique results depending on country-specific interests

Reports published on the WG website

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# Report Format

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- Short report (2-4 pages)
  - Standard language (on page 1)
    - About the WG
    - Conceptualization of disability
    - Measurement using the WG-SS
  - Standard data charts (pages 2-3)
    - Disability by sex, age, domain
    - Education and employment disaggregated by disability
  - Country-specific data charts (last page)
-

# WG Standard Report

## Page 1

- WG report header and footers
- Standard text on first page
- Disability:
  - Importance
  - Definition
  - Conceptualization
- The Washington Group
  - About
  - WG-SS
  - Disability definition



### Disability in the United States

#### The Importance of Disability

Disability is both a multidimensional concept and experience. Disability can affect anyone at any time – from birth through childhood, adolescence, adulthood, and old age. Worldwide, many people with disabilities do not have equal access to education, employment, and health care. In addition, those with disability may experience barriers to participating in civic and social life activities

#### Defining Disability

No single definition of disability exists. Definitions vary depending on the purpose for measurement. Moreover, the nature and severity of disabilities can vary greatly depending on cultural contexts<sup>1</sup>. Yet, data on the size and characteristics of the population with disability, which also allow for cross-cultural comparisons, require standardization in both the conceptualization and the measurement of disability.

#### The ICF Model of Disability



The International Classification of Functioning, Disability and Health (ICF), developed by the World Health Organization<sup>2</sup> provides the necessary and consistent definition of disability. According to the ICF model, disability arises from the interaction between an individual and

that individual's contextual (personal and environmental) circumstances. Thus, the degree to which participation in life activities is restricted depends on the interaction between the individual's functioning (ability to perform basic functional activities) and the environment.

#### The Washington Group on Disability

The Washington Group on Disability Statistics (WG), a city group established under the United Nations Statistical Commission, was formed to address the need for population-based measures of disability by promoting and coordinating international co-operation in the area of health statistics focusing on disability data collection tools suitable for censuses and national surveys.

The WG has developed, tested and adopted the Short Set on Disability (WG-SS) to collect such data. The questions use the ICF as a conceptual framework. The WG-SS is comprised of 6 questions measuring difficulty functioning in basic actions, with response categories capture the full functioning spectrum from mild to severe. Disability is defined as having "a lot of difficulty" or "cannot do at all" to at least one WG-SS question.

#### The WG Short Set on Disability

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty (with self-care such as) washing all over or dressing?
6. Using your usual language, do you have difficulty communicating, (for example understanding or being understood by others)?

Response categories: No, no difficulty / Yes, some difficulty / Yes, a lot of difficulty / Cannot do it at all

# WG Standard Report

## Pages 2-3

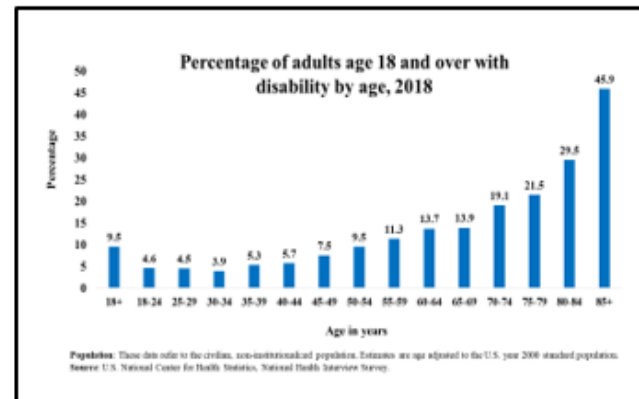
- Data section
  - Data source
  - Sample size
  - Sample population, age
- Disability prevalence
  - Age
  - Sex
- Short, bulleted text statements

## U.S. Data on Disability

The National Health Interview Survey (NHIS) monitors the health of the United States population through the collection and analysis of data on a broad range of health topics. The NHIS is nationally-representative, cross-sectional household interview survey. Sampling and interviewing are continuous throughout each year. The WG-SS questions are asked of all adults age 18 years and over.

