

Using the Disability Data Initiative results

An information guide for organizations of persons with disabilities, disability advocates, and general users, to work with the data generated by the Disability Data Initiative.





About the author

Sara Rocha is a disability advocate and expert in public health data management.

Acknowledgments

A special thank you to the International Disability Alliance and CBM Global Disability Inclusion for the support in developing this guide, and to Elizabeth Lockwood, Sophie Mitra, and Pavani Saikam for the guidance and revisions. I would also like to thank the disability advocates who were consulted during the writing of this guide and helped us improve accessibility and ensure the content reflected their needs.




Table of Contents

<u>What does this guide do?</u>	3
<u>The Disability Data Reports</u>	5-10
<u>Explore the Disability Data Reports</u>	6
<u>Country Briefs</u>	7
<u>Dataset Review</u>	8-10
<u>Understanding and analyzing national and within country statistics</u>	11-23
<u>Disability and Functional difficulties</u>	12-14
<u>Subgroups of persons with disabilities</u>	15
<u>The indicators</u>	16
<u>Read me first</u>	17
<u>Prevalence</u>	18
<u>Indicators by Domain</u>	19
<u>Education</u>	20
<u>Personal activities</u>	21
<u>Health</u>	22
<u>Standard of living</u>	23
<u>Multidimensional poverty</u>	24
<u>Tips for presenting and reporting your results</u>	25-28
<u>Interpret and contextualize results</u>	25
<u>Make it accessible and empowering</u>	26
<u>Examples</u>	27-28
<u>Conclusions</u>	29



What does this guide do?

The Disability Data Initiative (DDI) provides analyses of disability data to help advance the rights of persons with disabilities and sustainable human development for all. It currently has results in three reports in 2021, 2022 and 2023.

This information guide was created to facilitate how persons with disabilities, general users, disability advocates and organizations of persons with disabilities can access and use the Disability Data Initiative results for their advocacy efforts.

This guide answers the following questions:

- What data can I get through the Disability Data Initiative website?
- Where can I find the data?
- How were the statistics calculated?
- How can I use the data for advocacy?

Disability advocates and organizations of persons with disabilities need to have access to harmonized and data disaggregated by disability to understand the situations of persons with disabilities in their countries and inform disability-inclusive policies and practices at national and local levels. By describing the data available in the Disability Data Initiative reports and results, we aim to support disability advocates, and organizations of persons with disabilities to analyze and use the data for advocacy.

The Disability Data Reports

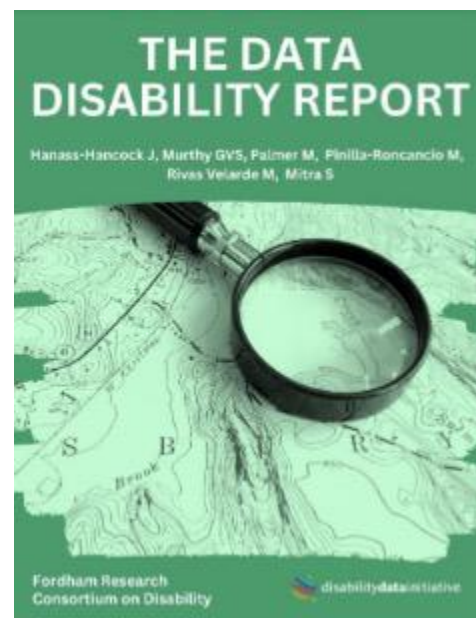
Producing national and subnational statistics on the situation of persons with disabilities is important to inform and monitor national and international laws, policies and commitments, including the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) and the 2030 Agenda for Sustainable Development. However, there is a general lack of information on the inequalities that persons with disabilities face across and within countries. National statistics offices rarely detail their statistics by disability status and surveys, or census reports often only focus on how many persons with disabilities are in the country or region.

This makes it challenging to advocate for disability-inclusive policies and practices at national and local levels, to evaluate the impact these policies have on persons with disabilities, and to monitor progress on the inclusion of persons with disabilities.

The reports have two main objectives:

1. They **map the availability of internationally comparable disability data** by reviewing surveys and censuses and their disability questions across the world and over time.
2. They **explore the potential to produce disaggregated indicators by disability** with survey and census data.

See the [2023 Disability Data Reports Table of Contents](#) or the [2023 Disability Data Report in PDF](#).



Explore the Disability Data Reports

The Disability Data Initiative website provides yearly reports. We mainly focus on the 2023 Report as an example. Each report has three parts: the Main Text, Country Briefs and Results Tables.

Main Text

The Main Text has the overall results of the analysis conducted each year in several countries. It also has recommendations for data collection, research, policy, and practice, available with the Data Disability Report. [See the 2023 main text here.](#)



Country Briefs: basic country information

In Country Briefs, you can explore some key results regarding the situation of persons with disabilities in the countries included in the study. Consult the [2023 country briefs in PDF, or see specific countries briefs.](#)

Results Tables: the complete data on your country

In the Results Tables, you can explore dataset review results and detailed statistics on the situation of persons with disabilities in the countries included in the study.



