WHEELCHAIR
SERVICE TRAINING OF TRAINERS PACKAGE
Managers and Stakeholders

Trainer's Manual

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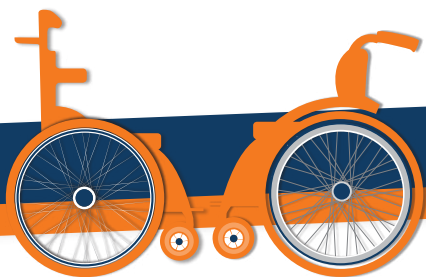### Managers and Stakeholders

Trainer's Manual

Terminology

The following terms used throughout the WSTPtot are defined below.

ToT trainer	Person delivering the WSTPtot
Trainees	All participants attending the WSTPtot
Lead trainees	Trainees leading the delivery of an assigned WSTPb/i/m/s session
Support trainees	Trainees assigned to support the lead trainee in specific WSTPb/i/m/s sessions
ToT participants	Trainees who are in the role of the WSTPb/i/m/s participants during practice delivery sessions
Participants	People who are attending the WSTPb/i/m/s
ToT Handbook	Combined reference manual and workbook for ToT trainees

Acronyms

The following acronyms used throughout the WSTPtot are defined below.

ASIS	Anterior superior iliac spine
AV equipment	Audio-visual equipment
CBR	Community-Based Rehabilitation
CRPD	United Nations Convention on the Rights of Persons with Disabilities
DPO	Disabled People's Organization
INGO	International Non-governmental Organization
ISO standards	International Organization for Standardization standards
ISPO	International Society of Prosthetics and Orthotics
ISWP	International Society of Wheelchair Professionals
ITs	Ischial tuberosities (seat bones)
NGO	Non-governmental Organization
OPD	Organization of Persons/People with Disabilities
PPT/s	PowerPoint Presentation/s or slides
PSD	Postural Support Device
PSIS	Posterior superior iliac spine
PWDs	Persons with disabilities
SDGs	Sustainable Development Goals
ToT	Training of Trainers
USAID	United States Agency for International Development
WHO	World Health Organization

WSTP	Wheelchair Service Training Package
WSTPb	Wheelchair Service Training Package – Basic Level
WSTPi	Wheelchair Service Training Package – Intermediate Level
WSTPm	Wheelchair Service Training Package for Managers
WSTPs	Wheelchair Service Training Package for Stakeholders
WSTPtot	Wheelchair Service Training of Trainers Package

CONTENTS

About the Wheelchair Service Training of Trainers Package

Introduction

Following the release of its *Guidelines on the provision of manual wheelchairs in less-resourced settings*[1] in 2008, the World Health Organization (WHO) in partnership with the United States Agency for International Development (USAID) developed a series of four training packages to increase wheelchair access in developing countries. The *Wheelchair Service Training of Trainers Package* (WSTPtot) is the latest in this series and focuses on developing trainers to deliver the existing packages.

The need for wheelchair personnel, and therefore trainers of wheelchair personnel, is universal. With the launch of the WSTPtot, WHO expects the numbers of trained wheelchair personnel to increase substantially, enabling many more people to access an appropriate wheelchair and fulfil their potential.

The WSTPtot comprises a *Core training skills* module and one package-specific module from the existing four packages: the *Wheelchair Service Training Package – Basic Level* (WSTPb) 2012; the *Wheelchair Service Training Package – Intermediate Level* (WSTPi) 2013; the *Wheelchair Service Training Package for Managers* (WSTPm) 2015; and the *Wheelchair Service Training Package for Stakeholders* (WSTPs) published in 2015. The WSTPm and WSTPs have been combined into one package-specific module within the WSTPtot.

The WSTPtot can be delivered in 40 hours, but this period may be extended or reduced depending on the specific needs and resources available in each context. On completion of the WSTPtot, a trainee should go forward to deliver their training package alongside an experienced trainer, allowing them to gain the skills and experience to then train independently.

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1   Guidelines on the provision of manual wheelchairs in less-resourced settings. Geneva: World Health Organization; 2008 (http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/).

Target audience

The WSTPtot is made up of four modules:

- *Core training skills* – two days
- *Basic Level* (WSTPb) – three days
- *Intermediate Level* (WSTPi) – three days
- *Managers and Stakeholders* (WSTPm/s) – three days.

All trainees should complete the *Core training skills* module followed by one of the package-specific modules:

- **The *WSTPtot Basic Level*** module is targeted at trainers who plan to deliver the WSTPb. Previous experience providing basic-level wheelchairs is essential; the WSTPtot has been designed assuming that trainees are able to demonstrate the competencies taught in the WSTPb.

- **The *WSTPtot Intermediate Level*** module is targeted at trainers who plan to deliver the WSTPi. Previous experience providing intermediate-level wheelchairs is essential; the WSTPtot has been designed assuming that trainees are able to demonstrate the competencies taught in the WSTPi.

- **The *WSTPtot Managers and Stakeholders*** module is targeted at trainers who plan to deliver the WSTPm and WSTPs. Previous experience implementing, managing or evaluating wheelchair services; or working to raise awareness among stakeholders of the need, benefit or development of wheelchair services is essential for trainees to gain the most from the *WSTPtot Managers and Stakeholders* module.

Trainees should have access to co-training opportunities within three months of completing the WSTPtot in order to consolidate and practise newly acquired skills.
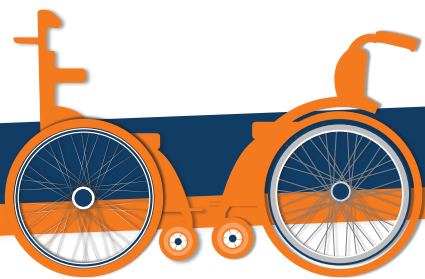
Trainers

Skills: The ToT trainers delivering this package should have:

- significant experience delivering the WSTPm/s and mentoring others to deliver them
- a good understanding of the context in which they are delivering the WSTPtot
- extensive knowledge or experience of wheelchair services' management in a variety of countries/contexts
- knowledge of international guiding documents related to wheelchair provision
- the experience and ability to engage stakeholders in discussions about wheelchair provision.

Wheelchair users: As with the other WSTP, inclusion of wheelchair users in the training team is highly recommended. Wheelchair users can draw on their own experiences to give a valuable perspective on how appropriate wheelchair provision affected their feeling of inclusion and quality of life. They can also talk about the central role wheelchair users play in the selection of their own wheelchair.

Number of ToT trainers: Trainees need to be closely supported, so it is recommended that there is one ToT trainer for every four to five trainees for the *Basic* and *Intermediate* modules, and one ToT trainer for every six trainees for the *Managers and Stakeholders* module.

How to get started
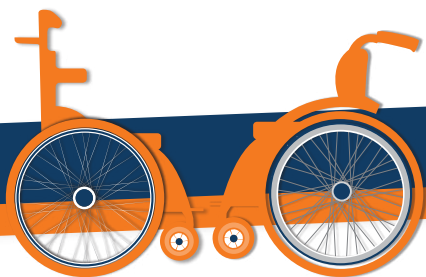
Before running the ToT programme, copy the WSTPtot folder from the WSTP Pen Drive to your computer's hard drive.

- Read *1. Guidance notes for ToT trainers* below. Prepare materials in the tables on pages xviii–xxi.
- Make all the necessary arrangements, as described in the section *How to prepare to deliver the training package*.
- Give each trainee a full set of the training materials listed on pages xviii–xx of this manual.

1. Guidance notes for ToT trainers

Training overview

Core training skills module	Minutes	Day
ToT.1 *Introduction to the Wheelchair Service Training of Trainers Package*	75	Day 1
ToT.2 *Wheelchair service training packages*	90	
ToT.3 *Practice delivery sessions*	60	
ToT.4 *Preparing for diversity*	60	
ToT.5 *Adult learning*	85	
ToT.6 *Preparation time*	15	
Preparation	45	
ToT.7 *Presenting and facilitating*	60	Day 2
ToT.8 *Communication skills*	90	
ToT.9 *Knowledge of guiding documents*	75	
ToT.10 *Audio-visual tools and equipment*	45	
ToT.11 *Feedback*	45	
ToT.12 *Managing group dynamics*	40	
Preparation	75	
Managers/Stakeholders module		
Introduction to the WSTPtot Managers	85	Day 3
Welcome, introduction and overview	25	
A.1 What is appropriate wheelchair provision?	75	
A.2: Service delivery	60	
A.3: Managers who lead change	75	
B.1: Accessing services	70	
Car Park, Session preparation, ToT trainer individual feedback	60	
B.5: What does a wheelchair service cost?	90	Day 4
C.2: Managing demand	120	
C.4: Planning for financial sustainability	100	
WSTPm non-practice sessions	105	
Session preparation, ToT trainer individual feedback	30	

Introduction to the WSTPtot *Stakeholders*	35	
S.2 Policy to practice	70	
S.3 Range of appropriate wheelchairs	50	
S.4: Working together for change	130	**Day 5**
WSTPm and WSTPs logistics and preparation	30	
WSTPm and WSTPs timetable options	45	
Car Park, ToT trainer individual feedback	80	
WSTPtot *Managers and Stakeholders* evaluation and closing	10	
Total training time	**2205**	

Training package timetable and duration

The WSTPtot *Core training skills* and *Managers/Stakeholders* modules can be delivered on consecutive days or in blocks over a period of time. A sample five-day timetable is available in the WSTPtot folder on the WSTP Pen Drive.

ToT trainers are encouraged to adapt and modify the timetable to suit the local context and the learning needs of trainees.

Core training skills session plans

The *Core training skills* module is made up of 12 sessions that each begin with a detailed session plan. The plan covers the following key points and is designed to help ToT trainers organize and deliver the sessions.

- Aim – what is the aim of the session
- Learning objectives – what will trainees have achieved by the end of the session
- Resources – what resources are needed for the session
- To prepare – checklist to help the ToT trainer prepare for the session
- Outline – the main contents of the session with timing.

ToT trainers are encouraged to bring their own knowledge, skills and style to the sessions and to draw out the trainees' experience throughout the WSTPtot.

WSTPm/s session plans

After completing the *Core training skills* module, trainees go on to the second part of the WSTPtot where they will practise the training skills they have learnt by delivering sessions from the WSTPm and WSTPs. Sessions are allocated to trainees and their delivery is followed by feedback and discussion. The practice delivery sessions allow the ToT trainer to observe and assess the trainees' skills.

- **Practice delivery:** Each practice delivery includes presentations of allocated sections of a session by the trainee.
- **ToT trainer demonstrations:** some sessions include a section that the ToT trainer will deliver as an example of good practice.
- **Feedback:** After the session, the ToT trainer will facilitate feedback from the trainee and the ToT participants. Further instructions for providing feedback can be found on page xxii–xxiii of this manual, *Guide to facilitating practice delivery sessions.*

Prepare trainees for practice deliveries

To enable trainees to prepare well for the WSTPtot, it is important to give them the WSTPm and WSTPs materials in advance. This can be a paper copy of the package, an e-copy or a link to download it. Trainees should be prepared to deliver any of the sessions.

A sample letter for trainees to prepare for the WSTPtot can be found in the WSTPtot folder on the WSTP Pen Drive.

Practice delivery allocations

Example practice delivery allocations can be found in the *WSTPtot Managers/ Stakeholders allocation* document in the WSTPtot folder. ToT trainers should modify this to their training context and trainee numbers. Practice delivery sessions are assigned during the first day of the *Core training skills* module in session *ToT.3 Practice delivery sessions.*

Note: If trainees have already attended the Core training skills module and will begin directly with the WSTPm/s module, they should be notified of their practice delivery sessions two-to-three days in advance.
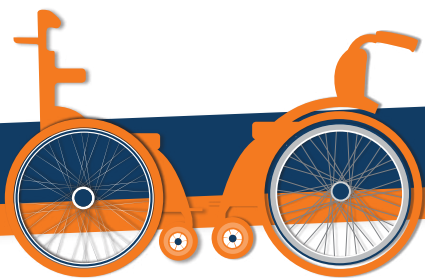
Mentoring and peer support

The ToT trainer has an important role to play as a mentor. Each trainee must be allocated a mentor ToT trainer at the beginning of the training programme. ToT trainers should divide trainees equally between them. As a mentor the ToT trainer is the trainee's main point of contact for questions about their practice delivery sessions and is also there to provide feedback on the trainee's progress.

ToT trainers are encouraged to continue to mentor trainees after the WSTPtot.

Trainees can also get valuable ongoing support from their peers, which will help them to develop their skills and confidence. Trainees may benefit from joining or creating a group on a social media platform, to ask questions and share learning experiences.

Co-training

After completing the WSTPtot, trainees should continue to develop their skills by co-training alongside experienced trainers. ToT trainers should promote co-training experiences as the best way for trainees to continue to develop their training skills after completing the WSTPtot.

The recommended ratio for co-training is one mentor trainer for every two to four co-trainers.

In some cases, ToT trainers may recommend that trainees develop stronger clinical or technical knowledge or skills before co-training. This information should be recorded in the feedback from practice deliveries and shared with the trainee.

Evaluating the ToT programme after each delivery

It is good practice to evaluate every training programme after it has been delivered. ToT trainers should gather regular feedback from trainees and record their own thoughts during the ToT programme. This will help ToT trainers to improve both the WSTPtot and their own training skills. It is very helpful if you can provide feedback and data including:

- participant registration and evaluation forms
- your reflections or comments on the WSTPtot.

Training programme evaluation forms are available in the WSTPtot folder on the WSTP Pen Drive and can be adapted by ToT trainers to meet their specific needs.

2. How to prepare to deliver the training package

Know the background of each trainee

It is important to be familiar with the background of each trainee. This includes:

- understanding what experience the trainee already has in wheelchair provision
- being aware of any training programmes the trainee has already attended or delivered
- knowledge of future opportunities for the trainee to deliver the WSTPm and WSTPs.

Find out how wheelchair service delivery and training fits within the trainee's overall duties at their place of work.

Prepare the training facilities

To run the WSTPtot you will need:

- one large training room (or space) that is big enough to allow trainees to divide up and work together in small groups and quiet enough to enable trainees to concentrate
- a separate space for lunch/refreshments
- clean toilets.

All areas, including toilets, must be wheelchair accessible.
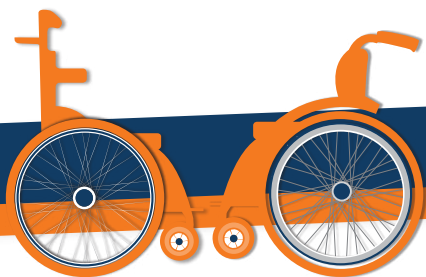
The following checklist can be used to assess and prepare training facilities.

Facilities checklist

Training room	
Lecture area	☐
Chairs for each trainee with a flap-tray or other facility so trainees can write notes	☐
Space for trainees to break into small groups of two-to-four people	☐
Space to display at least three wheelchairs and be able to move them around	☐
Adequate lighting and ventilation	☐
Lockable/secure space	☐
Lunch/refreshment area	
Clean area for eating	☐
Tables and chairs	☐
Nearby space for washing hands – clean towels and soap	☐
Toilets	
Clean toilets supplied with water, toilet paper, washing facilities and bins	☐

Prepare the training resources and equipment

WSTPtot printed resources

Resource	Quantity	X	Comments/instructions
Manuals			
ToT Trainer's Manual	1 per ToT trainer (for each module delivered)	☐	Print and bind.
ToT Handbook	1 per trainee (for each module delivered) and 1 per ToT trainer	☐	Print and bind.
WHO *Guidelines on the provision of manual wheelchairs in less-resourced settings*	1 per trainee	☐	Print and bind or provide a soft copy.
United Nations *Convention on the Rights of Persons with Disabilities (CRPD)*	1 per trainee	☐	Print and bind or provide a soft copy.
Set of printed resources for package-specific module (WSTPm and WSTPs)	1 per trainee and ToT trainer	☐	This includes manuals, workbooks, posters, forms and checklists. See table below for more details.

Training programme forms			
Participant registration form	1 per programme	☐	Use this form to keep a record of trainees attending.
Name tags	1 per trainee and per ToT trainer	☐	–
Timetables (*Core training skills* and package-specific module)	1 per trainee for each relevant module	☐	Sample for each module available on WSTP Pen Drive; adjust to suit local context.
Photo consent form	1 form	☐	Adapt this form for the host/training organization; translate into local language; ensure any person who is photographed signs this form.
Trainee certificate	1 per trainee	☐	Prepare trainee certificates or adapt the template provided on the WSTP Pen Drive.
Training programme evaluation forms • *Core training skills* • Package-specific module	1 per trainee	☐	Collate information after delivery and share with WHO.
Feedback sheet for WSTPtot practice delivery sessions	ToT trainer will require 1 per trainee.	☐	Print at least 1 per trainee. This sheet can be used to provide feedback on up to 3 practice deliveries.

WSTPm and WSTPs printed resources

Resource	Quantity	X	Comments/instructions
Manuals, workbook and posters			
WSTPm *Trainer's Manual*	1 per trainee and ToT trainer	☐	Print and bind.
WSTPm *Reference Manual and Workbook*	1 per trainee and ToT trainer	☐	Print and bind.
WSTPm *Additional Resources*	1 per trainee and ToT trainer	☐	Print and bind.
WSTPs *Trainer's Manual*	1 per trainee and ToT trainer	☐	Print and bind.
Set of posters, including: • Wheelchair service steps • Wheelchair mobility skills • Pressure sores • How to care for a wheelchair at home • Children and wheelchairs • Different positions • Postural Support Device (PSD) table • Intermediate-wheelchair user training checklist.	1 per trainee and ToT trainer	☐	–
Joint position paper on the provision of assistive devices in less-resourced settings	At least 1 sample copy	☐	Resource on WSTP Pen Drive.
CBR Guidelines Introductory booklet and Health component	At least 1 sample copy	☐	Resource on WSTP Pen Drive.
Managers Who Lead	At least 1 sample copy	☐	Resource on WSTP Pen Drive.
Design Considerations for Accessibility	At least 1 sample copy	☐	Resource on WSTP Pen Drive.

Equipment

General training equipment

Item	Quantity	X	Comments/instructions
Large whiteboard	1	☐	–
Whiteboard marker pens	3–4	☐	Various colours
Data projector	1	☐	–
Computer	1	☐	–
Portable speakers	1 set	☐	To improve video sound quality
Pointer/remote control	1	☐	–
Flipchart stand and paper	1–2 stands and 1 pack of paper	☐	–
Flipchart pens	3–4	☐	Various colours
Post-it notes	3–4 blocks	☐	Various colours
Masking tape or similar	1 roll	☐	To attach flipchart sheets and posters to walls
Extension cord	At least 1	☐	–
Multi-plugs/adapters	As needed	☐	–
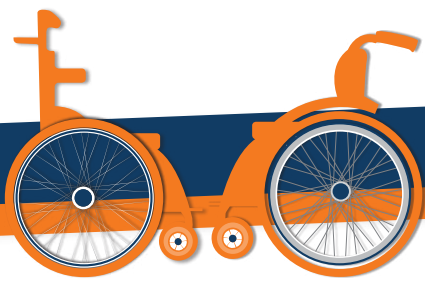
Get to know the training resources

As a ToT trainer, you will need a comprehensive knowledge of all the WSTPm and WSTPs resources. This includes familiarizing yourself with all aspects of the package-specific *Trainer's Manual* as well as the *Reference Manual for Participants, Participant's Workbook* and other resources on the WSTP Pen Drive.

You should also be familiar with all sections of the *ToT Trainer's Manual* and the *ToT Handbook*. You may be co-training the WSTPtot with another ToT trainer, however it is important for you to be familiar with all sessions. For example, you will need a good understanding of all the *Core training skills* taught in the WSTPtot and to model them as good practice during your own session deliveries.

Guide to facilitating practice delivery sessions

- Monitor the delivery time and stop the trainee when their allocated time is up, even if they have not finished.
- Where a session is shared by two or more trainees, to keep things moving run the whole session before facilitating feedback for each of the trainees in turn (unless the session requires a break due to WSTPtot timing).
- Be familiar with the *Errors in the WSTP materials* and *Key considerations for teaching this session* in the *ToT Trainer's Manual,* and watch to see if the trainee has addressed them.
- Follow the session in the WSTP *Trainer's Manual* and the *ToT Trainer's Manual.*
- During the delivery, complete the *Feedback sheet for WSTPtot practice delivery sessions,* found on the WSTP Pen Drive.
- During practical activities don't step in too quickly if the session is not running smoothly. Allow the trainees time to rectify the situation and redirect participants themselves. Only step in if there are safety concerns, or if trainees are unable to bring the session back on track themselves.

Facilitating feedback after practice deliveries

Your role is to facilitate the feedback sessions and ensure they are brief, constructive and relevant.

After the practice delivery is completed, go through the following process.

Self-reflection	• Ask trainee to comment on what they did well, followed by what can be improved.
Participant feedback	• Facilitate feedback from ToT participants, asking them to provide one comment on what the trainee did well, followed by one comment on what can be improved.
ToT trainer feedback	• ToT trainers to feedback, using the trainee skills list* for guidance. It is not necessary to comment on every competency: focus only on the areas the group as a whole can learn from, and which reinforce learning from the *Core training skills* sessions. Do not repeat what has already been mentioned by the trainee or ToT participants.
Key points	• Discuss any *Key considerations for teaching this session* not yet addressed through the trainee's delivery and/or by the ToT trainer feedback.

* Found in the Feedback sheet for WSPTtot practice delivery sessions.

Closely monitor the feedback to ensure that it is constructive. Step in if a participant gives feedback that is negative or hurtful. Give examples of how to rephrase feedback so that it is constructive.

Individual feedback

Based on the ToT trainer mentor allocations, ToT trainers arrange a time to discuss feedback with each lead trainee, using the *Feedback sheet for WSTPtot practice delivery sessions* as a guide. Use this time to also feedback any additional or sensitive comments.

Core training skills module

ToT.1 Introduction to the Wheelchair Service Training of Trainers Package

AIM	To introduce trainees to the Wheelchair Service Training of Trainers Package (WSTPtot).
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ describe the aim and objectives of the ToT programme ☐ explain the ToT programme timetable and WSTPtot process.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.1: Introduction to the WSTPtot* ☐ name tag for each ToT trainer. For each trainee: ☐ different coloured sticky notes (A5 or similar): 3 or 4 pieces ☐ *ToT Handbook* ☐ module-specific WSTP trainer's manual, participant's reference manual and workbook, posters and WSTP Pen Drive ☐ *WHO Wheelchair Guidelines* and the *United Nations Convention on the Rights of Persons with Disabilities (CRPD)* ☐ timetables for *Core training skills* module and package-specific module ☐ blank name tag.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook*. ☐ Arrange a short opening ceremony for the WSTPtot as locally appropriate. ☐ Prepare the housekeeping information. ☐ Prepare flipchart papers for Ground Rules and Car Park. ☐ Set up the training room: tables and chairs; projector, computer and screen; whiteboard; flipchart stand and paper; and markers. ☐ Sort resources into sets for each participant and set them out. To avoid confusion only provide trainees with the *ToT Handbook,* their package-specific WSTP *Trainer's Manual* and the ToT timetable at the start of the day. Provide remaining resources at the end of the day. ☐ Prepare a Wall of Experience. Print or write headings given in Section 5 on large sticky notes or A5 paper and put them on the wall under a Wall of Experience heading.

1. Opening ceremony (10 minutes)

In collaboration with the host organization, hold an opening ceremony for the WSTPtot as locally appropriate.
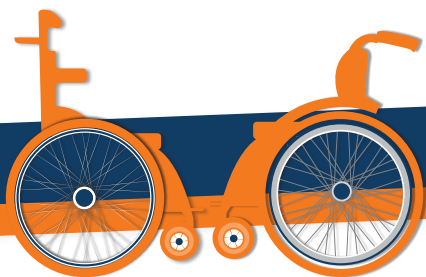
2. Welcome and introductions (10 minutes)

ToT trainers: Welcome everyone and introduce yourselves. Give a brief overview of your background and your experience in wheelchair provision and training.