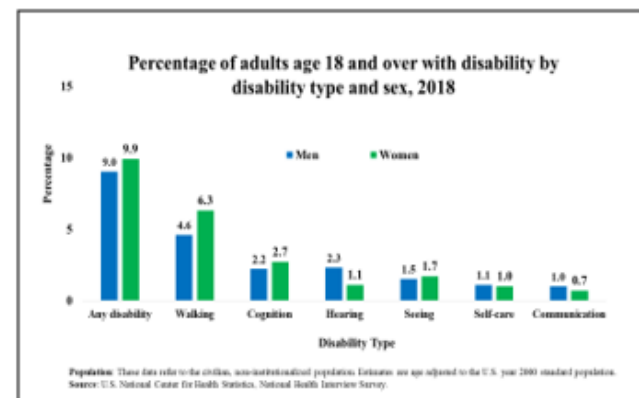
## Prevalence of Disability

- The age-adjusted percentage of persons age 18 and over with disability is 9.5%. The prevalence of disability increases with age, from 4.6% among those 18-24 years to 45.9% among those 85 years and over.



- Women are more likely than men (9.9% versus 9.0% respectively) to report having a disability.

- *Additional results presented with charts.*



For more information on the Washington Group on Disability Statistics, visit:  
<http://www.washingtongroup-disability.com/>.

# WG Standard Report

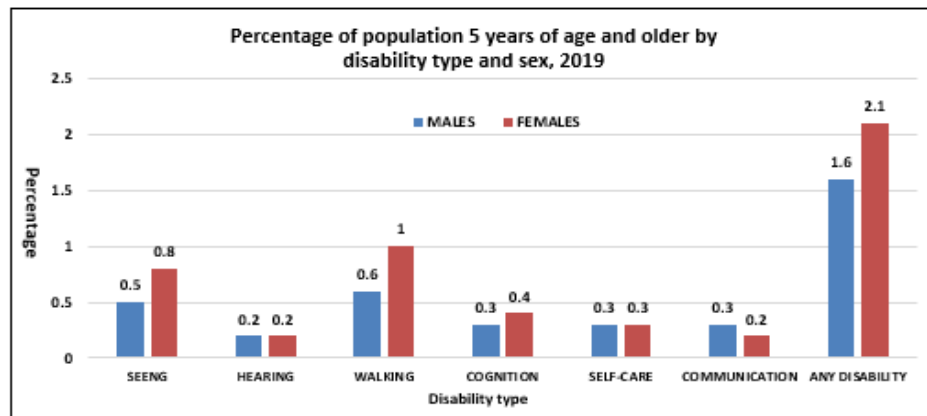
## Pages 2-3

- Domain-specific disability
- Text in paragraph form
- Considerations outlined

Other disability thresholds are possible using the WG-SS and, overall, 8.5% of the population 5 years of age or older reported having at least some difficulty on at least one of the 6 questions; and 3.1% reported having at least some difficulty on at least two of the six questions.

It is also possible to describe discrete summary measures of disability. Among those 5 years and older, 91.5% of the sample had *no difficulty* over all six domains of functioning; 6.7% reported only *some difficulty* on one or more domains; 1.6% reported *a lot of difficulty* and 0.2% said they *could not do* one or more of the activities included in the WG-SS.

In almost every domain of functioning (with the exception of communication) women are more likely than men to report having disability. Overall, women are more likely than men (2.1% versus 1.6% respectively) to report having a disability.



A note on disability prevalence and how to interpret the unexpected rather low prevalence rate of disability (1.8%). Several issues should be considered:

1. The census disability questions excluded those under the age of 5 years. While disability among children below the age of 5 would not be expected to significantly increase the population prevalence rate, these very young children are not included in the reported rate.
2. Kenya has, by and large, a young population – and disability prevalence increases with increasing age. Countries with large aging populations will have higher prevalence rates – those with overall younger populations will have lower disability prevalence rates.
3. Responses are subjective and may be influenced by socio-cultural factors beyond the control of KNBS. It would be interesting to understand how respondents interpret their level of difficulty using the offered responses: *no difficulty*, *some difficulty*, *a lot of difficulty* or *cannot do at all*.
4. It would be worth investigating how the questions and response options were translated into the different languages; and how enumerators were trained to ask these questions/record responses.
5. Based on how respondents interpret the response options, it is possible to examine disability at different cut-offs as demonstrated above.