Dataset Review:

The dataset review presents results on whether national surveys and population censuses were found to have disability questions that are internationally comparable and are important for persons with disabilities to be visible in national statistics. [Download 2023 Dataset Review Excel.](#)



Country Results Tables (National/Regional Levels):

The results tables have detailed statistics about persons with and without disabilities in each country at national and regional levels. [See 2023 Country Results Tables at Regional Levels.](#)



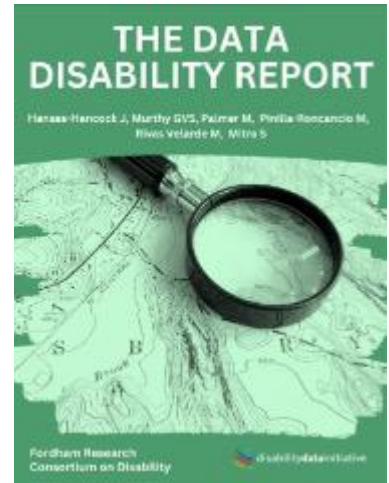
Country Results Tables (National/District Levels):

The results tables have detailed statistics about persons with and without disabilities in each country at national and district levels (not available for all countries). [See 2023 Country Results Tables at District Levels](#)

Country Briefs

Country briefs provide basic information on the situation of persons with disabilities in the countries included in the study. The country briefs have only some of the results presented in the main text of the Disability Data Report and the Results Tables. [See the PDF file of the 2023 Country Briefs](#) report or [see 2023 briefs for specific countries](#).

Note: Country Briefs PDF has the same cover as the Data Disability Report but is an appendix to the main text.



What a Country Brief tells you

In a country brief, you can find information on the proportion of persons with disabilities overall and by type of disability and on the proportion of persons with disabilities who experience poverty. More information on how disability and poverty are measured is included below on page 22, Multidimensional poverty.

What a Country Brief does not tell you

The country brief alone cannot be used to inform the design of policies and programs or draw conclusions about their performance. The design of disability policies and programs and the assessment of their performance require more information and in-depth analyses and studies. For more statistics on other indicators and subgroups of persons with disabilities such as women, men, rural and urban residents, or by age groups, see the Results Tables.

Dataset Review

The questionnaires of the population censuses and household surveys were reviewed to identify if they included disability questions and if such questions are functional difficulty questions in several domains (e.g., seeing, hearing, mobility, cognition, self-care, and communications) as such questions are deemed internationally comparable and overall good practice when it comes to collecting data on disability in few questions. The results of this work are provided in the Dataset Review. **The Dataset Review provides a systematic analysis of disability questions in national censuses and surveys globally**, providing an answer to the following question:

- Which countries and datasets use the Washington Group Short Set (WG-SS) or other functional difficulty questions?

If for your country, functional difficulty questions were found, they were grouped as either: Questions of the Washington Group (WG) Short Set (WG-SS) covering six domains (seeing, hearing, walking, concentrating/remembering, self-care, communication); or other functional difficulty questions covering at least four core domains (seeing, hearing, walking, concentrating/remembering). Please see Tables D3 and D4 for more information on the datasets that were found to have the WG-SS and other functional difficulty questions, respectively.

If for your country, no functional difficulty questions were found, it suggests that national datasets may not include such questions and that persons with disabilities may not be visible in national statistics. You may want to check Table D5, which has the full list of datasets that were reviewed for each country. It is possible that some datasets may not have been reviewed if their questionnaires were not available. [Download the 2023 Dataset Review Tables here.](#)

Dataset Review (continued)

What the Dataset Review tells you

Below you can find a more detailed description of the tables and results you can find in the Dataset Review Excel file. This information aims to inform your assessment as to whether more data collection on disability in national datasets is needed and should be advocated for.

- Table Read me first: The initial Excel page describes each of the tables, information on corrections made to the downloaded file, if applicable, and a suggested citation.
- Table D1 Overall results: D1 summarizes the overall results of the review, with the number and share of countries and data that are under review in the study, which have functional difficulty questions (the WG-SS or other).
- Table D2 Table for map: Table D2 has the data that was used to create the heat map in Figure 3.1 of the next page and the 2023 report and highlights the countries that were found to have the WG- SS or other functional difficulty questions.
- Table D3 WGSS: Table D3 identifies the surveys that use the Washington Group Short Set (WG-SS) or the Washington Group Enhanced Set (WG-ES), by region, country, the name of the survey available, and year(s).
- Table D4 Other functional: D4 identifies the surveys that use other functional difficulty questions (not the WG-SS), by region, country, the name of the survey available, and year(s). It also indicates how the questions were different in comparison with the WG-SS, such as wording or absence of one of the domains.
- Table D5 List of datasets: D5 provides a list of the surveys, census, and other sources of data reviewed, by region, country, and year(s).
- Table D6 HFPS: D6 lists the COVID-19 High Frequency Phone Surveys (HFPS) reviewed surveys, which are phone surveys, developed by the World Bank and United Nations Development Programme (UNDP), to assess the impact of COVID-19 globally.
- Table D7 MICS6: D7 lists the Multiple Indicator Cluster Survey 6 (MICS 6) reviewed surveys, which is a survey program developed and supported by UNICEF to assess the situation of children and women.

What the Dataset Review does not tell you

The Dataset Review may not cover household surveys or censuses when their questionnaires are not publicly available or in a language that the research team can read. Some countries might have surveys or censuses with functional difficulty questions that were not covered by the review.

Dataset review (cont.)

Example of Key Findings in 2023

Figure 3.1 shows which countries have disability questions with functional difficulty questions in at least four domains in 2023 (seeing, hearing, mobility, cognition). Having these questions available allows to make the inequalities faced by persons with disabilities more visible, and to compare these internationally.