Ask trainees to introduce themselves, giving their name, job role and organization.

Give out name tags and ask trainees to write their name.

3. Introduction to this session (1 minute)

Aim: To introduce trainees to the Wheelchair Service Training of Trainers Package (WSTPtot).

Objectives:
- describe the aim and objectives of the ToT programme
- explain the ToT programme timetable and WSTPtot process.
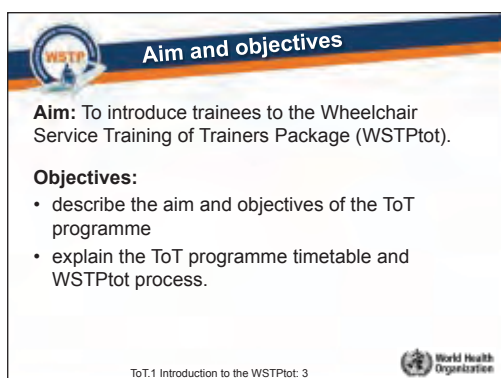
Explain the aim and objectives of the session.

4. Housekeeping and Ground Rules (10 minutes)
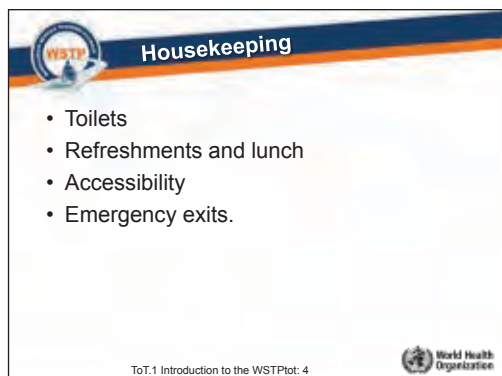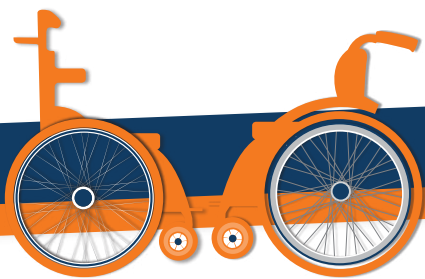
Explain the following, as required:

- location of toilets
- refreshments and lunch arrangements
- any accessibility issues
- what to do if there is an emergency
- any other administration issues.

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into pairs.
Instructions:	**Explain:** We will now establish the Ground Rules for this training. **Ask** trainees to briefly discuss the Ground Rules they would like to have in place for the week.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 2 minutes for the activity and 5 minutes for feedback.
Feedback:	**Ask** each pair to give one item from their list and record each rule on the flipchart until there are no more ideas. **Gather** feedback from trainees to ensure they agree on the rules. **Ask** how the group wants to manage people who break these rules. **Pin up** the Ground Rules on the wall for reference throughout the ToT programme.

Examples of Ground Rules include:

- *mobile phones – switch to silent*
- *no side talking or talking over other people*
- *respect for others' points of view*

- *be on time for all sessions*
- *keep the training area clean and tidy*
- *contribute to the discussions*
- *use appropriate disability terminology.*

The words we use

- Use positive terminology
- Use the terms: 'persons with disabilities' or 'people with disabilities'.

ToT.1 Introduction to the WSTPtot: 6

Explain:

- The WSTP promotes the use of positive terminology in relation to people with disabilities.
- Trainers must model good practice and follow the language guidance set out in the WSTP and the *CRPD*.
- Terms such as 'the disabled' or 'disabled people' or 'special people' are not appropriate, and should not be used.
- Always use 'persons with disabilities' or 'people with disabilities'.
- Avoid using the term 'normal people' when referring to people without disabilities.

Add 'use appropriate disability terminology' as a Ground Rule if it is not listed. Suggest that trainees monitor the use of positive terminology throughout the ToT.
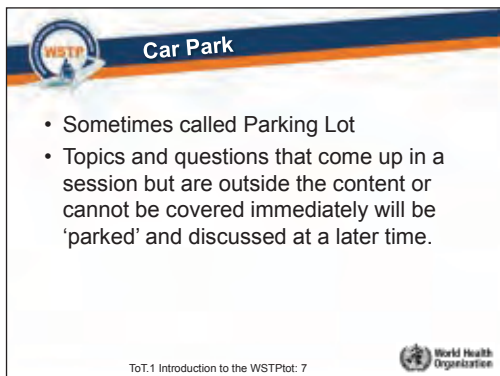
Explain:

- During the training, you may have questions that the trainers are unable to answer immediately, or that may be covered during a later session.
- These questions will be placed in the Car Park to be discussed at an appropriate time.

Pin up the Car Park flipchart on the wall.

5. Wall of experience (15 minutes)
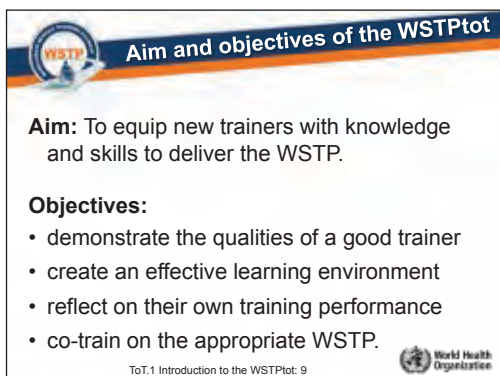
Show the slide throughout the activity.

Activity 2	
Groups:	**Ask** trainees to work alone.
Instructions:	**Put** the Wall of Experience headings on the wall, including: • WSTP training given or received • number of years and type/s of experience related to assistive devices • professional background • languages spoken. **Explain:** We all come to this training with different types of experience, knowledge and skills. We will create a Wall of Experience together. Write your answers using sticky notes in a different colour for each heading (or more than one if required). **Ask** trainees to write clearly and then stick their notes up onto the wall under each heading.
Monitor:	**Monitor** the trainees and assist as needed. **Check** that trainees are writing clearly, with one statement on each piece of paper/card.
Time:	**Allow** 10 minutes for the activity and 5 minutes for feedback.
Feedback:	**Ask** trainees to comment on the Wall of Experience. **Draw attention** to the wealth of existing knowledge, skills and experience in the room. **Emphasize** that trainees have already progressed a long way to get to this point and they will build up even more experience from here.

Notes for ToT trainers:
• *Keep referring to this Wall throughout the programme and link this to other parts of the training as appropriate.*

6. Overview of the WSTPtot (27 minutes)

Aim and objectives of the WSTPtot
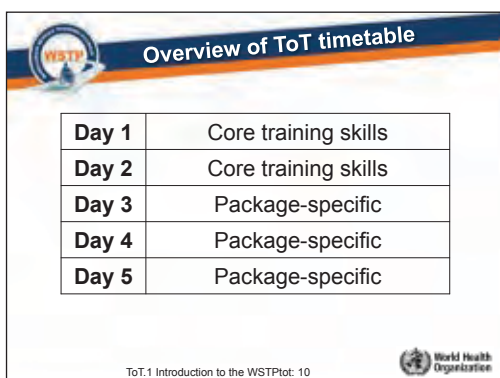
Aim: To equip new trainers with knowledge and skills to deliver the WSTP.

Objectives:
- demonstrate the qualities of a good trainer
- create an effective learning environment
- reflect on their own training performance
- co-train on the appropriate WSTP.

ToT.1 Introduction to the WSTPtot: 9

Explain the aim and objectives of the WSTPtot.

Overview of ToT timetable

Day 1	Core training skills
Day 2	Core training skills
Day 3	Package-specific
Day 4	Package-specific
Day 5	Package-specific

ToT.1 Introduction to the WSTPtot: 10

Ask trainees to look at their copy of the ToT timetable.
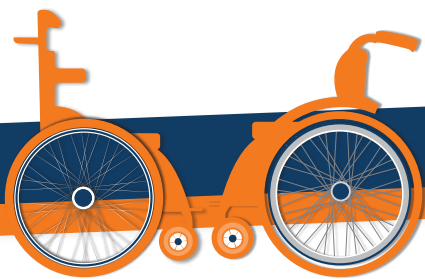
Explain: the ToT is divided into two sections:

- *Core training skills* module
- package-specific module, during which trainees will practise delivering WSTP sessions to their peers.

Notes for ToT trainers:

- *While there are four Wheelchair Service Training Packages, there are only three package-specific modules because the Managers and Stakeholders packages are covered in one module.*

Introduce the resources that are being provided to each trainee. Briefly **explain** and **show** each one. **Explain** that some of the materials will be distributed at the end of the day.

Trainee profile

- Completed one or more WSTP
- Experience in wheelchair service provision or the disability sector
- Language proficiency
- Experience as a trainer or facilitator
- Opportunities to deliver the package after the ToT programme.

ToT.1 Introduction to the WSTPtot: 11

Explain: in order to get the most out of the WSTPtot, trainees should:

- have completed one or more WSTP
- have experience in wheelchair service provision or the disability sector
- be able to read and write in the language used to deliver the ToT programme
- have some experience of training or facilitating
- have opportunities to deliver the package after the ToT programme.

How do trainees become trainers?

Core training skills
↓
Package-specific
↓
Co-trainer
↓
Trainer

ToT.1 Introduction to the WSTPtot: 12
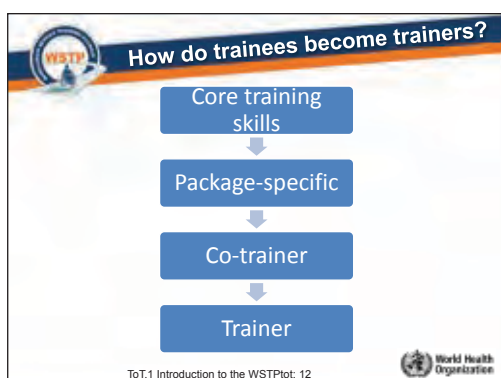
Explain:

- Co-training takes place after the ToT programme and before trainees train independently. Co-training experiences are the best way to further develop your training skills after completion of the WSTPtot.
- After completing the ToT programme, all trainees should have at least one co-training experience.
- Co-training with an experienced trainer will help strengthen your training skills including:
  - planning and preparing to deliver the WSTP
  - presenting and facilitating
  - mentoring participants
  - coordinating training logistics.

Getting enough support

- Co-training is the best way to develop your skills
- Other ways to get support include:
  - distance support from experienced trainers
  - connecting with other ToT trainees.

ToT.1 Introduction to the WSTPtot: 13
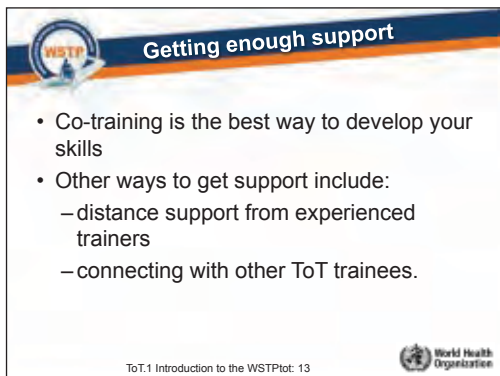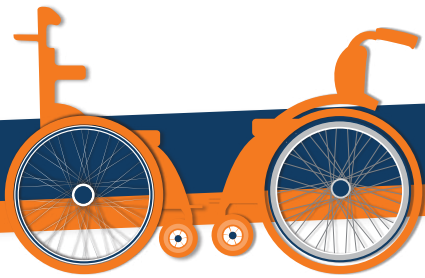
Explain: if you are unable to co-train with experienced trainers consider other ways to get the support you need, such as:

- contacting experienced trainers and asking them to mentor you from a distance – through email and phone contact
- connecting with other ToT trainees and supporting each other through the planning, preparation and delivery of the WSTP.

Co-trainings

- Number and timing of co-trainings will vary by trainee
- ToT trainers will help decide how many co-trainings you should complete
- Logistics are a part of co-training.

ToT.1 Introduction to the WSTPtot: 14
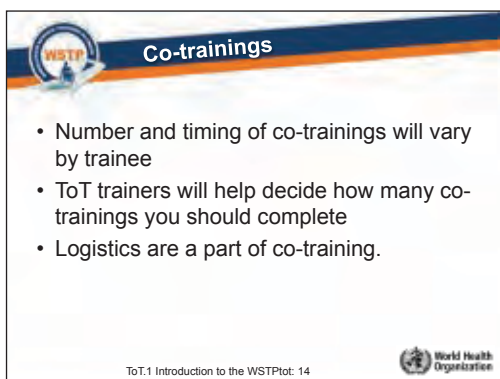
Explain:

- The number of co-trainings you will complete will vary by trainee.
- The timeframe for becoming a trainer will also vary based on when co-trainings are available and how many co-trainings you complete.
- ToT trainers and trainers who mentor you while co-training will support you in deciding how many co-trainings you should complete before training on your own.

Ask trainees to look at their copy of the *Feedback sheet for WSTPtot practice delivery sessions* in their *ToT Handbook* on page 126–128.

Explain:

- Reflecting or thinking about what you do well and what can be improved will help you to become a better trainer.
- The *Feedback sheet for WSTPtot practice delivery sessions* includes a list of the trainee skills that this training aims to develop.
- The feedback sheet will be used to guide feedback to trainees after each practice delivery.
- ToT trainers will also use it to provide feedback to lead trainees at the end of each day, and written feedback at the end of the ToT programme.

7. Key point summary (2 minutes)

Read the key points.

Ask whether there are any questions.

WALL OF EXPERIENCE

Number of years and type/s of experience related to assistive devices

WSTP training given or received

Professional background
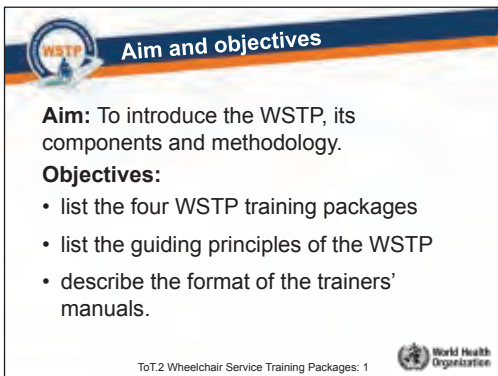
Languages spoken

ToT.2 Wheelchair Service Training Packages

AIM	To introduce the WSTP, its components and methodology.	
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ list the four WSTP ☐ list the guiding principles of the WSTP ☐ describe the format of the trainers' manuals for each package.	
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.2: Wheelchair Service Training Packages* ☐ hard copy of the *Trainer's Manual* for each trainee: WSTPb, WSTPi or WSTPm and WSTPs, according to the package-specific modules trainees will attend after the *Core training skills* module.	
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.* ☐ If possible, embed the WSTP Pen Drive link into PPT slide 20 to demonstrate its use.	
OUTLINE	1. Introduction	2
	2. Background and rationale of the four WSTP	15
	3. Structure of the different WSTP	5
	4. Getting to know the *Trainer's Manual*	30
	5. How to use the WSTP	35
	6. Key point summary	3
	Total session time	**90**
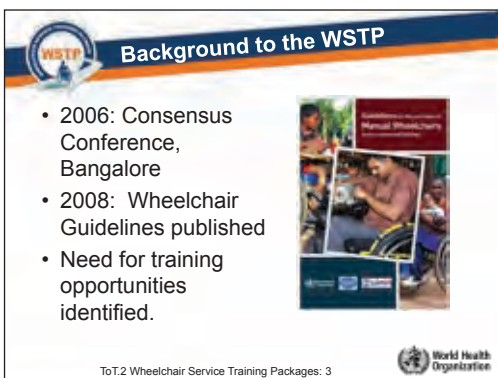
1. Introduction (2 minutes)

Explain the aim and objectives of the session.

2. Background and rationale of the four WSTP (15 minutes)

Explain:

- The Consensus Conference on Wheelchairs for Developing Countries, held in Bangalore, India, in November 2006[1] laid the foundation for the *WHO Guidelines on the provision of manual wheelchairs in less-resourced settings.*[2]
- The *Wheelchair Guidelines* identified the need for training opportunities, which led to the development of the WSTP Basic, Intermediate, Managers, and Stakeholders.

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1   Sheldon S, Jacobs NA, editors. Report of a Consensus Conference on Wheelchairs for Developing Countries, Bengaluru, India, 6–11 Nov 2006. Geneva: World Health Organization; 2006 (http://www.who.int/disabilities/technology/WCGconcensusconf/en/).

2   Guidelines on the provision of manual wheelchairs in less-resourced settings. Geneva: World Health Organization; 2008 (http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/).

ToT.2 Wheelchair Service Training Packages: 4

Explain:

- The WSTPb[3] trains personnel to provide an appropriate manual wheelchair and cushion for adults and children who have mobility impairments but can sit upright without additional postural support.
- The WSTPi[4] trains personnel to provide an appropriate manual wheelchair and cushion for adults and children who need additional postural support to sit upright.

ToT.2 Wheelchair Service Training Packages: 5
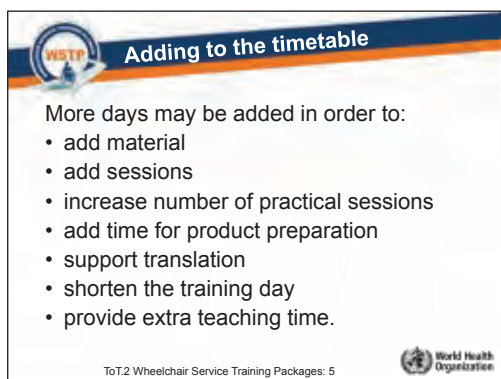
Explain:

- Both the WSTPb and WSTPi are designed to be delivered in a minimum of five days.
- Extra time can be added to the training programme to:
    - add material to the session plans
    - add sessions
    - increase the number of practical sessions with wheelchair users
    - provide more preparation time for products used in the training
    - allow for translation
    - reduce the length of training days
    - provide extra time to learn key concepts.

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3   Wheelchair Service Training Package – Basic Level. Geneva: World Health Organization; 2012 http://www.who.int/disabilities/technology/wheelchairpackage/en/

4   Wheelchair Service Training Package – Intermediate Level. Geneva: World Health Organization; 2013 (http://www.who.int/disabilities/technology/wheelchairpackage/wstpintermediate/en/).

ToT.2 Wheelchair Service Training Packages: 6

Explain:

- The WSTPb and the WSTPi are intended to increase the number of personnel trained in wheelchair service delivery.
- However, trained personnel alone cannot ensure appropriate wheelchair provision without higher-level involvement.
- To support the development of services, WHO developed:
  - WSTPm[5] – designed to guide managers to effectively support appropriate wheelchair provision. This includes promoting the involvement of managers and stakeholders in establishing appropriate wheelchair provision. WSTPm can be delivered in a minimum of two days.
  - WSTPs[6] – designed to create awareness and develop the skills and knowledge of all stakeholders in establishing appropriate wheelchair provision in their country/region. It can be delivered in a minimum of four hours.
- Both packages can be delivered over a longer period allowing time for translation, more detailed discussion and planning, or to combine with other sessions relevant to the local context, such as a stakeholder action-planning meeting.

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5   Wheelchair Service Training Package for Managers. Geneva: World Health Organization; 2015 (http://www.who.int/disabilities/technology/wheelchairpackage/wstpmanagers/en/).

6   Wheelchair Service Training Package for Stakeholders. Geneva: World Health Organization; 2015 (http://www.who.int/disabilities/technology/wheelchairpackage/wstpmanagers/en/).

Explain: The WSTP has been developed following a set of guiding principles, including:

- a user-centred and rights-based approach, which sets the wheelchair user at the centre of the wheelchair service
- following available evidence-based, international best practice
- a focus on less-resourced settings
- inclusion of wheelchair users as trainers and target participants in all training packages.

Guiding principles

- User centred
- Rights based
- International best practice (evidence based)
- Less-resourced settings
- Wheelchair users as participants
- Accessible language and terminology.

ToT.2 Wheelchair Service Training Packages: 7

Explain: The WSTP uses accessible, non-medical language and terminology so that:

- participants without clinical or technical qualifications can be trained
- service personnel can use terms that are easily understood by wheelchair users.

3. Structure of the different WSTP (5 minutes)

Notes for ToT trainers:

- *Keep this section brief, as more details are given later in the ToT programme during the package-specific modules that follow the Core training skills. Focus on the WSTP the trainees will deliver during the following package-specific module.*

Package components

	Basic and Intermediate	Managers	Stakeholders
Trainer's Manual	✓	✓	✓
PowerPoint presentations	✓	✓	✓
Videos	✓	✓	✓
Set of posters	✓	selected posters	selected posters
Supplementary resources	✓	✓	✓
Reference Manual for participants	✓	✓ combined	
Participant Workbook	✓		
Forms and checklists	✓	–	
Additional Resources: including tools, equipment.	–	✓	

ToT.2 Wheelchair Service Training Packages: 8

Explain: Each package contains a range of resources:

- a *Trainer's Manual,* PPT presentations, videos and posters
- reference manuals for participants are available for WSTPb, WSTPi and WSTPm
- service forms, checklists and a separate participant workbook are included in the WSTPb and WSTPi.

Explain: All the WSTP materials are provided on the WSTP Pen Drive included in your training resources. They can also be downloaded from the WHO website.
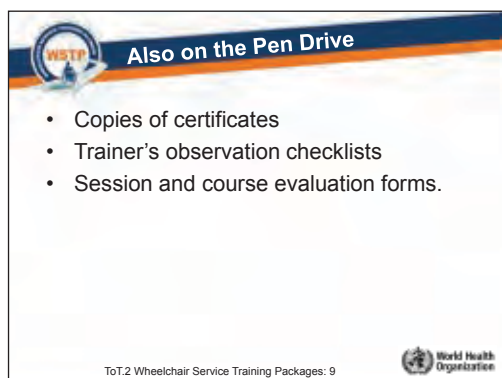
Also on the Pen Drive • Copies of certificates • Trainer's observation checklists • Session and course evaluation forms. ToT.2 Wheelchair Service Training Packages: 9	**Explain:** The WSTP Pen Drive also contains: • certificates • trainer's observation checklists • evaluation forms. These will not be used during the ToT, but should be used during delivery of the WSTP.
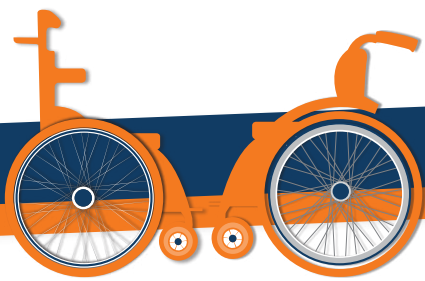
4. Getting to know the *Trainer's Manual* (30 minutes)
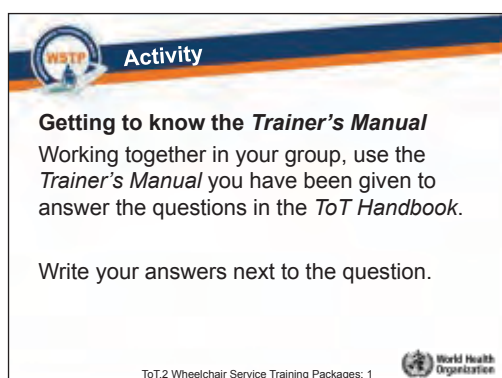
Activity **Getting to know the *Trainer's Manual*** Working together in your group, use the *Trainer's Manual* you have been given to answer the questions in the *ToT Handbook*. Write your answers next to the question. ToT.2 Wheelchair Service Training Packages: 1	**Explain:** While the four WSTP cover different subjects, they all have the same structure and approach. We will become more familiar with the structure during this activity. **Show** the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into pairs. If trainees will be attending different package-specific modules after the *Core training skills* module, pair trainees with others who will learn to train the same package.
Instructions:	Each pair will need at least one copy of the *Trainer's Manual* for the WSTPb, WSTPi or WSTPm. **Explain** that the aim of this activity is to familiarize trainees with the Trainer's Manual. **Ask** pairs to work together to answer the questions in the *ToT Handbook*.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 15 minutes to find the answers and 10 minutes to feedback.

