



Educational resources

Training Manual for Enumerators using the Washington Group Questions in Humanitarian Action

Innovation, Impact & Information Division
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Authors

Michael Mwendwa, Associate Trainer, RedR UK
Carly Ziska, Senior Training Coordinator, RedR UK

Contributors

Pauline Thivillier, Inclusive Data Specialist, Humanity & Inclusion
Kate Aykroyd, Data & Learning Analyst, Humanity & Inclusion
RedR UK's Quality & Effectiveness Team

Designed by

Coline Morin, Information & Communication Officer, Humanity & inclusion
Stephanie Deygas, Publication Coordinator, Humanity & Inclusion

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Welcome

Welcome to the Training Manual for Enumerators on the Washington Group Questions, developed by Humanity & Inclusion and RedR UK.

You can use this training pack to design and deliver quality training on the Washington Group Questions and to support staff to collect disability disaggregated data. The Washington Group Questions are rapidly emerging as the preferred data collection methodology by the global community for national data collection efforts on disability, and more and more development and humanitarian actors are now using the methodology in their own data collection exercises.

In this training manual you will find session briefs, handouts, and guidance to develop your own trainings. The manual is part of a pack of materials, including a participant's resource book, and supporting PowerPoints. The content of these materials builds on e-learning materials developed by HI, which introduce many of the topics covered by this training.

This training manual has been designed to be interactive and to take into account adult learning methodologies. The activities are participatory and offer options to fit best with your audience. You should use this manual to inform and guide your training of enumerators. If your staff already have a good understanding of disability concepts, you may decide to concentrate on the delivery sessions for the Washington Group Questions instead.

To learn more about the work of HI, please visit: <https://hi.org/>

To find out more about HI's project on the Washington Group, and the learning resources, please visit: <https://humanity-inclusion.org.uk/en/disability-statistics-in-humanitarian-action>

To learn more about the work of RedR UK, please visit: <https://www.redr.org.uk/>

Objectives

Aim

The purpose of the manual is to provide knowledge, skills, and tools to develop trainings for enumerators in humanitarian action to use the Washington Group Questions in their specific contexts and programme.

Training Objectives

Staff using this manual to develop trainings will be able to:

- Define disability using the rights-based approach
- Describe disability language and barriers encountered by persons with disabilities in humanitarian contexts to better support effective engagement of persons with disabilities
- Explain the background and relevance of the Washington Group Questions in humanitarian action, and the question sets available
- Explain how to administer the Washington Group Questions in the selected data collection tools in order to ensure reliable data is collected
- Apply the Washington Group Questions to various humanitarian contexts
- Interpret data collected to calculate the number of persons with disabilities and disaggregate data by disability
- Use the guidance documents to structure a training course to fit the needs of the participants and the timeframe given for the training
- List key resources that are available to support enumerators to administer the questions

My Objectives Are:

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How to Design your Training

This manual contains all the resources you will need to design and deliver your own training for enumerators of the Washington Group Questions, including session briefs, handouts, resources, and FAQs.

Use the following to start planning your training. You'll need to consider:

Time Available

How many hours/days do you have to deliver the training? Choose topics that are most important for your participants or chose shorter activities in sessions to save time.

The needs of my **staff** are:

Pre-existing Knowledge of Participants

Are there topics that your participants already have a strong grasp of? These can be de-emphasized in favour of topics they might not have as much confidence in.

My participants are:

Resources Available (including facilities and personnel)

Will you have access to a large space where you can do activities and group work? Will there be access to a projector and electricity? How many facilitators will you have?

My training space and resources are:

Language and Translation

Will you be working with a translator to conduct this training? Will you be translating the slides as well? This will affect the time you allocate for each session.

The language considerations I have are:

Cultural Considerations

Do you need to take time during the training for breaks or prayers? Is there a reason people might need to leave early, for example, to get home before dark? Are there adaptations you'll need to make to the sessions to align with your context?

My context is:

Preparation time

How much time do you and your team have to prepare for the training? You'll want to give yourself enough time to review the session briefs, PowerPoints, and handouts, plus time to print any materials you need.

The things I need to prepare are:

Sample Agenda

Included in this manual are materials for:

Core Sessions

Session Title	Minimum Time (min)	Maximum Time (min)
Introductions	30	45
Key Concepts of Disability	85	100
Introduction to the Washington Group Questions	90	90
Collecting data using the Washington Group Questions	115	195
Translation Guidelines for the Washington Group Questions	55	150
Washington Group Questions Data Analysis	40	70

Additional Sessions

Daily Recap	10 mins
Morning Review	30 mins
Evaluation and Close	30 mins

How to Use This Training Manual

Below is the template for the session plans used throughout this pack. Every session has the same key elements that are outlined here.

Session Title

Min # - Max # Minutes

Aim

This gives you a broad overview of the outcomes of the session

Objectives

These are the concrete things participants will be able to achieve by the end of this session

Key Learning Points

These are the main learning points to keep in mind to help you achieve the objectives

Linked modules or context

This tells you the other sessions that are referenced in this session

Session Overview

mins	Introduction
mins	Activities

Handouts, Resources and Materials Used

- List of handouts included in this guide at the end of each session

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
##	Here you will find detailed instructions and trainer notes to run each session.
##	Optional Activity Titles in red are optional and can be included as necessary to meet the learning needs of the participants. There are several options for each activity that you can choose from based on resources available, time, and participant knowledge

Supporting Information

Any links to resources used will go here.

Introductions

30 – 45 minutes

Aim

To provide an overview of the course and familiarise participants with each other, key expectations, and ground rules for activities.

Objectives

By the end of the session participants will be able to:

- List the key learning objectives and outcomes for the training
- Identify expectations and understand how the training and assessment will progress
- Articulate the behaviour they expect of each other during the training

Key Learning Points

- The learning objectives and outcomes of the course
- The group's expectations of the course and each other (behaviour and ground rules)
- Participants will be expected to actively learn and adhere to the various ground rules proposed and adopted by themselves
- The training will apply various interactive methodologies as well as referencing different resources in different forms

Linked modules or context

This being the first session sets the scene for the rest of the course. It aims to orientate the participants into the training as well as breaking the ice for better participant interaction.

Session Overview

3'	Welcoming participants to the training
12'	Ice-breaking activity and self-introductions
10'	Introducing course aims and objectives
5'	Discussing ground rules and reasonable accommodation needs
5'	Questions and summary
15'	Pre Test

Handouts, Resources and Materials Used

- HO 1.1 Getting to Know you game sheet
- Participant Workbook

Detailed Methodology









TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
3	Welcome <p>Welcome everyone to the course. Introduce trainers and explain the reason for this training course.</p>
12	Ice breaking <ul style="list-style-type: none"> - Distribute 'getting to know you' game sheet grid to each participant (HO 1.1 Getting to Know you) - Let the participants interact with each other by asking each other their names and their favorite likes, hobbies, etc. as stated in the 'getting to know you' game sheet grid - When any of them identifies a similar like, hobby, etc. about each other they write their names in the game sheet, beside the item they are referring to - After 5 minutes, ask participants to take their seats. Ask them to share any surprises or realizations in turns Self-introductions <ul style="list-style-type: none"> - Have participants introduce themselves by saying their names, roles, and something about their work
10	Training objectives <ul style="list-style-type: none"> - Ask participants to write on different colours of post-it notes fears and hopes for the course. Ask participants to stick these onto two flipchart sheets one marked 'fears' and one marked 'hopes' – the flipchart can be enlivened with a smiley showing the emotion. After all sticky notes are up, sample a few and read them out - Introduce course aims, objectives and agenda, referring to the workbook. Be careful to note that the objectives are the hopes that the participants have put up and that the fears shall be mitigated by meeting the objectives - The trainer also introduces the participant workbook content and structure. Care is taken to carefully induct the participants into the learning log. Explain that the learning log is intended to capture key learning in an individual and original way. Inform participants that after each session, they will be given some time to fill in the learning log for the session
5	Ground rules and reasonable accommodation needs <ul style="list-style-type: none"> - Randomly ask participants to suggest ground rules. These can be written/drawn on a flipchart with participants - Ask participants if any of them has any accessibility needs that the facilitator

	<p>should be aware of. They can tell you now or during the first break if they feel more comfortable talking individually</p> <ul style="list-style-type: none"> - Inform the participants that you are now to move on into the first session of the training
15	<p>Optional Activity</p> <p>Pre-Test</p> <ul style="list-style-type: none"> - Explain that you are going to administer a pre-test to determine pre-existing knowledge that will help us when delivering the training - Hand out printed copies of the pre-test (HO 1.2 Pre/Post Test), one to each participant - Instruct them to read each statement and select whether they agree or disagree with the statement but putting an X in the box next to the statement - Remind them that it's ok if they don't know the answer, that's what the training is for! If they don't know an answer, they should skip the question and not try to guess - Collect the pre-tests and keep them in a safe place. After the training they will take a post-test and see how their knowledge has improved <p>Note: This can be done anonymously by asking participants to write a unique word or draw a picture or symbol at the top of their pre-test. Ask them to remember their word or symbol and to draw the same thing on their post-test. This will allow you to compare each person's pre and post-test result but won't link them to a specific person. If you don't want to do this anonymously, you can ask participants to write their name on their test.</p>

Supporting Information

A guide to planning accessible meetings: <http://www.adahospitality.org/accessible-meetings-events-conferences-guide/book>

Handout 1.1 Getting to Know You

Getting to Know You	
<p>Someone whose favorite color is the same as yours.</p> 	<p>Someone who plays a musical instrument</p> 
<p>Someone who has the same hobby as yours.</p> 	<p>Someone who was born in the same month as you</p> 
<p>Someone with the same number of children as you.</p> 	<p>Someone whose favorite meal is the same as yours</p> 
<p>Someone who is left handed</p> 	<p>Someone who is wearing socks</p> 

Handout 1.2 Pre/Post Test

Please read the following statements. If you agree, place an X in the box that says AGREE next to the statement. If you disagree, place an X in the box that says DISAGREE. If you don't know the answer, skip the question

STATEMENT	AGREE	DISAGREE
I feel confident administering the Washington Group Questions to beneficiaries		
The Washington Group Short Set are used to diagnose persons with disabilities		
I know how to interview people with disabilities in a respectful way		
The Washington Group sets guidelines for use of the questions but enumerators can change the questions to better fit the context		
I can usually tell if someone has a disability by looking at them		
Translating the Washington Group Questions can be done in person when you are administering them		
I can use appropriate language when speaking about people with disabilities		
Collecting data on disabilities is important when designing humanitarian programmes		
I know who to ask if I have questions about administering the Washington Group Questions		
The Washington Group Questions are the only tool I need to collect disability data		

Handout 1.2 Pre/Post-Test Cheat Sheet – FACILITATOR USE ONLY

The pre/post test is designed to measure changes in Knowledge, Skills, and Attitudes (KSAs) related to administering the Washington Group Questions. This test can help you determine an impact of the training on enumerators and allows you to compare different participants and different groups you have trained. While there are no 'right' answers to the attitude or skills questions, there are preferred answers that are an intended outcome of the training which are indicated below. If your enumerators would like to discuss the preferred answers to any of the questions you can do this after the post-test has been administered. Reviewing the answers directly after the pre-test might impact your data and won't give an accurate picture of what participants are gaining from the training but instead may reflect them simply remembering the answer that was discussed.

STATEMENT	AGREE	DISAGREE	KSA?
I feel confident administering the Washington Group Questions to beneficiaries	x		A
The Washington Group Short Set are used to diagnose people with disabilities		x	K
I know how to interview people with disabilities in a respectful way	x		S
The Washington Group sets guidelines for use of the questions but enumerators can change the questions to better fit the context		x	K
I can usually tell if someone has a disability by looking at them		x	A
Translating the Washington Group Questions can be done in person when you are administering them		x	K
I can use appropriate language when speaking about people with disabilities	x		S
Collecting data on disabilities is important when designing humanitarian programmes	x		K
I know who to ask if I have questions about administering the Washington Group Questions	x		K
The Washington Group Questions are the only tool I need to collect disability data		x	K

Key Concepts of Disability

85 – 100 minutes

Aim

To familiarize the participants with the human rights based approach to disability and the its relevance to humanitarian action.

Objectives

By the end of the session participants will be able to:

- Define disability as per the description provided in the UN Convention on the Rights of Persons with Disabilities (UNCRPD)
- Identify barriers faced by persons with disabilities in humanitarian action and how to mitigate them
- Use context appropriate language in discussing disability

Key Learning Points

- Disability is an evolving concept.
- The CRPD describes disability as “those that have long term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in the society on an equal basis with others”.
- Barriers can be physical, institutional, attitudinal, communication barriers, and/or internalised barriers.
- Inclusion of persons with disabilities in humanitarian action ensures the full participation of persons with disabilities as empowered self-advocates in all development processes and emergency responses and humanitarians should work to address the barriers which hinder their access and participation.
- Correct disability language using the ‘Person first...’ principle unless otherwise preferred by the individual.