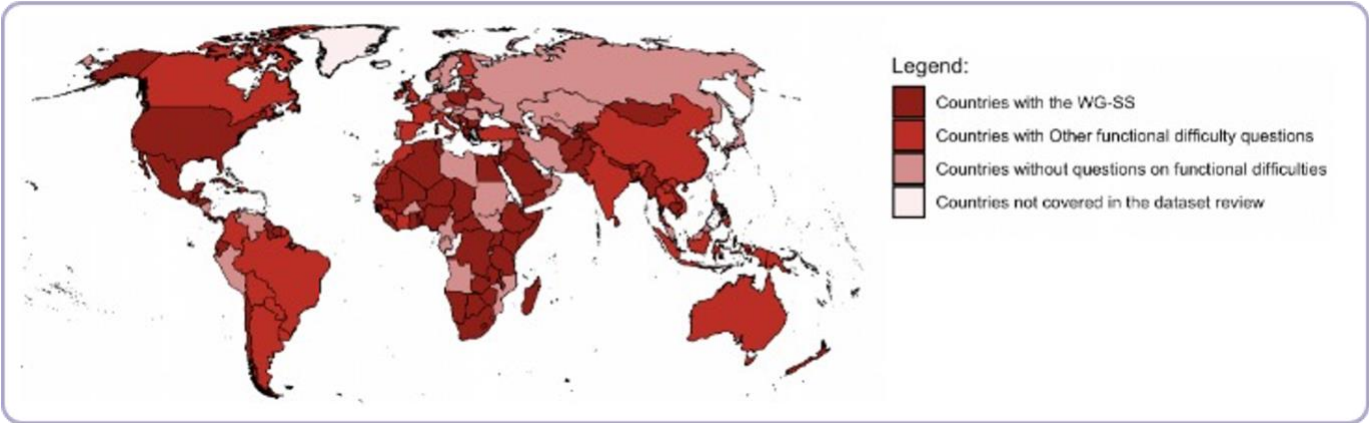




Figure 3.1. Countries with functional difficulty questions (WG-SS or Other functional difficulty questions) and without functional difficulty questions in national censuses and surveys (2009-2022)


1 in 5
of the datasets reviewed between 2009 and 2022 have functional difficulty questions.

 **66.5% of the countries**
were identified as having at least one national survey or census with functional difficulty questions.

Results show a high variability in how disability questions are asked across the world, making the results difficult to compare. For example, in Europe and Central Asia, functional difficulty questions are still rarely available, while in Sub-Saharan Africa there was a significant increase in their adoption in national surveys or censuses.

Global trends suggest an increase in the use of the WG-SS in national censuses and surveys during the 2010s. However, in the early 2020s, many of the surveys used to internationally assess the COVID-19 pandemic's impact on populations often did not include functional difficulty questions.

Understanding and analyzing national or within country statistics

The Results Tables provide more detailed statistics on the situation of adults with disabilities using a variety of indicators on prevalence, educational attainment, personal activities, health, standard of living, and poverty. To effectively use these results to advocate, first it is important to see what data you will need and what it is available for your country or region. What information is available?

1. For which countries are results available?

The list of countries with results available to download can be found on the Results Tables page, with results for more than 70 countries since 2021. For example, for 2023, Cambodia, Guatemala, Haiti, Kenya, Maldives, Mali, Mauritania, Nigeria, Pakistan, Rwanda, Senegal, South Africa, Timor-Leste, Tonga, and Uganda, have results at the national and regional Levels ([access 2023 Country Results table by national and regional level](#)), while Guatemala, Kenya, and Tonga, also have results at the national and district Levels ([access 2023 Country Results table by national and district level](#)). If your country is not in the 2023 Report, it may be covered in earlier reports.

1. Are relevant statistics available?

If your country has results available, download the Results table you wish to work with, by region or by district. The next step is to decide on what you want to advocate for, the audience to whom you want to advocate (e.g., policymakers, employers, etc.) and what data will you need for it. You can decide to explore the situation of persons with disabilities based on:

- a district, region, or country,
- a subgroup, such as women with disabilities or persons living in rural areas,
- the state of a specific indicator, such as employment,
- the differences between different types of disabilities or between the amount of difficulties reported.

The main list of indicators and subgroups can be consulted in the following pages of this guide and can help you find the information you need.

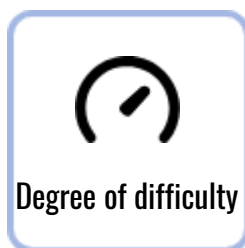
Disability and Functional difficulties

Disability can be defined and measured in various ways. All the datasets used in the 2023 report, used the questions of WG-SS, which asks whether the individual experiences difficulties in six domains or types of difficulty.



Domains:

1. Seeing,
2. Hearing,
3. Walking/climbing stairs,
4. Concentrating or remembering things,
5. Selfcare,
6. Communication.



For each domain, individuals answer by reporting the **degree of difficulty**:

1. 'No difficulty',
2. 'Some difficulty',
3. 'A lot of difficulty',
4. 'Unable to do'.

Based on the answers on the degree of difficulty in the different domains, the individuals were placed in different subgroups:

- **No difficulty:** people who report 'No difficulty' in all domains.
- **Some difficulty:** persons who report 'Some difficulty' in at least one domain but no 'A lot of difficulty' or 'Unable to do' in other domains.
- **At least a lot of difficulty:** people who answer 'A lot of difficulty' or 'Unable to do' in at least one domain.
- **No difficulty or some difficulty:** persons who report no or some difficulty for all domains.
- **Any difficulty:** people who report 'Some difficulty', 'A lot of difficulty', or 'Unable to do' for at least one domain.

You can see how these subgroups can be compared on the next page.

These are different groups of persons with disabilities. The group of persons with any difficulty is the most inclusive with persons with any degree of difficulty, while persons with at least a lot of difficulty only have persons with the more severe difficulties. Persons with some difficulties are persons with moderate difficulties. [See more on why the Washington Group on Disability Statistics \(WG\) measures are the most widely accepted.](#)

Disability and Functional difficulties

Disaggregations a, b and c

Indicators, say on employment or poverty, can be calculated separately for the various groups identified on the previous page. We then say that indicators are disaggregated based on disability status. DDI presents results for three different disaggregation methods (a, b, and c) but highlights disaggregation b as the most inclusive and comprehensive one. If you would like to skip over the details below, you may then want to focus on results for disaggregation b in the Results Tables Excel file.