Feedback:	Questions	Answers
	1. Where can you see a list of everything included in the *Trainer's Manual?*	In the list of contents at the beginning of the manual.
	2. How are group activities shown in the sessions?	There is an *Activity* table describing the groups, instructions, monitoring, time and feedback for each activity.
	3. Where can you find the overall aim or purpose of the training package?	In the section headed *Purpose* on page 2.
	4. How does the session plan indicate when the trainer should show a PowerPoint slide?	An image of each slide is shown on the left-hand side of the page in the session plan, in the order of delivery, next to the related text.
	5. Where can you find out what facilities, resources and equipment are needed to run the training sessions?	Lists are provided in Section 2 of the *Trainer's Manual: How to prepare to deliver the training package:* • on page 14 in WSTPb, and WSTPi • on page 9 in WSTPm.

5. How to use the WSTP (35 minutes)

Ask participants to turn to the first section of the *Trainer's Manual: About the Wheelchair Service Training Package.*

Explain: There are helpful notes and guidance for trainers in the front of each *Trainer's Manual.*

Ask one of the participants to read out the headings in this section of the *Trainer's Manual.*

Most important answers:
• Introduction
• Target audience
• Purpose
• Scope
• Trainers
• How to get started.

Explain:

- On the WSTP Pen Drive you will see a file called *Read Me First.* This is an important document.
- It includes a request from WHO to provide feedback and data from the WSTP training programmes that you deliver including:
  - participant registration and evaluation forms
  - trainer's reflections or comments on the training.

Explain that section 2 of the *Trainer's Manual* is called *How to prepare to deliver the training package* (or for WSTPs *How to prepare for the Stakeholder Workshop*).

Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** trainees into the same pairs as the previous activity.
Instructions:	**Ask** trainees to look through the section on *How to prepare to deliver the training package* with their partner, reading and discussing the different sections.
	Ask trainees to write down any questions they have.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 7 minutes to discuss and 5 minutes to answer questions.
Feedback:	**Ask** the whole group if they have any questions related to their training package.
	Broader questions about the training can be parked in the Car Park if you do not have time to cover them, or if they will be covered in a later session.

Notes for ToT trainers:
• *There are variations in the section headings between the packages.*

Explain: Session plans work like a recipe to guide trainers through the session. Following the session plans will help trainers to:

- stay focused on the learning objectives
- keep to time
- focus group activities, discussions and questions on relevant topics.

Show the slide throughout the activity.

Activity 3	
Groups:	**Divide** trainees into the same pairs as the previous activity.
Instructions:	**Ask** trainees to read and discuss a detailed session plan with their partner, and to write down any questions for discussion with the group.
	Allocate a session from the following list, according to which package each pair is going to present during the ToT:
	• **WSTPb:** *Trainer's Manual,* page 99: A.8: *Transfers.*
	• **WSTPi:** *Trainer's Manual,* page 52: B.1: *Assessment overview and assessment interview.*
	• **WSTPm:** *Trainer's Manual,* page 15: A.1: *What is appropriate wheelchair provision?*
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 7 minutes to discuss and 5 minutes to answer questions.

Feedback:	**Ask** the whole group for any questions or clarifications.
	Park any questions on changing PowerPoint slides in the Car Park. These can be addressed in session ToT.10 Audio-visual tools and equipment.

Explain: There is a session summary box at the beginning of each session plan.
Ask one of the pairs: What are the different sections of the session summary?

Most important answers:
• **Objectives:** describes the aims of the session.
• **Resources:** any resources required for the session.
• **Context (For WSTPi this is called Context and prior learning):** Suggested adjustments to suit the local context/country/service.
• **To prepare:** things to prepare before the session starts.
• **Outline:** summarizes sections of the session with timings.

Ask another pair: What is the purpose of the *Context* or the *Context and Prior Learning* box?

Most important answer:
• It provides trainers with guidance about how the session plan could be adapted for the local situation or the type of participants attending the training.

Ask another pair: What might influence the context of the training?
Acknowledge responses.
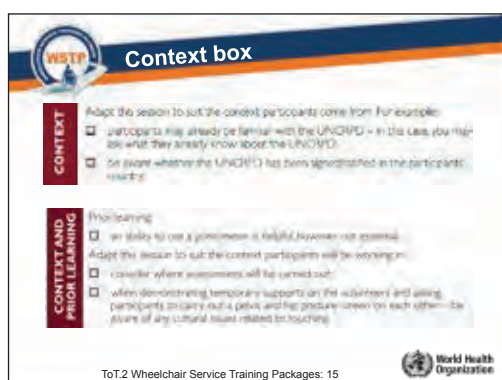
Explain: Sessions can be influenced by different:

- service delivery models
- levels of experience among participants
- institutional, regional or national policies
- available products for prescription.

Ask another pair: How do the session plans indicate that a video should be shown?

Most important answer:
• A video box is shown, with a video icon.

ToT.2 Wheelchair Service Training Packages: 16

Explain:

• It is important for trainees to be familiar with the content, relevance and timing of all the videos.
• More details on the use of videos are given later in the ToT.

Explain: The *Trainer's Manual* uses different words in **bold** to guide trainers. This includes words such as: **Ask, Explain, Show.**

ToT.2 Wheelchair Service Training Packages: 17
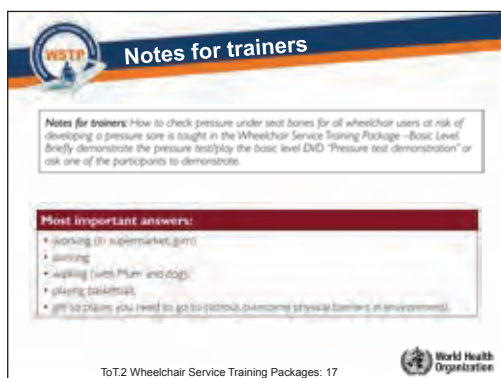
Explain: Extra information to help to guide trainers is provided in the *Trainer's Manual*, including:

• additional information that can assist trainers to answer questions from participants
• most important answers to questions
• guidance about group activities.

ToT.2 Wheelchair Service Training Packages: 18
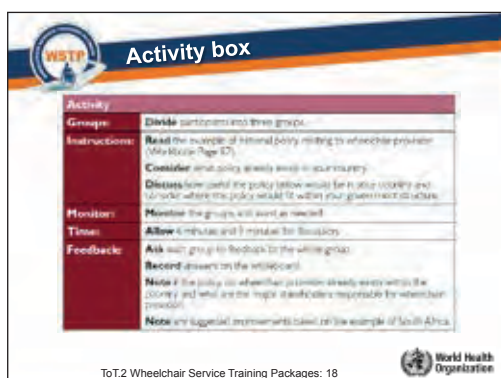
Ask another pair: What information is provided in the *Activity* table in the session plans?

Most important answers:
• **Groups**: how to split the whole group for the activity.
• **Instructions**: how the activity should be carried out, what to say to participants.
• **Monitor**: how to monitor groups during activities to ensure they are doing the right thing.
• **Time**: gives the duration of the activity and any time for feedback at the end.
• **Feedback**: questions to ask, key points to cover and how to draw out participants' thoughts and feelings.

Explain: The electronic copy of the WSTP can be run either on a computer hard drive or via an external storage device (DVD or WSTP Pen Drive).

Exit slideshow mode. **Pull up** the WSTP Pen Drive folder, from the WSTP Pen Drive or from the files on your computer.

Show the electronic copy of the *START.pdf* file on the projector.

Explain: Resources can be accessed from the standard WSTP Pen Drive menu or by clicking on the "Start" menu.

Show the links. Click on one or two sessions to show the PPTs.

Explain:
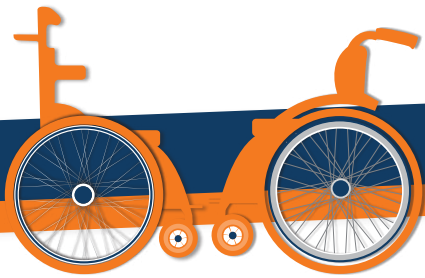
- Videos are embedded into the PPTs in the PDF versions of the files.
- All individual PPT files are available, and can be modified if necessary. Modifying PPTs will be discussed in a later session.

Show how to find the manuals, posters and forms.

Notes for ToT trainers:
• *Macintosh (Mac) computers cannot open the "Start" file and use the "Start" menu links unless the file is opened with Adobe Pro or similar.*

Explain: Each session ends with a *Key point summary* or *Actions for Managers* in the case of the WSTPm.

6. Key point summary (3 minutes)

Key point summary

- Four wheelchair service training packages: WSTPb, WSTPi, WSTPm and WSTPs.
- Developed to address the training needs of service providers and other stakeholders to meet the *Wheelchair Guidelines.*
- Each package includes a range of components to help trainers plan and deliver consistent and relevant training.

ToT.2 Wheelchair Service Training Packages: 20

Read the key points.

Ask whether there are any questions.

ToT.3 Practice delivery sessions

AIM	To provide details of the package-specific modules and the roles of ToT participants and trainers.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ describe the aim and structure of the WSTPtot practice delivery sessions ☐ describe the roles and responsibilities of lead and support trainees ☐ know which practice sessions they are to present ☐ know how to prepare for the practice delivery sessions.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.3: Practice delivery sessions* ☐ WSTPtot allocation (trainee copy) for the package-specific module: one for each trainee ☐ Lucky Dip trainee numbers on pieces of paper ☐ flipchart sheet with trainee numbers written on it.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook*. ☐ Refer to the terminology box at the beginning of this manual. ☐ Finalize and copy the *WSTPtot allocation* for the package specific module based on the number of trainees. ☐ Prepare Lucky Dip trainee numbers in bucket/hat based on final numbers. ☐ Prepare a flipchart sheet with the trainee numbers and a space to add participants' names once their numbers are selected. ☐ Discuss how you will allocate trainees for mentoring with their co-trainer. Give participants this information during the session, or at the beginning of *ToT.6 Preparation time*.
OUTLINE	1. Introduction — 4 2. Structure and aims of the package-specific module — 3 3. Format of practice delivery sessions — 2 4. Roles of lead and support trainees and ToT participants — 15 5. Reflection and feedback — 5 6. Preparing for practice delivery sessions — 30 7. Key point summary — 1
	Total session time — **60**

1. Introduction (4 minutes)

Ask: How confident do you feel to deliver the WSTP package/s you are here to learn, on a scale of one to ten?

- One means you are not at all confident
- Ten means you are very confident.

Explain:

- Record your score on page 10 of your *ToT Handbook*.
- At the end of the ToT programme, we will ask you to record how confident you now feel.
- You will add both scores to your confidential ToT evaluation form.

Explain the aim and objectives of the session.

2. Structure and aims of the package-specific module (3 minutes)

Explain:

- After the *Core training skills* sessions, you will begin your package-specific module.
- Package-specific modules include:
  - opportunities to deliver sessions from the WSTP you have chosen to learn
  - discussion sessions or demonstrations led by ToT trainers, or
  - a combination of the above.

3. Format of practice delivery sessions (2 minutes)

Practice delivery sessions

- Session allocation will be done by Lucky Dip (lottery)
- All trainees will have similar presenting time
- Trainees allocated lead and support trainee roles.

ToT.3 Practice delivery sessions: 5
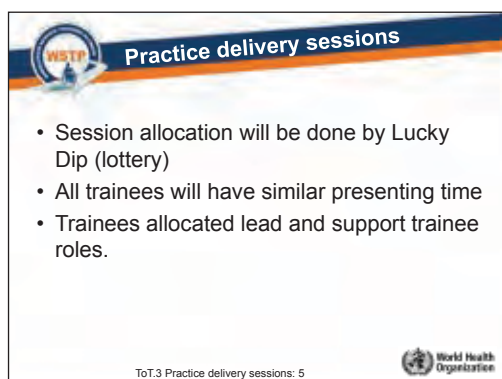
Explain:
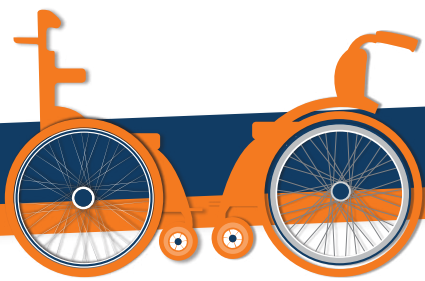
- Allocation of practice delivery sessions will be done by lottery (Lucky Dip) at the end of this session.
- Each trainee will have a similar amount of presenting time.
- You will be allocated roles as both a lead and support trainee.
- When two or more lead trainees are allocated to the same session, one will automatically assume the support trainee role when they are not presenting.

4. Roles of lead and support trainees and ToT participants (15 minutes)

Activity

Lead and support trainees
Working in pairs, answer the following question:
- What are the main roles of the lead and support trainees?

ToT.3 Practice delivery sessions: 6

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask** participants to discuss with their partner what they think are the main roles of the lead and support trainee. **Ask** participants to record their ideas in their *ToT Handbook* on page 11.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 3 minutes for the activity and 5 minutes for feedback.
Feedback:	**Ask:** What are the main roles of the lead and support trainees? **Discuss and clarify** answers, record the most important answers on the board. **Ask** participants to record the correct information in their *ToT Handbook*.

Most important answers:

The role of the lead trainee includes:

- delivering the session
- preparing demonstration and practical equipment
- keeping to time
- coordinating support trainees.

The role of the support trainee includes:

- writing answers on the board during participatory sessions
- adding any missing or supporting information
- helping to keep to time
- facilitating group activities
- giving feedback about participants to the lead trainee
- contributing to the overall feedback/reflection on the session delivery
- assisting with demonstration equipment during the session
- turning lights on/off and opening/closing blinds as needed when videos are shown.

Teamwork

Trainees should work together as a team to:
- prepare for the session
- set up the training room
- prepare demonstration equipment
- tidy training areas
- manage the session.

ToT.3 Practice delivery sessions: 7

Explain: During the practice delivery sessions, trainees should work together as a team. This includes supporting each other to:

- prepare for the session
- set up the training room
- prepare demonstration equipment
- tidy training areas
- manage the session, including:
  - managing time
  - clarifying errors
  - answering questions from participants
  - managing disruptions and interruptions.

Role models

Being a role model includes:
- being on time
- being well prepared
- problem solving
- being positive and constructive
- being responsible for yourself.

ToT.3 Practice delivery sessions: 8

Explain:

- Trainers should set positive examples of professional behaviour and practice.
- Model the behaviour you want to see from participants by:
  - being on time and well prepared
  - problem solving and finding solutions for challenging situations
  - providing positive and constructive feedback
  - managing yourself well: this includes balancing preparation with getting adequate sleep and good nutrition to help you to manage stress.

Question

What could you do if you are asked a question and do not know the answer?

ToT.3 Practice delivery sessions: 9
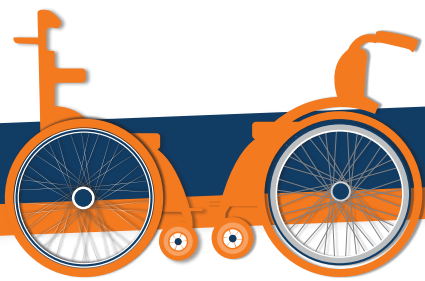
Explain: Being a good trainer and role model does not mean you always need to know the answers to questions.

Ask: What could you do if you are asked a question and do not know the answer?

Most important answers:
- Ask support trainees if they know the answer.
- Ask participants if they know the answer.
- Do not pretend to know the answer.
- Agree to find out the answer before the training programme finishes (add to Car Park).

Role of ToT participants

- Taking part in the case studies and practical activities
- Asking and answering questions
- Engaging in discussions.

ToT.3 Practice delivery sessions: 10
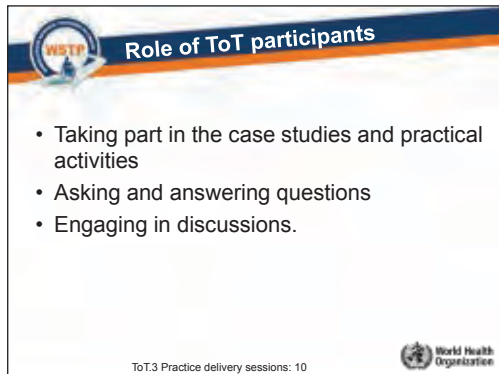
Explain:

- While your fellow trainees are delivering their sessions, you will play the role of the WSTP participant.
- This includes:
  - taking part in the case studies and practical activities
  - asking and answering questions
  - engaging in discussions.

- While it is important to participate actively to create a 'realistic' training situation, do not purposefully act in a challenging manner.
- Put away your WSTPtot *Trainer's Manual* and your *ToT Handbook* during the session delivery.

5. Reflection and feedback (5 minutes)

Reflection and feedback

Trainers need to be able to:
- reflect on their training skills
- provide constructive feedback.

ToT.3 Practice delivery sessions: 11
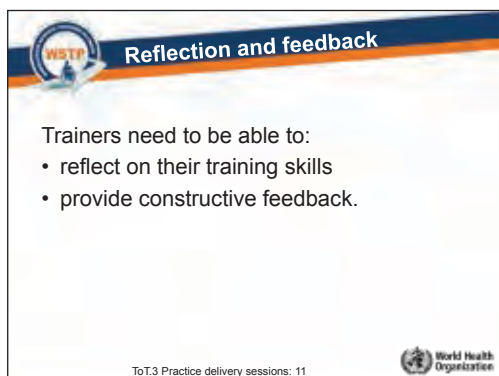
Explain:

- It is important that trainers learn to reflect on their own training skills.
- It is also important that trainers are able to give constructive feedback to training participants.
- Both of these skills are incorporated into the ToT programme.
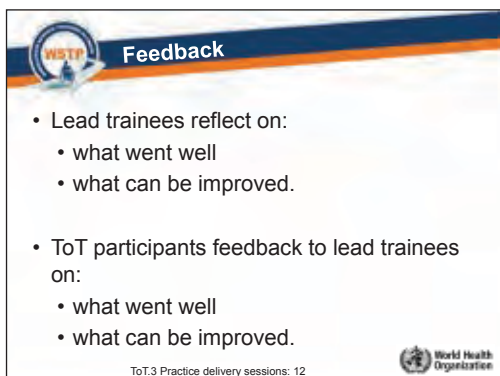
Explain:

- At the end of each practice delivery session, the lead trainee/s will be asked to reflect on:
  - what was good and what went well
  - what can be improved.

- ToT participants will provide brief feedback to lead trainee/s. We will discuss this further in *ToT.11: Feedback*.
- The ToT trainer will give feedback, adding anything not already mentioned by the lead trainee or ToT participants.

6. Preparing for practice delivery sessions (30 minutes)
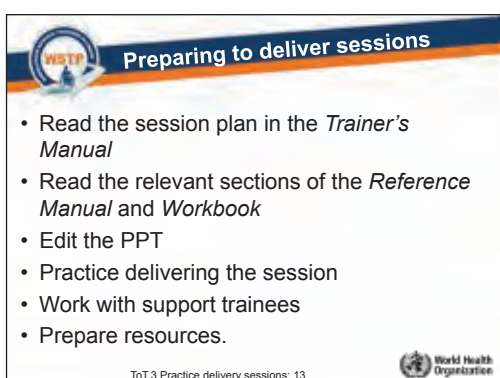
Explain:

- Read the session plan in your *Trainer's Manual* and make sure you understand all the material.
- Read the relevant sections of the participant's *Reference Manual* and *Workbook* (available for all but WSTPs).
- Make any relevant changes/additions to the PPT.
- Incorporate your own knowledge and experience and use your own case studies if appropriate.
- Practice your delivery, including timing.
- Work as a team with your support trainee.
- Prepare the resources you need for the session.

Explain: If your session includes a demonstration by the ToT trainer, discuss with them how they will manage their part of the session.

Errors

- Known errors are listed in your *ToT Handbook*
- Do not discuss changes made to the PPT with ToT participants
- Present as if it is a standard WSTP training.

ToT.3 Practice delivery sessions: 14

Explain:

- There are some known errors in the WSTP *Trainer's Manual, Participant Manuals* and *Workbooks,* and *PPTs.*
- Known errors are listed in your *ToT Handbook.*
- When preparing for your session, check if your session has errors, and make the necessary changes.
- Do not discuss the errors with ToT participants, but present the session as if you are training on a standard WSTP.

Notes for ToT trainers:

- *The WSTP has some known errors that will not be corrected until a second edition is published. The errors are listed in the ToT Handbook so that trainees can make corrections to their materials.*

Activity

Using the resources
- Working in pairs, look at the session in your *Trainer's Manual*
- Find related notes in your *ToT Handbook*
- Read through both to understand how they relate to each other
- Locate and review the *Guidelines for preparing practice delivery sessions.*
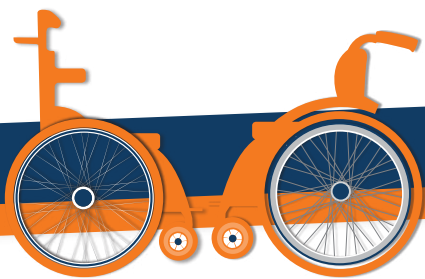
ToT.3 Practice delivery sessions: 1

Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask** the trainees to look at the following sessions in their *Trainer's Manual* and find the notes relating to this session in their *ToT Handbook*.
	Ask them to read through both to understand how they relate to each other, and how they would be used to prepare to deliver a session.
	• WSTPb: Session A.6: *Appropriate wheelchairs.*
	• WSTPi: Session B.8: *Prescription (selection) of PSDs – stabilizing the pelvis.*
	• WSTPm: Session A.1: *What is appropriate wheelchair provision?*
	Ask them to also locate the *Guidelines for preparing practice delivery sessions* in the introduction to the *ToT Handbook* and to briefly review it.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 10 minutes for the activity and 5 minutes for feedback.
Feedback:	**Emphasize** the following:
	• Trainees should follow the instructions in the *Trainer's Manual* and their *ToT Handbook* for the practice deliveries and all future co-training deliveries.
	• They should allow enough time to follow instructions dealing with errors in the WSTP materials; take account of gender and cultural considerations; and tips on session preparation, presentations and logistics to improve flow and timing.
	• During the practice deliveries, trainees are responsible for setting up the training areas as needed.
	Ask whether there are any questions.

Preparation time

- Some session preparation time is included in the ToT timetable
- ToT trainers are available during this time, or at breaks
- Ask for help if you have questions or concerns.

ToT.3 Practice delivery sessions: 16

Explain:

- There will be time at the end of each day to prepare for future practice delivery sessions. We will discuss this more in session ToT.6.
- ToT trainers will be available during breaks and at the end of the day. Ask for help if you have questions or concerns.
- It is normal to feel nervous when delivering the sessions in front of your peers and the ToT trainers.
- You will grow in skills and confidence as you deliver more sessions.
- Remember that it is not a competition, everyone has different training styles.
- You will be required to present feedback from group activities over the next two days – use this as an opportunity to practise presenting to your peers.

Time limits for session delivery

- Time will be strictly monitored
- ToT trainers will end the session at the correct time
- Learning to keep to time is an important skill.

ToT.3 Practice delivery sessions: 17

Explain:

- Time will be strictly monitored during practice deliveries to ensure trainees are treated equally.
- If you go over your time, the ToT trainers will stop you and move on to the next trainer, or end the session.
- Learn how to keep to time. It is an important skill, and you will improve with practice.

PPT

- The standard PPT for each session will be available on the training laptop
- If you make any changes to your PPT, you will need to provide it to ToT trainers before your session.

ToT.3 Practice delivery sessions: 18

Explain:

- The standard PPT for each session will be available on the training laptop with videos already embedded.
- If you make any changes to your PPT, you will need to upload it onto the training laptop before your practice delivery.

Allocation of sessions

• Time for LUCKY DIP!
• Pick a number
• Complete the *Practice delivery session allocation sheet*
• Note who is your ToT trainer mentor.