Linked modules or context

This is the first technical session which sets the baseline for the rest of the technical content of the training. It aims to set foundational knowledge of the concept of disability which underpins the Washington Group Questions, before delving into any aspect of data on persons with disabilities.

Session Overview

5'	Introduction to the session.
25'	Disability concepts and definitions.

15'	Models of disability over time
25'	Barriers faced by persons with disabilities in humanitarian contexts and inclusion
20'	Disability language.
5'	Questions and conclusion.

Handouts, Resources and Materials Used

- Poem: the 6 Blind Men and the Elephant.
- Person first language cards (yellow)
- PowerPoint 1.2: Key disability concepts

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
N	<p>Introduction to the session</p> <ul style="list-style-type: none"> - Welcome participants to the session and quickly remind them of the ground rules set in the first session. - Explain to them that in this session we will define disability, look at a model to better understand disability, and discuss the challenges/barriers faced by persons with disabilities in humanitarian contexts.
10	<div style="background-color: #f4a460; padding: 10px; margin-bottom: 10px;"> <p>Guiding notes for the facilitator:</p> <ul style="list-style-type: none"> • Disability is linked to context and cultural understanding • Disability is a multi-dimensional and evolving concept, that can change for a person throughout the day • Disability is a continuum • Not all disabilities are visible </div> <p>Disability concepts and definition</p> <p>Option 1</p> <p>Activity: The 6 Blind Men and the Elephant</p> <ul style="list-style-type: none"> - Inform the participants that you will tell them a story and then ask them some questions about the story - Read to them John Saxe's poem of 'The 6 blind men and the elephant.' (HO 1.2 Blind Men) - After reading the poem, ask the question: Which of these men who was blind were right in defining the elephant? Accept all answers given including: 'None of them', 'All' etc.

- Inform the participants that: The six men who were blind had different views of the elephant, the same way individuals, organisations, and the society have diverse views of persons with disabilities in general and specifically in the humanitarian context
- Challenge the participants to brainstorm in the plenary how persons with disabilities are viewed in humanitarian contexts in relation to the characteristics of the elephant: Examples: Walls: immovable barriers towards 'saving lives'; Snakes: fearful (some members of the society are apprehensive about interacting with persons with disabilities etc.)

Note: This activity will work best with participants who are highly proficient in English.

Option 2

Activity

- Explain to participants that we are going to do an activity. Say: Imagine you are each blindfolded so that you can't see, and you have walked into a zoo. You reach out in front of you and touch part of an animal for 5 seconds and then you are led away. When you take off the blindfold you meet a group of people who went through the same experience. You will be given a piece of paper which describes what you touched when you were in the zoo. Based on this description try to imagine what animal you touched. Identify others within the group who touched the same animal. You have ten minutes to complete this.
- Hand out the small description cards (HO 1.2 Elephant Task Cards) giving one to each of the participants (if you have less than 20 participants don't use all the cards).
- Allow participants 5 minutes to confer and to decide what animal they think they touched
- It is possible that the participants will realize that they all touched part of an elephant, although this is unlikely. Many participants will have to make assumptions or shared information to identify their animal and their group. Start a general discussion about the exercise using the following questions:
 1. What animal did you touch? Did you all touch the same animal?
 2. For those who guessed elephant, how did you arrive at this decision?
 3. Did you all have access to the same information? How did the information vary in quality and content? The information is deliberately confusing. It's mostly all different, some useful, some of it useless, some seemed contradictory/patchy, some was too lengthy, some was provided in the wrong language, etc.
 4. How did those of you with less information feel? They might answer disempowered, frustrated, lost, annoyed, disengaged, left out.
 5. How did those of you with more information feel? They might answer powerful, responsible for those with less information, frustrated.

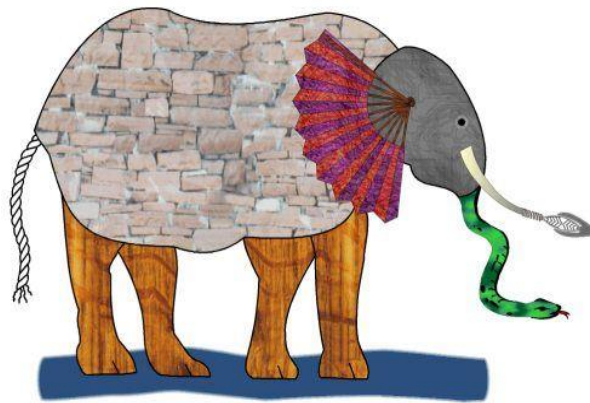
Inform participants that while they all touched the same animal, they all had different perceptions and access to different levels of information to help them make this

	<p>decision. Link this to perceptions and experience faced by persons with disabilities in humanitarian action.</p> <p>Optional Activity</p> <p>PowerPoint presentation: Models of disabilities.</p> <p>This presentation can be included if the participants need a more thorough background on disability or if they have questions about how the Washington Group Questions is based on the International Classification of Functioning, Disability and Health (ICF) model and in line with the rights-based model of disability. This will help explain the evolution in the thinking of models of disability.</p>
15	<p>Note: You can also use laminates instead of PowerPoints to present this to a small group</p> <p>Present the PPT on the major models of disability (charity, medical, social, and rights-based models).</p> <p>Emphasize the social and the rights-based models of disability and note that the rights-based approach is the one recommended and most applicable for humanitarian interventions. It takes the CRPD as its main reference point and prioritizes ensuring that duty bearers at all levels meet their responsibilities. This approach is the most current model that has evolved over time.</p> <p>Note: The following activities are not optional and should be included in all trainings using this training pack.</p>
20	<p>Definition of disability</p> <ul style="list-style-type: none"> - Display on the PowerPoint the CRPD description of disability. - Give out cut-outs of the cards with words from the CRPD model (HO 1.2 CPRD Model) on them and get the participants to gather into groups of 3-5 where they are and arrange the cards into the model. - After 10 minutes, bring participants back together. Show the correct order on the screen. - Define the concepts from the model and compare what the groups came up with to the CRPD model, noting any differences or confusions - Ask the group why this is important for data collection? - Summarize the definition of disability as Impairment + Barrier = Disability and Impairment + Facilitators = Participation. - Stress that disability changes over the course of a person's life but can also change throughout the course of a single day and participants should keep this in mind for future sessions.

	<p>ICF Model</p> <ul style="list-style-type: none"> - Show the slides with the ICF model. Explain that this is the International Classification of Functioning, Disability and Health (ICF) is a framework for describing and organizing information on functioning and disability. It provides a standard language and a conceptual basis for the definition and measurement of health and disability. - Show the example of the model and link it to the CRPD definition of disability, stressing that a disability comes from the interaction of a person with an environment that creates a barrier. - Stress that the Washington Group Questions are based on the ICF and aim to identify persons with difficulties in performing basic activities – as a proxy to identify the interaction between a person and the environment.
5	<div style="background-color: #f4a460; padding: 10px; margin-bottom: 10px;"> <p>Guiding notes for the facilitator:</p> <ul style="list-style-type: none"> • There are different types of barriers • These include physical, institutional, attitudinal and communication barriers (More details on barriers are given in PPT 1.2) </div> <p>Barriers faced by persons with disabilities in humanitarian contexts</p> <p>Energizer/grouping exercise: (Fire in the forest)</p> <ul style="list-style-type: none"> - Lead the participants to stand in an open space in the room. - Instruct them that when you shout “Fire in the forest’ they should respond ‘Run, run run’ running and mingling around the open space. When you shout a number (example: ‘in threes!’) they should get into groups of three persons each. Repeat this 2 or 3 times. <p>Note: the purpose of this exercise is to act as an ice breaker as well as a grouping exercise. Your target is 5 groups so the last number you say should group your participants into 5 groups. Example if you have 25 participants, 25 divide by 5 = 5. So the last number you shout should be “in fives!” In case of odd numbers distribute remaining participants among the groups.</p> <p>Barriers for persons with disabilities in humanitarian contexts</p> <ul style="list-style-type: none"> - Explain to the group that we will now look more in detail at barriers and facilitators. - Place pictures of barriers (HO 1.2 Barriers) around the room different flipcharts/paper on the walls. - Ask the group to move around for 5-7 minutes and write on post-its what they see the challenges in the photos to be for persons with disabilities in humanitarian action. - Ask the participants to stop where they are and in the groups of 5 persons nearest each photo, decide what type of barrier it is (physical, institutional, attitudinal and communication barriers). Ask them to label the flipchart, referring participants to the slide with types of barriers.
20	

	<ul style="list-style-type: none"> - In groups, ask them to now brainstorm on ways that can overcome the challenges presented by the photo. Use a different color of post-it for this task. - Ask the groups to present their discussions on the challenges faced by persons with disabilities in humanitarian context and invite the larger group to contribute to the discussion on facilitators. - Conclude by saying that these barriers can be overcome by taking steps to include persons with disabilities in humanitarian action, which we will discuss throughout the training.
20	<p>Disability language</p> <ul style="list-style-type: none"> - Explain that language around disability has changed over time and that some terms that were once used to describe persons with disabilities are no longer used. Some of these might include non-preferred or derogatory terms e.g. cripple, handicapped, or might contextual. - Inform the participants that these terminologies are not preferred and are discouraged because they do not respect persons with disabilities, and the rights-based approach. <p>Note: The best course of action is always to ask someone to clarify the language they prefer. When in doubt, we use person first language.</p> <ul style="list-style-type: none"> - Present the PPT on disability language. - After the presentation, you may introduce yellow cards inscribed “Person first...” for participants to show when one of them uses disability inappropriate language during the workshop. Ask a participant to explain the concept of a yellow card in football, which is shown when the referee wants to caution a player (not to punish them!) In this training, we are all learning together and want to help each other be more conscious of our language choices. If you hear language or terminology that you are unsure of or think might be incorrect, feel free to raise your yellow card to caution all of us that we might need to discuss it in more detail. <p>Note: This may not be appropriate for all audiences but can be a powerful reminder to be conscious of the language that we use. Stress that this resource is not about judgement, it is to help us all learn together.</p>
5	<p>Conclusion</p> <ul style="list-style-type: none"> - Summarize the session by stating that the session has covered the rights-based definition of disability, the ICF model, and barriers and facilitators to inclusion (and any other optional model included). - Let the participants note that all these concepts have a direct relationship with disability disaggregated data that will be covered in subsequent sessions. - Invite questions and answer them appropriately. If time does not allow to answer all of them, park the question in the workshop parking lot.

Handout 1.2 Blind Men and the Elephant



John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approach'd the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The *Second*, feeling of the tusk,
Cried, -"Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The *Fourth* reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he,
"'Tis clear enough the Elephant
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The *Sixth* no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong

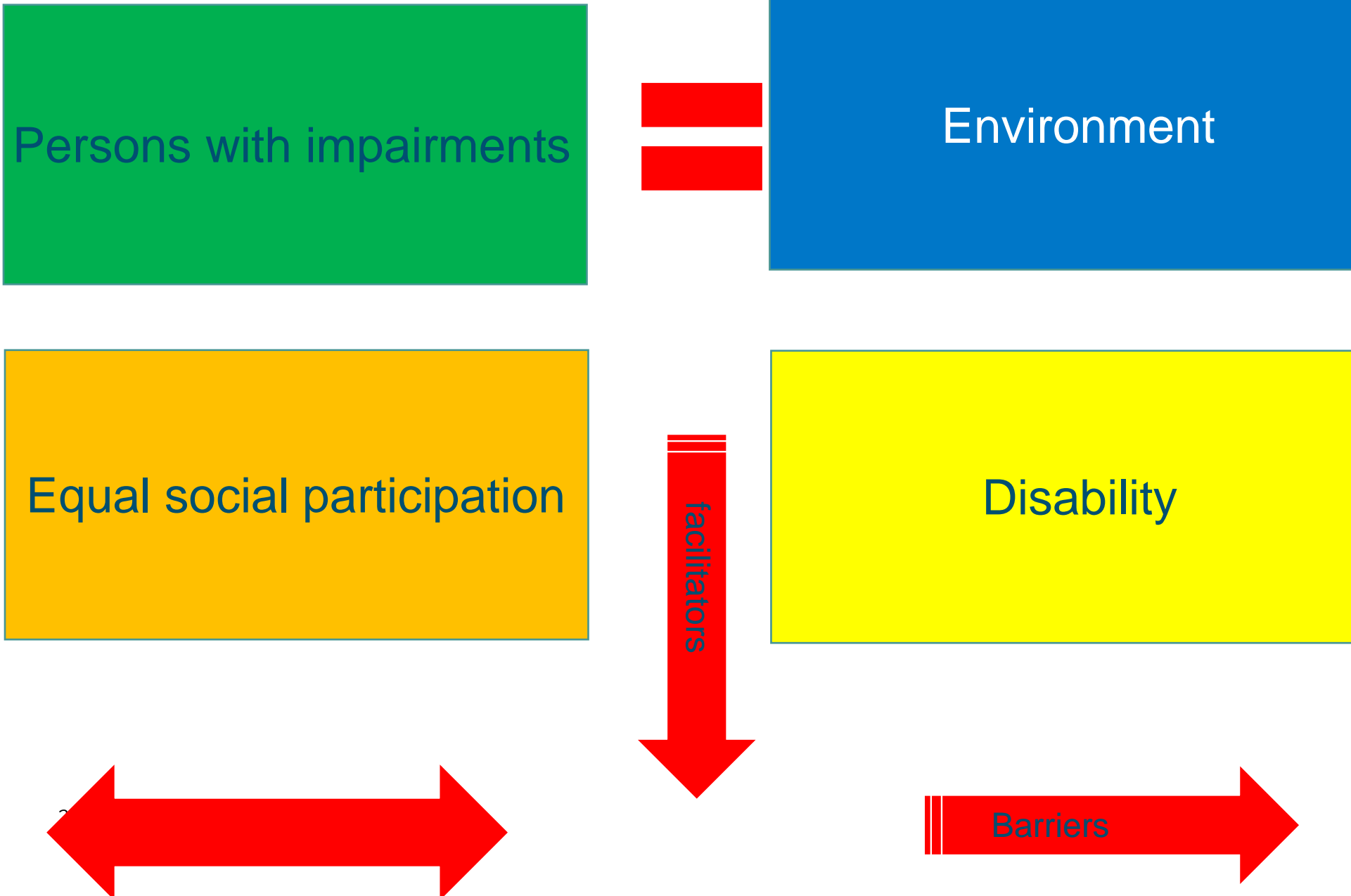
Handout 1.2 Elephant Task Cards

<p>You touch something that feels like warm, rough wallpaper – a bit like you imagine an alligator to feel.</p>	<p>You touch something that feels like the end of a paintbrush.</p>
<p>You are too scared to reach out and touch something but hear heavy breathing and frightening chewing sounds.</p>	<p>You manage to look under your blindfold and quickly catch sight of a big brown eye with long brown eye-lashes. The eye doesn't blink while you are looking at it, it is watery and sad looking.</p>
<p>You touch something that is solid and feels like bone, it is pointed at one end but not very sharp. It is a little rough in your hands and about the size of an arm.</p>	<p>You touch something that feels like the solid trunk of a palm tree – you're really not sure if it was part of the animal as it felt so solid.</p>
<p>You feel something that feels like rope. It wriggles.</p>	<p>You hold something very thin – thinner than cardboard – in your hands.</p>
<p>You are too scared to touch the animal, but you can smell bananas.</p>	<p>You touch something that is soft and spongy.</p>
<p>You are a little scared so slowly put your hand out and feel bristles.</p>	<p>Rydych yn clywed y anadlu anifeiliaid.</p>

<p>You touch the side of an animal that feels like a cow, or a horse, or maybe a donkey. You feel it breathing – as you walk away you can't remember how much fur the animal had. Your hands smell disgusting.</p>	<p>You touch the top of what^{SEP} you believe to be the animal's head. It is warm and feels rough under the palm of your hand^{SEP}. You estimate that the top of the animal's head is roughly the same height as the top of your head. The animal breathes slowly as you are near it and it isn't scared of you. You don't feel in danger either.</p>
<p>Your hand touches what you believe to be large sharp teeth and you quickly pull your hand back and move away. You are frightened by what you touched.</p>	<p>You bend down and touch something at floor level, it feels hard and is smooth. It has the same texture as a sea shell.</p>
<p>As you put both hands out you feel something wriggling and writhing in your hands and you immediately think it's a giant reptile.</p>	<p>You manage to look under your blindfold, and although you don't touch anything see a flash of dark grey skin covered in mud and straw.</p>
<p>You reach out at waist height but don't feel anything so you bend down, but you still don't feel anything.</p>	<p>You hate animals, you don't go near enough to touch, smell or hear it.</p>

Handout 1.2 CRPD Model

Cut out the pieces - - - >

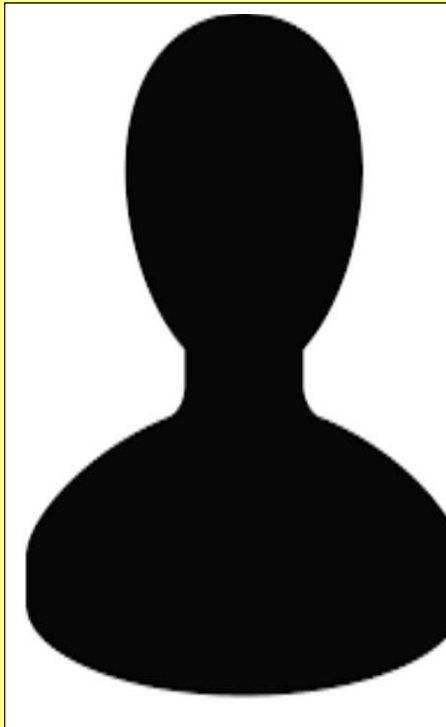


Handout 1.2 Person First Cards



First!
Person

Fold here



Person
First!

Introduction to the Washington Group Questions

90 minutes

Aim

To introduce participants to the importance of collecting data on persons with disabilities and the Washington Group Questions developed by the UN Washington Group on Disability Statistics.

Objectives

By the end of the session participants will be able to:

- Explain the use of data on persons with disabilities in humanitarian contexts
- Describe the structure and functions of the UN Washington Group on Disability Statistics
- Differentiate among Washington Group short set, the Washington Group extended set, and the Washington Group Child Functioning Module (Developed in conjunction with UNICEF).

Key Learning Points

- Persons with disabilities can sustain disproportionately higher rates of mortality in disasters.
- Identifying persons with disabilities as part of response efforts is essential if they are to be included in disaster risk reduction and humanitarian response efforts.
- Collecting data on persons with disabilities is an obligation to States which have ratified the Convention of Persons with Disabilities, and to humanitarian agencies who are operating in contexts weakened by crises.
- Sex, age and disability disaggregated data (SADDD) is the first step towards ensuring inclusion of persons with disabilities in humanitarian action.
- The United National Statistical Commission authorized the formation of the Washington Group on Disability Statistics to address issues of comparability and reliability of data identified at the International Seminar on Measurement of Disability in New York in June 2001.
- The consensus of that seminar was the recognition that statistical and methodological work was needed at an international level in order to facilitate the comparison of data on disability cross-nationally.
- **There are 4 sets of Washington Group of Questions that we will look at in this training:**
 - The Washington Group short set

- The Washington Group enhanced short set
- The Washington Group extended set
- The Washington Group Child Functioning Module (developed in conjunction with UNICEF)

Linked modules or context

This Session is linked to Introduction to key disability concepts especially on:

- The rights-based approach and appropriate language related to disability
- The International Classification of Functioning, Disability and Health (ICF model)

Session Overview

2'	Introduction into the session
45'	Primary and secondary data in Humanitarian contexts
25'	The Washington group structure and functions
10'	The Washington group sets of questions
5'	Questions and conclusion

Handouts, Resources and Materials Used

- D table on a flipchart.
- Handout: The Washington group.
- PowerPoint 1.3: Intro to WGQs

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
2	Introduction into the session <ul style="list-style-type: none"> - Welcome participants to this session - Explain that the next session will be an introduction to the Washington Group
25	Disability disaggregated data in humanitarian contexts Data Activity (optional – can be added to session 1.4) <ul style="list-style-type: none"> - Instruct the participants: “Those of us <u>who can</u>, please rise on your feet” or push in your chairs” <p>(You can explain here why you used the phrase “those who can” so as not discriminate participants with disabilities, for example wheelchair users)</p>

<p>10</p> <p>10</p>	<ul style="list-style-type: none"> - Ask the participants to move as a group to any side of the room where there is enough space for them to stand in a queue. Once there, ask them to stand in order of their birthdays (month and date, not the year), starting with those born in January at the lead of the queue and those born in December at the tail end of the queue. <p>Note: if conducting this training in a context where participants don't know their exact birthdays, you can use a different grouping method like asking them to line up in order of how far they travelled to get to the training.</p> <ul style="list-style-type: none"> - Record the number of people born in each month in the prepared flipchart - Tell the participants to return to their seats and ask the participants to discuss what information we can gather from this exercise. Ask: <ul style="list-style-type: none"> ▪ Do we know the number of people born in August? ▪ Do we know the month that has the most birthdays? ▪ Do we know if more people were born in summer or in winter? ▪ Do we know the ages of the participants? ▪ Do we know the number of women born in March? ▪ Do we know where the participants were born? <p>Note: as much as possible, try to emphasize how much the data is not comprehensive by using the questions above and get people to understand that to answer some of the questions, more data is required. You can bring this out with probing questions if participants don't bring up these points on their own. (How many men were born in January? How many women over 50 were born in March? If we don't know, is this comprehensive data?)</p> <ul style="list-style-type: none"> - Ask the participants what indicators we can use to make this data more representative. Answers should include sex, age, and disability. Location could be relevant in certain settings. - Introduce <u>S</u>ex, <u>A</u>ge and <u>D</u>isability <u>D</u>isaggregated <u>D</u>ata (SADDD) - Stress the fact that to get useful data it is important to ask the right question. <p>Disability data in humanitarian contexts</p> <p>Statistics guessing Activity:</p> <ul style="list-style-type: none"> - Ask the following questions and the participants will guess the answer.
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	<p>You may write these questions on a flipchart or just ask them verbally:</p> <ul style="list-style-type: none"> ▪ ____ percentage of persons in the world have disabilities. ▪ Globally, _____ number of persons with disabilities are affected by crisis. ▪ What percentage of persons with disabilities live in low income countries? ▪ ____ number of persons with disabilities require assistive devices. <ul style="list-style-type: none"> - As you present the questions, let the participants guess the figures represented by the dashes. You may want to write these suggestions on a flipchart. - After each question, pin the pre-prepared actual figures on a flipchart and verbally note the variances with those suggested by participants. - Discuss any difference and if any of the data surprises them <p>Note: When pinning your answers on the flipchart, please read them aloud as some participants may not be able to view the flipchart easily.</p> <p>PPT</p> <ul style="list-style-type: none"> - The importance of disability disaggregated data - When not to apply primary data in humanitarian contexts - Sources of secondary data and its importance
25	<p>The Washington Group: Purpose and functions</p> <p>Option 1</p> <p>Activity</p> <ul style="list-style-type: none"> - Group the participants into 3 or 4 groups and inform them that we will now look at a group that works on disability statistics - Inform them we will watch a video about the group and after that they will have 10 minutes to make a visual representation on a flipchart of what they feel are the key points from the video - Encourage the participants to explore creativity on their flipchart using pictures, words, and symbols - As various groups make their presentation, highlight the key points from each of them avoiding repetition by encouraging each subsequent group to present anything different they highlighted <p>Video, HI, Online Course: Video 1 on Washington Group: https://www.youtube.com/watch?v=Vag15o3h76o&feature=youtu.be</p>
25	<p>Option 2</p> <p>Activity</p> <ul style="list-style-type: none"> - Group the participants into 3 or 4 groups and inform them that we will now look at a group that works on disability statistics - Inform them to individually or in groups read the excerpt from the handbook that is provided and after that they will have 10 minutes to make a visual

	<p>representation on a flipchart of what they feel are the key points from the reading</p> <ul style="list-style-type: none"> - Encourage the participants to explore creativity on their flipchart using pictures, words, and symbols - As various groups make their presentation, highlight the key points from each of them avoiding repetition by encouraging each subsequent group to present anything different they highlighted.
10	<p>Washington Group Question Sets</p> <ul style="list-style-type: none"> - Present the PPT on the different types of Washington Group Question sets. These are: <ol style="list-style-type: none"> 1. The Washington Group short set and enhanced short set 2. The Washington Group extended set and 3. The Washington Group child functioning module (Developed in conjunction with UNICEF). - Explain that in the next session participants will have a chance to engage with the different sets
5	<p>Conclusion</p> <ul style="list-style-type: none"> - Summarize the session by reading out the key learning points on page 1 of this session plan. - Allow participants 3 minutes to record their key learning in the learning log - Invite questions and answer them appropriately. If time does not allow to answer all of them, park the question in the workshop parking lot.

Handout 1.3 Washington Group

The Washington Group

The Washington Group (WG) is a United Nations Statistics Commission City Group formed of representatives of national statistical offices working on developing methods to better improve statistics on persons with disabilities globally, with input from various international agencies and experts. These include UN agencies, bilateral aid agencies, NGOs, Disabled People Organizations, and researchers.

The United National Statistical Commission authorized the formation of the Washington Group on Disability Statistics to address issues identified at the International Seminar on Measurement of Disability in New York in June 2001. The consensus of that seminar was the recognition that statistical and methodological work was needed at an international level in order to facilitate the comparison of data on disability cross-nationally.

The WG, like all City Groups, invites representatives from all national statistical agencies to come together to address selected problems in statistical methods, in this case issues

pertaining to disability. Currently membership in the WG includes over 135 countries and several international organisations and Disabled People Organizations (DPOs).