Disaggregation	Description
Disaggregation a	Persons with no difficulty vs. any difficulty
Disaggregation b	Persons with no difficulty vs. some difficulty vs. at least a lot of difficulty
Disaggregation c	Persons with no difficulty or some difficulty vs. at least a lot of difficulty

For each disaggregation, there is a column for the difference in the value of an indicator for the groups compared, and their statistical significance (10%, 5%, or 1%). If a difference is statistically significant, it means that the difference cannot be explained by chance. The lower the significance, with the 1% level as the lowest, the less likely it is that the difference is due to a coincidence.

For example, here are below some results for Tonga from Table E5.2.b. on the share of females who can read and write in any language, at the national level in the Uiha district (%) (disaggregation b).

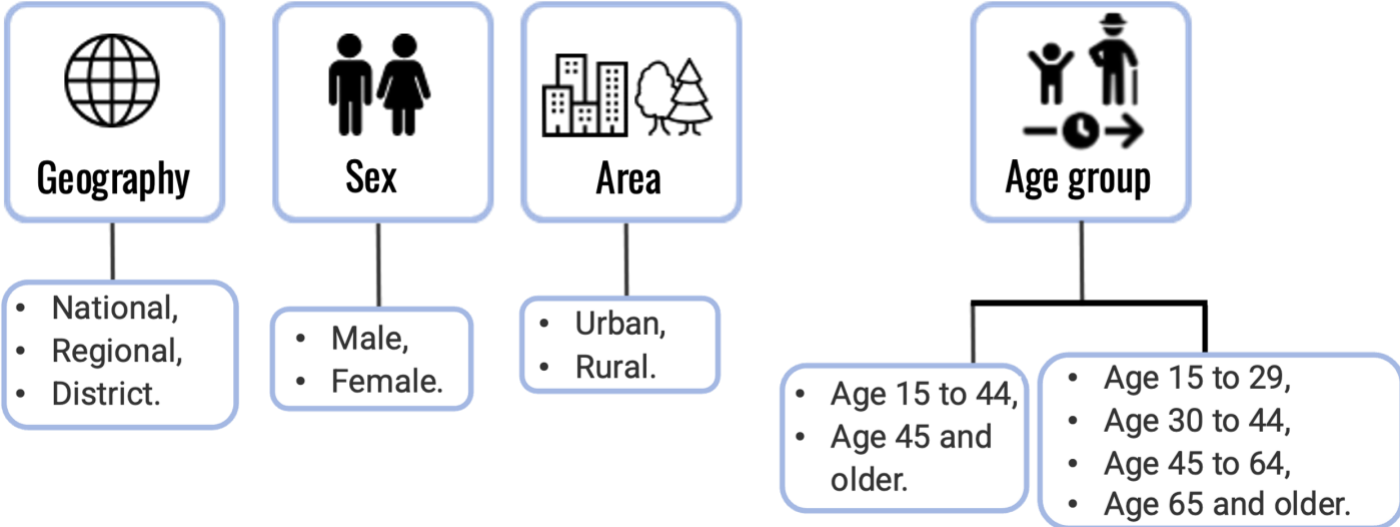
Geography	No difficulty	Some difficulty	Difference	Statistical Significance	At least a lot	Difference No difficulty & At least a lot of difficulty	Statistical Significance
Uiha	91.0	76.2	-14.8	**	45.8	-45.1	***
National	94.0	79.5	-14.5	***	57.0	-37.0	***

For the share of women in the Uiha district in Tonga who can read and write in any language, there is a negative difference of 14.8 percentage points between women with no and some difficulty, with a statistical significance at the 5% level (**), and a negative difference of 45.1 percentage points between women with no difficulty and at least a lot of difficulty, with a statistical significance at the 1% level (***). This means more women can read and write among those with no difficulty compared to those with some difficulty. This difference is even larger for women with at least a lot of difficulty compared to women with no difficulty.

Overall, this shows that in Tonga and the Uiha district in particular, women with disabilities have lower literacy rates than their nondisabled counterparts.

Subgroups of persons with disabilities

Intersectionality means to have multiple factors of advantage or disadvantage, based on the person's social identities or circumstances, such as gender, caste, race, ethnicity, class, sexuality, religion, disability, and other areas. Intersectional disadvantages can affect specific subgroups of persons with disabilities and their households in different ways. An individual might be discriminated against or face additional barriers not only because they have a disability, but also because they are a woman or living in a rural area. The Results Tables provide disaggregated statistics based on disability combined with sex, area of residence (rural/urban), age, and geography within a country.



The indicators

A variety of indicators on prevalence, educational attainment, personal activities, health, standard of living, and multidimensional poverty are available. The following few pages give information on these indicators.



Prevalence

- Prevalence,
- Prevalence by type,
- Prevalence at the household level.



Education

- Ever attended school,
- Less than Primary,
- Primary,
- At least secondary,
- Literacy rate.



Personal activities

- Employment population ratio,
- Youth idle rate,
- Manufacturing work,
- Women in Managerial work,
- Informal work,
- Computer Usage,
- Internet Usage,
- Own Mobile.



Health

- Water,
- Sanitation.



Standards of living

- Electricity,
- Clean Fuel,
- Adequate housing,
- Own assets,
- Mobile phone.