ToT.3 Practice delivery sessions: 19
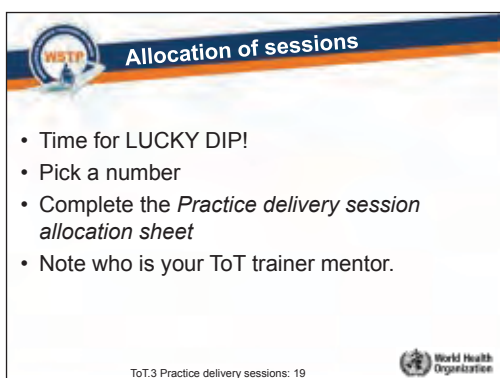
Explain: Now we will allocate the sessions.

Ask each trainee to pick a number.

Ask each trainee to write their name on their WSTPtot allocation (trainee copy) for the package-specific module.

Ask each trainee to tell the group their number and to record this on their list.

Record the trainee names next to the relevant numbers you have listed on the prepared flipchart paper.

Explain: Each trainee has been assigned a ToT trainer as his or her mentor. Your mentor will:

• assist you with preparation
• provide individual feedback on your presentation skills.

7. Key point summary (1 minute)

Key point summary

• As lead/support trainee:
  • practise the responsibilities of the role you are allocated
  • be a role model and work as a team.
• As a ToT participant:
  • give clear and specific feedback.

ToT.3 Practice delivery sessions: 20
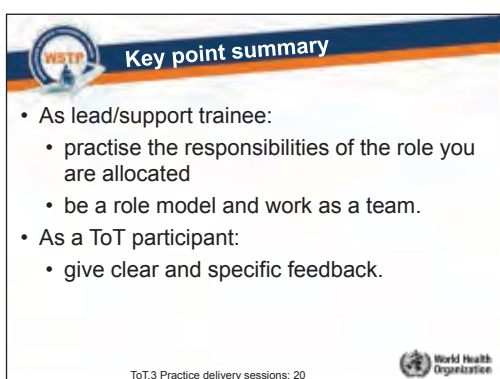
Read the key points.

Ask whether there are any questions.

ToT.4 Preparing for diversity

AIM	To understand culture, diversity, cultural competence and the importance of these concepts in relation to training the WSTP.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ understand the difference between culture and diversity ☐ understand the importance of cultural competence ☐ discuss challenges of cross cultural communication ☐ identify challenges to integrating wheelchair users into training and work environments.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.4: Preparing for diversity* ☐ masking tape or similar.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.* ☐ Plan appropriate 'divisions' to use for the first activity, based on local context and trainee group characteristics. ☐ Put a line of masking tape down the centre of an open area of the room to use for the first activity.

OUTLINE		
1.	Introduction	20
2.	Culture and diversity	5
3.	Cultural competence	20
4.	Encouraging diversity: inclusion of wheelchair users and people with disabilities	14
5.	Key point summary	1
	Total session time	**60**

1. Introduction (20 minutes)

Activity 1	
Groups:	Whole group.
Instructions:	**Draw attention** to the line of masking tape down the middle of the floor.
	Ask everyone to move to one side of the room.
	Ask all the men to stand on one side of the line and all the women to stand on the other.
	Explain this is our first diverse grouping: men and women. We are going to look at different aspects of diversity.
	Ask everyone who has children to stand on one side, and all the people who don't to stand on the other side.
	Ask everyone who is over 50 years of age to stand on one side of the room. Ask everyone else to stand on the other side.
	Continue with the exercise for at least six rounds.
	Divisions could include:
	• languages spoken
	• country or region of origin
	• presence or absence of disability
	• professional background.
Monitor:	**Ensure** that participants are not embarrassed or uncomfortable.
Time:	**Allow** 10 minutes for the exercise and 10 minutes for feedback.
Feedback:	**Ask** people how they felt about the divisions.
	Ask how did you feel when you were in the larger group?
	Ask how did you feel when you were alone or in a minority?
	Explain that for some this may be a negative experience, but for others it may be positive.

Explain: People often feel powerful and confident when they are in a majority. They can feel isolated and marginalized when they are in a minority. Groups can be separated or brought together by culture or by diversity and we are going to look at these two concepts in more detail.

Aim and objectives

Aim: To understand culture, diversity, cultural competence and the importance of these concepts in relation to training the WSTP.

Objectives:
- understand the difference between culture and diversity
- understand the importance of cultural competence
- discuss challenges of cross cultural communication
- identify factors and challenges to integrating wheelchair users into training and work environments.

ToT.4 Preparing for diversity: 2

Explain the aim and objectives of the session.

2. Culture and diversity (5 minutes)

Write the words *culture* and *diversity* on either side of a board or flipchart with a line running down the middle.

Ask: What do you understand the terms *culture* and *diversity* to mean?

Encourage responses and write on the board.

Most important answers:
Culture – the things that make us the same:
• a shared or common system of values, attitudes, morals, traditions, beliefs
• a shared understanding of appropriate behaviour.
Diversity – the things that make us different:
• ethnicity, gender, gender identity, age, physical abilities
• religious or spiritual beliefs, political beliefs
• professions.

Explain: Culture and diversity can be viewed in different ways.

- Are they seen as strengths and encouraged?
- Or are they seen as a source of conflict and disharmony?
- Are they a distraction?

Ask the group to reflect on the diversity and cultures present among themselves that we experienced in the earlier activity.

Ask: Is the group diverse?

Ask: What types of diversity does the group include?

Ask: What cultures do we share?

Acknowledge responses.

Explain: Remember that we all belong to more than one cultural group and we are all diverse in many ways.

3. Cultural competence (20 minutes)

Ask: What is cultural competence?

Acknowledge responses.
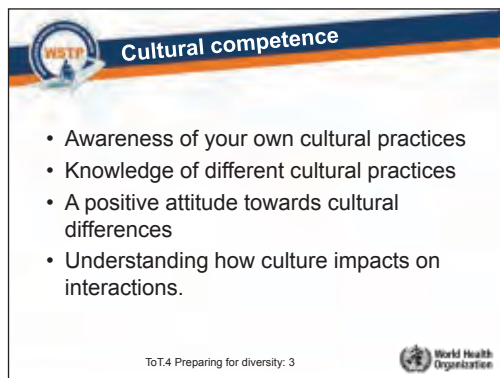
Explain:

- Cultural competence is an active process through which individuals learn how to effectively and respectfully engage with a culture that is different from their own.
- It is about having a positive attitude towards cultural differences and accommodating them.
- It is about being conscious of how culture impacts on interactions between people.

Explain: Cultural differences can lead to misunderstandings, disappointments, confusion, embarrassment, anger or insult. For example, a comment made without offence intended may be insulting to someone from another culture.

Explain: WSTP training may be delivered by trainers from a different culture to that of the participants. Some examples of how different cultural considerations may affect training are given in the *ToT Handbook* on page 16.

Activity

Cultural competence
- Think about examples of when you experienced a culture different from your own
- Write down what it was like, how you felt and what you learned
- Discuss the experience with your partner.

ToT.4 Preparing for diversity: 4

Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask** trainees to think about examples of when they experienced a culture different from their own. Write down what it was like, how they felt and what they learned. **Ask** trainees to discuss the experience with their partner.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 8 minutes for discussion and 5 minutes for feedback.
Feedback:	**Ask** 4–5 people to share their experiences with the group.

4. Encouraging diversity: inclusion of wheelchair users and people with disabilities (14 minutes)

Inclusion in the WSTP

The WSTP promotes the inclusion of wheelchair users and people with disabilities in training teams and as participants.

ToT.4 Preparing for diversity: 5

Explain:

- Disability is one aspect of diversity.
- The WSTP promotes the inclusion of wheelchair users in training teams and as participants.

Ask: Why is this important?

Most important answers:
• Wheelchair users are able to draw on their own first-hand experiences and perspectives to communicate the learning objectives of the WSTP.
• Being taught by a wheelchair user will reinforce the central role of wheelchair users in wheelchair services.
• The inclusion and participation of wheelchair users can help to shift perspectives of what people with disabilities are capable of; combat stigma, and reinforce the principles of the *CRPD*.

Wheelchair users in training teams

- Can draw on their own experiences
- Promote a user-centred and rights-based approach to wheelchair provision
- Act as role models of empowerment.

ToT.4 Preparing for diversity: 6

Read the slide.

Ask: What are some of the barriers preventing the full inclusion of people with disabilities, including wheelchair users, into society?

Most important answers:
• Attitudinal barriers.
• Environmental barriers: lack of access to homes, schools and community buildings.
• Lack of assistive devices.
• Cultural beliefs that see disability negatively.
• Lack of supportive legislation about disability rights.
• Lack of funding for services and support.

Barriers to inclusion

- Attitudinal
- Environmental
- Institutional.

ToT.4 Preparing for diversity: 7

Explain:

- Attitudinal barriers can include:
    - assumptions about what is possible for a person with a disability
    - assumptions that people with a disability cannot make decisions for themselves
    - treating people with disabilities as objects of charity
    - in some cultures, it is believed that people with disabilities are cursed and they are excluded from their communities and/or families as a result.

- Environmental barriers can include:
    - the natural environment – such as rocky or steep terrain
    - the built environment – such as inaccessible homes, schools and community buildings
    - a lack of assistive devices.

- Institutional barriers can include:
    - a lack of government legislation and policies that support the rights of people with disabilities
    - rules and regulations regarding admission criteria for school or university.

5. Key point summary (1 minute)

Key point summary

- Consider culture and diversity issues when you plan and deliver training
- Demonstrate cultural competence
- Promote the inclusion of wheelchair users and people with disabilities.

ToT.4 Preparing for diversity: 8
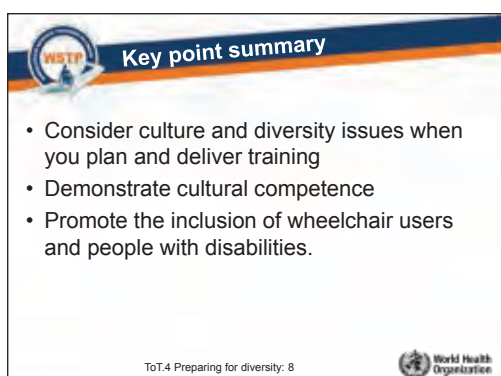
Read the key points.

Ask whether there are any questions.

ToT.5 Adult learning

AIM	To introduce the concepts of adult learning and different styles of learning: to understand how these approaches can improve delivery of the WSTP.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ describe how adults learn ☐ describe four preferred learning styles, including their own ☐ explain why understanding learning styles ensures the effective delivery of the WSTP ☐ describe how trainers can support participants with problem solving.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.5: Adult learning.*
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook*.

OUTLINE		
1.	Introduction	2
2.	Preferred learning styles	25
3.	Experiential learning cycle	30
4.	Supporting adult learning	10
5.	Helping participants to problem solve	15
6.	Key point summary	3
	Total session time	**85**

1. Introduction (2 minutes)

Aim and objectives

Aim: To introduce the concepts of adult learning and different styles of learning and to understand how these approaches can improve delivery of the WSTP.

Objectives:
- describe how adults learn
- describe four preferred learning styles, including your own
- explain why learning styles are relevant in delivering the WSTP
- describe how trainers can support participants with problem solving.

ToT.5 Adult learning: 2

Explain the aim and objectives of the session.

2. Preferred learning styles (25 minutes)

Activity

Adult learning
- Think about positive learning experiences you have had
- Write down how they were positive
- Share your experiences with your partner.
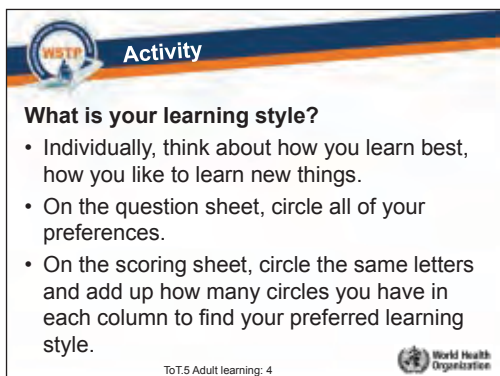
ToT.5 Adult learning: 3

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask** trainees to: • Think about positive learning experiences they have had. • Write down in what way the experiences were positive in the table on page 20 of their *ToT Handbook*. • Share experiences with their partner.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 5 minutes for individual reflection and discussion in pairs, and 5 minutes for feedback.
Feedback:	**Ask** each pair to read out one item from their list, going around the room until all the experiences are written on the board. **Allow** brief discussion.

Explain: We can see from the positive learning experiences discussed during the last activity that there are different ways that we prefer to learn.
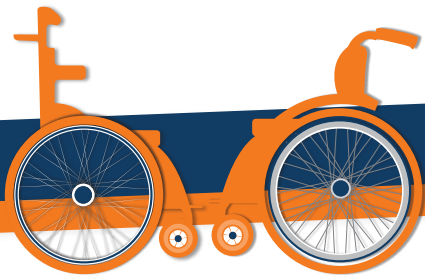
Show the slide throughout the activity.

Activity 2	
Groups:	**Ask** trainees to work alone.
Instructions:	**Ask** trainees to turn to page 21 in their *ToT Handbook.*
	Explain that there is a list of statements in the *ToT Handbook* that relate to learning.
	Ask trainees to circle all of their preferences and transfer the information to the scoring sheet on the next page.
	Ask trainees to add up the number of circles to see which column has the highest number. The column with the highest number is their preferred learning style.
Monitor:	**Monitor** trainees and assist as needed.
Time:	**Allow** 10 minutes for the activity and 3 minutes for feedback.
Feedback:	**Ask** each trainee to share their preferred learning style with their neighbour.
	Highlight that if some people have two or more styles with the same or similar number, this means they have no strong preferences and are comfortable with more than one way of learning.
	Ask trainees if their learning style/s match their positive learning experiences.

3. Experiential learning cycle (30 minutes)

Explain:

- Each of us has a preferred learning style or styles.
- However, learning new information and skills is most effective when we learn the information in multiple ways.

Experiential learning cycle

Experiencing
Doing/applying
Observing/reflecting
Thinking/understanding

ToT.5 Adult learning: 5
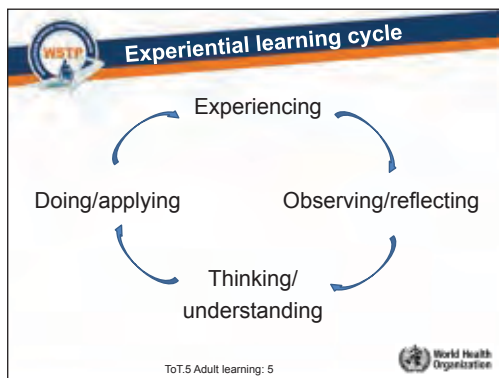
Explain:

- Each stage of the experiential learning cycle matches the four learning styles.
- While we all have different styles, learning new knowledge and skills is most effective when we go through each of the four stages.
- This is why each of the four phases or types of learning are included in the WSTP.
- We can start anywhere in this cycle: with an experience; with a reflection or observation; with a theory or definition/explanation of a concept; or by doing.

Teaching methods for all

- Role plays and simulations for 'experiencers'
- Videos and demonstrations for 'observers'
- Lectures on theories and frameworks for 'thinkers'
- Practice sessions for 'doers'.

ToT.5 Adult learning: 6
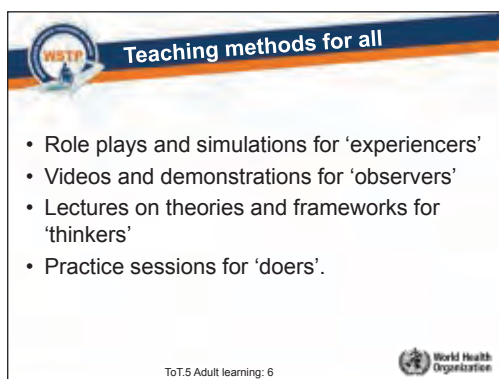
Explain: When developing the WSTP, preferred learning styles and adult learning concepts were incorporated into the structure of individual session plans and the overall training timetable.

Explain: The WSTP follows these four phases to ensure that learning happens.

- During WSTPb, participants try different mobility skills in a wheelchair. This is experiencing.
- During WSTPi, participants watch a video of wheelchair users and their families talking about the positive impact of postural support devices. This is observing or reflecting.
- During WSTPm, participants learn about concepts and principles related to wheelchair service delivery. This is thinking or understanding.
- During WSTPb and WSTPi, participants work with wheelchair users and provide them with an appropriate wheelchair and cushion. This is doing or applying.

Ask: What would happen if we missed out the experience part?

Most important answer:
• The learning will not have a connection with the person's life; it will not be anchored in the participant's personal experience – it would be abstract.

Ask: What would happen if we missed out the observation part?

Most important answer:
• The learner would not be able to explore or see how his or her personal experience connects to the larger abstract concept or framework.

Ask: What would happen if we missed out the thinking part?
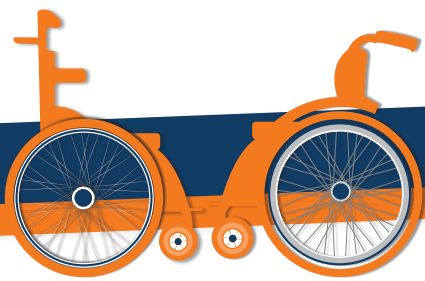
Most important answer:
• The learner would go from one experience to another without being able to see how they link together. He or she would not be able to benefit from a framework that would help organize the experiences in a meaningful way.

Ask: What would happen if we missed out the doing (practice) part?

Most important answer:
• The learner would not find out how to apply the theory or framework in the workplace or in his or her own life.

Explain: It is important that trainers support all learning styles, not just the ones that we personally prefer.

Activity

Putting concepts into practice
- Read what styles of learning Carlos, Miriam, Sita and Ahmad prefer.
- Read each of the training activities listed and decide who would find the activity most appealing, considering their learning style.
- Later you can review the list of activities with respect to your own preferred style.

ToT.5 Adult learning: 7

Explain: Now that we have looked at the concept of learning styles and the experiential learning cycle, let's put this into practice and learn by doing.

Show the slide throughout the activity.

Activity 3	
Groups:	**Divide** trainees into groups of two or three.
Instructions:	**Ask** trainees to look at the *Matching activities with learning preferences* sheet in the *ToT Handbook* (pg. 24). **Explain:** • Carlos learns best by doing • Miriam learns best by observing • Sita learns best by experiencing • Ahmad learns best by understanding the big picture. **Ask** trainees to place an 'x' under the name of the person who would find the training activity most effective given their learning style. **Suggest** that after the session each participant should fill in the last column with their own preference.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 10 minutes for the activity and 10 minutes for feedback.
Feedback:	Review the answers with the whole group as follows: **Ask** trainees to volunteer answers. **Check** if everyone agrees. If there is no disagreement, **acknowledge** the answer (if it is correct) and **move** to the next line. If not everyone has the same answer **prompt** the correct answer and **clarify.** **Allow** only brief discussion.

Answers

	Doing Carlos	Observing Miriam	Experiencing Sita	Understanding Ahmad
1. Using a role play to practise wheelchair user training	✕		(✕)	
2. Watching the trainer show how to measure a new wheelchair user		✕		
3. Attending a presentation by a government official about laws and regulations regarding wheelchair services in his or her country				✕
4. Watching people in wheelchairs doing the things they want to do		✕		
5. Learning about the key documents that are relevant to wheelchair services				✕
6. Discussing with other participants the advantages and disadvantages of follow-up in the user's home			✕	
7. Listening to the trainer review the most important articles in the *CRPD*				✕

Answers	Doing	Observing	Experiencing	Understanding
	Carlos	Miriam	Sita	Ahmad
8. Making a pressure-relief cushion	✕		(✕)	
9. Riding a wheelchair to get a feel for the obstacles a wheelchair user might experience			✕	
10. Observing the trainer conduct an assessment		✕		
11. Doing an assessment interview with a new user	(✕)		✕	
12. Calculating the cost-savings of adding a wheelchair service to existing rehabilitation services	✕		(✕)	

4. Supporting adult learning (10 minutes)

Explain: While we all have preferred learning styles, there are some common factors that relate to all adult learners.

Explain:

- Adult learners are self-directed and responsible for their own learning.
- This means supporting them to be:
  - active participants
  - engaged in discussions and group activities.

Explain:

- Adult learners bring their own knowledge and experience to each learning activity, including:
  - work-related experience
  - previous education
  - life and family experience.

Explain:

- Adult learners need learning to be relevant and practical.
- Adults must see a reason for learning the new information – and be able to apply it to their situation.
- Training should have:
  - clear learning objectives
  - obvious practical application.
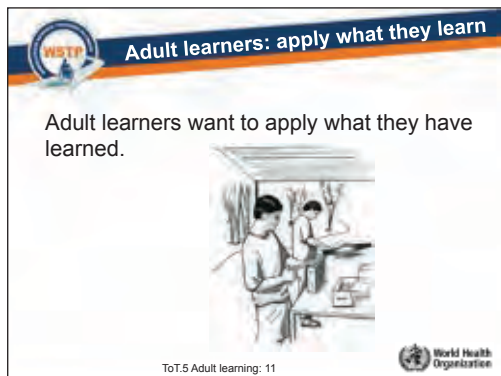
Explain: Adult learners want to apply what they have learned.

- Use examples to help them see the connection between what they are learning during training and what they will do after the training programme is over
- Use problem-solving activities
- Create learning-action plans.

5. Helping participants to problem solve (15 minutes)
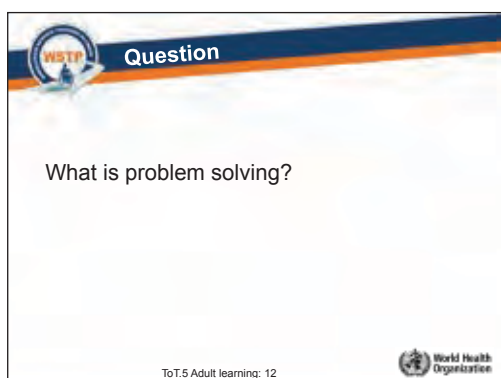
Ask: What is problem solving?

Most important answer:
• The process of finding the best solution to a problem. It is an important part of adult learning.
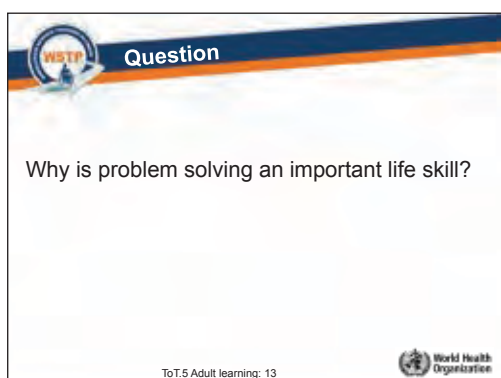
Ask: Why is problem solving an important life skill?

Most important answers:
• Because we all set goals and face challenges to achieve them. • Because we need to find ways to overcome barriers we encounter.

Explain:

- Problem solving is an important skill in wheelchair service provision where solutions to problems may be complex.
- We have an important role as trainers to develop participants' problem-solving skills, so they can find solutions to the difficulties they come across in their work.

Show the slide throughout the activity.

Activity

Problem solving
How can we help participants to problem solve and find their own solutions?