Rationale

Inclusion of all persons without discrimination is a humanitarian principle and humanitarian action should be accessible to persons with disabilities (Article 11). The estimated number of persons with disabilities is rarely understood and this affects the relevance and effectiveness of humanitarian interventions.

Three major classes of purposes were selected for identifying persons with disabilities at the aggregate level:

1. to provide services, including the development of programs and policies for service provision and the evaluation of these programs and services
2. to monitor the level of functioning in the population
3. to assess equalization of opportunities

The intent of these purposes for measurement is consistent with that of the Sustainable Development Goals, which outlines major goals for policy formulation and program planning, internationally. The common goal is to promote the participation of persons with disabilities in all aspects of life.

The first tool developed by the WG was the WG Short Set, which is a set of questions designed to identify (in a census or survey format) persons with a disability. Consistent with the purpose of the WG questions, these are people at greater risk than the general population for participation restrictions due to the presence of difficulties in six core functional domains, if appropriate accommodations are not made.

Collecting Data Using the WG-SS

115 – 195 minutes

Aim

To equip participants with the necessary knowledge and skills to collect disability disaggregated data using the Washington Group tools.

Objectives

By the end of the session participants will be able to:

- Explain the factors that affect the validity and the reliability of disability disaggregated data in humanitarian contexts
- Describe the logic behind the use and application of WG-SS
- Highlight the advantages and challenges of using the WG-SS in humanitarian contexts
- Administer the WG-SS in humanitarian contexts with accuracy and efficiency

Key Learning Points

- There are many factors that can affect the validity and the reliability of disability data collected. Methodology used to collect data is essential and includes: the questions asked (remember the exercise on SADDD), the language used (referring to disability and not using person first language), the understanding of disability (using the rights-based model and not a medical understanding of disability).
- The WG chose to develop questions that would allow for the disaggregation of data and to understand whether persons with disabilities participate to the same extent as persons without disabilities in activities such as education, employment, or family/civic life. A major reason for this choice is the pivotal importance of the issue of social participation and equal rights from a policy perspective as illustrated by the UN Convention on the Rights of Persons with Disabilities and the requirements established in the 2030 Agenda on Sustainable Development.
- The use of the Washington Group Questions helps to determine who is at risk of exclusion or restricted participation, and gives an indicator of the barriers persons with disabilities face throughout the cycle of humanitarian crisis. It does not give information about the 'cause' of the difficulties as this information is not necessary to understand inclusion of persons with disabilities in humanitarian action, nor necessary to disaggregate indicators (although it can be useful in other cases which are not the focus of this training).
- Disability disaggregated data is useful in humanitarian contexts to determine who is accessing humanitarian response efforts and to start to understand whether these are inclusive of persons with disabilities.
- The Washington Group Questions identifies the majority of, but not all, persons with limitations in basic actions, represents the most commonly occurring limitations in basic actions, and captures comparable data sets on these limitations across countries.
- Asking the WG-SS is a 6 step process that should be mastered by everyone who is collecting data in humanitarian action.

Linked modules or context

This Session is linked to:

- Introduction to key disability concepts
- Disability data and introduction to the Washington Group

Session overview

7'	Introduction to the session
20'	Importance of disability data in humanitarian contexts
35'	Comparability of disability data
70'	Administering the WG-SS in humanitarian contexts

40'	Question Sets and Interview Techniques
20'	Child Functioning Module
5'	Questions and conclusion

Handouts, Resources and Materials used

- Dichotomous registration cards
- Washington Group short sets
- Red Card role plays (cut up)
- Red Cards (red paper or pieces of paper with 'red card' written on them)
- PowerPoint 1.4: Collecting data using the WGQs

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
7	<p>Introduction to the session</p> <ul style="list-style-type: none"> - Welcome participants to the session - Inform participants that the main focus of this session is to learn how to practically collect data on disability in humanitarian contexts <p>Optional Activity</p> <p>Energizer</p> <ul style="list-style-type: none"> - You may want to kick off the session with a cognitive energizer to get people's minds working for the next session - The title of the energizer is counting in multiples of 3 - We will start with the participant on my left. They will start counting from number one, then next counts 2, and when we get to the one who should count 3, they will not utter the word 'three' but rather clap. This is because 'number 3 is a multiple of 3' - What are the other multiples of 3? Let the participants answer: (6, 9, 12, etc.) - Inform the participants that those who fail the test (by for example saying 3 instead of clapping, they will be eliminated - Instead of asking 'Understood?', ask one of the participants to repeat the instructions - You may want to start with a short practice and then play a round - You can add additional levels by having participants clap on multiples of 3 or any number that contains a 3 (3, 13, 23, etc.) <p>Note: Participants unable to clap can use an alternate signal on a multiple of 3 like stomping their feet or using a hand sign.</p>

25	<p>Data Activity (optional – if not covered in session 1.3)</p> <ul style="list-style-type: none"> - Instruct the participants: “Those of us <u>who can</u>, please rise on your feet” or push in your chairs” <p>(You can explain here why you used the phrase “those who can” so as not discriminate participants with disabilities, for example wheelchair users)</p> <ul style="list-style-type: none"> - Ask the participants to move as a group to any side of the room where there is enough space for them to stand in a queue Once there, ask them to stand in order of their birthdays (month and date, not the year), starting with those born in January at the lead of the queue and those born in December at the tail end of the queue <p>Note: if conducting this training in a context where participants don’t know their exact birthdays, you can use a different grouping method like asking them to line up in order of how far they travelled to get to the training.</p> <ul style="list-style-type: none"> - Record the number of people born in each month in the prepared flipchart - Tell the participants to return to their seats and ask the participants to discuss what information we can gather from this exercise. Ask: <ul style="list-style-type: none"> ▪ Do we know the number of people born in August? ▪ Do we know the month that has the most birthdays? ▪ Do we know if more people were born in summer or in winter? ▪ Do we know the ages of the participants? ▪ Do we know the number of women born in March? ▪ Do we know where the participants were born? <p>Note: as much as possible, try to emphasize on how much the data is not comprehensive by using the questions above and get people to understand that to answer some of the questions, more data is required. You can bring this out with probing questions if participants don’t bring up these points on their own. (How many men were born in January? How many women over 50 were born in March? If we don’t know, is this comprehensive data?)</p> <ul style="list-style-type: none"> - Ask the participants what indicators we can use to make this data more representative. Answers should include sex, age, and disability. Location could be relevant in certain settings. - Introduce <u>S</u>ex, <u>A</u>ge and <u>D</u>isability <u>D</u>isaggregated <u>D</u>ata (SADDD) - Stress the fact that to get useful data it is important to ask the right question.
3	<p>Importance of data on persons with disabilities in humanitarian contexts</p> <ul style="list-style-type: none"> - Ask the participants if they think collecting data on persons with disabilities in humanitarian context is important and why. - Inform the participants that we will now talk about the why in more detail and

	<p>later in the session we will look specifically at the WG-SS as this is the most commonly used set, but we will look at the others as well.</p> <p>Grouping exercise</p> <ul style="list-style-type: none"> - Use a simple grouping exercise. - Let the participant count 1-4 around the circle - Let all number 1,2,3, and 4s get into groups to have 4 groups <p>Optional Activity</p> <p>Discussion Round 1</p> <ul style="list-style-type: none"> - Issue 9 cards to each of the groups. Cards for different groups should be in different colours. - Ask the participants to discuss, agree, and record at most 9 reasons why it is important to collect data on persons with disabilities in humanitarian contexts - Inform the participants that they should have only one point per card - After they have recorded their 9 points they should arrange these points in order of importance in the shape of a diamond as illustrated below: <div data-bbox="721 932 1045 1194" data-label="Diagram"> </div> <ul style="list-style-type: none"> - After about 7 minutes, signal the groups to merge. Group 1 with 2 and groups 3 and 4 together so that you have 2 groups. <p>Discussion Round 2</p> <ul style="list-style-type: none"> - Ask the merged groups to discuss and negotiate their diamonds so that at the end of this round of discussion, there are 2 diamonds from the two groups - Allow a maximum of 5 minutes for this discussion - Allow the 2 groups time to present their two diamonds on a flip chart or on the floor <p>Concluding the discussions</p> <ul style="list-style-type: none"> - Ask any clarifying or probing questions to understand similarities and differences in the diamonds - Conclude by saying that all participants seem to be in agreement that collecting disability data in humanitarian context is important. The question however is: how do we then go about it? - Inform the participants that this question will be addressed in the next activity
7	
5	
5	

5	<p>Optional Activity</p> <p>Comparability of data on disability</p> <p>Registration Activity 1</p> <ul style="list-style-type: none"> - Randomly issue the number cards to the participants, one card per participant - Inform the participants that the numbers card they have will serve as their identity cards that they will use to register in an IDP camp - Issue to each of the participants a dichotomous registration form one per participant and ask them to interview the person seated next to them and record their details on the registration form - Allow a maximum of 2 minutes for this exercise - Collect all the dichotomous registration forms and keep them aside <p>Note: You can skip this activity if you used registration forms for the training that require participants to register and state their disability status by YES/NO. If this is the case, you can use the data already generated from this form and remind them that they have already given this data. Ensure that the data collected is kept confidential.</p> <ul style="list-style-type: none"> - Inform participants that we will now look at one of the WG sets of questions. We are going to engage with it so they can see the questions and get a sense of how much time it takes to complete. Remind them that this is a condensed version and that we will touch on the longer set of questions later in the session. <p>Registration Activity 2:</p> <ul style="list-style-type: none"> - Issue participants with the WG-SS of questions, one copy per participant (HO 1.4 WG-SS) - Ask them to get into pairs, seated next to each other, and to interview each other in turns <p>8</p> <ul style="list-style-type: none"> - Ask the participants to answer the questions as honestly as possible. - Allow a Maximum of 8 minutes for this exercise <p>Note: If participants do not want to answer the questions for themselves, allow them to answer with another person in mind.</p> <p>Facilitator activity</p> <ul style="list-style-type: none"> - While the participants are interviewing each other, draw the following grid on a flip chart. This should be done away from the view of participants. You can also draw this chart before the session if you have the training registration data - From the forms collected from the participants on dichotomous registration, record the number of responses. This is best done by sorting the YES and NO

			care, and communication)
	Process	<p>Direct reference to disability</p> <p>What is the effect of this?</p>	<p>Does not mention disability and has an introduction: "The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM..."</p> <p>What is the effect of this?</p>
	Results/data validity	<p>The data generated normally shows low prevalence of persons with disabilities</p> <p>What is the effect of this on humanitarian programmes?</p>	<p>The data generated normally shows a considerable number of functioning difficulties and is comparable across contexts.</p> <p>What is the effect of this on humanitarian programmes?</p>
<p>Conclusions</p> <ul style="list-style-type: none"> - Disability is not a YES/NO issue but a continuum - The Washington Group Questions has detailed content, does not stigmatize interviewees, and generates more valid data - Washington Group Questions will provide data comparable across different countries. - 'Disability' is a stigmatizing / discriminatory term in certain countries and can be understood differently in different cultures. - Yes/No questions only capture very severe forms of disabilities 			
5	<p>Optional Activity</p> <p>Energizer: The notorious chewing gum</p> <ul style="list-style-type: none"> - You might want an energizer before we move on to another activity, feel free to use the one below or one that you like! - Tell the participants the following story: - "You have a chewing gum in your mouth. You are chewing it (<i>ask the participants to imitate your chewing</i>) and now it's time to get rid of it - So you move to the nearest dustbin and spit it out (<i>make a spitting sound and action then ask the participants to imitate you</i>). But oh no the chewing gum sticks on your right shoulder and therefore you shake it to get rid of it (<i>shake your right shoulder and ask the participants to follow suit</i>). 		