Multidimensional Poverty

- Electricity,
- Clean Fuel,
- Adequate housing,
- Own assets,
- Mobile phone.

Read me first

The read-me-first table, in part pasted below, is in the first sheet of the Excel file. It provides an overview of the indicators available for each country, the respective Convention on the Rights of Persons with Disabilities article and Sustainable Development Goals (SDG) indicator, and the table where the results for the indicators can be found.

Indicator	CRPD Article	SDG indicator	Indicator reference in results tables
Education			
Adults who have ever attended school	24		E1
Adults who have less than primary school completion	24		E2
Adults who have completed primary school	24		E3
Adults who have completed secondary school or higher	24		E4
Adults who can read and write in any language	24	4.6.1	E5

For example, the indicator 'Adults who can read and write in any language' is relevant to the CRPD's article 24 on education and SDG indicator 4.6.1 SDG indicator (proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills, by sex).

In the Excel file with the results tables, the results for this indicator can be found in the sheet titled E5_Literacy_rate.

Prevalence

Prevalence tables inform about the size of the population of adults or households with disabilities in a given country or a region/district within the country. There are three different prevalence tables: prevalence overall among adults, prevalence by type of difficulty among adults, and prevalence among households.

Description per table	Table P1 Prevalence	Table P2 Prevalence by type	Table P3 Prevalence at the household level
	Adults with functional difficulties (%) type.	Adults with any functional difficulty by type of difficulty (%)	Households with functional difficulties (%).

Disability status	Any functional difficulty,	Some functional difficulty,	At least a lot of functional difficulty.

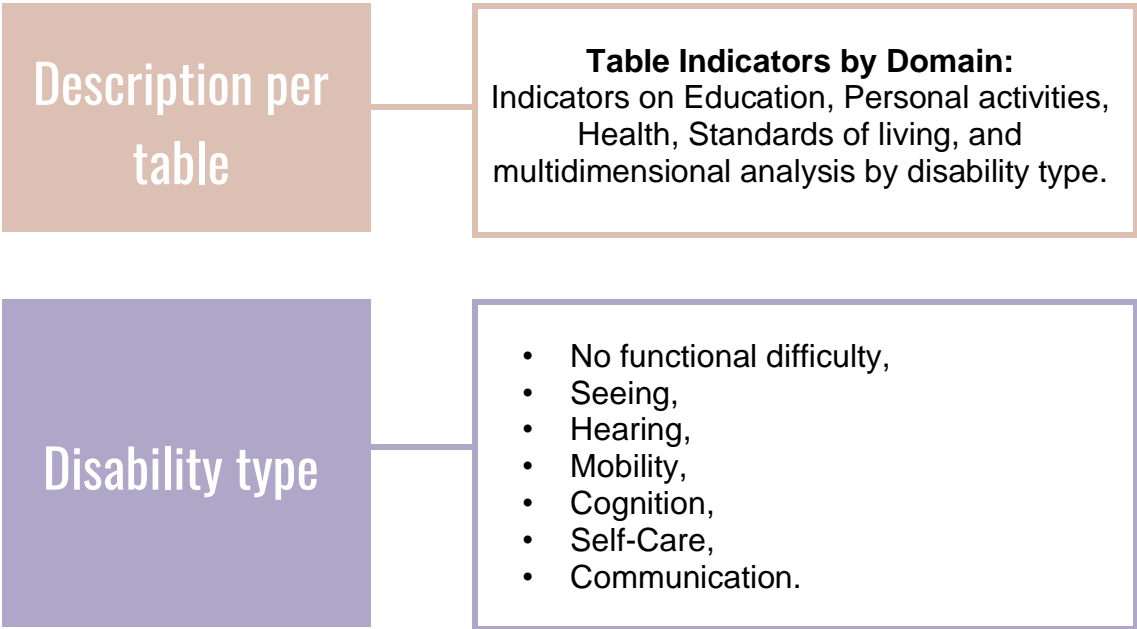
Disaggregated by	Table P1	Table P2	Table P3
	Geography Sex: <ul style="list-style-type: none"> • Female • Male. Area: <ul style="list-style-type: none"> • Rural • Urban. Age groups: <ul style="list-style-type: none"> • age 15 to 44 • age 45 and older. 	Geography Disability type: <ul style="list-style-type: none"> • Seeing, • Hearing, • Mobility, • Cognition, • Self-Care, • Communication. 	Geography Area: <ul style="list-style-type: none"> • Rural, • Urban.

✓ Questions it can answer
Is the proportion of adults with disabilities larger in the district of Bunyala than overall at the national level in Kenya?
What is the proportion of adults with a seeing difficulty in Kenya?

✗ Questions it can't answer
What is the number of women with disabilities in the country? It provides percentages (%), not the number of people. One would need to multiply the percentage by the number of women in the country to get at the number of women with disabilities.

Indicators by Domain

Indicators are available for persons with disabilities by disability type, that is by functional domain (seeing, hearing, mobility, cognition, self-care, communication) compared to persons without disabilities (no functional difficulty).



✓ Questions it can answer
What is the employment ratio of persons with communication difficulties?
What is the difference in literacy rates between adults with cognition difficulties and adults with no difficulties?

✗ Questions it can't answer
What is the employment ratio of persons with communication difficulties in rural areas? Indicators are not disaggregated by disability type combined with sex, rural/urban residence, or age.

Education

The education indicators provide information on the highest level of education achieved by adults.