ToT.5 Adult learning: 14
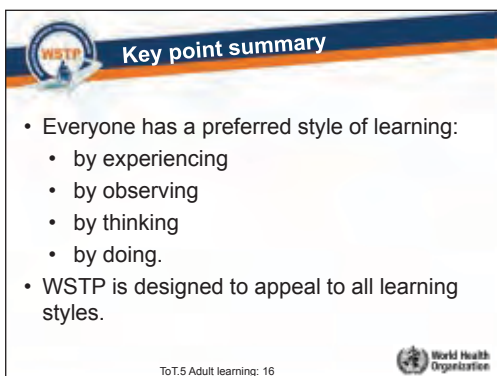
Activity 4	
Groups:	**Divide** trainees into groups of two or three.
Instructions:	**Ask** trainees to brainstorm how they can help participants to problem solve and find their own solutions. Take 2 minutes to think about it individually, then share with your group members to create a list of ideas.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 12 minutes for this activity.
Feedback:	 **Develop problem-solving skills** • Ask open-ended questions • Ask rather than tell • Invite others to participate • Avoid 'I don't know' • Be patient • One step at a time • Encourage creativity • Encourage teamwork. ToT.5 Adult learning: 15 **Ask** each group in turn to describe one way to support participants in problem solving. Continue until there are no new ideas. **Record** each new idea on the board using only a few key words. **Acknowledge** good examples of things to consider. **Correct/clarify** any misunderstandings. **Show** the slide to summarize.

Most important answers:

- **Ask open-ended questions –** these cannot be answered with a simple 'yes' or 'no'. Open-ended questions require trainees to think more deeply about something, or explore their own experience and think for themselves, rather than guessing the answer that the trainer expects.
- **Ask rather than tell –** ask participants what they think the solution should or could be, rather than telling them. Help them work it out for themselves.
- **Invite others in the group to come up with a response –** 'does anyone have a different idea?'
- **Encourage case discussion –** talk to participants about individual users who come to the training for assessment, fitting and user training.
- **Don't take 'I don't know' for an answer –** help participants consider what they do know about a subject and support them in considering possible answers.
- **Be patient –** developing problem-solving skills takes time.
- **One step at a time –** assist participants by breaking down the task into individual steps and asking questions/facilitating problem solving step-by-step.
- **Encourage** participants to be creative and to think laterally.
- **Encourage** participants to work together; teamwork and good communication helps to solve problems.

6. Key point summary (3 minutes)

Key point summary

- Everyone has a preferred style of learning:
  - by experiencing
  - by observing
  - by thinking
  - by doing.
- WSTP is designed to appeal to all learning styles.

ToT.5 Adult learning: 16
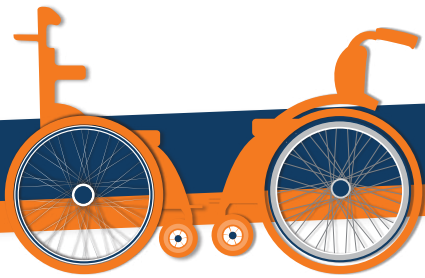
World Health Organization

Read the key points.

Ask whether there are any questions.

ToT.6 Preparation time
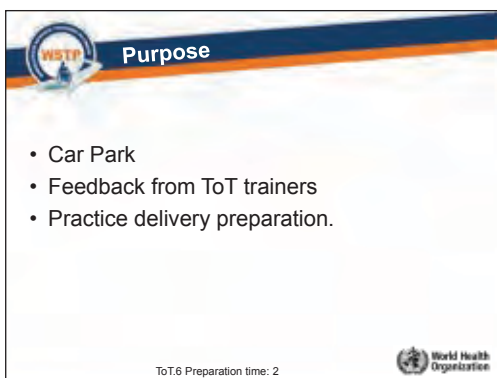
AIM	To ensure trainees use the preparation time effectively at the end of each day.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ understand the purpose of the preparation time at the end of each day ☐ discuss any questions related to their practice deliveries.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.6: Preparation time.*
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook*. ☐ Review the Car Park and prepare to answer any questions.

OUTLINE		
1. Review of Car Park		10
2. Purpose of preparation time		5
	Total session time	**15**

1. Review of Car Park (10 minutes)

Review the Car Park with trainees. If any items need to be clarified before the next day, provide answers or explanations as needed.

2. Purpose of preparation time (5 minutes)
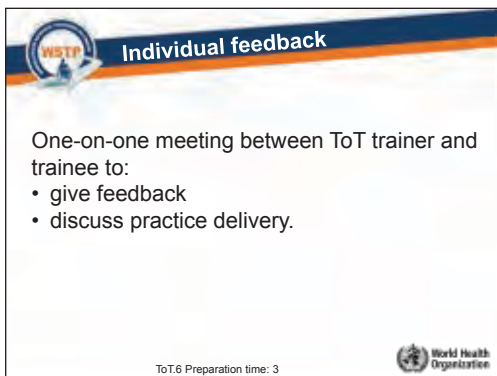
Explain: After our first day, we have time set aside for:

- reviewing any remaining Car Park items
- trainees to meet with ToT trainers for feedback
- preparing for practice deliveries.

Explain:

- ToT trainers will set up short, one-on-one meetings with lead trainees to give feedback and discuss their practice delivery.
- It is an opportunity for trainees to ask questions about how to apply this feedback to future practice deliveries.
- We will discuss how to give and receive feedback in more detail in *ToT.11*.

Preparation for practice deliveries

- Coordinate with trainees assigned to the session
- Prepare materials or flipcharts
- Raise questions with ToT trainers
- Check PPT presentations
- Study session plans.

ToT.6 Preparation time: 4
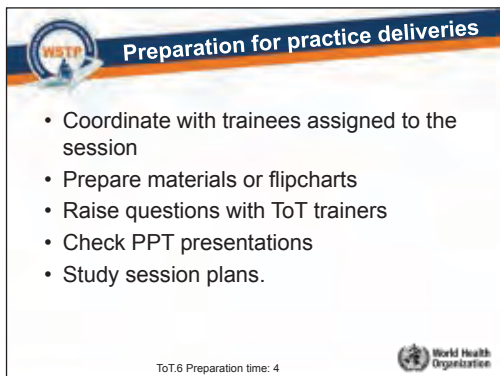
Explain: When you are not meeting with ToT trainers to discuss feedback, you should use this time to:

- coordinate with your co-trainers
- prepare demonstration materials and AV equipment needed for your session
- clarify any content of your session that you do not understand with the ToT trainers
- check that your PPT presentation is working correctly.

Ask whether there are any questions.

Remind trainees of any logistics they need to remember before the start of the training day tomorrow.

Notes for ToT trainers:
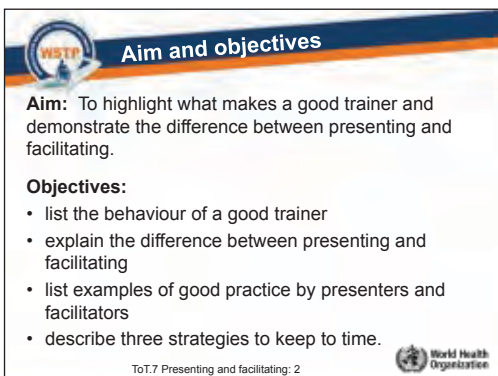
- *After the first day of the WSTPtot, use this time to arrange logistics related to practice deliveries during the rest of the programme. For example, can trainees come to the site early to set up for their session; or, when should trainees upload any modified PPTs for use the next day?*

ToT.7 Presenting and facilitating

AIM	To highlight what makes a good trainer and demonstrate the difference between presenting and facilitating.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ list the behaviour of a good trainer ☐ explain the difference between presenting and facilitating ☐ list examples of good practice by presenters and facilitators ☐ describe three strategies to keep to time.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.7: Presenting and facilitating.*
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.*
OUTLINE	1. Introduction 3 2. Trainer skills 15 3. Presenting and facilitating 5 4. Good practices for presenting and facilitating 15 5. Managing time 20 6. Key point summary 2 **Total session time 60**

1. Introduction (3 minutes)

Aim and objectives

Aim: To highlight what makes a good trainer and demonstrate the difference between presenting and facilitating.

Objectives:
- list the behaviour of a good trainer
- explain the difference between presenting and facilitating
- list examples of good practice by presenters and facilitators
- describe three strategies to keep to time.
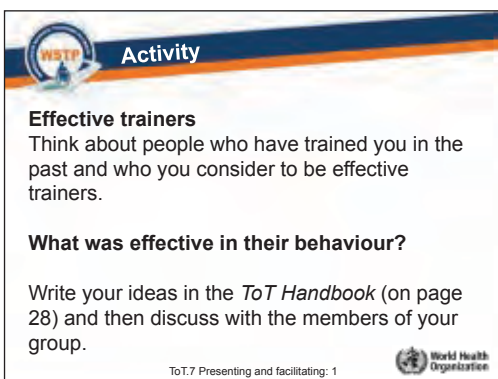
ToT.7 Presenting and facilitating: 2

Explain the aim and objectives of the session.

2. Trainer skills (15 minutes)

Explain: You need to develop a variety of skills to deliver a successful training programme.

In this session we look at the skills of a trainer, both as a presenter of information and as a facilitator of learning. Effective trainer behaviour is critical to bring about participants' learning and create a positive learning environment.

Activity

Effective trainers
Think about people who have trained you in the past and who you consider to be effective trainers.

What was effective in their behaviour?

Write your ideas in the *ToT Handbook* (on page 28) and then discuss with the members of your group.

ToT.7 Presenting and facilitating: 1

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into groups of two or three.
Instructions:	**Ask** trainees to think about people who have trained them in the past and to identify who they consider to have been effective trainers. In other words, people who enabled them to learn what they needed to and who gave them positive and worthwhile experiences.
	Ask trainees to take a few minutes to reflect on the effective trainers' behaviour and write their ideas in the space on page 28. in the *ToT Handbook* headed: *What was effective in their behaviour?*
	Ask trainees to share their thoughts with the member/s of their group.
	Ask groups to consider all aspects of their previous trainers' behaviour:
	• how they presented themselves
	• how they interacted with the trainees
	• how they managed the training
	• how they created a positive environment.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 5 minutes for discussion and 10 minutes for feedback.
Feedback:	**Ask** the groups to report back, giving one idea each until all ideas have been presented.
	Record ideas on the board.
	Refer trainees to the information in their *ToT Handbook.*
	Remind trainees that they will have a chance to practise the behaviour later in the week.
	Suggest that trainees use the list of *Good practice for presenting and facilitating* in the *ToT Handbook* (pg. 29) to help them to identify behaviour they need to work on. Explain that the list can be used for self-assessment if desired.

3. Presenting and facilitating (5 minutes)

Explain: The role of the trainer in the WSTP switches frequently between presenting and facilitating.

Ask: What do you think the difference is between presenting and facilitating?

Allow trainees a few minutes to think about this, then collect responses from the group.

Show the next slides and acknowledge responses already given.

Read the slide content, expand if needed.
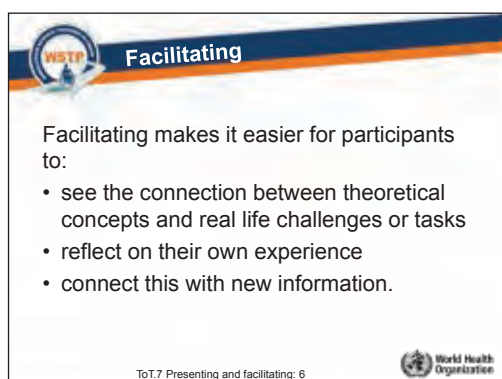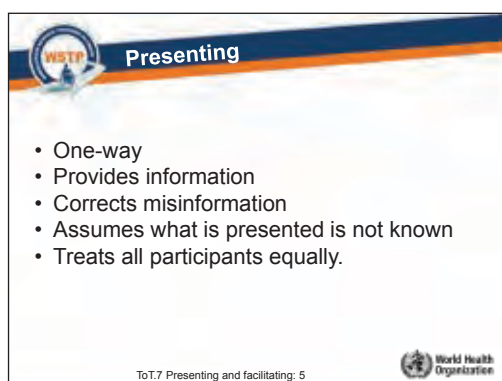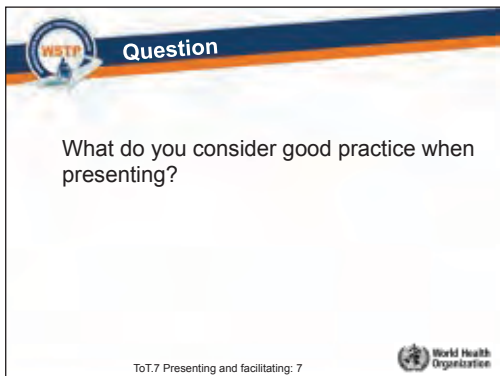
Read the slide content, expand if needed.

Explain that in the WSTP a combination of presenting and facilitating is used. The *Trainer's Manual* indicates when to present and when to facilitate.

4. Good practice for presenting and facilitating (15 minutes)

Ask trainees to reflect on what they consider good practice when giving a presentation. Collect responses from the group.

Notes for ToT trainers:

- *ToT trainers must ensure they are a model of good practice throughout the ToT, especially during this session. Make sure you practise everything you say.*
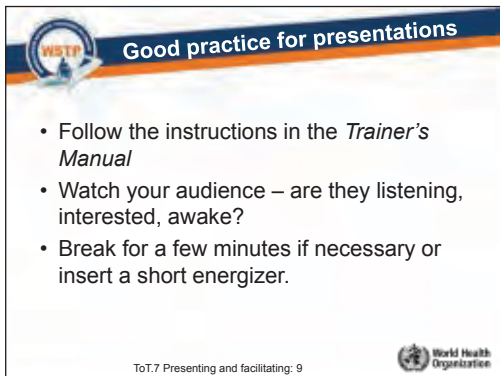
Read the slides and acknowledge examples already given by the participants when reviewing.

Ask: Who knows what we mean by an *energizer?*

Acknowledge responses.

Explain:

- An *energizer* is a short activity designed to enliven and re-energize a group of participants.
- Often, but not always, the *energizer* is unrelated to the content of the session.
- There is a section about energizers, with examples, in the *ToT Handbook* on page 30–31.

Ask a trainee to lead a short energizer for the group.

Ask trainees what the energizer did to the group.

Notes for ToT trainers:
• *Most trainees will know some energizers from previous training experiences. Be prepared to give an example if no one volunteers.*

Using PowerPoints

- Use slides as a prompt
- Allow time for participants to absorb the content
- Match slides to what you are saying
- Avoid reading from screen
- Avoid blocking the beam.

ToT.7 Presenting and facilitating: 10
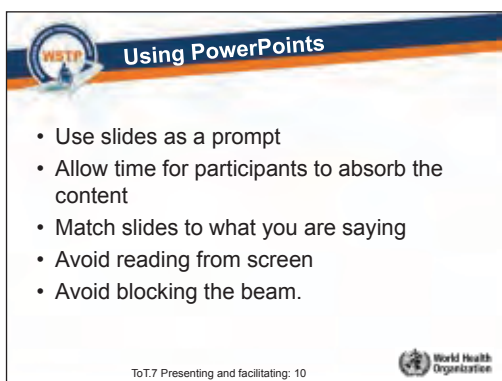
Explain:

- Use the slides as a prompt and to show the key messages.
- Allow time for participants to absorb the content of each slide. This will take longer for those working in a foreign language.
- Add variety by asking participants to read slide messages out loud.
- Make sure the slide shown corresponds with what you are saying.
- Keep the slides synchronized with the *Trainer's Manual.*
- Avoid reading from the screen.
- If you do read from the screen, do not look over your shoulder or stand with your back to the audience.
- Avoid blocking the beam.

Demonstrate these last three points by showing how you can move to the side of the training room or behind the participants.

Ask: How will your presentation style and session planning change when participants have a visual impairment?

Acknowledge answers.

Most important answers:
• Read information on the slides to ensure participants with visual impairments get all of the information.
• Make sure the presentations are in a large font and that the screen is as large as possible for those who are partially sighted.
• Meet with participants before the training to understand their needs.
• If participants use a screen reader, provide documents and presentations ahead of time so they can review before the training starts.
• Provide documents in braille if applicable.

WSTP
Good practice when facilitating

- Understand the purpose of the activity
- Give people time and space to think for themselves
- Ask rather than tell
- Give clear instructions
- Check on learning.

ToT.7 Presenting and facilitating: 11
World Health Organization

Read the slide.

Refer trainees to the key points in the *ToT Handbook*.

Expand as needed.

WSTP
Question

Where did you see us *presenting* and where did you see us *facilitating* in the ToT so far?

ToT.7 Presenting and facilitating: 12
World Health Organization

Ask: Can anyone think of examples where the trainers have been *presenting* and where they have been *facilitating* in the sessions we have done so far?

Ask: How do the two methods feel different to you as a trainee?

Acknowledge responses.

Remind trainees that they will have the opportunity to observe and practise both presenting and facilitating as the ToT continues.

5. Managing time (20 minutes)

Explain:

- Trainers and participants need to make sure that the training programme runs on time.
- There are many sessions and activities and a limited amount of time to complete them.
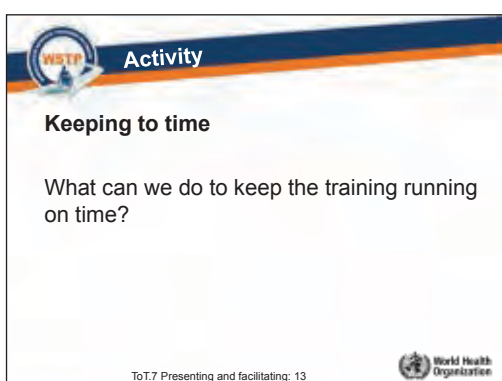
Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** the trainees into pairs.
Instructions:	**Ask** What can we do to keep the training running on time?
	Ask trainees to write ideas down in their *ToT Handbook* on page 31.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 5 minutes for discussion and 15 minutes for feedback.
Feedback:	**Feedback** as a whole group, taking suggestions from pairs in turn.
	Acknowledge responses and add to them using the *Notes for ToT trainers* below.

6. Key point summary (2 minutes)

Key point summary

- Factors contributing to the quality of training
- Characteristics of presenting and facilitating
- Good practice for presenters and facilitators.
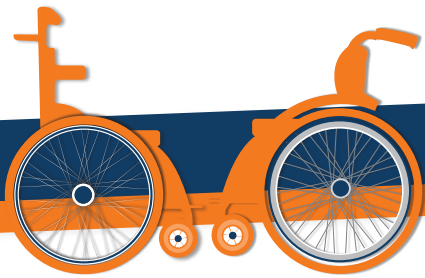
ToT.7 Presenting and facilitating: 14

Read the key points.
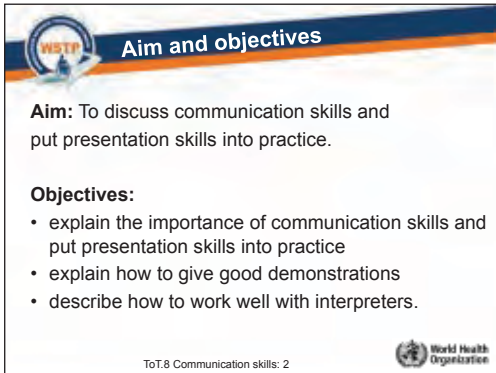
Ask whether there are any questions.

ToT.8 Communication skills

AIM	To discuss communication skills and put presentation skills into practice.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ explain the importance of communication skills and put presentation skills into practice ☐ explain how to give good demonstrations ☐ describe how to work well with interpreters.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.8: Communication skills.*
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.*

OUTLINE		
1.	Introduction	2
2.	Types of communication	55
3.	Demonstrations, videos and interpreters	30
4.	Key point summary	3
	Total session time	**90**

1. Introduction (2 minutes)

Explain the aim and objectives of the session.

Aim and objectives

Aim: To discuss communication skills and put presentation skills into practice.

Objectives:
- explain the importance of communication skills and put presentation skills into practice
- explain how to give good demonstrations
- describe how to work well with interpreters.
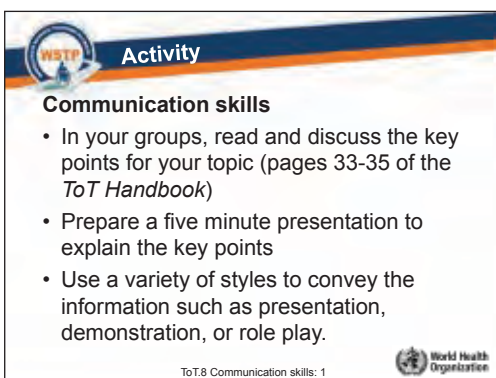
ToT.8 Communication skills: 2

2. Types of communication (55 minutes)

Explain:

- Communication skills are key to becoming a good trainer.
- In this activity you will have the opportunity to practise your communication skills.
- You will take on the role of trainer and present the key learning points for your topic yourself.
- This is a chance for you to put some of the skills discussed in the *Presenting and facilitating* session into practice.

Show the slide throughout the activity.

Activity

Communication skills
- In your groups, read and discuss the key points for your topic (pages 33-35 of the *ToT Handbook*)
- Prepare a five minute presentation to explain the key points
- Use a variety of styles to convey the information such as presentation, demonstration, or role play.

ToT.8 Communication skills: 1

Activity 1	
Groups:	**Divide** trainees into four groups.
Instructions:	**Assign** each group one of the topics listed in the *Notes for ToT trainers* that follow and direct trainees to page 33–35 in the *ToT Handbook.* Each group should present the information listed under their topic. **Encourage** groups to be creative and to use props, flipcharts, or the board as desired.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 20 minutes for groups to prepare the task; 5 minutes for each group to present; 2 minutes for discussion after each presentation; and 5 minutes for final feedback and consolidation by the ToT trainer.
Feedback:	**Refer** trainees to their *ToT Handbook* to check if all the information was communicated in the session. **Focus** feedback on the content of the session and the different communication skills. The ToT trainer should briefly summarize any key points not clearly presented by the group.

Notes for ToT trainers:

Group 1 – Verbal skills

- *Be aware of speed, volume and rise and fall (intonation) of the voice when presenting.*
- *Avoid using socially inappropriate language, including slang and 'non-speak' ('er', 'um', 'like', 'you know').*
- *Be heard clearly by all participants.*
- *Be aware of when participants do, and do not, understand what the trainer says.*
- *Be sure that everyone understands when the training programme is in a second language for participants, or when it is delivered via an interpreter.*
- *Use terms that will be understood by all the participants (especially when discussing anatomical parts of the body).*
- *Terms used in the training are simple and non-medical to ensure wheelchair service users and participants without clinical or higher education understand the content.*

Group 2 – Non-verbal communication

- *Maintain eye contact.*
- *Be aware of your body language.*
- *Use humour when appropriate. Humour is about lightness and not taking oneself and one's opinion too seriously.*
- *Humour does not mean joking. Jokes are often cultural and may not work the way you intended.*
- *Use appropriate actions when communicating with wheelchair users, including lowering your body to be at eye level.*
- *Position yourself and participants in the room:*
  - *when presenting, the trainer should stand at the front or side*
  - *participants should be able to see and hear the trainer*
  - *in semi-circles so that no one is in the back row and all participants can see each other*
  - *standing behind participants is appropriate in certain circumstances, for instance when presenting and the trainer needs to read their PowerPoint slides*
  - *depending on the context, it may be appropriate for the trainer to sit at times; this creates a more relaxed, friendly dynamic.*

Group 3 – Asking questions

- *Allow time for all participants to think about and respond to the question – don't always take an answer from the first respondent. Some participants may need time to think, especially if the training is not being delivered in their first language.*
- *Don't jump to answer participants' questions. Help facilitate participants to think of the idea, concept, or answer without telling them the answer when possible. Draw answers from the room.*
- *Rephrase questions when needed. If the response from participants is silence, confusion, or a wrong answer, the question may need to be rephrased.*
- *Use open questions to check understanding (for example, 'what are the three causes of pressure sores?').*
- *Avoid using closed questions (questions where the response is 'yes' or 'no').*
- *Acknowledge when correct answers are given.*
- *If an incorrect answer is given, first ask the same question to another participant or to the rest of the group. Only provide the correct answer if no one in the group can do so.*
- *If questions are repeatedly answered incorrectly, it is a sign that something is wrong. Possible problems include:*
  - *participants are not learning. You may need to rephrase your explanation or return to an earlier part of the training that now appears to be poorly understood*
  - *questions are inappropriate for their level of knowledge*
  - *questions are poorly phrased*
  - *questions use words participants do not understand.*

Group 4 – Answering questions

- *Sometimes participants ask a question without thinking it through for themselves. When this happens, challenge them to work out the answer themselves. (Refer to the last exercise in Session ToT.5: Adult Learning).*

- *Help participants find the answer by questioning them. For example, 'What do you think?', 'What factors are important to consider when deciding…?' Draw out the correct ideas from participants, developing their clinical reasoning and problem-solving skills.*

- *If someone asks a question that you do not know the answer to, first ask if any participants or co-trainers can answer it.*

- *If no one can answer, add the question to the Car Park and offer to look it up and share it with the group before the end of the training.*

- *Never make up an answer if you do not know.*

- *If there is not enough time to answer a question at the time of asking, use the Car Park to make a note of it and address it later in the training programme.*

- *Avoid spending time on questions that are beyond the aim and objectives of the session. Take the opportunity in a break to discuss the issue with the questioner.*

- *Questions related to upcoming sessions can be parked in the Car Park. When Car Park questions are covered, check if the participant feels their question has been answered.*

- *Listen: make sure you listen to the whole question before assuming you know what the question is. This means not interrupting or filling in the sentence.*

- *Be aware of the difference between 'right/wrong' questions (especially relevant to WSTPb and WSTPi) and those that do not have a right or wrong answer, as is often the case in WSTPm and WSTPs.*

3. Demonstrations, videos and interpreters (30 minutes)

Other communication skills

- Giving demonstrations
- Using videos
- Communicating through foreign language and sign language interpreters.

