## Learning Log: Template

Learning logs are a way to enhance learning. They do this by helping you think about what you have learnt and how you can apply it back at work. They are also a record of what you have done that you can refer back to later.

Learning logs also serve other purposes. One is to help you identify gaps in your learning and areas for further improvement. Another is to help you organize your learning, making it easier to revisit at a later date. Learning logs help by enabling you to reflect on the very process of learning, which in turn will help you discover how you best learn.

On the next pages are a learning log for this course. There is time built into the course programme for adding to your learning log, usually first thing in the morning or at the end of the day. Of course, you can fill it in at any time.

Other examples of learning logs:

<http://www.bbc.co.uk/keyskills/extra/module5/3.shtm> l

<http://www.campaign-for-learning.org.uk/cfl/assets/documents/Activitiesandworksheets/diary_law.pdf>

All In Diary

[www.allindiary.org](http://www.allindiary.org)

A resource for humanitarian workers working in disaster situations and a tool to aid organisational learning and programme continuity.

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| **Session** | **What did I think of this session?** | **What did I learn from this session** | **What can I use from the session?** | **How can I learn more about the topic of this session?** |
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**Handout 1.1 Getting to Know**

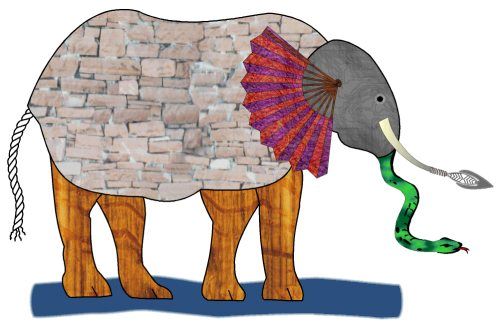
|  |  |
| --- | --- |
| **Getting to Know You** | |
| Someone whose favorite color is the same as yours.  rainbow clipart | Someone who plays a musical instrument  playing music cartoons, playing music cartoon, playing music picture, playing music pictures, playing music image, playing music images, playing music illustration, playing music illustrations |
| Someone who has the same hobby as yours.  http://www.bradfitzpatrick.com/store/images/products/st001-cartoon-camera.jpg | Someone who was born in the same month as you  [http://t3.gstatic.com/images?q=tbn:ANd9GcQpISOlhGq7Sg-YD5Xur6F4nS2EcKOIAexF1cSPImYvLkHPX9LD](http://www.google.co.ke/imgres?q=cartoon+calendar+2012&hl=en&sa=X&qscrl=1&nord=1&rlz=1T4LENP_enKE468KE469&biw=1012&bih=461&tbm=isch&prmd=imvns&tbnid=lr4PxEHoSoyTHM:&imgrefurl=http://www.mediafocus.com/stock-photo-calendar-2012-tabby-cat-ro1133834.html&docid=N5bybmU3A2OirM&imgurl=http://stock-image.mediafocus.com/images/previews/calendar-2012-with-tabby-cat-ro1133834.jpg&w=380&h=325&ei=7ipnT5_BIMHKrAfWltG8Bw&zoom=1) |
| Someone with the same number of children as you.  [Girlfriends playing jump rope clipart](http://www.clipartguide.com/_pages/1552-1112-1216-1134.html) | Someone whose favorite meal is the same as yours  http://www.drawingcoach.com/image-files/cartoon_food_st5.gif |
| Someone who is left handed  [Hand 2 Clip Art](http://www.clker.com/clipart-13908.html) | Someone who is wearing socks  [https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcThGkdEmNTqhyy0gn9ZtZiAubVjaxB1pIQ-DensePO-i4JlomZp](http://www.google.co.ke/imgres?hl=sw&sa=X&rlz=1T4LENP_enKE468KE469&biw=1012&bih=461&tbm=isch&prmd=imvns&tbnid=5bikkFpF7CL2TM:&imgrefurl=http://www.clker.com/clipart-11272.html&docid=_uTJcMI_dpCCOM&imgurl=http://www.clker.com/cliparts/3/8/e/a/11954366351157809449johnny_automatic_athletic_crew_socks.svg.med.png&w=300&h=234&ei=yitnT-fsLIynrAfu4YG9Bw&zoom=1&iact=hc&vpx=486&vpy=81&dur=128&hovh=187&hovw=240&tx=84&ty=122&sig=108298444094267909554&page=1&tbnh=123&tbnw=158&start=0&ndsp=12&ved=1t:429,r:3,s:0) |

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| **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 feel confident interviewing persons with disabilities |  |  |
| 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 know what language to use when speaking about persons 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

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

## 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

|  |  |
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| You touch something that feels like warm, rough wallpaper – a bit like you imagine an alligator to feel. | You touch something that feels like the end of a paintbrush. |
| You are too scared to reach out and touch something but hear heavy breathing and frightening chewing sounds. | 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. |
| 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. | 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. |
| You feel something that feels like rope. It wriggles. | You hold something very thin – thinner than cardboard – in your hands. |
| You are too scared to touch the animal, but you can smell bananas. | You touch something that is soft and spongy. |
| You are a little scared so slowly put your hand out and feel bristles. | Rydych yn clywed y anadlu anifeiliaid. |
| 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. | You touch the top of what you believe to be the animal’s head. It is warm and feels rough under the palm of your hand. 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. |
| 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. | You bend down and touch something at floor level, it feels hard and is smooth. It has the same texture as a sea shell. |
| As you put both hands out you feel something wriggling and writhing in your hands and you immediately think it’s a giant reptile. | 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. |
| You reach out at waist height but don’t feel anything so you bend down, but you still don’t feel anything. | You hate animals, you don’t go near enough to touch, smell or hear it. |

## Handout 1.2 CRPD Model

**Cut out the pieces - - - - >**

Persons with impairments

Environment

Equal social participation

Disability

facilitators

Barriers

## Handout 1.2 Person First Cards







# 

**Fold here**

## Handout 1.3 Washington Group

**The Washington Group**

The Washington Group 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 Washington Group (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 [pdf]](http://www.washingtongroup-disability.com/wp-content/uploads/2016/01/WG_purpose_paper.pdf), 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.

## 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.

## Handout 2.2 Dot Observations

Handout 2.2 Question Specification

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| --- | --- | --- |
| **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). |  |  |
| 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. |  |  |

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| **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) |  |  |
| Hearing 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. |  |  |
| Even if using a hearing aid 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:  • 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. |  |  |

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| **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. |  |  |
| Walking 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:  • 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. |  |  |

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| **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. |  |  |
| Concentrating 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. |  |  |
| Included are problems:  • 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.  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. |  |  |
| 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. |  |  |

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| **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 |  |  |
| Washing all over 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. |  |  |
| Dressing 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. |  |  |

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| **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** |
| 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. |  |  |