Description per table	Table E1 Ever attended school: Adults who have ever attended school (%)	Table E2 Less than Primary: Adults who have not completed primary school (%)	Table E3 Primary: Adults who have completed primary school (%)
	Table E4 At least secondary: Adults who have completed secondary school or higher (%)	Table E5 Literacy rate: Adults who can read and write in any language (%)	

Disability status	Disaggregation A: <ul style="list-style-type: none"> • No difficulty, • Any difficulty. 	Disaggregation B: <ul style="list-style-type: none"> • No difficulty, • Some difficulty, • At least a lot of difficulty. 	Disaggregation C: <ul style="list-style-type: none"> • No difficulty or some difficulty, • At least a lot of difficulty
-------------------	---	---	---

Disaggregated by	Geography	Sex: <ul style="list-style-type: none"> • Female, • Male. 	Area: <ul style="list-style-type: none"> • Rural, • Urban 	Age groups: <ul style="list-style-type: none"> • 15 to 29, • 30 to 44, • 45 to 64, • 65 and older.
------------------	-----------	---	---	--

✓ Questions it can answer
Is there a difference between men and women with disabilities in terms of literacy?
What is the share of persons with disabilities living in rural areas who have completed secondary school or higher?

✗ Questions it can't answer
What is the proportion of youths who are currently in school? It doesn't provide information on school attendance. It also does not have results for children aged 14 and below.

Personal activities

Personal activities indicators capture activities that are relevant to well-being, concerning employment and access to technology, such as using a computer or internet recently and having a mobile phone. 'Recently' refers to the past three months, while employment includes being self-employed or working for a family business (paid or unpaid).

Description per table	Table W1 Employment population ratio: Employment Population ratio for adults (%)	Table W2 Youth idle rate: Youth idle rate is the share of youths aged 15-24 who are not in school or employed (%)	Table W3 Manufacturing work: Working adult individuals in the manufacturing sector (%)	Table W4 Women in Managerial work: Women who hold managerial positions (%)	
	Table W5 Informal work: Adults who do informal work, i.e. who are self-employed (%)	Table PA2 Computer Usage: Adults who used a computer recently (%)	Table PA3 Internet Usage: Adults who used the internet recently (%)	Table PA4 Own Mobile: Adults who own a mobile phone (%)	
Disability status	Disaggregation A: <ul style="list-style-type: none"> No difficulty, Any difficulty. 		Disaggregation B: <ul style="list-style-type: none"> No difficulty, Some difficulty, At least a lot of difficulty. 	Disaggregation C: <ul style="list-style-type: none"> No difficulty or some difficulty, At least a lot of difficulty 	
	Disaggregated by		Geography	Sex: <ul style="list-style-type: none"> Female, Male. 	Area: <ul style="list-style-type: none"> Rural, Urban

✓ Questions it can answer
Is there a difference in the employment ratio of persons with or without disabilities?
What is the proportion of older persons (aged 65 +) with disabilities who own a mobile phone?

✗ Questions it can't answer
Are youth with disabilities less likely to be in training compared to other youths? As information on training was not consistently available, results do not reflect whether youth might be in training.
What is the share of persons with disabilities in full-time paid employment? The employment population ratio also includes unpaid work such as working for a family business without pay.

Health

The health indicators capture two living conditions that are known to impact health, i.e. access to safely managed drinking water and sanitation services. You can see on the website the [complete definition of what is defined as safely managed drinking water or sanitation](#).

<p>Description per table</p>	<p>Table H1 Water: Adults in households using safely managed drinking water, such as from drinking water services, piped water and protected water sources, instead of surface water or unprotected services (%).</p>	<p>Table H2 Sanitation Adults in households using safely managed sanitation services, such as flush toilets to sewer systems, septic tanks, or pit latrines, instead of sharing it with other households (%).</p>		
<p>Disability status</p>	<p>Disaggregation A:</p> <ul style="list-style-type: none"> No difficulty, Any difficulty. 	<p>Disaggregation B:</p> <ul style="list-style-type: none"> No difficulty, Some difficulty, At least a lot of difficulty. 	<p>Disaggregation C:</p> <ul style="list-style-type: none"> No difficulty or some difficulty, At least a lot of difficulty 	
<p>Disaggregated by</p>	<p>Geography</p>	<p>Sex:</p> <ul style="list-style-type: none"> Female, Male. 	<p>Area:</p> <ul style="list-style-type: none"> Rural, Urban 	<p>Age groups:</p> <ul style="list-style-type: none"> 15 to 29, 30 to 44, 45 to 64, 65 and older.
<p>✓ Questions it can answer</p>		<p>✗ Questions it can't answer</p>		
<p>What is the proportion of persons with disabilities in rural areas with safely managed drinking water?</p>		<p>Is there a difference in the share of adults who have piped water compared to other types of protected water sources?</p>		
<p>Is there a difference in access to safely managed sanitation services between persons with and without disabilities and is that difference statistically significant?</p>		<p>It doesn't go into the details on access to specific systems of water or sanitation management but assesses access to what is considered safely managed drinking water and sanitation services.</p>		

Standard of living

The standard of living indicators provide information on the living conditions and assets of the household. Five indicators capture if an adult lives in a household with electricity, clean cooking fuel, adequate housing (e.g., roof, floor), or has a mobile phone. An indicator also measures whether the individual lives in a household that owns specific assets such as an automobile or a fridge.