ToT.8 Communication skills: 4

Explain: We will now look at three more aspects of communication.

Read the slide.

Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** trainees into two groups.
Instructions:	**Ask** trainees to close their *ToT Handbook* (the answers are in the book). **Assign** one topic to each group: • **Ask** group 1 to consider: Good practice for giving demonstrations and showing videos. • **Ask** group 2 to consider: Working with foreign language and sign language interpreters. **Ask** trainees to discuss what to consider when delivering training about your topic and to write it on a flipchart to present to the other group. **Refer** trainees to the activity instructions on the PPT slide.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 10 minutes for the groups to develop their lists; 5 minutes for each group to present; and 5 minutes for additional key points after each presentation.
Feedback:	**Ask** group 1 to present their findings to group 2. **Add** in any key points missed from the trainer's notes below. **Ask** group 2 to present their findings to group 1. **Add** in any key points missed from the *Notes for ToT trainers* below. **Refer** trainees to the reference material in the *ToT Handbook*.

Giving demonstrations:

- make sure everyone can see
- prepare props and equipment in advance
- explain clearly, demonstrate and repeat
- know your audience
- allow participants to practise what has been demonstrated
- monitor participants and step in as necessary to give feedback (especially related to safety)
- consider gender during demonstrations in WSTPb and WSTPi, especially when touching is necessary.

Using videos:

- familiarize yourself with the content
- check for cultural and gender sensitivity
- explain what it is about before you show it
- mention the approximate length
- link it to the session
- play videos with subtitles to make them easier to follow
- ask questions about issues you want participants to consider, and highlight what they should observe
- repeat key sections, if time allows, or pause at critical points for emphasis.

Working with foreign language and sign language interpreters:

Meet with the interpreter before the training starts to discuss:

- pace of speech
- key terms, including terminology related to people with disabilities
- how to communicate with wheelchair users
- their role during practical activities
- content of the training – provide a copy of the Trainer's Manual to interpreters
- instruct interpreters to translate everything, not to summarize or change what is being said
- interpreters should never answer a question on your behalf
- arrange for two interpreters so that they can take rest breaks.

During the training make sure that you:

- speak slowly and clearly
- watch your body language
- keep your hands away from your face for lip-readers
- always engage with the individual or audience directly
- show interest, keep eye contact and remain focused
- plan your time: talking through an interpreter makes conversations twice as long.

4. Key point summary (3 minutes)

Key point summary

- Think about all aspects of your communication
- Best practice for giving demonstrations and using videos
- Meet with interpreters before the training to discuss your needs and set expectations.

ToT.8 Communication skills: 6

Read the key points.

Ask whether there are any questions.

ToT.9 Knowledge of guiding documents

AIM	To introduce trainees to the WSTP guiding documents and explain their relevance.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ list the WSTP guiding documents ☐ explain their importance for WSTP trainers and participants.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.9: Knowledge of guiding documents* ☐ Video: *Sustainable Development Goals.* One copy of each of the following resources: ☐ *United Nations Convention on the Rights of Persons with Disabilities (CRPD)* ☐ WHO *Guidelines on the provision of manual wheelchairs in less-resourced settings* ☐ WHO *Joint position paper on the provision of mobility devices in less-resourced settings* ☐ WHO *CBR Guidelines:* Introductory Booklet and Health Component ☐ *Design Considerations for Accessibility.*
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.* ☐ Ensure thorough knowledge of all guiding documents. ☐ Consult the UN website to check the total number of countries that have signed the *CRPD* at the time of your training programme. Check whether the trainees' countries have signed and ratified the *CRPD* so that you can mention this and answer any questions. http://www.un.org/disabilities/
OUTLINE	1. Introduction — 8 2. The *CRPD* as it relates to wheelchair service provision — 20 3. WHO *Guidelines on the provision of manual wheelchairs in less-resourced settings* — 5 4. *CBR Guidelines* — 25 5. Other guiding documents — 15 6. Key point summary — 2
	Total session time — **75**

1. Introduction (8 minutes)

Aim and objectives

Aim: To introduce trainees to the WSTP guiding documents and explain their relevance.

Objectives:
- list the WSTP guiding documents
- explain their importance for WSTP trainers and participants.

ToT.9 Knowledge of guiding documents: 2

Explain the aim and objectives of the session.

Question

What do we mean by guiding documents?

ToT.9 Knowledge of guiding documents: 3

Ask: What do we mean by guiding documents?

Acknowledge answers.

Most important answers:
- Publications, policies, conventions or laws that provide frameworks, guidance or rules that are relevant to wheelchair service provision.
- Resources that guide stakeholders in the provision of wheelchair services.

Question

Why is it important for you to be aware of these documents?

ToT.9 Knowledge of guiding documents: 4

Ask: Why is it important for you as trainers to be aware of these documents?

Acknowledge answers.

Most important answers:
• Many governments, international agencies, donors and other stakeholders plan and fund development work in line with these international frameworks.
• To be in a stronger position to educate and advocate for appropriate wheelchair service provision.

WSTP guiding documents

Trainers need to have a good understanding of:
• international conventions/goals
• international documents
• national laws and policies.

ToT.9 Knowledge of guiding documents: 5
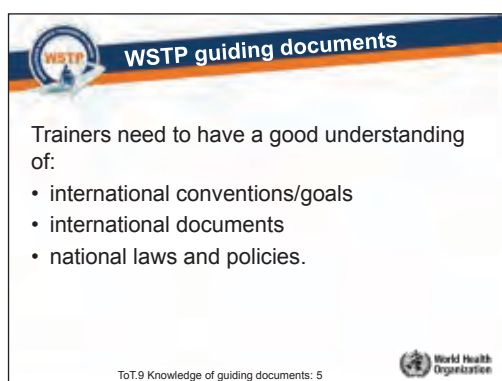
Explain:

• When running a WSTP training programme, it is important to be aware of these guiding documents to help you educate and advocate for appropriate wheelchair provision.
• Local documents are likely to be referred to by participants and trainers will need a good understanding of them too.

Explain: A good understanding of these resources can contribute to the quality of your training delivery. There is more information on all guiding documents in your *ToT Handbook*

Ask: What are the two most important guiding documents that relate to wheelchair service provision?

Most important answers:
• *United Nations Convention on the Rights of Persons with Disabilities*
• *WHO Guidelines on the provision of manual wheelchairs in less-resourced settings.*

2. The *CRPD* as it relates to wheelchair service provision (20 minutes)

Explain:

- We will look first at the *United Nations Convention on the Rights of Persons with Disabilities,*[7] commonly known as the *CRPD*.
- The *CRPD* is widely considered to be the most important international treaty relating to people with a disability.
- The *CRPD* came into force in 2008.

Explain:

- On its opening day, 82 countries signed the *CRPD* and 44 signed its Optional Protocol: the highest number of signatories to a UN Convention on its opening day in history.
- The *CRPD* was designed by representatives of the international community to change the way people with disabilities are viewed and treated in their societies.
- Representatives included people with disabilities, government officials and representatives of nongovernmental organizations.
- The *CRPD* is important because it is a tool for ensuring that people with disabilities have access to the same rights and opportunities as everybody else.

Notes for ToT trainers:

- *Look up the total number of countries that have signed the CRPD at the time of your training programme and check whether the participants' country/countries have signed and ratified the Convention.*

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7   Convention on the Rights of Persons with Disabilities. In: Sixty-first session, United Nations General Assembly, New York, 6 December 2006. New York: United Nations; 2006. (Res.A/ 61/611 (http://www.un.org/esa/socdev/enable/rights/convtexte.htm).
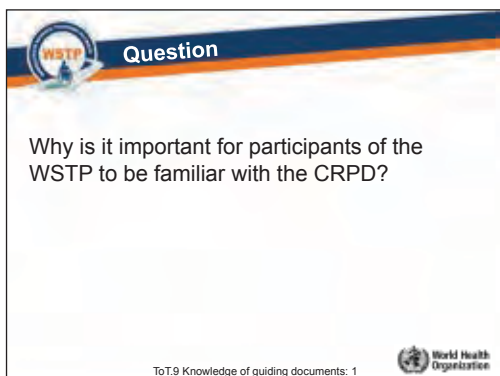
Ask: Why is it important for participants of the WSTP to be familiar with the *CRPD*?

Acknowledge responses.

Most important answers:
• To use the rights-based approach of the *CRPD* to help develop wheelchair service provision for people with disabilities.
• To use *CRPD* articles as a guide when setting goals for wheelchair service delivery.
• To help advocate to government and other stakeholders to collaborate to achieve the aims of the articles.
• To encourage donors who back the *CRPD* to support wheelchair service provision in their countries.
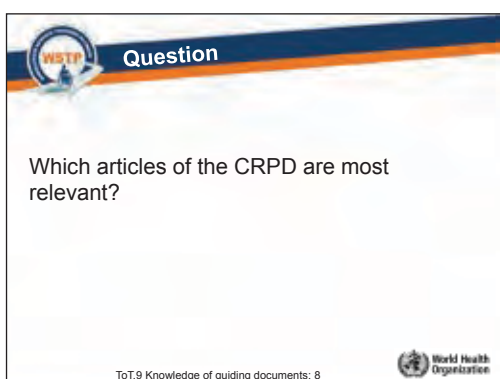
Explain: The *CRPD* has several articles relevant to wheelchair service provision.

Ask: Without looking at your *ToT Handbook*, can anyone remind us which articles are the most relevant?

Acknowledge responses.

Most important answers:
• Article 20 – Personal mobility
• Article 4 – General obligations
• Article 26 – Habilitation and rehabilitation
• Article 32 – International cooperation.

Other answers may include:

- Article 19 – Living independently and being included in the community
- Article 24 – Education
- Article 25 – Health
- Article 27 – Work and employment
- Article 30 – Participation in cultural life, recreation, leisure and sport.

Article 20

- Facilitate personal mobility with consideration of personal choice and cost
- Facilitate access to quality mobility aids
- Provide training in mobility skills to wheelchair users and service personnel
- Encourage production of mobility devices to consider all aspects of mobility.

ToT.9 Knowledge of guiding documents: 9

Explain:

- *CRPD* Article 20 is the most relevant to wheelchair service provision.
- It requires States Parties to take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities.

Article 4

*To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, **mobility aids, devices** and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost.*

ToT.9 Knowledge of guiding documents: 10

Explain: Article 4 covers General obligations and includes this statement.

Other relevant articles

- Article 19: Living independently and being included in the community
- Article 24: Education
- Article 25: Health
- Article 26: Habilitation and Rehabilitation
- Article 27: Work and employment
- Article 30: Participation in cultural life, recreation, leisure and sport
- Article 32: International cooperation.
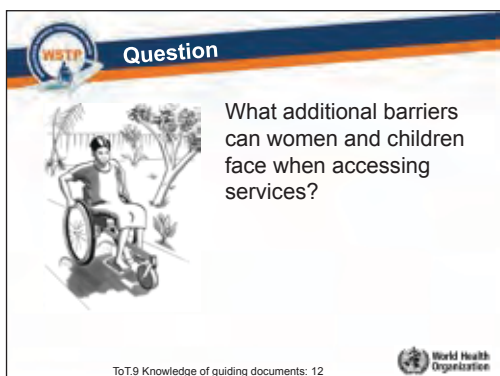
ToT.9 Knowledge of guiding documents: 11

Explain:

- These articles are also relevant because, for example, they mention the importance of assistive devices, reasonable accommodation, and mobility skills training.
- Article 26 is particularly important as it deals with Habilitation and Rehabilitation.

Explain: Many other articles of the *CRPD* are indirectly relevant to wheelchair service provision. For example, Article 6 is concerned with the specific inclusion of women with disabilities and Article 7 with equality for children.

ToT.9 Knowledge of guiding documents: 12

Ask: What additional barriers can women and children face when accessing wheelchair services?

Ask participants to take one or two minutes to discuss this with the person next to them and then collect feedback.

Acknowledge responses and add any important points not mentioned.

Most important answers:

- In some cultures, and communities, women and children are not valued as equal to men.
- Where a wheelchair must be purchased, in some cultures family funds may not be prioritized for women or girls.
- Where early identification and early intervention services are not available, children may not be referred.
- Wheelchairs in suitable sizes for children may not be available.
- Children often need supportive seating, which may not be available. Parents and carers may choose to carry children with disabilities for many reasons: when they are small it can be easier; they won't have to face the stigma of their child being seen in a wheelchair; the challenges of travelling on public transport with a wheelchair are significant; or, lack of awareness of any other option.

ToT.9 Knowledge of guiding documents: 13

Explain: To meet Articles 6 and 7 of the *CRPD*, wheelchair provision services must specifically ensure the needs of women and children are considered.

3. WHO *Guidelines on the provision of manual wheelchairs in less-resourced settings* (5 minutes)

Explain: The WHO *Guidelines on the provision of manual wheelchairs in less-resourced settings* (*Wheelchair Guidelines*) is the most important international document focused on wheelchair provision.

Acknowledge that most trainees will be very familiar with the *Wheelchair Guidelines*.
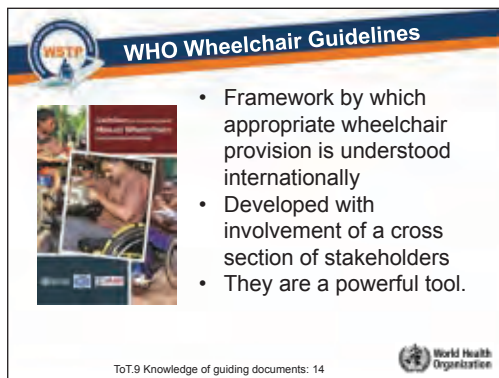
Explain:

- The *Wheelchair Guidelines* outline the framework by which appropriate wheelchair provision is now understood internationally.
- Prior to the publication of the *Wheelchair Guidelines,* organizations involved in wheelchair provision did not have a common understanding of what was important to consider.

Explain:

- The *Wheelchair Guidelines* were developed with the involvement of a cross section of stakeholders from all continents.
- They provide us with a powerful tool to help us develop services in line with agreed standards, and to advocate to government and other stakeholders for appropriate wheelchair services.
- The *Wheelchair Guidelines* reflect standards that are universally achievable in low-, middle- and high-resourced contexts.

Ask: Who can remember the definition of an appropriate wheelchair?

Acknowledge answers.

Read the points on the slide.
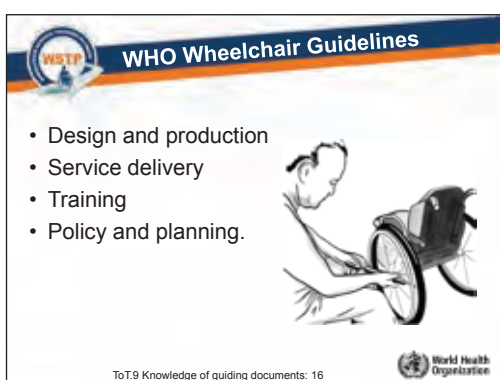
Explain: The *Wheelchair Guidelines* also cover wheelchair:

- design and production
- service delivery
- training
- policy and planning.

Ask: Who has read the *Wheelchair Guidelines* in the last year?

Encourage all trainees to read the *Wheelchair Guidelines* thoroughly. A WSTP trainer's knowledge of the *Wheelchair Guidelines* should be comprehensive; trainers should try to raise awareness of them whenever they have the opportunity.

Explain: The *Wheelchair Guidelines* are available on the WHO website in a range of languages.[8]

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8   http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/

4. CBR Guidelines (25 minutes)

Explain: There are several other guiding documents included in the supplementary resources section on the WSTP Pen Drive. You should be familiar with these, so that you can explain their importance and relevance to others.

Explain: Community-Based Rehabilitation (CBR) is likely to come up in discussions during the WSTP. It is therefore important that trainers have a good understanding of the *CBR Guidelines,*[9] particularly the health component.
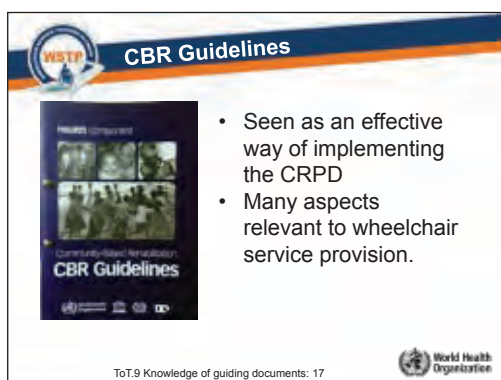
Explain:

- CBR, also often called Community-Based Inclusive Development (CBID), is increasingly seen as one of the most effective ways of implementing the *CRPD*.
- Many aspects of CBR are relevant to wheelchair service provision. For example, referral networks, community health centres and CBR workers.

Explain: The CBR Matrix[10] is one of the cornerstones of the *CBR Guidelines*.

Ask: What are the five key components of the CBR Matrix?

Acknowledge answers.

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9   WHO Community-based rehabilitation: CBR Guidelines. Geneva: World Health Organization; 2010 (http://www.who.int/disabilities/cbr/guidelines/en/).

10   The CBR Matrix. Geneva: World Health Organization (http://www.who.int/disabilities/cbr/matrix/en/).

CBR Matrix

ToT.9 Knowledge of guiding documents: 19
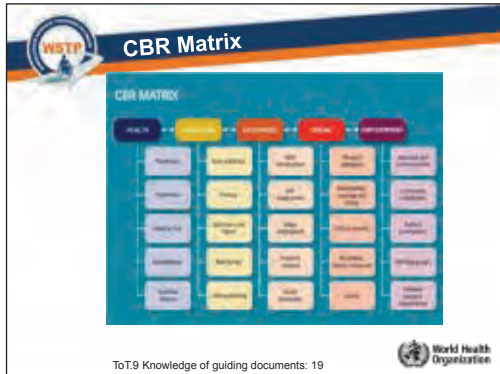
Explain:

- The five components are: Health, Education, Livelihood, Social and Empowerment.
- Each component of the Matrix has five elements within it, so there are a total of 25.

Activity

CBR Matrix

In groups, identify two ways wheelchair provision relates to the component of the CBR Matrix you are assigned.

Example: in the livelihood category, having an appropriate wheelchair can help someone get to work and earn their living.

ToT.9 Knowledge of guiding documents: 20

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into five groups. Create a mix of gender, experience/ knowledge and skills in each group.
Instructions:	**Refer** trainees to their copy of the CBR Matrix on page 45 of the *ToT Handbook*.
	Allocate one component of the matrix to each group to discuss.
	Ask trainees to consider the ways in which wheelchair service provision relates to their component and to be ready to feedback to the group on two of them.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 10 minutes for the activity and 10 minutes for feedback.
Feedback:	**Ask** each group for their first answer in turn. Then ask each group for their second answer in the same way.
	Answers may include:
	Health
	• Rehabilitation – long and short term.
	• Health promotion and prevention of secondary complications; for instance, early identification and intervention to prevent complications such as scoliosis and pressure sores.
	• Access to health-care services.
	Education
	• Enables access to school, educational programmes and vocational programmes.
	Livelihood
	• Access to perform livelihood activities.
	• Earning capacity.
	• Access financial services.
	Social
	• Promote access to social and recreational activities.
	• Join sport and cultural programmes with peers.
	• Opportunity to form and develop relationships.
	Empowerment
	• Improved self-image and confidence.
	• Peer support.
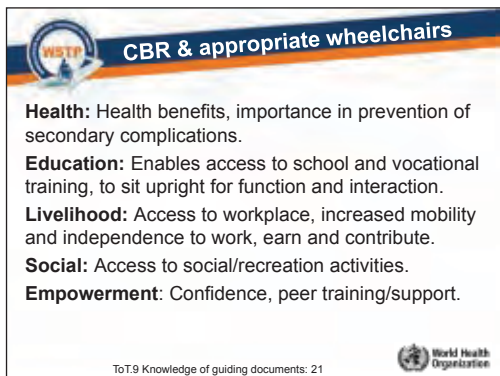
Explain:

- This slide summarizes how appropriate wheelchair provision can improve the key aspects of life identified in the CBR Matrix.
- There is further information on the *CBR Guidelines* and Matrix in the *ToT Handbook*.
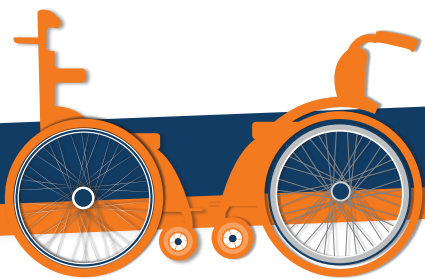
5. Other guiding documents (15 minutes)
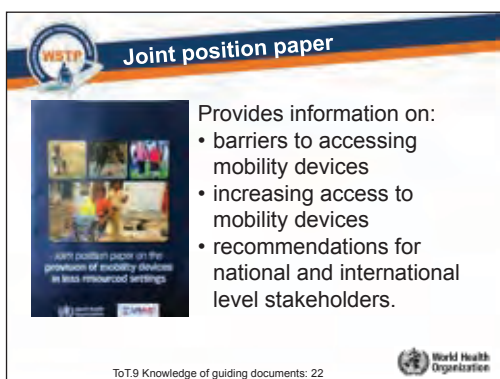
Explain:

- The WHO *Joint position paper on the provision of mobility devices in less-resourced settings*[11] was published in 2011 to help countries implement *CRPD* articles associated with the provision of mobility devices.
- It includes information on barriers to accessing mobility devices; requirements to increase access to mobility devices; and recommendations for individual countries and international stakeholders.

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11   Joint position paper on the provision of mobility devices in less-resourced settings: a step towards implementation of the Convention on the Rights of Persons with Disabilities (CRPD) related to personal mobility. Geneva: World Health Organization; 2011

An overview of some of the basic features to consider when ensuring public buildings are accessible.

ToT.9 Knowledge of guiding documents: 23

Explain:

- The final guiding document included on the WSTP Pen Drive is *Design considerations for accessibility.*[12]
- This gives useful information on how to ensure all aspects of access are considered; both when visiting the wheelchair service and in other environments.

Explain: There are a number of other guiding documents that you should be familiar with as a trainer of the WSTP.

Ask: Another major international instrument has been launched since the development of the WSTP: Can anyone tell us what that is?

Acknowledge answers.

Most important answer:
Sustainable Development Goals (SDGs).[13]

- Follow up to the Millennium Development Goals
- Launched in September 2015
- Timeline 2015 – 2030.

ToT.9 Knowledge of guiding documents: 24

Explain:

- The *SDGs* are a follow up to the *Millennium Development Goals (MDGs).*
- They were launched in September 2015 and have a timeline of 2015 to 2030.