	<ul style="list-style-type: none"> - But Alas! It falls on your belly so you shake it away (shake your belly and ask the participants to imitate you.) - Oh no! This is a notorious chewing gum as it has just landed on your knees, so you shake it away (<i>shake your knees and let the participants follow suit</i>) - After a few rounds the chewing gum has finally fallen into the bin! <p>PPT presentation: Steps to asking WGSS questions.</p> <ul style="list-style-type: none"> - Present the PPT on the steps to ask the WGSS questions, including the DOs and DON'Ts, advantages, and challenges
20	<ul style="list-style-type: none"> - Ask briefly if any of these issues were noted by them while working with their partner, or how they might see this working in practice - Caution the participants to carefully note the successive steps of asking these questions
10	<p>Optional Activity</p> <ul style="list-style-type: none"> - If participants felt they had a high number of Omissions/Commissions, you can give them a chance to try again - Ask them to retake the exercise: interviewing another participant through the six questions respecting the right procedure - After this round of interviews, find out from the participants if it felt different and why
25	<p>Optional Activity</p> <p>Red Card</p> <ul style="list-style-type: none"> - This is an activity to get us thinking more about some of the most common 'don'ts' when using the WG-SS - Ask participants what a red card in football means (a red card is used when the referee sees a negative behaviour and stops the game) - Explain that we are going to be doing some role plays and use red cards (HO 1.4 Red Card) to stop the role play when we see bad practice in using the WG-SS. This could include any of the don'ts we talked about before or anything that doesn't seem right - Explain that each participant and a partner will get a very short scenario. You will have 2 minutes to read your script and prepare for a role play - Each group will act out their scenario. Encourage the other participants to raise their red card when they see something that they want to correct - Hand out the scenarios and the red cards and give participants 2 minutes to prepare. - Ask for a group to volunteer to go first. Allow them to act out their scenario. If another participant raises their red card, stop the role play and ask them to explain why they think this is a red card moment and what the characters might want to do differently

10	<ul style="list-style-type: none"> - Give every group a chance to perform and answer any outstanding questions or raise any red card moments that participants didn't mention. <p>Self-reflections on administration of the WG-SS</p> <ul style="list-style-type: none"> - Ask the participants to reflect on the previous exercises of administering the WG-SS - Tell them to take a moment and reflect in a bit more detail what 'chewing gum experiences' (sticking points) they encountered during the administration of the WG-SS with their colleagues. Record the points of this discussion on a flipchart, in two columns: <ul style="list-style-type: none"> ▪ Column 1: Omission (what steps were omitted as per the procedure described on the PPT). ▪ Column 2: Commission (the mistakes based on DOs and DON'Ts presented)
20	<p>Washington group question sets</p> <p>Present a PPT on the three types of Washington Group question sets. These are:</p> <ul style="list-style-type: none"> ▪ The Washington Group short set and the enhanced short set ▪ The Washington Group extended set ▪ The Washington Group child functioning module (Developed in conjunction with UNICEF) <ul style="list-style-type: none"> - Allow participants time to look through the different sets and lead a discussion touching on the following points: <ul style="list-style-type: none"> ▪ What are the immediate differences we notice between the sets? ▪ Why is it important to consider the WG set we use? ▪ Why is there a unique set for children? ▪ What are the limitations of the short set and when do we use it? <p>Interview Techniques</p> <ul style="list-style-type: none"> - Show the PPT slides on interview techniques, including the guidance for interacting with persons with disabilities when administering the Washington Group Questions. - Take any questions this may bring up and point participants to the additional resources mentioned at the end of this session
20	<p>Optional Activity</p> <p>Child Functioning Module (CFM)</p> <ul style="list-style-type: none"> - Use the PowerPoints to explain that while the WG-SS can identify many children with disabilities it can miss children with psychosocial disabilities, and confuse delayed child development with disabilities. The CFM was developed with UNICEF to capture a more accurate picture of children with disabilities - Give an overview of the 2 different models and their uses

	<ul style="list-style-type: none"> - Explain the differences between the WG-SS and the CFM. Make sure you touch on: <ul style="list-style-type: none"> ▪ What kinds of questions are asked ▪ How interviews will differ with children ▪ Skip patterns for questions ▪ Differences between the question sets ▪ How the questions are administered and to whom
5	<p>Conclusion</p> <ul style="list-style-type: none"> - Summarize the session by reading out the key learning points on page 1 of this session plan - Allow participants 3 minutes to record their key learning in the learning log <p>Invite questions and answer them appropriately. If time does not allow to answer all of them, park the question in the workshop parking lot</p>

Supporting information

- The Washington Group Website: <http://www.washingtongroup-disability.com/>
- The WG-SS Specifications (2017): <http://www.washingtongroup-disability.com/wp-content/uploads/2016/12/WG-Document-4-The-Washington-Group-Short-Set-on-Functioning-Question-Specifications.pdf>
- The Washington Group Short Set on Functioning (WG-SS): <http://www.washingtongroup-disability.com/wp-content/uploads/2016/12/WG-Document-2-The-Washington-Group-Short-Set-on-Functioning.pdf>
- Interviewer guide for the Child functioning module: <https://data.unicef.org/resources/module-on-child-functioning-manual-for-interviewers/>
- Humanity & inclusion: [How to ask the WGQs - Do's and Don't](#)

Handout 1.4 Dichotomous Registration Form

EAGLE IDP CAMP

REGISTRATION FORM

Your ID No: _____

Age: _____

Gender: _____

Question Do you have disability?

(please tick ✓ appropriately)

Answer: YES: _____ NO: _____

Thank you for registering

EAGLE IDP CAMP

REGISTRATION FORM

Your ID No: _____

Age: _____

Gender: _____

Question Do you have disability?

(please tick ✓ appropriately)

Answer: YES: _____ NO: _____

Thank you for registering

EAGLE IDP CAMP

REGISTRATION FORM

Your ID No: _____

Age: _____

Gender: _____

Question Do you have disability?

(please tick ✓ appropriately)

Answer: YES: _____ NO: _____

Thank you for registering

EAGLE IDP CAMP

REGISTRATION FORM

Your ID No: _____

Age: _____

Gender: _____

Question Do you have disability?

(please tick ✓ appropriately)

Answer: YES: _____ NO: _____

Thank you for registering

Handout 1.4 Washington Group Short Set

The Washington Group Short Set of Questions on Disability

The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

1. Do you have difficulty seeing, even if wearing glasses?

- a. No - no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

2. Do you have difficulty hearing, even if using a hearing aid?

- a. No- no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

3. Do you have difficulty walking or climbing steps?

- a. No- no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

4. Do you have difficulty remembering or concentrating?

- a. No – no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

5. Do you have difficulty (with self-care such as) washing all over or dressing?

- a. No – no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

- a. No – no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

Handout 1.4 Red Card

1. An enumerator is interviewing a community member using the WG-SS. The interviewer reads the first question out loud and gives all the choices for the answers. They read the second question out loud but not the answer choices and wait for the community member to answer. The interviewee is confused and hesitates but eventually says they have this difficulty frequently and the enumerator records a lot of difficulties.
2. An enumerator is interviewing a community member using the WG-SS. The enumerator feels the community member is not understanding the questions so tries to explain what the question means by offering additional examples and trying to rephrase the question i.e. do you have difficulties when you go to the market or to pick up food... (for the walking question).
3. An enumerator wants to interview a community member using the WG-SS. They introduce themselves and explain that they are conducting interviews to understand who in the community has a disability. The community member says they don't have a disability and that they don't want to be interviewed.
4. An enumerator is interviewing a community member using the WG-SS. They ask question 2: Do you have difficulty hearing, even if using a hearing aid? The interviewee answers C A lot of difficulties. The interviewer is confused because it seems like the community member has heard the question just fine. They ask if the person is sure about their answer and suggest a different choice.
5. An enumerator is interviewing a community member using the WG-SS. They are in a rush and don't have time to sit and explain all the answer choices, so they use yes/no questions instead (Can you see me? Can you hear me?), which the interviewee answers.
6. (Group of 3)
An enumerator is interviewing an adult community member using the WG-SS. The interviewee is sitting with their carer, who they introduce to you. The enumerator directs all the questions to the carer, who is answering on behalf of the community member ("Do they have difficulty remembering or concentrating?")
7. (Group of 3)
An enumerator wants to interview a community member but when they start talking it is clear the community member is not comfortable using the national language. The enumerator looks around for a supportive bystander and asks them to translate. The bystander agrees and begins to translate the questions that the enumerator reads from the WG-SS.

R 1.4 Red Card Guidance Notes

1. An enumerator should only stop reading the answer choices if it is clear the interviewee knows the choices. If they seem confused or hesitate, repeat the question with the choices before moving on.
2. An enumerator should never rephrase a WG-SS question or try to offer examples. This might impact the interviewees perception of the question and could change their answer. If an interviewee seems confused about the question you should move on and not record an answer.
3. The introduction can be modified slightly but should never include the word 'disability' and should only talk about difficulties doing certain activities.
4. Remember that disability can change over time and also during the course of the day. If an interviewee gives an answer that does not match your current perception, record the answer they have given and do not try to clarify. Keep in mind that only the person being interviewed can report the difficulties they face in regards to their environment. (Link this back to the CRPD definition of disability if necessary)
5. The WG Questions are specifically NOT yes/no questions and should not be shortened to try and save time or make the questions simpler.
6. An enumerator should only use a proxy if the interviewee requests it or if a head of household is speaking on behalf of their whole family, who might not be present. If an interviewee has indicated that they would like to use a proxy the enumerator should still face the interviewee and ask them the questions directly. If interviewing a child under the age of 17 the questions will be directed to a primary care giver.
7. Translations should never be done in the moment and should always follow the WG translation protocols (which are covered in a later session).

Translation Guidelines for the Washington Group Questions

55– 150 minutes

Aim

To familiarize participants on the WG protocols of the translation of the Washington Group Questions based on context.

Objectives

By the end of the session participants will be able to:

- Explain the importance of appropriate translations of the Washington Group Questions
- Explain the meaning behind each question
- Differentiate between back and forward translation and conceptual / team translation methods of the Washington Group Questions
- Describe in detail the steps of the WG translation protocol
- Identify and mitigate issues concerns raised in the WG translations.

Key Learning Points

- The purpose of the translation of the Washington Group Questions is to ensure results that are comparable cross-nationally and in different contexts.
- In translation of the Washington Group Questions, consistency is essential in the translation from source to target language to ensure that the translation captures the original meaning of the question.
- Different methods have been proposed to standardize translation processes. The two most prominent methods are forward-backward translation and the conceptual or team translation method. Computer-based translation software should be avoided. The conceptual or team translation is the one used by the WG when it is necessary to produce a new translation. This method relies on detailed understanding of the terms used in survey questions as well as the underlying concepts that the questions were intended to measure. This translation model incorporates five functions: Translation, Review, Adjudication, Pretesting, and Documentation summarized in the (TRAPD) mnemonic.

Linked modules or context

This Session is linked to:

- Disability data and introduction to the Washington group.
- Administering the Washington Group Questions
- This session is optional. In most cases the translation of the questions should have been done prior to training. However, if not, this session can be included to ensure that any translation is uniform and administered correctly.

Session overview

10'	Introduction into the session
10'	The purpose of translation
30'	Translation methods of the Washington Group Questions
35'	Cultural/contextual issues in translating Washington Group Questions
60'+	Arriving at a translation
5'	Questions and conclusion

Handouts, Resources and Materials Used

- Single dotted papers
- Print-outs: Translation cards worksheets
- PowerPoint 2.2: Translation guidelines

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
10	<p>Introduction to the session</p> <p>Introductory energizer</p> <p>Note: you can link this energizer to the exercise as the purpose of this exercise is to create questions that don't match their answers in same way that confusion would be created if translation of any document did not follow a protocol.</p> <ul style="list-style-type: none"> - Quickly divide the participants into two groups and have group 1 sit across from a partner in group 2 - Group 1 is the Why? group - Group 2 is the Because group - Ask individuals in the Why group to think of any question starting with the word "Why....". The question should not be related to this training at all. You can give a few examples: Why is the sky blue?, Why are Arsenal the best football team?, Why am I hungry right now? - Ask individuals in the Because group to think of a statement starting with the word: "Because....". The answer should not be related to this training at all. You can give a few examples: Because I said so, Because I'm not a morning person, Because coffee is better than tea. - They should keep their questions and answers to themselves until everyone is done thinking - Ask the first person from the Why group to ask their question to their partner in

	<p>the Because group. The Because individual has to answer exactly what they thought of and can't change their statement based on the question. Go down the line and get some answers to life's great questions!</p> <ul style="list-style-type: none"> - Inform the participants that if activities are not carried out in a certain order, then there will be no results but confusion, just like their questions. - The same goes for the Washington Group Questions. If it is not well guided by some standards, it will not eventually yield any positive results - Tell the participants that this session, we'll focus on how best to carry out translations to avoid confusions with reference to different contexts without losing meaning of the English version of the Washington Group Questions
10	<p>The purpose of translation.</p> <ul style="list-style-type: none"> - Issue a dotted card to the participants, one card per participant - Ask the participants: "What can you see?" You might hear: <ul style="list-style-type: none"> ▪ I can see a dot ▪ I can see a dot on a white background, the paper is rectangular with smooth edges, etc. ▪ I can see one light in a traffic light - Ask the participants another question: What does this exercise teach us on how we view translations? - Explain that translation can be about perception. Some of us will have a literal view (I see a dot) and some will view translation as more nuanced (I see a traffic light) - The WG has provided some guidance on this issue in what is referred to as translation protocol that we now cover in the following PPT presentation. <p>Note: You can adapt this exercise for groups including participants who are blind by taping a coin or button on a piece of paper. The question for participants then will be "What can you feel?"</p>
30	<p>PPT presentation on:</p> <ul style="list-style-type: none"> - The purpose of translation - Forward-Backward Translation - Conceptual or Team Translation - The importance of consistent translations
35	<p>Optional Activity</p> <p>Practical activity: Translating the Washington Group Questions</p> <p>Note: If you are using this session as an opportunity to translate the Washington Group Questions into a language that is not already provided, like a local dialect, then use the below activity with your team. You may want to include additional staff in this session who speak the target language and who can offer support during the</p>

activities.