Description per table	Table S1 Electricity: Adults in households with electricity (%)	Table S2 Clean Fuel: Adults in households with clean cooking fuel (%)	Table S3 Adequate housing: Adults in households with adequate housing (%)
	Table S4 Own assets: Mean proportion of assets owned (%)	Table S5 Mobile phone: Adults in households with a mobile phone (%)	

Disability status	Disaggregation A: <ul style="list-style-type: none"> No difficulty, Any difficulty. 	Disaggregation B: <ul style="list-style-type: none"> No difficulty, Some difficulty, At least a lot of difficulty. 	Disaggregation C: <ul style="list-style-type: none"> No difficulty or some difficulty, At least a lot of difficulty
-------------------	--	--	--

Disaggregated by	Geography	Sex: <ul style="list-style-type: none"> Female, Male. 	Area: <ul style="list-style-type: none"> Rural, Urban 	Age groups: <ul style="list-style-type: none"> 15 to 29, 30 to 44, 45 to 64, 65 and older.
------------------	-----------	--	--	---

✓ Questions it can answer

Are persons with disabilities in urban areas more likely to have adequate housing compared with persons with disabilities in rural areas?

✗ Questions it can't answer

The survey or census data under analysis includes only individuals who are in households. So, we do not know the proportion of persons with disabilities that live in institutions.

Multidimensional poverty

Poverty can be measured by counting the number of deprivations experienced by an individual (e.g., low educational attainment, not being employed, not having electricity) and by identifying those with more than one deprivation. The multidimensional poverty indicator gives the proportion of adults experiencing more than one deprivation.

<p>Description per table</p>	<p>Table M1 Multidimensional poverty: Adults who experience multidimensional poverty, e.g., deprivations in more than one dimension of wellbeing (education, health, work, standard of living)</p>			
<p>Disability status</p>	<p>Disaggregation A:</p> <ul style="list-style-type: none"> No difficulty, Any difficulty. 	<p>Disaggregation B:</p> <ul style="list-style-type: none"> No difficulty, Some difficulty, At least a lot of difficulty. 	<p>Disaggregation C:</p> <ul style="list-style-type: none"> No difficulty or some difficulty, At least a lot of difficulty 	
<p>Disaggregated by</p>	<p>Geography</p>	<p>Sex:</p> <ul style="list-style-type: none"> Female, Male. 	<p>Area:</p> <ul style="list-style-type: none"> Rural, Urban 	<p>Age groups:</p> <ul style="list-style-type: none"> 15 to 29, 30 to 44, 45 to 64, 65 and older.
<p>✓ Questions it can answer</p> <p>Are persons with disabilities more likely to experience multiple deprivations compared with persons with no disability?</p> <p>Are they subgroups of persons with disabilities who are disproportionately experiencing multiple deprivations?</p>		<p>✗ Questions it can't answer</p> <p>Are persons with disabilities more likely to be income-poor? It doesn't measure income in households, but deprivation in several areas, such as education or employment.</p>		

Tips for presenting and reporting results

Interpret and contextualize your results

The results are provided in the form of statistics without providing interpretation and context for the results. What follows are some tips on how you can use the results to have more impact through your advocacy:

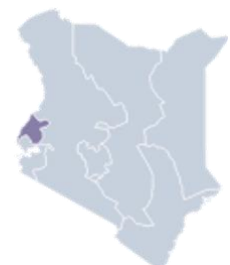
1. **Make sure you fully understand how the indicators were calculated**, which can influence the results. The employment ratio in Table W1, for example, also considers unpaid employment, not only full-time paid employment. A country can have a higher ratio of employment for persons with disabilities due to higher unpaid or underpaid employment. [See the full detailed description of the indicators.](#)
2. **Use different indicators to contextualize results:** You can use other indicators to add information to your main topic. For example, to advocate for more inclusive employment, you can use the levels of education to explain, at least partially, how keeping persons with disabilities in education and training would help increase employment.
3. **Confirm the connections you present are significant:** If a difference between two groups is shown not to be statistically significant (shown in the tables as 'NS'), consider not reporting on this difference, and focus on others that are significant.
4. **Frame it with cultural, political, and legal background:** the cultural practices, legislation, or policies of a country will influence the results and how these are explained. For example, legislation that segregates persons with disabilities from mainstream education might influence the average level of education. Also, try to consult and receive feedback from different persons with disabilities from different subgroups, since intersectionality can impact how we perceive and understand results.
5. **Enrich it with the personal experiences of persons with disabilities in your community:** you can add quotes of persons with disabilities from your country or region on the different subjects you report on, such as the barriers they face to continue in education, or their needs and priorities on the topic. You can find tools and more information on how your organization can collect your own data in the [Disability Data Advocacy Toolkit.](#)
6. **Make recommendations:** add recommendations on how policymakers can improve the lives of persons with disabilities, and what programs, policies, or legislation are most needed.
7. **Advocate for better data collection:** use the results to advocate for your country to improve data collection by adding the Washington Group Short Set in more national surveys and censuses or by using the Washington Group Extended Set on Functioning (WG-ES) for data on psychosocial disabilities.

Tips for presenting and reporting results (cont.)

Make it accessible and empowering for persons with disabilities

Make it accessible to maximize how effective your reporting is in advocating for change.

- **Adapt it to your audience:** you can adapt how you report your information based on the persons you want to reach with your results, such as persons with disabilities, organizations, service providers, policymakers, employers, teachers, or others. For employers, for example, you can report relevant results together with information on how they can make the workplace and their services more inclusive.
- **Make it accessible for different disabilities:** even if your organization is focused on a specific disability, some persons have multiple disabilities, or some policy or decision-makers might have other disabilities that were not considered while creating your reports. Using Easy-Read guides, publishing reports in different formats that are accessible to screen-readers, using plain and direct language, using visual aids to make it more appealing, and creating videos in sign language, can reach more people who have the same objectives and policy goals as your organization.
- **Summarize the most important points:** use infographics, executive summaries, or summary reports to create quicker and simpler forms to read your results. Long reports can be overwhelming, and some people might want to, but not have time to read them fully. Providing key findings makes it quicker to access the main results and recommendations and increases the probability of passing your message.
- **Use empowering language:** Avoid using language related to negative emotions, such as 'suffering from disability' or 'confined to a wheelchair', for persons with a disability and wheelchair users. Also avoid using images that negatively portray or perpetuate stigma of persons with disabilities, such as using photos that depict sadness or isolation for having a disability.
- **Turn it into storytelling:** turning your data into storytelling can help you connect with your audience, humanize persons with disability, and convey your message and purpose in the interest of persons with disabilities. Try to be clear on what is the problem, the significance and implication of these for the life of persons with disabilities and their families, but also possible solutions and how your audience can contribute to your goal.