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12 Design considerations for accessibility 2006. Sri Lanka: John Grooms Working with Disabled People; 2006 (http://ascon.info/publications/accessibility.pdf).

13 The sustainable development goals [website]. New York: United Nations (http://www.un.org/ sustainabledevelopment/sustainable-development-goals/).

Video presentation

Sustainable Development Goals

ToT.9 Knowledge of guiding documents: 25

Introduce video: *Sustainable Development Goals.*

Ask participants to watch this United Nations video on the 17 *SDGs.*

Show video.

Sustainable Development Goals

ToT.9 Knowledge of guiding documents: 26
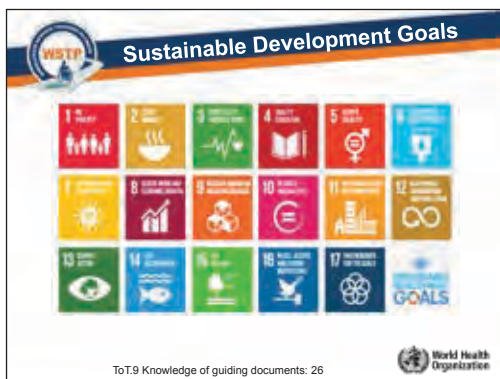
Explain:

• Five *SDGs* make specific references to disability: 4, 8, 10, 11 and 17.
• Nine global indicators relate to disability.

SDGs – paragraph 4

As we embark on this great collective journey, we pledge that no one will be left behind. Recognising that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and for all people. And we will endeavor to reach the furthest behind first.

ToT.9 Knowledge of guiding documents: 27
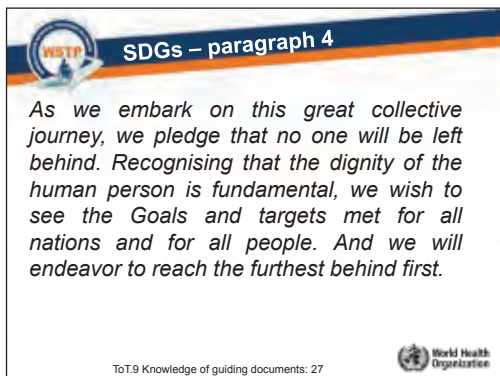
Explain:

• The *SDGs* aim to reach the most vulnerable and commit to reach the furthest behind first.
• Many stakeholders will be addressing the *SDGs* so it is important to consider how appropriate wheelchair service provision can contribute to meeting the goals.

GATE and APL

- Priority Assistive Products List (APL) launched in May 2016
- 50 priority assistive products, including 4 types of wheelchairs.

ToT.9 Knowledge of guiding documents: 28

Explain:

- WHO's *Global Cooperation on Assistive Technology (GATE)* initiative is another important step forward.
- *GATE* was created to improve access to assistive technology globally.
- GATE's first outcome is the *WHO Priority Assistive Products List* (APL),[14] launched in May 2016.
- The APL features the 50 priority assistive products/devices that governments should make available at an affordable cost, including four different types of wheelchairs.

Other guiding documents

ToT.9 Knowledge of guiding documents: 29
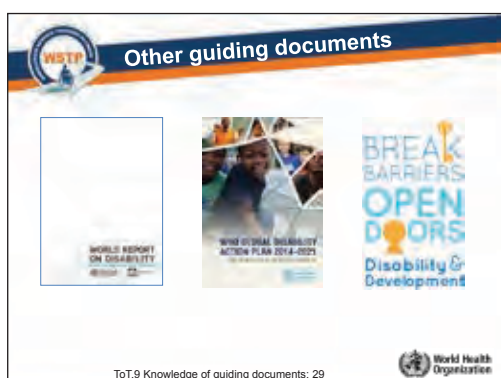
Explain: Other relevant documents detailed in the *ToT Handbook* include the:

- *WHO World Report on Disability*[15]
- *WHO Global Disability Action Plan*[16]
- *UN High Level Meeting on Disability.*[17]

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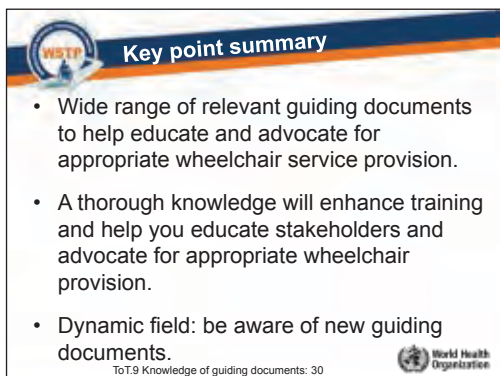
14 Priority Assistive Products List. Geneva: GATE World Health Organization; 2016 (http://www.who.int/phi/implementation/assistive_technology/global_survey-apl/en/).

15 World report on disability. Geneva: World Health Organization; 2011 (http://www.who.int/disabilities/world_report/2011/en/).

16 WHO Global disability action plan 2014–2021: Better health for all people with disability. Geneva: World Health Organization; 2015 (http://apps.who.int/iris/bitstream/10665/199544/1/9789241509619_eng.pdf?ua=1).

17 Outcome document of the High-level Meeting of the General Assembly on the realization of the Millennium Development Goals and other internationally agreed development goals for persons with disabilities: the way forward, a disability-inclusive development agenda towards 2015 and beyond. In: Sixty-eighth Session of the United Nations General Assembly, New York, 23 September 2013. New York: United Nations; 2013 (http://www.un.org/en/ga/search/view_doc.asp?symbol=A/68/L.1).

6. Key point summary (2 minutes)

Key point summary

- Wide range of relevant guiding documents to help educate and advocate for appropriate wheelchair service provision.
- A thorough knowledge will enhance training and help you educate stakeholders and advocate for appropriate wheelchair provision.
- Dynamic field: be aware of new guiding documents.

ToT.9 Knowledge of guiding documents: 30

Read the key points.
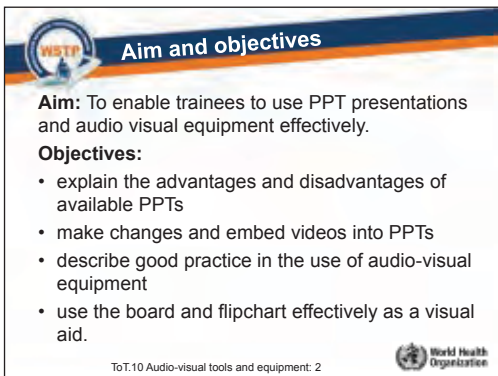
Ask whether there are any questions.

ToT.10 Audio-visual tools and equipment

AIM	To enable trainees to use PowerPoint (PPT) presentations and audio-visual equipment effectively.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ explain the advantages and disadvantages of the available PPTs in the WSTP ☐ make changes to and embed videos into PPTs ☐ describe good practice in the use of audio-visual equipment ☐ use the board and flipchart effectively as a visual aid.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.10: Audio-visual tools and equipment* ☐ remote control slide changer and laser pointer if available.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook.* ☐ Familiarize yourself with the equipment and with using the PPT (including embedding videos) beforehand, so you can answer questions, give a good demonstration and know what kinds of problems trainees might experience.

OUTLINE		
	1. Introduction	4
	2. PowerPoints in the WSTP	20
	3. Using the board and flipchart as a visual aid	20
	4. Key point summary	1
	Total session time	**45**

1. Introduction (4 minutes)

Aim and objectives

Aim: To enable trainees to use PPT presentations and audio visual equipment effectively.

Objectives:
- explain the advantages and disadvantages of available PPTs
- make changes and embed videos into PPTs
- describe good practice in the use of audio-visual equipment
- use the board and flipchart effectively as a visual aid.

ToT.10 Audio-visual tools and equipment: 2

Explain the aim and objectives of the session.

Ask: What types of audio-visual (AV) equipment have we used so far in the training?

Most important answers:
• Data projector for ppts and videos • Board • Flipchart • Sticky notes on wall.

Ask: In what ways was the equipment useful?

Most important answers:
Flipchart and whiteboard: • highlighted key information/learning points during sessions and for future reference (for example Ground Rules) • visual reminder of answers already given • assist with technical explanations. PPTs and videos: • opportunity to show diagrams to explain concepts • reinforced learning by showing images/messages as well as speaking • helped to focus attention.

2. PowerPoints (PPTs) in the WSTP (20 minutes)

Presentations: ppt or pdf

PDF files:
- smaller file size
- cannot be edited
- no animations
- videos embedded.

PPT files:
- larger file size
- can be edited
- animations
- videos not embedded.

ToT.10 Audio-visual tools and equipment: 3

Explain:

- WSTP PPTs are available in two versions, non-editable PDF files and editable PPT.
- PDF versions are:
    - smaller in size and have the videos embedded
    - cannot be edited
    - do not include 'builds' or 'reveals' where bullet points appear one by one.

- PPT versions are:
    - larger in size
    - can be edited
    - do not come with the videos embedded
    - include animations.

Reasons to add slides to PPTs

- Key discussion questions
- Reminders of the key points
- For activities.

ToT.10 Audio-visual tools and equipment: 4
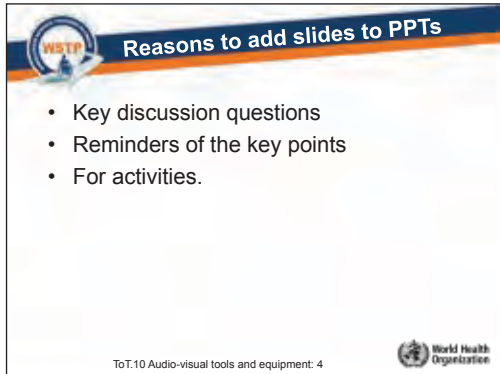
Explain: Trainers may want to add slides to include the following:

- Key questions:
  - the *Trainer's Manual* includes questions for trainers to ask participants.
  - adding the question to a slide can remind you to ask the question and not to move on to the answers too soon.

- Key points:
  - some sections of the *Trainer's Manual* have large amounts of text without reminder slides.
  - adding key points can help you to remember to cover all aspects of the session plan.

- Instructions for activities:
  - key questions or key instructions that relate to activities can be added to slides.

Reasons to make changes to PPTs

- Local context
- Translation
- Reduce or divide the text.

ToT.10 Audio-visual tools and equipment: 5
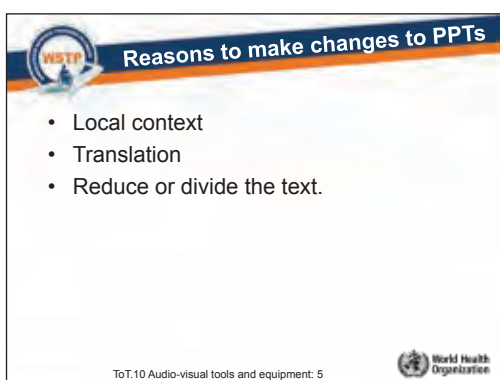
Explain: Trainers many want to change slides to:

- adapt for the local context
- provide translation or locally relevant terms
- reduce the text or divide content into two or more slides.

Explain: It is important not to change the meaning of the content or the methodology of the WSTP.

Changing or adding slides

- Must follow the same format as the original PPT
- Do not to change the meaning and the core content of the WSTP
- Delete the WHO logo.

ToT.10 Audio-visual tools and equipment: 6

Explain: If you modify slides or add extra slides you must:

- follow the same style as the original PPT
- not change the meaning and core content of the WSTP
- delete the WHO logo (in line with WHO's copyright policy).

- *ADDING SLIDES TO PRESENTATIONS*
- *In different sizes and fonts*
- *And using 'special effects'*
- CAN BE VERY DISTRACTING
- And look unprofessional
- *So avoid it!*
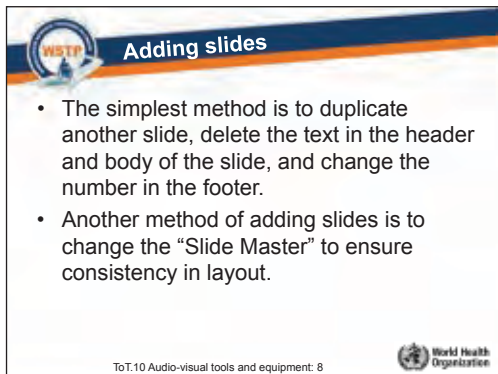
ToT.10 Audio-visual tools and equipment: 7

Explain: Do not change the style, font or colour, or add complex animations.

Adding slides

Come out of "Slide Show" mode and demonstrate the following using the next slide.
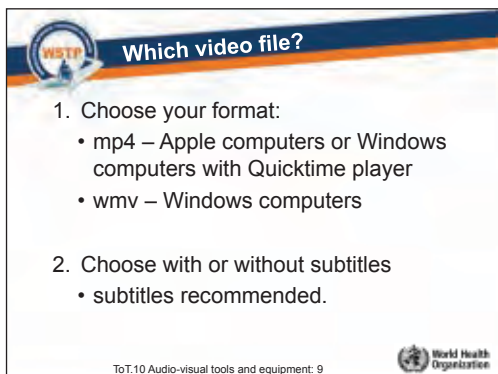
Slide	Explain
Adding slides • The simplest method is to duplicate another slide, delete the text in the header and body of the slide, and change the number in the footer. • Another method of adding slides is to change the "Slide Master" to ensure consistency in layout. ToT.10 Audio-visual tools and equipment: 8	**Explain:** • The simplest way to add slides to an existing WSTP presentation is to duplicate another slide, delete the text in the header and body of the slide, and change the number in the footer. • Remember to remove the WHO logo from any slides that you add. • More details on how to do this are included in your *ToT Handbook*.

Inserting video clips (Using Office 2013)

Explain:

- All video clips are available in two formats, mp4 and wmv. Select the appropriate format for your computer.
- Some video clips are available with subtitles. Using the clips with subtitles is recommended to:
  - allow for any difficulty understanding regional accents
  - overcome poor sound quality or external noise
  - be accessible to people with hearing impairments.

Which video file?

1. Choose your format:
   - mp4 – Apple computers or Windows computers with Quicktime player
   - wmv – Windows computers

2. Choose with or without subtitles
   - subtitles recommended.

ToT.10 Audio-visual tools and equipment: 9

Explain:

- Embedding videos is recommended.
- When embedded, the video is stored inside the PPT.
- This makes the file larger, but the video should not get lost when you copy the file to another computer.

Embedding video clips

- The video is stored inside the PPT when it is embedded
- Video will remain embedded when you copy the file to another computer
- Increases the overall file size.

ToT.10 Audio-visual tools and equipment: 10

Embedding video clips

Adding a video here…

ToT.10 Audio-visual tools and equipment: 11

Demonstrate the following:

To embed the video in PPT 2010 onwards, follow these steps.

- Open the "Presentations" folder, then the "PowerPoint" folder. Open the slide you want to edit
- Click on the "Insert" tab
- Click on the drop down arrow under the Video icon
- Click "Video from File"
- Browse to the folder with the video clips, select the video clip you want and insert it
- Save your changes
- The video is now part of the PPT.

Explain:

- It is possible to set the video to always play in full screen mode.
- Windows computers: In the "Video"/"Tools"/"Playback" tab, check the box called "Play Full Screen".
- Mac computers: "Format Movie" tab, click on the "Playback Options" dropdown list and select "Play Full Screen".

Return to "Slide Show" mode and show how to play the video. Play the first few seconds and then go to the next slide.

Notes for ToT trainers:

- *Let participants know that they can practise these skills during the preparation time at the end of the day.*
- *Local photos or illustrations can be added to the slides to give them context.*
- *Translation of the slides can be done locally – always check with WHO first to see if the slides have already been translated.*

Playing the slide show

- Run the presentation in "Slide Show" mode on your computer when practising for your session
- Run the full presentation in "Slide Show" mode on the computer and data projector that will be used during the training.

ToT.10 Audio-visual tools and equipment: 12
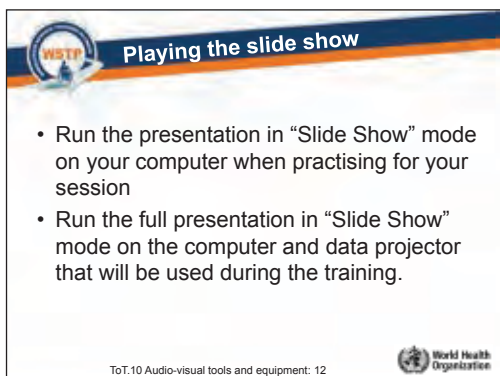
Explain:

- When practising your PPT session, use "Slide Show" mode. This will identify any problems with transitions, animations and flow.
- Run through the slides and videos in "Slide Show" mode on the computer and data projector that will be used during the training.
- This is important if you are not using your own computer, as different settings on different computers can prevent presentations from running as planned.
- Consider using one computer for all presentations during training, which will save time switching between presenters.

Data projector

- Have a spare data projector or projector lamp
- Switch off projector during breaks and practical sessions
- To project a black or white screen:
  – Type W
  – Type B.

ToT.10 Audio-visual tools and equipment: 13
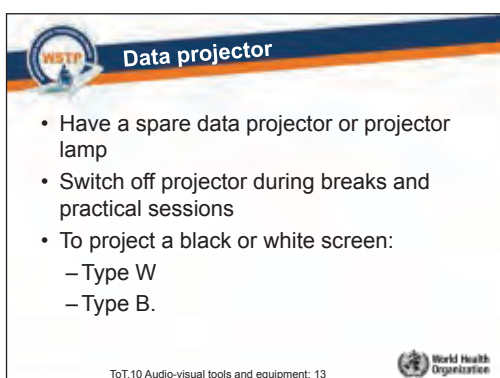
Explain:

- If possible, have a spare data projector or projector lamp available.
- Switch off the projector during breaks and practical sessions to save use of the lamp.
- If you need to project a black or white screen, you can usually type W for a white screen and B for a black screen when you are in "Slide Show" mode.

Demonstrate how to get a black or white screen.

Data projector and speakers

- Use remote control to forward slides
- Use laser pointer to draw attention
- Test the speakers for sound quality and volume.

ToT.10 Audio-visual tools and equipment: 14
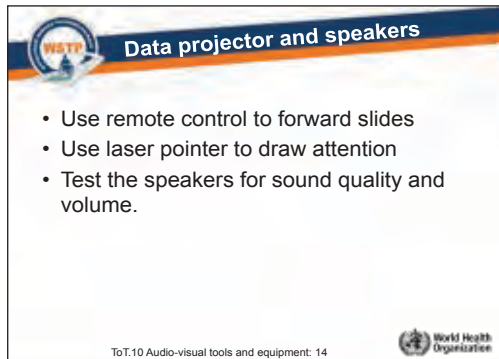
Explain:

- Using a remote control to click between slides means that trainers do not need to stand next to the computer during their presentation.
- Laser pointers can be used to draw participants' attention to a specific item on the slide.
- Test the speakers each morning to ensure they are connected properly.

Demonstrate using a remote control with a laser pointer (if available).

3. Using the board and flipchart as a visual aid (20 minutes)

Activity

Using the board/flipchart as a visual aid

- The *ToT Handbook* includes a table with five boxes of information related to using the board/flipchart as a visual aid.
- Using the information about your topic plan a 2 minute presentation to the group with the board/flipchart.

ToT.10 Audio-visual tools and equipment: 15

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into 5 groups.
Instructions:	**Refer** trainees to the table on *Using the board/flipchart as a visual aid* on page 60 of the *ToT Handbook*.

Allocate one topic from the table to each group and ask them to read through the information provided and plan how to communicate this to the rest of the group using the board/flipchart. |
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 10 minutes for preparation and 2 minutes for each group to present.
Feedback:	**Add** any information missed in the presentations.

Using the board/flipchart as a visual aid

1. Drawing a sketch or diagram

If you want to use a sketch/drawing/diagram/chart to aid in an explanation, draw it yourself:

- consider drawing the outline lightly in pencil or making drawings beforehand
- plan it in advance, so it fits the board and can be seen easily
- practise until you can draw clearly and easily.

2. Board or flipchart – writing style and marker choice

- If you have both available, use the board for writing information that you don't need to keep after the session, and the flipchart for recording information you want to put on the wall or keep to write up as notes from the training.
- Write clearly. Check that your writing can be read from the back of the room.
- Use thick markers and darker colours, for example, black and blue. Avoid red as it is more difficult to read from a distance. Use it for underlining.

3. Board or flipchart location and being neat

- Make sure everyone can see it.
- When writing on the board or flipchart, stand to the side and face your audience. If this is difficult to do, write quickly and move to the side or ask a co-trainer to do the writing.
- Keep the notes and the chart neat.
- Practise writing in straight lines. Start by using faint pencil lines (with practice you will not need them).

4. What to write

- Write keywords, not full sentences or phrases.
- If necessary, prepare pages in advance or outline in faint pencil where you plan to write what.
- If important details are on the board at the end of a session (for example, assessment findings, small group progress, groupings for practical sessions), take a photograph so you can refer to it later.

5. Care and use of the whiteboard

- Be careful not to use permanent markers on a whiteboard surface. If you have used permanent marker on a whiteboard by accident, you can erase the letters by using an appropriate cleaner or drawing over them with whiteboard markers (as the solvent in these markers will dissolve the permanent ink). You must do this soon after making the mistake as dried permanent marker is more difficult to remove.

- The whiteboard can be used as a projector screen when necessary, for example, to fill in a table or draw over a picture/photo from a slide (for instance, 'stick-draw' a posture from a photograph or drawing of a person).

4. Key point summary (1 minute)

Key point summary

- Know how to use AV equipment
- Use PPT versions of presentations and tailor them to suit your context and presentation style
- Practise your presentations in "Slide Show" mode on the computer you will use to deliver the training
- Understand and follow the guidelines for effective use of the board/flipchart.

ToT.10 Audio-visual tools and equipment: 16

Read the key points.
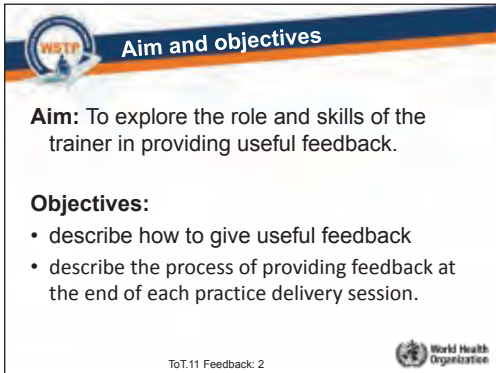
Ask whether there are any questions.

ToT.11 Feedback

AIM	To explore the role and skills of the trainer in providing useful feedback.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ describe how to give useful feedback ☐ describe the process of providing feedback at the end of each practice delivery session.
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.11: Feedback.*

TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan.
	☐ Review related notes in the *ToT Handbook.*
	☐ Prepare a flipchart sheet with the four feedback steps:
	  1. Self-reflection by the trainee
	  2. ToT participants' feedback
	  3. ToT trainers' feedback
	  4. ToT trainers discuss key points.

	OUTLINE	
1.	Introduction	2
2.	Giving feedback	35
3.	The feedback process after practice deliveries	7
4.	Key point summary	1
	Total session time	**45**

1. Introduction (2 minutes)

Aim and objectives

Aim: To explore the role and skills of the trainer in providing useful feedback.

Objectives:
• describe how to give useful feedback
• describe the process of providing feedback at the end of each practice delivery session.

ToT.11 Feedback: 2

Explain the aim and objectives of the session.
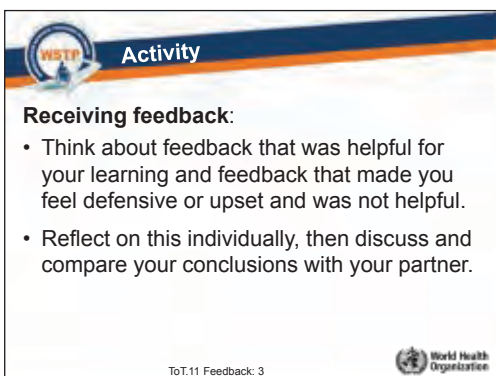
2. Giving feedback (35 minutes)

Ask: What is feedback?

