University of Leicester

Department of Health Sciences

The Structure and Content of the European Health and Social Integration Survey (EHSIS)

Washington Group meeting, 2011
Bermuda

Howard Meltzer

Scope of ESHIS

- The project specification stated that special emphasis should be given to the inclusion of the relevant ICF items on 'environment' and 'participation'.

- The choice of potential topics to be included in the module within this framework was informed by reviewing several relevant sources.

University of Leicester

Scope of EHSIS (2)

- Questionnaires designed for national surveys of disability were also examined, in particular those with sections on participation and the environment:
  - Australia, Canada, France, Ireland, New Zealand, Northern Ireland, South Africa, Spain, Tanzania and the USA.
- The coverage of participation and environment in various other data collecting initiatives on disability were examined:
  - the Washington Group on Disability Statistics, the Budapest Initiative and UNESACP.

University of Leicester
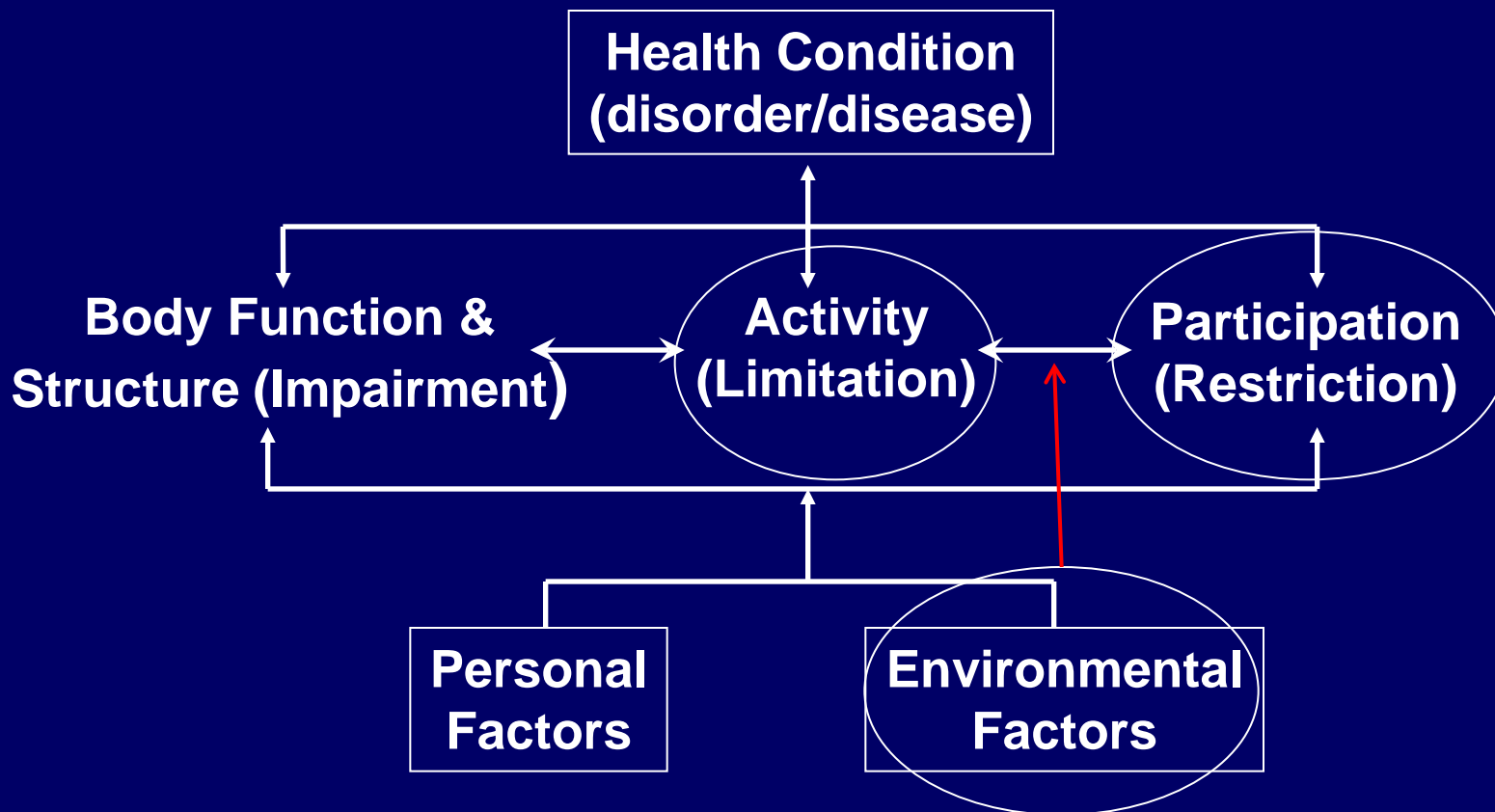
Principles in EHSIS construction