Bunyala

Prevalence of functional difficulties in Bunyala, Kenya

Prevalence

23.4%
of people in Bunyala have a disability, while the national average is 12.7%.

Sex

1 in 4 women in Bunyala have a disability, compared to 1 in 5 of men.

Area

There are 6.2% more persons with disabilities in rural areas than in urban areas of Bunyala.

Age

The share of adults aged 45+ with disabilities is 3.8 times higher compared to the share of persons aged 15 to 44 in Bunyala.

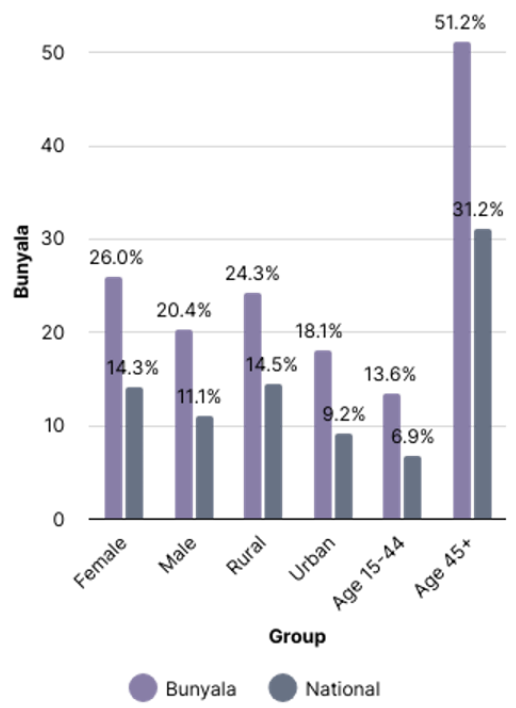


Fig 1. Differences in the share of subgroups of adults with functional difficulties, comparing Bunyala (first bar) and the National values (second bar).

By disability type

<p>Seeing 13.2% have difficulty seeing, even if wearing glasses, compared with 7.6% in Kenya overall.</p>	<p>Hearing 5.1% have difficulty hearing, even if using a hearing aid, compared with 2.5% in Kenya overall.</p>	<p>Mobility 11% have difficulty walking or climbing steps, compared with 4.9% in Kenya overall.</p>
<p>Cognition 7.2% have difficulty remembering or concentrating, compared with 2.9% in Kenya overall.</p>	<p>Self-Care 2% have difficulty with self-care, such as washing all over or dressing compared with 1.1% in Kenya overall.</p>	<p>Communication 1.9% have difficulty communicating, for example, understanding or being understood, compared with 0.9% in Kenya overall.</p>

The situation of persons reporting hearing difficulties, including deaf persons and other persons with deafness in Jutiapa, Guatemala



This infographic uses the table Indicators by domain to show the difference in indicators for persons who reported 'any hearing difficulties' in Jutiapa, Guatemala, and persons who didn't report hearing difficulties.

Prevalence



of adults in Jutiapa are persons reporting hearing difficulties, including deaf persons and other persons with deafness.

Education



of persons reporting hearing difficulties, including deaf persons and other persons with deafness, have less than primary school completion, compared with 37.6% of hearing persons.

Employment



Only 3 in 10

of persons reporting hearing difficulties, including deaf persons and other persons with deafness, are employed, compared with almost half of hearing persons (47.2%)

Women in managerial positions



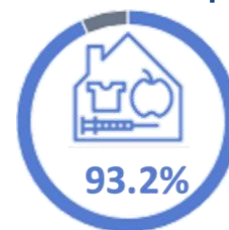
The share of women in managerial positions is **x 4 times higher** among hearing women than women with hearing difficulties, including deaf persons and other persons with deafness.

Computer



The share of adults who used a computer recently was **x 7.4 times lower** among persons reporting hearing difficulties, including deaf persons and other persons with deafness than hearing persons.

Multidimensional poverty



of persons reporting hearing difficulties, including deaf persons and other persons with deafness, experience more than one deprivation, compared with 76% of hearing persons.

Conclusions



Results from the Disability Data Initiative reports help assess whether persons with disabilities are visible in national datasets through household surveys or population censuses. Such results may highlight the need to advocate for better data collection or the analysis of existing data.



Besides, the statistics presented separately for persons with disabilities, overall and by degree and type of disability, and among subgroups (e.g. women or men) document the situation of persons with disabilities in various country contexts. Such disability disaggregated statistics can inform disability-inclusive policies and practices at national and local levels.



Surveys and population censuses should be regularly used to document and understand the inequalities persons with disabilities experience as well as subgroups by gender, rural/urban residence, and age at national and subnational levels.



As disability advocates or organizations of persons with disabilities, you can use the statistics developed by the Disability Data Initiative to advocate for better data in your country and monitor progress on the rights of persons with disabilities.



You can also record your own data and information about the persons with disabilities you advocate for, to complement and improve the understanding of the situations of persons with disabilities worldwide.

v



Contacts

Twitter: @d_d_initiative Email: rcd@fordham.edu

Website: <https://disabilitydata.ace.fordham.edu/>