# WG Standard Report

## Pages 2-3

- Outcomes disaggregated by disability status
- Employment
- Description of the employment item and response options

years. On the other hand, the proportion of those with disability who have never attended school remains relatively high in all age cohorts: 53.6% in the oldest cohort and 15.0%, 16.4% and 22.0% as the cohort declines.

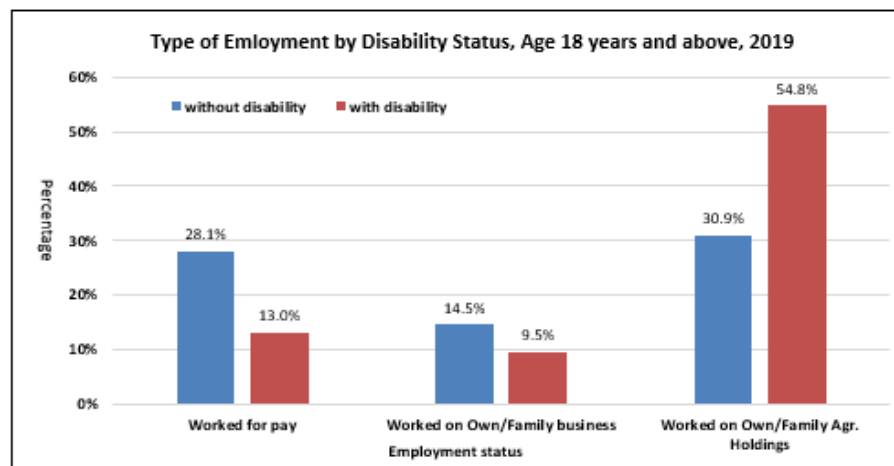
### Employment Disaggregated by Disability Status

In the 2019 census, employment status is addressed through a question that asks about a person's economic activity during the past 7 days. Questions are asked of everyone 5 years and older. [Note category: 'fulltime student' included.] Several response options are available:

- |  |                       |
|--|-----------------------|
| 1. Worked for pay                              | 7. Not work available |
| 2. Worked in own/family business               | 8. Retired            |
| 3. Worked on own/family agricultural holdings  | 9. Too old to work    |
| 4. Volunteer/Apprentice/Intern paid and unpaid | 10. Home maker        |
| 5. Future starters                             | 11. Fulltime student  |
| 6. Job seeker                                  | 12. Incapacitated     |

Concentrating on those 18 years and older, and a broad definition of 'employment' based on the first 4 responses above, 74.4% of those without disability were employed and 77.7% of those without disability were employed.

On closer examination; however, there are important differences in type of employment and disability status.



Fewer of those with disability were employed either for pay or on their own or family-owned business, and more were employed on their own or family-owned agricultural holdings.



# WG Standard Report

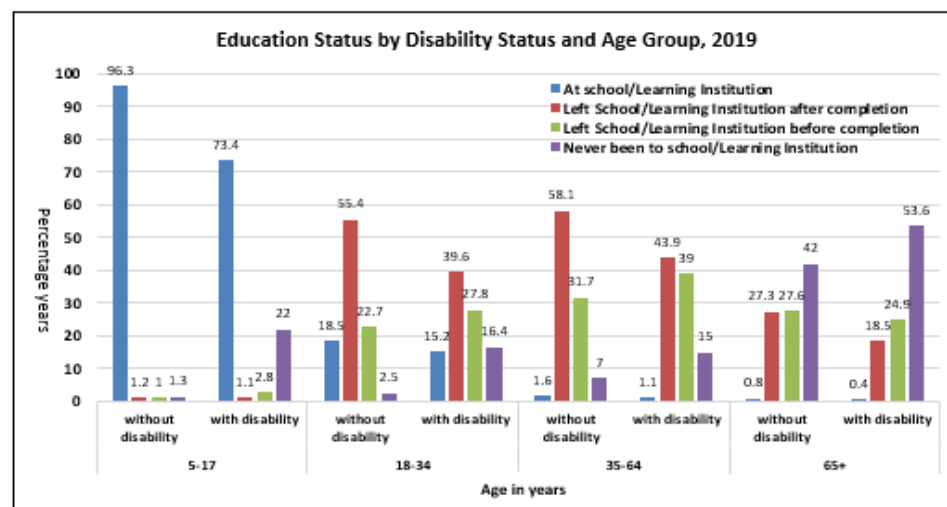
## Pages 2-3

- Outcomes disaggregated by disability status
- Education
- Discussion of the importance of age-specific inclusion for programs and policy.