Activity

- Group the participants into 6 groups, even if it means working in pairs.
- Ask the participants to recap on the 'translation card' example given during the PPT presentation on Conceptual translation as illustrated below:

Question 1: Do you have difficulty seeing, even if wearing glasses?

The purpose of this question is to identify persons who have vision difficulties or problems seeing even when wearing glasses (if they wear glasses).

Seeing refers to an individual using his/her eyes and visual capacity in order to perceive or observe what is happening around them.

Even when wearing glasses refers to difficulty seeing with glasses if the respondent has, and uses, them – NOT how vision would be if glasses, or better glasses, were provided to one who needed them.

Included are problems:

- seeing things close up or far away, and
- seeing out of one eye or only seeing directly in front but not to the sides.

Any problem with vision that the respondent considers a problem should be captured.

- Issue each group with one question specification/translation card with the format as shown below:

Question 1: Do you have difficulty seeing, even if wearing glasses?

Question specification	Red flag (Possible misinterpretation in your context)	Green flag Suggested way of rectification
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- Each group reads the question, and the details of the question specification. For each of the components in the question specification, they note in the red flags column possible challenges within their culture and context or within the target language that they foresee, with the explanation given in the question specification. In the green flags column, they give possible solutions to the challenges noted. The feedback is best given on a flip chart.

Feedback

- Ask each group to give feedback on their deliberations. Allow other groups members to interject with questions and additions
- Record the key controversial areas presented in each group

Arriving at a translation

- Now that we have looked at some of the potential issues with translating each question, we need to agree on a complete set of questions in the target language.
- When translating the questions, you should always start with the English version.

60-90

	<p>It will also be helpful to look at a version in a similar language if available but you should work off of the English version.</p> <ul style="list-style-type: none"> - Split the participants into 2 teams. Each team will review and translate the questions separately. We will then compare our translations and make comments on what differences we see. We will arrive at the final translation by consensus. - Give participants time to work through the questions and the answer options. Refer to the WG Translation Guidelines for more information. <p>Note: After a translation is arrived at and is agreed by all translators, it will need to be tested. This will mean administering the translated questions to native speakers of the target language who were not part of the translation team and getting their feedback on the meaning of the questions. This can be done after this training but before administering the WG Questions to your target population.</p>
5	<p>Conclusion</p> <ul style="list-style-type: none"> - Discuss with participants how they think they can take forward the recommendations already made in the in the feedback above - Summarize the session by reading out the key learning points on page 1 of this session plan. - Allow participants 3 minutes to record their key learning in the learning log. - Invite questions and answer them appropriately. If time does not allow to answer all of them, park the question in the workshop parking lot.

Supporting Information

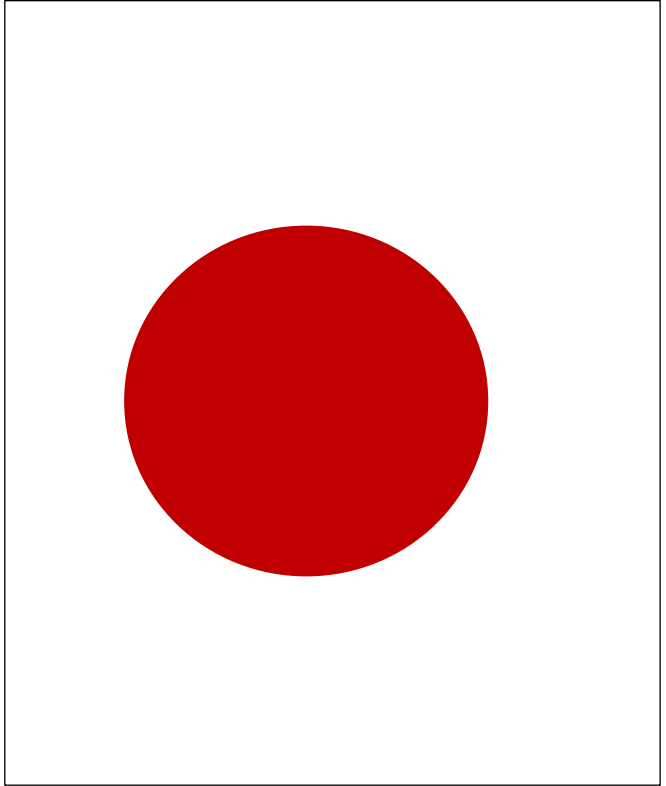
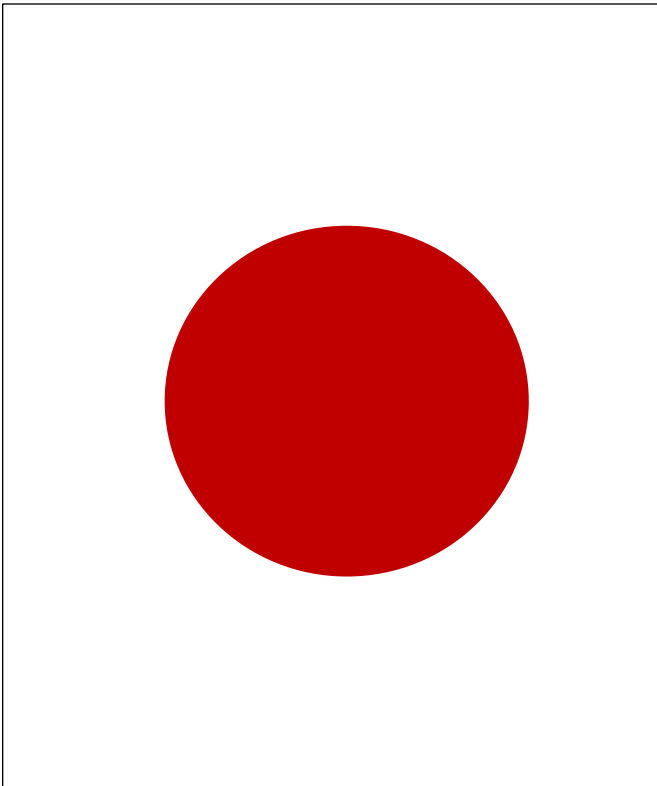
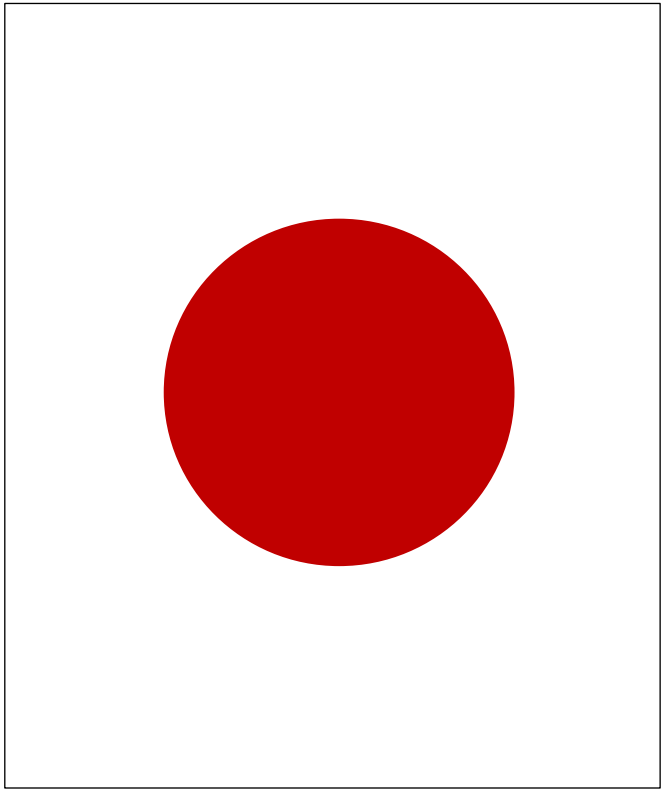
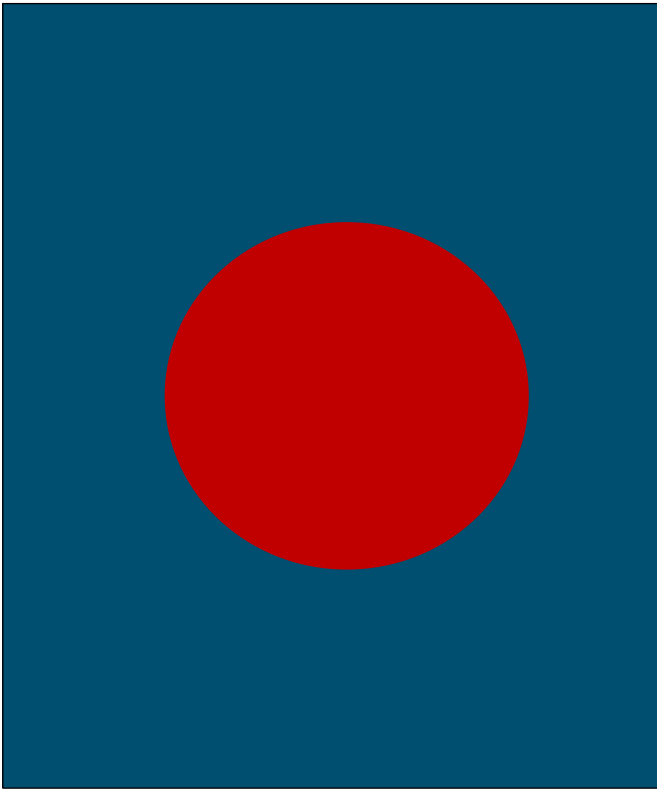
The Washington Group Website: <http://www.washingtongroup-disability.com/>

The Washington Group Short Set on Functioning: Question Specifications:

<file:///C:/Users/mwendwamichael/Documents/Documents/LIBRARY/DISABILITY%20DATA/WG-Documents/Document-4-The-Washington-Group-Short-Set-on-Functioning-Question-Specifications.pdf>

Translation of the Washington Group Tools: <http://www.washingtongroup-disability.com/wp-content/uploads/2016/12/WG-Documents/Document-3-Translation-of-the-Washington-Group-Tools.pdf>

Handout 2.2 Dot Observations



Handout 2.2 Question Specification

Introductory Statement: The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of the introduction is to transition from questions in the census or survey that precede the WG Short Set, and may deal with other subject matter, to a new area of inquiry. It is intended to focus the respondent on difficulties he or she may have that are the result of physical or mental health problem(s).		
Included are difficulties that occur within a health context rather than those caused by a lack of resources.		
Health refers to the general condition of the body or mind with reference to soundness, vitality, and freedom from disease.		
Problem refers to the respondent's perception of a departure from physical, mental or emotional well-being. This includes specific health problems such as a disease or chronic condition, a missing limb or organ or any type of impairment or physical or psychological symptoms. It also includes more vague disorders not always thought of as health-related such as senility, depression, developmental delay or		

intellectual impairment, drug dependency, accidental injuries, etc.		
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Question 1: Do you have difficulty seeing, even if wearing glasses?		
Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of this question is to identify persons who have vision difficulties or problems seeing even when wearing glasses (if they wear glasses).		
<u>Seeing</u> refers to an individual using his/her eyes and visual capacity in order to perceive or observe what is happening around them.		
<u>Even when wearing glasses</u> refers to difficulty seeing with glasses if the respondent has, and uses, them – NOT how vision would be if glasses, or better glasses, were provided to one who needed them.		
Included are problems: <ul style="list-style-type: none"> • seeing things close up or far away, and • seeing out of one eye or only seeing directly in front but not to the sides. 		
Any problem with vision that the respondent considers a problem should be captured.		

Question 2: Do you have difficulty hearing, even if using a hearing aid?

Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of this item is to identify persons who have some hearing limitation or problems of any kind with their hearing even when using a hearing aid (if they wear a hearing aid)		
<u>Hearing</u> refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them.		
<u>Even if using a hearing aid</u> refers to difficulty hearing with a hearing aid if the respondent has, and uses, that device – NOT how hearing would be if hearing aids, or better hearing aids, were provided to one who needed them.		
Included are problems: <ul style="list-style-type: none"> • hearing in a noisy or a quiet environment, • distinguishing sounds from different sources, and • hearing in one ear or both ears. 		
Any difficulty with hearing that is considered a problem should be captured.		

Question 3: Do you have difficulty walking or climbing steps?

Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of this item is to identify persons who have some limitation or problems of any kind getting around on foot.		
<u>Walking</u> refers to the use of lower limbs (legs) in such a way as to propel oneself over the ground to get from point A to point B. The capacity to walk should be without assistance of any device (wheelchair, crutches, walker etc.) or human. If such assistance is needed, the person has difficulty walking		
Included are problems: <ul style="list-style-type: none"> • walking short (about 100 yards/meters) or long distances (about 500 yards/meters), • walking any distance without stopping to rest is included, and • walking up or down steps. 		
Difficulties walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems, for example blind people having difficulty walking in an unfamiliar place or deaf people having difficulty climbing stairs when there is no lighting.		
Any difficulty with walking (whether it is on flat land or up or down steps) that is considered a problem should be captured.		

