

# Data compilation and tabulation

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Regional workshop on promoting disability data collection through the 2010 population and housing censuses – Bangkok, Thailand 8-10 April 2008

## Data compilation

- Form receipt and control procedures
- General form screening
- Manual checks for consistency and completeness
- Well organised and easily accessible storage facilities for paper-based forms

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## Data compilation (cont.)

- Data encoding
- Have a well designed and tested data capture program
- Well trained data entry staff, if data manually entered – validation checking of data entry process in place

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## Data compilation (cont.)

- Post field edit checks in place
  - Range edits
  - Logic edits
- Standardised procedures for the treatment of missing data

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## Data tabulation

- Basic summary of the key variable data
- Basic summary by geographic area
- Basic summary by key population groups
  
- Cross tabulations identified as most important from user discussions

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## Data tabulation (cont.)

- From UN principles and recommendations
  - Place of residence
  - Type of household
  - Marital status
  - Educational characteristics
  - Economic characteristics

Note: include persons with and without disabilities for comparison purposes

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## The counting unit

- Data can be presented as counts, percentages or rates, and this should be clearly identified
- The count level can be: person, family, income unit, or household

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## Relevance

- There is no point collecting data, or in outputting data tabulations, that will not be used
  - questions to be answered by the data should be identified as a starting point to both collection and output design
- Agreed treatment of non-response/missing data in output presentation

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## Some questions to be answered

- How many people are there with a disability in the population?
- How does disability vary by: age, sex, geographic location?
- What proportion of households/families have a member with a disability?
- How many families have a child with a disability

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## Some questions to be answered

(cont.)

- Comparative participation restrictions for people with and without a disability
  - School attendance
  - Employment status
  - Ability to use public transport

**This will be dependent on the variables available**

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