6. Previous census monographs reported disability by 'case' or 'type' rather than 'person'. A person may have several 'types of disability' and this may have inflated earlier reports of disability prevalence.
7. Under the circumstances, it may be important to consider involving the policy makers and disability advocates (DPOs) during the production of a disability monograph to ensure that information is fully understood and carefully interpreted.

Disability prevalence is an important summary statistic. It provides a measure of the number of people with disability in a population – and that is important for the allocation of much needed funds and resources. However, in terms of inclusion and leaving no one behind, it is equally important and policy relevant to examine outcomes [like access to education and employment] disaggregated by disability status. If children with disability, at any level of difficulty, are not accessing education at the same rate as children without disability – that is something that policy makers can act upon. Examples of these are presented below.

### Education Disaggregated by Disability Status



Among school-age children 5-17 years of age, fewer children with disabilities (73.4%) are currently attending school – compared with 96.3% among those without disability. Similarly, more children with disabilities have never been to school (22.0%) compared with 1.3% among their non-disabled peers.

These data also show an important generational shift in school attendance in Kenya: among those 65 years of age and older, the proportion of those never attending school is high among those both with (53.6%) and without (42.0%) disability. Among those without disability however this number declines as the age cohort declines: from 42.0% among those currently 65 years and older; to 7.0% among those 35-64 years of age; 2.5% among those 18-34 years; and 1.3% among those currently of school age 5-17

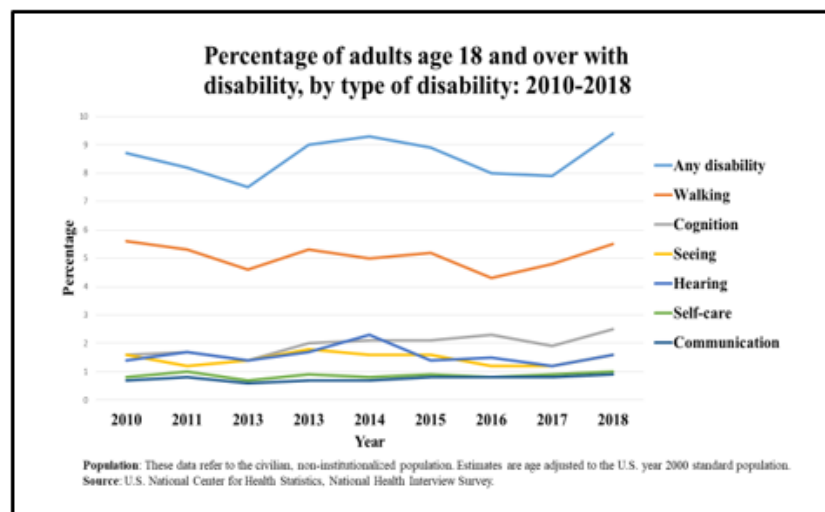
# WG Standard Report

## Page 4

- Country-specific topics
- Based on WG-SS
- Other topics may include:
  - other socio-demographic data
  - other outcomes disaggregated by disability
  - trends
- References section

*[Page 4 to include country-specific material.]*

### Trends in Disability



*Descriptive text about trends results here.*

### References

1. Altman, B. 2001. "Definitions of Disability and their Operationalization, and measurement in survey data: An Update." Barnartt, S. and Altman, B. (Ed.) Exploring Theories and Expanding Methodologies: Where we are and where we need to go (Research in Social Science and Disability, Vol. 2), Emerald Group Publishing Limited, Bingley, pp. 77-100.
2. World Health Organization. 2001. The International Classification of Functioning, Disability and Health (ICF). WHO.

# Report Examples



## Washington Group on Disability Statistics

18 September 2020

### Disability in Philippines

#### The Importance of Disability

environmental) circumstances. Thus, the degree to which participation in life activities is



## Washington Group on Disability Statistics

3 September 2020

### Disability in the United States

#### The Importance of Disability

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## Washington Group on Disability Statistics

3 September 2020

### Disability in Kenya

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#### Defining Disability

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# Discussion and Questions

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