Question 4: Do you have difficulty remembering or concentrating?		
Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of this item is to identify persons who have some problems with remembering or focusing attention that contribute to difficulty in doing their daily activities.		
Remembering refers to the use of memory to recall incidents or events. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). With younger people, remembering is often associated with storing facts learned in school and being able to retrieve them when needed.		
Remembering should NOT be equated with memorizing or with good or bad memories.		
<u>Concentrating</u> refers to the use of mental ability to accomplish some task such as reading, calculating numbers, learning something. It is associated with focusing on the task at hand in order to complete the task.		
<p>Included are problems:</p> <ul style="list-style-type: none"> • finding one's way around, being unable to concentrate on an activity, or forgetting one's whereabouts or the date, and • problems remembering what someone just said or becoming confused or frightened about most things. <p>Any difficulty with remembering, concentrating or understanding what is going on around them that they or family members (if the family member is the respondent) consider a problem should be captured.</p>		
Note: difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse are EXCLUDED.		

Question 5: Do you have difficulty (with self-care such as) washing all over or dressing?

Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification
The purpose of this item is to identify persons who have some problems with taking care of themselves independently		
<u>Washing all over</u> refers to the process of cleaning one's entire body (usually with soap and water) in the usual manner for the culture.		
The washing activity includes cleaning hair and feet, as well as gathering any necessary items for bathing such as soap or shampoo, a wash cloth, or water.		
<u>Dressing</u> refers to all aspects of putting clothing or garments on the upper and lower body including the feet if culturally appropriate.		
Included are the acts of gathering clothing from storage areas (i.e. closet, dressers), securing buttons, tying knots, zipping, etc.		
Washing and dressing represent tasks that occur on a daily basis and are considered basic, universal activities.		

Question 6: Using your usual language, do you have difficulty communicating, (for example understanding or being understood by others)?

Question specification	Red flags (Possible misinterpretation in your context)	Green flags Suggested way of rectification

	context)	
The purpose of this item is to identify persons who have some problems with talking, listening or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others.		
Communicating refers to a person exchanging information or ideas with other people through the use of language.		
Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used or an inability of the mind to compose a sentence or say a word even when the person knows the word and sentence.		
Included is the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed.		
Included are problems making oneself understood, or problems understanding other people when they speak or try to communicate in other ways. NOTE: Difficulty understanding or being understood due to non-native or unfamiliar language is NOT included.		

Washington Group Questions Data Analysis

40 – 70 minutes

Aim

To introduce basic data analytic knowledge and skills in order for participants to use the Washington Group Questions data to identify persons with and without disabilities in humanitarian contexts.

Objectives

By the end of the session participants will be able to:

- Explain what a threshold or cut-off is in the analysis of Washington Group Questions
- Explain what 'clean data' is and why it is important for data analysis
- Perform simple data analysis of Washington Group Questions data sets to quantify persons with and persons without disabilities

Key Learning Points

- Disability is a continuum and various thresholds can be used depending on the purposes of both data collection and reporting
- Analysis of data collected on disability can be done to arrive at a binary definition of disability
- Clean data is data that is free from input errors or missing values and that is ready to be analysed

Linked modules or context

This Session is linked to:

- Disability data and introduction to the Washington Group.
- Administering the Washington Group Questions

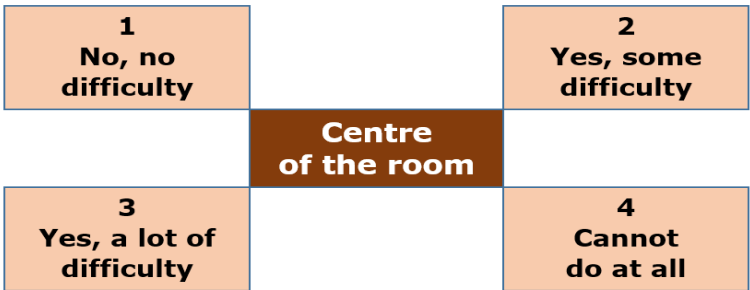
Session Overview

5'	Introduction
30'	The use of disability disaggregated data
30'	Washington Group Questions data analysis using excel
5'	Questions and conclusion

Handouts, Resources and Materials Used

- Four corners posters based on the WG-SS response categories
- PowerPoint 2.3: Data Analysis
- Flip charts

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
5	<p>Introduction:</p> <ul style="list-style-type: none"> - Greet the participants and welcome them to the data analysis session - Inform them that in this session, at some point, they will need to work in groups around a computer for practical purposes
30	<p>Cut-off points for Disabilities</p> <p>The Four Corners Exercise:</p> <ul style="list-style-type: none"> - Show the participants the signs placed in 4 corners of the room as illustrated below: <div style="text-align: center;">  <p>The diagram illustrates the 'Four Corners Exercise' setup. It features a central dark brown square labeled 'Centre of the room'. Surrounding this center are four light orange squares, each representing a corner of the room. The top-left square is labeled '1 No, no difficulty'. The top-right square is labeled '2 Yes, some difficulty'. The bottom-left square is labeled '3 Yes, a lot of difficulty'. The bottom-right square is labeled '4 Cannot do at all'.</p> </div> <ul style="list-style-type: none"> - Remind the participants that these are the 4 response categories of the WG-SS and that a cut-off point is the determination of disability in a particular context. For the Washington Group questions, the recommended cut-off is an answer of 3 (a lot of difficulty) and 4 (cannot do it at all) to determine disability, but this may change depending on the context and project. - Inform the participants that you are going to read out a few scenarios and that they should independently and individually determine if they think the person has a disability or not according to the Washington Group cut-off. They should consider the 4 options and what the person has said, which will help us determine if they have a disability. Remind participants that the only way to determine difficulty is by asking the person in question or their caregiver. <p>Instructions for the exercise</p> <ul style="list-style-type: none"> - Different interventions in the humanitarian sector dictate different cut-off points in order to achieve inclusive humanitarian actions - I will read out a few statements and I would like you to identify if the person in the statement has a disability. A cut-off point will be chosen by programme staff and it is important to understand why that may be different for different interventions. <p>Statements</p>

	<ul style="list-style-type: none"> ▪ Mrs. Smith lives in a refugee camp in an urban environment. She receives a cash grant to support her to buy food and household essentials. Her neighbor helps her to get to the market to buy supplies by walking with her and carrying her bags home. When her neighbor is busy, Mrs. Smith cannot get to the market herself. When asked the Washington Group questions she said that she has 'some difficulties walking' Does she have a disability? ▪ Mr. Jones has hearing loss from when he was a child but uses a hearing aid and can function with no issues. Recently the battery on his hearing aid hasn't been working all the time and he is having difficulty hearing some things. When asked the Washington Group questions he said that he now has 'a lot of difficulties hearing. Does he have a disability? Did he have one before this issue? ▪ Mary lost one of her arms in an accident when she was a baby and has lived without a prosthesis her whole life. Her mother helps her with dressing and bathing, which would be more difficult for Mary if she had to do them alone. When asked if she has difficulties with self-care, she said she has no difficulties. Does she have a disability? ▪ John wants to access services provided by a local NGO and he has heard that he can sign up at their local offices. He walks to the offices and asks about the services. He is given a form to fill out and told to come back when he is done. John has a lot of difficulty reading and so he can't fill out the form but when asked the Washington Group question he said he had no difficulties communicating. Does he have a disability? <p>Note: The facilitator should, after every question ask the participants why they have chosen a given response category. The cut-off for most interventions is level 3, so disability is determined when a person answers 3 or 4 to a majority of the questions. This may change depending on the intervention and may be set lower. Make sure to stress the cut-off point will be determine by programme staff and not by the enumerators themselves.</p>
25	<p>Optional Activity</p> <p>Washington Group questions Data analysis using Excel</p> <ul style="list-style-type: none"> - Present a PPT step by step analysis of the Washington Group questions - After explaining each step, allow participants to practice each step in groups and to ask any questions they might have - The major steps in data analysis that we will look at are as follows: <ul style="list-style-type: none"> ▪ Cleaning the data set ▪ Calculating the cut-off - Use the sample data set included with the slides for this session and distribute to the participants before the session. If they don't have laptops you can walk them

through each step using Excel on a projector or by printing physical copies of the data set.

Cleaning a data sheet

- Show participants the Excel file that includes a data set that is not clean. Explain that 'clean data' is data that is ready to be analyzed. It should not have any errors or missing numbers and should only include information we need to see.
- Walk participants through each column and explain what the headings mean. Remind them of the code we used when recording data from the WG-SS (1-4).
- Explain the main points to look for are:
 - Missing values. If we have the data we should enter it. If an interviewee skipped a question or chose not to answer, we should enter 0.
 - Words where there should be numbers (nine instead of 9)
 - Blank rows
 - Columns that are not relevant to the analysis we are doing and can be hidden
- Ask participants to go through the data set and correct any errors they find (either on the Excel file or on a printed version)
- Compare results between participants or groups of participants to ensure we all have a clean data set

Calculating a Cut-Off

- Explain that we will now look at a cut-off like we did in the first activity. Remind participants that the purpose of the Washington Group Questions is not to diagnose specific disabilities but to arrive at a more accurate number of persons with and persons without disabilities in a given population (more accurate than if we ask a yes/no question)
- Inform participants that the WG recommends using 3 as a cut-off. This means that anyone who has answered 3 (a lot of difficulty) or 4 (cannot do at all) to one or more questions would be counted as a person with a disability.
- Have participants go through the data sheet and flag any rows where the cut-off has been met. Have them calculate the total number of persons with disabilities and compare among groups.
- Explain that this total can also now be broken down into further disaggregation's (women with disabilities, children with disabilities, female children in a certain camp with disabilities) which can help inform programmatic decisions

Discussion

- Ask participants why enumerators need to worry about clean data or cut-offs. Make sure the following points are mentioned:
 - If they are inputting data, it is their responsibility to make sure it is entered correctly
 - Incorrectly entered data can take a lot time to fix

5

	<ul style="list-style-type: none"> ▪ Cut-offs help us determine a yes/no of disability, which will then inform programmatic decisions
5	<p>Conclusion</p> <ul style="list-style-type: none"> - Ask the participants if they have any questions and answer them - Summarize the session by reading out the key learning points on page 1 of this session plan - Allow participants 3 minutes to record their key learning in the learning log - Invite questions and answer them appropriately. If time does not allow to answer all of them, park the question in the workshop parking lot.

End of Day Review (if applicable)

10 minutes

Aim

To summarise key learnings for day 1 and give feedback to the facilitator.

Objectives

By the end of the session participants will be able to:

- Update their learning logs
- Share some of the key learnings captured in their learning logs
- Provide feedback to the facilitator on the previous sessions to inform adaptations of subsequent sessions

Key Learning Points

- Various key learning points will be summarized by participants in their individual learning logs and shared by a maximum of 2 participants.

Linked modules or context/rationale in which session is to be run

Dependent on structure of Day 1

Session Overview

2'	Introduction to the session.
6'	Learning logs
2'	Conclusions

Handouts, Resources and Materials Used

- Moodometer, drawn on a flipchart
- Sticky notes
- Marker pens

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
2	Introduction to the session <ul style="list-style-type: none"> - Inform participants that you are about to wind up for the day but before this is done, they will update their learning logs and also provide feedback of the day's workshop. -
5	Learning logs <ul style="list-style-type: none"> - Allow participants about 3 minutes to update their learning logs with anything not captured in the previous sessions - After this is done, ask a few of them to share their key learnings for the day. Max 3 participants or 2 minutes.
6	Feedback <ul style="list-style-type: none"> - Tell the participants that you value honest and transparent feedback - Share with the participants your Moodometer that you have drawn on a flipchart, posted near the exit of the room. Inform them that this is the methodology you will use to gather feedback for the day in order to better inform sessions of the following day. - A diagram of a Moodometer is as shown below: <div data-bbox="397 1165 722 1669" data-label="Figure"> </div> <div data-bbox="828 1165 1356 1669" data-label="Text"> <p>Drawing the Moodometer:</p> <ul style="list-style-type: none"> • Draw/print a mercury thermometer that is calibrated at 5 points • Label these points in intervals of 25 starting from 0-100. • Note that the lower the temperature, the lower the rating of the workshop. This information should be shared with the participants </div> <ul style="list-style-type: none"> - Issue participants with sticky notes, one per participant. - Let each of them individually write down any comment they have about the workshop and post it at an appropriate marking of the Moodometer. - You should insist that the comments are legible enough. - Let the participants stick their sticky notes on the Moodometer on their way

	out.
2	Conclusion <ul style="list-style-type: none"> - Wish the participants good evening and remind them of the agreed time of the start of workshop the following day.

Day 1 Recap (if applicable)

30 minutes

Aim

To provide a warm-up and refresh participants' memories about learning objectives and aims from Day 1.