- **Disability as an umbrella term**
- **Social integration as starting point**
- **Using the ICF as a topic guide**
- **Incorporating Environmental factors as topics in their own right plus barriers to other activities**
- **Getting comparable statistics from participation questions**
- **Focussing on barriers rather than facilitators**
- **Being cognisant that several barriers can operate at once**
- **Sacrificing level of detail to achieve greater applicability**
- **Possibility of producing Indicators**

University of Leicester

Disability as an umbrella term

- No longer ask does your health problem prevent you from doing a particular activity – moving from a medical to a biosocial model

- The ICF definition of disability means that we had to devise a set of questions which takes into account the person, their impairments and the environment

- Questions need to be able to be asked of everybody

University of Leicester

Start off with social integration

- Within each section we start off asking about participation not asking about health or impairments
  - Learning opportunities, work, social activities
  - Mobility, transport and accessibility to buildings
- For those not participating or with limited participation, we identify the barriers:
  - Personal (heath conditions, activity limitations)
  - Environmental factors (Finances, Convenience, lack of assistive devices or personal help)

Using the ICF as a topic guide

- The purpose, structure and language of a classification are different to that of a questionnaire

- Focus on the key aspects of social integration based on policy needs and use the ICF as a reference text rather than a driver of content.

- Translate the language of the ICF (jargon) to common terms used in national surveys.

- Try to have a coherent rather than a comprehensive set of questions.

Incorporating environmental factors

- Have sections on the environmental factors themselves
  - Use of internet
  - Use of transport
  - Accessibility to buildings

- Focus on groups of environmental factors rather than specific items in relation to social integration – participating in work and play.
  - Assistive technology
  - Personal assistance
  - Transportation issue

University of Leicester

Getting comparable statistics from participation questions (1)

- Participation is context-specific (e.g. opportunities for work, availability of services, location of leisure facilities)
- Family, economic and geographical factors influence social integration
- Participation (in either work or social life) requires a degree of volition.
  - People vary in the desire for social participation
  - Capacity measures what people can do
  - Performance measures who people actually do
  - Participation includes what people can do, what they actually do what they want or need to do (and are allowed to do).

University of Leicester

Getting comparable statistics from participation questions (2)

- Participation is measured according to what respondents want to do, not what they actually do, in reference to their own physical and cultural environments.

University of Leicester

Getting reliable information on barriers and facilitators

- People know what they can not do and what prevents them from doing it – people find it easy to apportion blame

- Barriers and facilitators may be societal or cultural as well as physical

- When barriers are removed people may not be aware that there was a potential problem in the first place

- If barriers are removed so people can participate fully then they will not be picked up as disabled.

EHSIS Life Domain Sections

- **Mobility**
- **Transport**
- **Accessibility to buildings**
- **Education and training (Access to learning opportunities)**
- **Employment**
- **Access to and use of Internet**
- **Social Contact and Support**
- **Community Life and Leisure pursuits**
- **Economic Life**
- **Negative Attitudes and Behaviour**

University of Leicester

Structure of sections

- *Do you do X?*
  - *IF YES, do you want to do more X?*
  - *IF NO, why you do not do X?*

- *Barriers to not doing X or not doing X more*
  - *Multi-coded items*