Objectives

By the end of the session participants will be able to:

- Be prepared to build on the material from Day 1 and incorporate it into the learning for Day 2.

Key Learning Points

- Will be informed by day 1 content

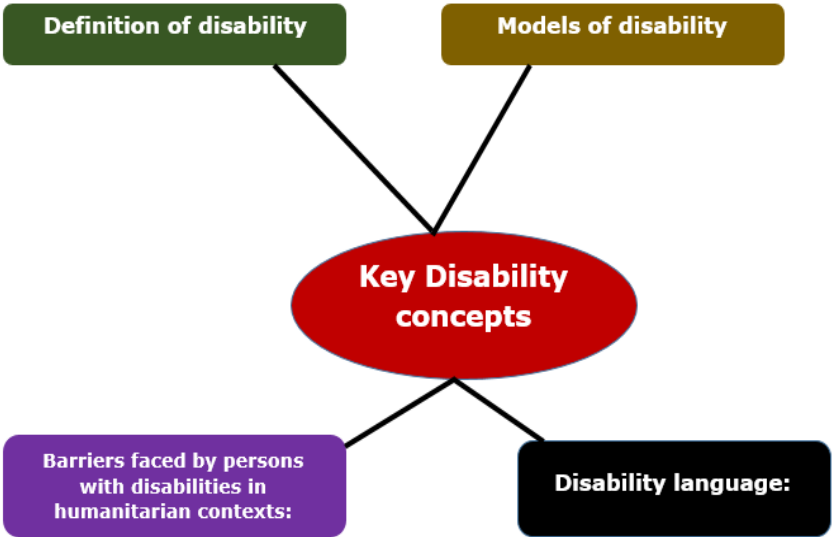
Session Overview

6'	Introduction and grouping of participants.
10'	Preparation of mind maps.
12'	Presentation of mind maps.
2'	Conclusion.

Handouts, Resources and Materials Used

- Participants are free to use any Day 1 reference material at their disposal.
- Pre-prepared flipcharts with mind maps for Day 1 content. (Refer to the section on detailed methodology).

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
6	Introduction and grouping <ul style="list-style-type: none"> - Greet the participants and welcome to the 2nd day of the training.
10	Activity Example: Group work using mind maps <p>Note: This is an example of a review activity that can be adapted based on the content covered in day 1.</p> <ul style="list-style-type: none"> - Issue participants with the pre-prepared mind maps of Day 1 content as follows: <p>Group A:</p>  <pre> graph TD A([Key Disability concepts]) --- B[Definition of disability] A --- C[Models of disability] A --- D[Barriers faced by persons with disabilities in humanitarian contexts:] A --- E[Disability language:] </pre> <p>Group B:</p>

	<div data-bbox="365 210 1258 766"> <pre> graph TD A([Administering the WGQ]) --- B[Comparability of disability data] A --- C[Steps to administering WGQ] A --- D[Dos and DON'Ts in administering WGQ] A --- E[Advantages and challenges of WGQ] </pre> </div> <ul style="list-style-type: none"> - The center piece of the mind maps represents a Day 1 main topic - The four corners represent the sub topics of the main topic. It is under these sub topics that the participants should write down key concepts or notes they want to highlight about the topics - Ask each group to identify a presenter for their group
12	<p>Group presentation of mind maps</p> <ul style="list-style-type: none"> - Let each group take turns to present their mind map. The maximum time allowed for the presentation is 4 minutes per group. - Members of the other groups are allowed to ask questions and or give additions after the presentations
2	<p>Conclusion and transition to the next session</p> <ul style="list-style-type: none"> - Ask the participants to put up the mind maps on the wall for future reference during the workshop - Welcome the participants to the next session of the day

Evaluation and Close

30 minutes

Aim

To draw the training course to a close

Objectives

Participants will have the opportunity:

- to ask questions about the assessment process
- to feedback on the learning and training
- to review the upcoming RedR training calendar for additional courses
- to receive a letter of attendance

Key Learning Points

- Engage in self-reflection on this course

Session Overview

2'	Introduction
15'	Evaluations
13'	Certificates
15'	Post-Test

Handouts, Resources and Materials Used

- Pre/Post-test handout 1.2
- Evaluation forms (example in training pack)
- Certificates (example in training pack)

Detailed Methodology

TIME (MINS)	TRAINER INSTRUCTIONS / DESCRIPTION
2	Introduction <ul style="list-style-type: none">- Inform participants that we have reached the end of our training. We have a few things to do to wrap up before we can close.
15	Evaluation Forms <ul style="list-style-type: none">- Distribute evaluation forms and ask participants to complete these as honestly as

	possible. They are able to leave these anonymous if they prefer. Place a tray in the middle of the room and participants can put their forms in once they have finished.
13	Certificates and thanks <ul style="list-style-type: none"> - Distribute certificates of attendance to the participants and thank them for their participation in the training
15	Optional Activity <p>Post-Test</p> <ul style="list-style-type: none"> - Explain that you are going to administer a post-test to determine the change in knowledge from the training - Hand out printed copies of the post-test (HO 1.2 Pre/Post Test), one to each participant - Instruct them to read each statement and select whether they agree or disagree with the statement but putting an X in the box next to the statement - Remind them that it's ok if they don't know the answer, that's what the training is for! If they don't know an answer, they should skip the question and not try to guess - Collect the post-tests and keep them in a safe place. You can compare the pre and post-tests to determine changes in knowledge, skills, and attitudes.

FAQs for Facilitators

Questions on the Training

Can I edit the sessions?

Sure! Sessions can be edited for length and context. We don't recommend rewriting the sessions themselves, but you can feel free to choose the activities you want to include from the optional suggestions. You can also add contextual examples from your own experience to help participants relate to the content.

How do I use the PowerPoints?

The slides included in this training manual cover **all** the possible activities for every session. Once you have decided on the activities that you want to include in each session (and the sessions you want to include in the training itself), you will need to go through and hide the slides that relate to activities you are not using.

Do I have to include the energizer activities in my training?

No, but you might want to! Some of the energizers relate directly to another activity and help to set up future content, while some are meant to get participants moving and ready for the next session. You can feel free to use any of the energizers included in this manual or use ones that you already know.

How do I know which sessions to include in my training?

This is up to you. We suggest you consider the learning needs of your participants and their level of existing knowledge. For example, if your enumerators are already well-versed in disability programming, you likely won't need to include a session on disability models. If you are working with M&E staff who will now be collecting data, you can likely skip a session data analysis. The training can be customized to your audience.

Can I just give these materials to the enumerators?

We think this training content is best delivered in a participatory workshop where learners can ask questions and engage with their colleagues in a group setting. We encourage you to utilize as much of the content as is relevant to your staff and to deliver it using the participatory approach outlined above.

Where can I find additional resources on this content?

In addition to the supporting materials included after each session, there are also resource documents and FAQs on the Washington Group Questions included in the Participant Resource Book.

Full glossary

Barriers

Factors that prevent a person from having full and equal access and participation in society. These can be environmental, including physical barriers (such as the presence of stairs and the absence of a ramp or an elevator) and communication barriers (such as only one format being used to provide information), attitudinal barriers (such as negative perceptions of older people or people with disabilities) and institutional barriers (such as policies that can lead to discrimination against certain groups). Some barriers exist prior to the conflict or disaster; others may be created by the humanitarian response (referenced from the Humanitarian Inclusion Standards for Older People and People with Disabilities).

Capacities

The combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience. Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management (Reference from the Humanitarian Inclusion Standards for Older People and People with Disabilities/UNISDR)

Communication

“Communication” includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology (CRPD definition).

Continuum

A set of things on a scale, which have a particular characteristic to different degrees (Collins Dictionary definition). In this case, disability is defined as a spectrum of severity from 'no difficulty' to 'cannot do it at all'.

Cut-off

A cut-off or a cut-off point is the level or limit at which you decide that something should stop happening (Collins Dictionary definition). In the case of the WGQs, there are four possible cut-offs: the recommended cut-off is at least one domain with reported 'a lot of difficulty' or 'cannot do it at all'.

The Convention on the Rights of Persons with Disabilities (CRPD)

The CRPD is a UN Convention, which came into force on 3 May 2008. The Convention “follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as “objects” of charity, medical treatment and social protection towards viewing persons with disabilities as “subjects” with rights, who are capable of claiming those rights

and making decisions for their lives based on their free and informed consent as well as being active members of society” (cited from the UN). The document is available in full in the Resources.

Organisation for persons with disabilities (DPOs)

DPOs are usually self-organised organisations where the majority of control at board level and at membership level is with people with disabilities. The role of a DPO is to provide a voice of their own, on all matters related to the lives of people with disabilities (Humanitarian Inclusion Standards for Older People and People with Disabilities/ CBM).

Disaggregated data

Disaggregated data refers to a set of information that gives an overview, which is then broken down into more detailed level information, or smaller units of data. For example, a data set comprising of individual data that is broken down by sex, age, disability and/or location.

Discrimination

“Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation (CRPD definition).

Enabling environment

Environments – physical, social, and attitudinal – can either disable people with impairments or foster their participation and inclusion. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) stipulates the importance of interventions to improve access to different domains of the environment including buildings and roads, transportation, information, and communication. These domains are interconnected – people with disabilities will not be able to benefit fully from improvements in one domain if the others remain inaccessible (World Health Organisation definition).

Facilitators

Factors that facilitate access and participation in society for people with disabilities.

Humanitarian principles

Humanitarian action is guided by the four humanitarian principles: humanity, neutrality, impartiality and independence. They are central to establishing and maintaining access to affected people, whether in a disaster or a complex emergency, such as armed conflict. Promoting and ensuring compliance with the principles are essential elements of effective humanitarian coordination (OCHA).

Other relevant humanitarian principles include Protection mainstreaming (below), the Convention on the Rights of Persons with Disabilities (CRPD), and the Charter on the Inclusion of Persons with Disabilities in Humanitarian Action.

Impairment

A significant deviation or loss in body functioning or structure (World Health Organisation). Impairments may be either temporary or permanent, and people may have multiple impairments (UNICEF). Impairments can be physical, sensory (visual, auditory, communication), intellectual, mental/psychosocial, and/or hidden.

Information Management

The term 'information management' covers the various stages of information processing from production to storage and retrieval to dissemination towards the better working of an organization; information can be from internal and external sources and in any format (OCHA).

Intersectionality

This means the interaction of multiple factors, such as disability, age and gender, which can create multiple layers of discrimination, and, depending on the context, entail greater legal, social or cultural barriers. These can further hinder a person's access to and participation in humanitarian action, and more generally, in society (Humanitarian Inclusion Standards for Older People and People with Disabilities)

Mortality

The number of deaths in a given area or period, or from a particular cause.

Participation

Meaningful participation requires that individuals are entitled to participate in the decisions that directly affect them, including in the design, implementation, and monitoring of health interventions. In practice, meaningful participation may take on a number of different forms, including informing people with balanced, objective information, consulting the community to gain feedback from the affected population, involving or working directly with communities, collaborating by partnering with affected communities in each aspect of decision making including the development of alternatives and identification of solutions, and empowering communities to retain ultimate control over the key decisions that affect their wellbeing (World Health Organisation definition).

Prevalence rate

Prevalence (or prevalence rate), is the proportion of persons in a population who have a particular attribute at a specific point in time or over a specified period of time.

Protection Mainstreaming

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid (GPC). The following four elements must be taken into account in all humanitarian activities:

1. **Prioritize Safety and Dignity and Avoid Causing Harm:** Prevent and minimise as much as possible any unintended negative effects of your intervention, which can increase people's vulnerability to both physical and psychosocial risks.
2. **Meaningful Access:** Arrange for people's access to assistance and services in proportion to need and without barriers. Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services.
3. **Accountability:** Set-up appropriate mechanisms, through which affected populations can measure the adequacy of interventions, and address concerns and complaints.
4. **Participation and Empowerment:** Support the development of communities' and individual capacities and assist people to claim their rights, including – not exclusively – the rights to shelter, food, water and sanitation, health, and education.

Reasonable accommodation

Means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (CRPD definition).

Sampling

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. The methodology used to sample from a larger population depends on the type of analysis being performed but may include simple random sampling or systematic sampling.

Universal design

Means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (CRPD definition).



Training Manual for Enumerators using the Washington Group Questions in Humanitarian Action

The Training Manual for Enumerators on the Washington Group Questions is to design and deliver quality training on the Washington Group Questions and to support staff to collect disability disaggregated data.

The Washington Group Questions are rapidly emerging as the preferred data collection methodology by the global community for national data collection efforts on disability, and more and more development and humanitarian actors are now using the methodology in their own data collection exercises.

In this training manual you will find session briefs, handouts, and guidance to develop your own trainings. It has been designed to be interactive and to take into account adult learning methodologies. The manual is part of a pack of materials, including a participant's resource book, and supporting PowerPoints.

Humanity & Inclusion
138 avenue des Frères Lumière
CS 78378
69371 Lyon CEDEX 08
France

publications@hi.org