Most important answers:
• What I am doing well – positive feedback. • What I need to improve on – constructive feedback.

Explain: It is important that trainers have the skills to give feedback well, and that they can support positive learning outcomes for participants.

Activity

Receiving feedback:
• Think about feedback that was helpful for your learning and feedback that made you feel defensive or upset and was not helpful.
• Reflect on this individually, then discuss and compare your conclusions with your partner.

ToT.11 Feedback: 3

Show the slide throughout the activity.

Activity 1a	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask:** What experiences have you had of receiving feedback?
	Think about feedback that was helpful for your learning and feedback that made you feel defensive or upset and was not helpful.
	Ask trainees to briefly reflect on this question individually, and then share and discuss it with their partner.
	Ask trainees to record their reflections on page 61 of their *ToT Handbook.*
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 2 minutes for reflection, 3 minutes for working in pairs and 5 minutes for feedback to the group.
Feedback:	**Ask** participants to provide examples.
	Record key words on the board.

Activity

Giving feedback
What should trainers consider when providing feedback?

ToT.11 Feedback: 4

Show the slide throughout the activity.

Activity 1b	
Groups:	**Divide** into the same pairs.
Instructions:	**Ask:** What should trainers consider when providing feedback?
	Ask trainees to briefly reflect on this question individually, and then share and discuss it with their partner.
Monitor:	**Monitor** the pairs and assist as needed.
Time:	**Allow** 2 minutes for reflection, 3 minutes for working in pairs and 10 minutes for feedback.
Feedback:	**Ask** each group in turn to describe one or two important considerations when giving feedback.
	Acknowledge good examples to consider.
	Correct/clarify any misunderstandings.
	Use the notes below to ensure the appropriate answers have been discussed by the group.
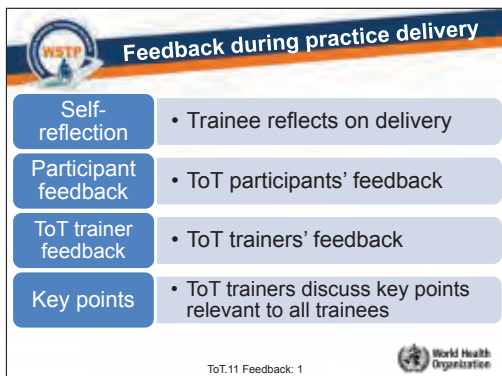
Notes for ToT trainers:

Feedback should:

- *Be timely – give feedback as soon as possible while the experience is fresh. This will help participants to connect the feedback with the recent learning or activity.*
- *Be specific – describe as clearly as possible the behaviour that was positive or that needs attention.*
- *Focus on behaviour – when providing constructive feedback, focus on the behaviour not the person.*
- *Start with the positive – point out what was done well before talking about what needs improvement. If possible, also end on a positive note.*
- *Be delivered in different ways – feedback on practice deliveries is useful to everyone. Praise and provide constructive feedback publicly to the whole group if possible. If there are attitudinal, behavioural or disciplinary issues, deal with them in private.*
- *Be from the participants' perspective – ask the participant to reflect on their performance first. They may already understand what went well and what they need to improve.*
- *Support participants, we are all different – before providing constructive feedback, consider if the participant has completed an activity incorrectly, or simply in another style. Participants will all approach service provision differently. Do not expect participants to act in the same was as you.*

3. The feedback process after practice deliveries (7 minutes)

Explain: ToT trainers will observe sessions from the back of the room but will move to the front of the room to facilitate the feedback.

Pin up the prepared flipchart sheet showing the four feedback steps and leave this on the wall for the rest of the week as a reference.

Explain: There are four feedback steps after practice deliveries.

1. **Self-reflection by trainee:** lead trainee reflects on their performance, including:
   - what went well?
   - what could be improved?

2. **ToT participants' feedback:** provide brief, specific feedback to the lead trainee, including one comment on:
   - what went well?
   - what could be improved?

3. **ToT trainers' feedback:** ToT trainers will provide additional feedback, concentrating on areas the group as a whole can learn from, and which reinforce learning from the *Core training skills* sessions.

4. **ToT trainers discuss key points:** ToT trainers discuss points about the session relevant to all trainees.

Explain: When providing feedback, it is important to:

- Look at the person you are talking about and address them directly.
- Be specific. For example, rather than saying, 'That was really good', you should say 'I liked the way you divided the groups, and provided clear instructions'.
- Feedback from participants should always be constructive.
- If feedback is hurtful or insensitive to the trainee, the ToT trainer must step in to rephrase the feedback so it is more constructive.
- The feedback process will give you the opportunity to put the learning from this session into practice.

More formal one-on-one feedback to trainees will happen at the end of each day during the preparation session.

Ask if there are any questions.

4. Key point summary (1 minute)

Key point summary

Feedback should:
- Be timely
- Be specific
- Focused on behaviour
- Start with the positive
- Be provided in private if it is sensitive.

ToT.11 Feedback: 6

Read the key points.

Ask whether there are any questions.

ToT.12 Managing group dynamics

AIM	To explore how to work efficiently and effectively in groups and manage different behaviours that individuals display in a group.	
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ use a variety of methods to create small groups for an activity, considering skill, expertise and experience ☐ manage disruptive behaviour in a group.	
RESOURCES	For the session: ☐ PPT slides: *Core training skills ToT.12: Managing group dynamics* ☐ prepare the disruptive behaviour cards: print and cut out the cards at the end of this session plan or write them out by hand. Have a hat or bucket ready.	
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Review related notes in the *ToT Handbook*.	
OUTLINE	1. Introduction	3
	2. Organizing and managing group activities	10
	3. Managing disruptive behaviour	25
	4. Key point summary	2
	Total session time	**40**

1. Introduction (3 minutes)

Aim and objectives

Aim: To explore how to work efficiently and effectively in groups and manage different behaviours that individuals display in a group.

Objectives:
- use a variety of methods to create small groups for an activity, considering skill, expertise and experience
- manage disruptive behaviour in a group.

ToT.12 Managing group dynamics: 2

Explain the aim and objectives of the session.

Managing groups

Why are group activities included in the WSTP?

ToT.12 Managing group dynamics: 3

Ask: Why are group activities included in the WSTP?

Acknowledge answers.

Record them on the board.

Why group work is important

- Allows trainers to find out how much is already known
- Supports sharing of knowledge and experience
- Builds confidence
- Allows all participants to contribute.

ToT.12 Managing group dynamics: 4

Explain:
- There are always different levels of experience and expertise in the room.
- Group work allows:
  - trainers to find out how much is already known
  - those with more experience and expertise to share it with others
  - participants to build confidence as they find out they already know a lot from their experience
  - shy or more junior participants to be more comfortable speaking out in a small group.

2. Organizing and managing group activities (10 minutes)
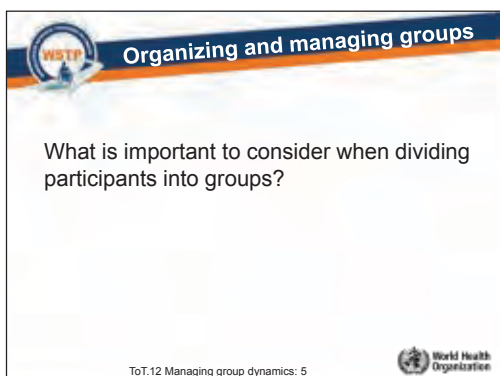
Ask: What is important to consider when dividing participants into groups?

Acknowledge answers.

Ask trainees to turn to page 63–65 in their *ToT Handbook* and talk through the list highlighting content not raised by trainees.

Notes for ToT trainers:

Factors to determine the size of the group

- *Time: the more groups there are the more time is needed for the feedback session. If you have less time, create larger groups, but no more than six people in a group.*
- *Privacy/confidentiality: pairs are best for discussing topics that are sensitive, when people are shy or there are language barriers.*
- *Involvement: the smaller the group the more difficult it will be for any group member not to participate.*
- *The activity: the amount of equipment/supplies that are needed for the group activity. For example, if you have three work stations then you will be able to accommodate three groups.*

Factors to determine the make-up of each group

- *Think of the purpose of the activity to determine whether you want people with similar skills and background in the same group, (by placing all clinicians working together or all technicians in the same group), or the opposite by deliberately mixing skill sets and experience in the same group.*
- *Grouping of participants who work together: depending on the activity or relationships, it may be appropriate to group them together or apart.*
- *Mixing stronger/weaker (more experienced/less experienced) participants: this facilitates learning from each other, However, if you want people to have equal opportunity to express themselves consider grouping dominant participants together and shy ones together.*
- *Mixing the sexes: be aware of cultural, religious or social norms of working (especially regarding touch and privacy).*
- *Language skills: for communication between participants and wheelchair users.*
- *Ensure that all participants have the opportunity to work with each other to maximize peer learning opportunities.*
- *Sometimes, random group selection is best.*

Methods to create groups

The Trainer's Manual for each WSTP gives guidance about the size or number of groups required for each activity. You can adjust this to your situation, based on your experience in previous activities. Here are some methods to divide up a group:

- *The fruit salad method: prepare three or four of the same fruit cards and different kinds of fruits, enough for each participant. You can then assign 'all bananas' to work together, or have a fruit salad (one of each) together.*

- *Count off. Count off to the number of groups you want, for example if you need three groups, go around the room asking the first person to count 'one', the next 'two', then 'three' and back to 'one'. All the ones, twos and threes go together.*

- *Matching puzzle pieces: cut photos or magazine pictures into two or three pieces according to how many groups you want. People find their match.*

- *Organize by birthday month: line people up by the month in which they were born and then form groups (first three together, next three, and continue until everyone is in a group). Or line up by height or by first name initial letter.*

- *Self-select: instruct people to select one or two people they have not worked with yet, but beware that self-organising with more than three people can take more time.*

- *Work in pairs with the person next to them, or if sitting in rows the people in the front row can turn their chairs around and work with the person behind them. This will work for pairs or groups of four.*

3. Managing disruptive behaviour (25 minutes)

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into pairs.
Instructions:	**Explain** that every group of participants has a range of personalities, skills, experience and learning styles. Only when specific behaviour disrupts the session should the trainer respond. **Ask** trainees to discuss with their partner what kind of disruptive behaviour they have seen in trainings?
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 2 minutes for discussion and 3 minutes for feedback.
Feedback:	**Collect** one response from each pair until no new ideas are given. **Write** responses on the board.

Show the slide throughout the activity.

Activity 2	
Groups:	**Divide** trainees into pairs.
Instructions:	**Ask** each pair in turn to select a card at random from the hat/bucket. **Ask** the pair to discuss how they would handle the behaviour described.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 5 minutes for discussion and 15 minutes for feedback.
Feedback:	**Ask** each group to share their ideas: how would they handle such a problem in the group? What works/does not work? **After** each group has provided their feedback, ask if any other trainees have ideas to share.

In general, to help engage and keep participants interested and involved in the training:

- *use the different training methods given in the session plans to engage all the participants*
- *ask questions to encourage participants to come up with answers*
- *praise good work from participants and give positive but honest feedback*
- *link learning to real examples the participants can relate to*
- *keep the training fun.*

The higher status/senior participant

- *If there is a participant who is in a position of authority over others in the group, it can lead to participants being reluctant to speak, answer questions or to disagree with them.*
- *During a break, talk to the participant about their role in the group. Ask the person to help you create a comfortable atmosphere by requesting that people speak freely.*
- *You may also ask the participant to sit at the back of the group, to be less dominant in the room.*

The dominant participant

- *The participant who does not give other participants an opportunity to share knowledge, answer questions or lead a group activity because they dominate, talk loudly or for a long time. This person behaves like they know everything already.*
- *During a break, approach the person and acknowledge their experience. Ask them to help you by giving others a chance to learn and respond to questions.*
- *Consider asking specific participants to answer questions rather than asking the whole group.*
- *Pair or group the dominant participant with the strongest participants during group activities, to provide an opportunity for shy or quiet participants to contribute to their group.*

The quiet participant

- *The participant who is naturally quiet or shy and feels uncomfortable speaking in front of a large group, or contributing to group activities.*
- *Consider asking them direct questions that they are likely to be able to answer.*
- *Use praise and recognition to encourage more participation.*
- *Use small groups (pairs or three people) for group activities and discussions.*

The argumentative participant

- *The participant who likes to raise objections or question concepts that they do not believe, to start an argument or test how strongly other members of the group feel about a topic or issue.*
- *Or, they may wish to test the trainers' skills and knowledge – and demonstrate that they are superior.*
- *Request that people only speak about their own beliefs and experiences.*
- *After an objection is raised, ask the participant 'is this true for you?' If the person says no, but that it may be for others, ask other participants for their opinion.*

> **Notes for ToT trainers:**
>
> *The distracted participant*
>
> - *The participant who is easily distracted, always in and out of the training room or on the phone.*
> - *Try to find out why: is there a problem away from the training that is worrying them?*
> - *Is he/she bored because of the subject matter or training style?*
> - *During a break, talk to the participant about how their behaviour is disrupting the training. Remind him/her of any house rules.*
>
> *The joking participant*
>
> - *The participant who appears not to take the training seriously, making jokes all the time and sometimes making fun of others.*
> - *During a break, talk to the participant about how their behaviour is disrupting the training. Ask them to help you by keeping jokes for breaks or for appropriate times during group activities.*
> - *During sessions, respond to the joke as if it was a serious remark.*
>
> *The negative participant*
>
> - *The participant that tends to be negative or discourage others. They may comment that the approach taught as part of the training 'won't work where we live'.*
> - *If a negative participant feels that approaches in the training will not work, give them an opportunity to explain why. Ask other participants if they agree. If other participants agree, help them problem solve by asking: how can we make it work even in those situations?*
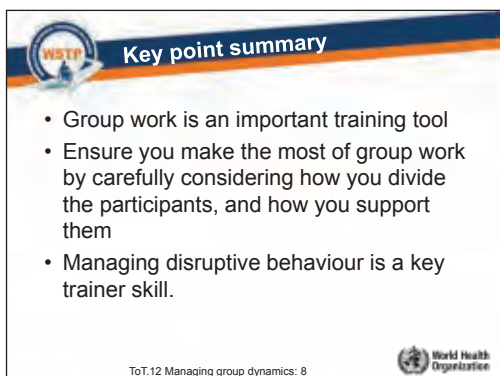
4. Key point summary (2 minutes)

Key point summary

- Group work is an important training tool
- Ensure you make the most of group work by carefully considering how you divide the participants, and how you support them
- Managing disruptive behaviour is a key trainer skill.

ToT.12 Managing group dynamics: 8

Read the key points.

Ask whether there are any questions.

Disruptive behaviour cards – photocopy or write out by hand and cut out

The higher status/senior participant If there is a participant who is in a position of authority over others in the group, participants may be reluctant to speak, answer questions or disagree with them.	**The dominant participant** The participant who does not give other participants an opportunity to share knowledge, answer questions or lead a group activity because they dominate by talking loudly or for a long time. This person behaves like they know everything already.
The quiet participant The participant who is shy and feels uncomfortable speaking in front of a large group, or contributing to group activities.	**The argumentative participant** The participant who likes to raise objections or question concepts that they do not believe are true, to start an argument or test how strongly other members of the group feel about a topic or issue. Or, they may wish to test the trainers' skills and knowledge – and demonstrate that they are superior.
The distracted participant The participant who is easily distracted, always in and out of the training room or on the phone	**The joking participant** The participant who appears not to take the training seriously, making jokes all the time and sometimes making fun of others.
The negative participant The participant who tends to be negative or to discourage others. They may comment that the approach taught as part of the training 'won't work where we live'.	

Managers/Stakeholders module

Introduction to the **WSTPtot** *Managers*

AIM	To familiarize trainees with the Wheelchair Service Training Package for Managers (WSTPm) and the aim and structure of the ToT programme for this package.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ describe the target audience, scope and purpose of the WSTPm ☐ describe the composition of the training team and ideal ratio of participants to trainers ☐ explain the aim of the WSTPm and its timetable ☐ adapt the WSTPm to local needs ☐ list the WSTPm resources.
RESOURCES	For the session: ☐ PPT slides: *1. Introduction to the WSTPtot Managers* ☐ *Wheelchair service steps* poster. Each trainee requires the following WSTPm resources: ☐ *Trainer's Manual* ☐ *Reference Manual and Workbook* ☐ *Additional Resources* ☐ Set of WSTP posters. Each trainee requires the following WSTPtot Managers/Stakeholders resources: ☐ *ToT Handbook* ☐ WSTPtot *Managers and Stakeholders timetable* ☐ WSTP Pen Drive.
TO PREPARE	☐ Gather resources, review PPT slides and read through this session plan. ☐ Set up training room and check equipment. ☐ Check WHO website to see which translations are available and to confirm up-to-date references for package resources. ☐ Arrange for name tags and trainee resources to be distributed at registration unless already provided.

OUTLINE		
	1. Introduction of ToT trainers and trainees	15
	2. Housekeeping and ground rules	2
	3. Introduction to the module	2
	4. Timetable and aim of the WSTPtot *Managers*	8
	5. Target audience and purpose of the WSTPm	10
	6. Adapting the WSTPm to local needs	30
	7. Trainers and participants for the WSTPm	3
	8. WSTPm resources	10
	9. Key point summary	5
	Total session time	**85**

1. Introduction of ToT trainers and trainees (15 minutes)

Notes for ToT trainers:
• *Sections 1 and 2 are only necessary if there are trainees who did not attend the WSTPtot Core training skills module.*

Introductions

Introduction to the WSTPtot Managers: 2
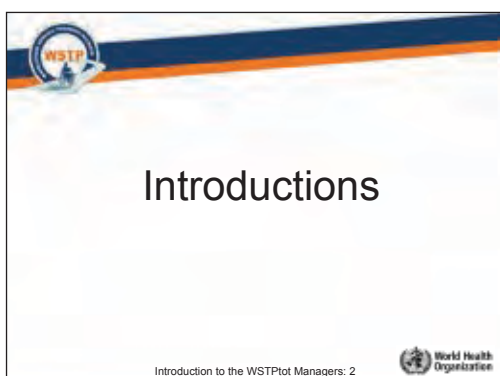
ToT trainers: Introduce yourselves. Give a brief overview of your background and experience in wheelchair provision.

Ask trainees to introduce themselves giving the name of their organization, their experience in wheelchair service provision, and any training they have attended including WSTPtot modules.

Include an icebreaker.

2. Housekeeping and ground rules (2 minutes)

Explain:
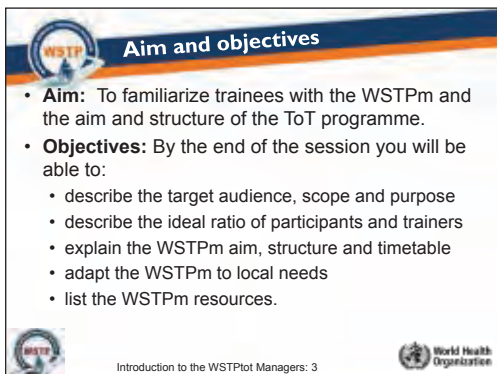
- the location of toilets
- refreshments and lunch arrangements
- any accessibility issues
- what to do if there is an emergency
- any other administrative issues.

Explain the following ground rules to trainees:

- be ready to begin each session on time
- turn off mobile phones during sessions
- questions are encouraged.

3. Introduction to the module (2 minutes)

Explain: This is a three-day module. The first two days will focus on the WSTPm; the third day will cover the WSTPs and some sessions relevant to both the WSTPm and WSTPs.

Aim and objectives

- **Aim:** To familiarize trainees with the WSTPm and the aim and structure of the ToT programme.
- **Objectives:** By the end of the session you will be able to:
  - describe the target audience, scope and purpose
  - describe the ideal ratio of participants and trainers
  - explain the WSTPm aim, structure and timetable
  - adapt the WSTPm to local needs
  - list the WSTPm resources.

Introduction to the WSTPtot Managers: 3

World Health Organization

Explain the aim and learning objectives of the session.

4. Timetable and aim of the WSTPtot *Managers* (8 minutes)

Ask participants to refer to their WSTPtot *Managers and Stakeholders timetable.*
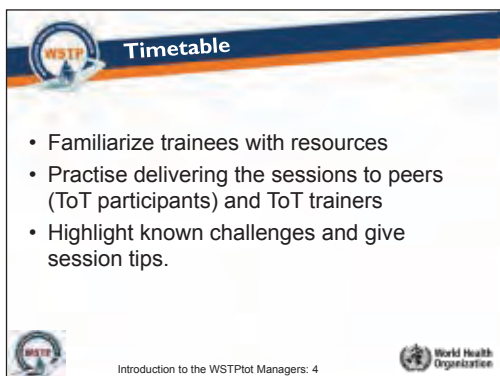
Explain:

Days one and two include three types of session to:

- Familiarize trainees with the WSTPm resources.
- Practise delivering sessions.
- Highlight known challenges and give tips on sessions not included in the practice deliveries.
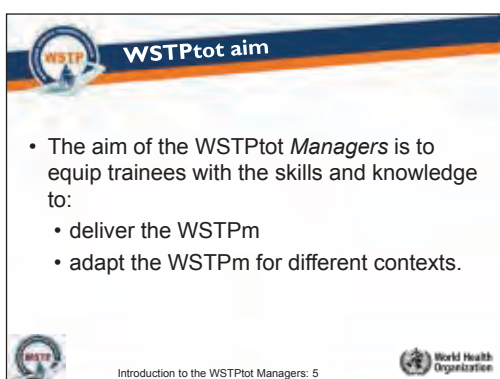
Explain:

The aim of the WSTPtot *Managers* is to equip trainees with the skills and knowledge to:

- deliver the WSTPm
- adapt the WSTPm so it is well suited to local needs.

Explain: We will discuss how the WSTPm can be adapted to different circumstances.

For example, the number of practical exercises can be increased or decreased depending on the participants' level of engagement. The exercises are important when trainees are not very motivated, but less so when they are enthusiastic.

Remember to use a variety of training and facilitation techniques because people have different learning styles.

5. Target audience and purpose of the WSTPm (10 minutes)

Read the slide.

Ask: Who remembers what percentage of people in any population needs a wheelchair, according to WHO?

Most important answer:

- An estimated 1% of any population requires a wheelchair[1].
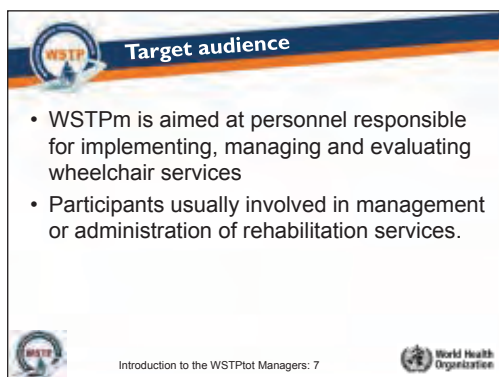
Explain:

- An estimated 1% of any population requires a wheelchair, yet in many places wheelchair services are not available or are very underdeveloped.
- The WSTPm is aimed at personnel responsible for implementing, managing and evaluating wheelchair services.
- WSTPm participants will usually be involved in the management or administration of rehabilitation services but may not have first-hand experience in wheelchair service management. This is why the WSTPm includes basic information about managing appropriate wheelchair services.

1   Guidelines on the provision of manual wheelchairs in less-resourced settings. Geneva: World Health Organization; 2008 (http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/).

Ask: In what circumstances might a manager come on the WSTPm training programme but not have experience in wheelchair service management?

Acknowledge answers.

Explain: Reasons could include:

- when a new service is being established or considered
- when a service is expanding to include wheelchair provision – such as a prosthetic and orthotic service
- when a manager is new to an existing wheelchair provision service
- when a wheelchair producer is looking to develop their wheelchair provision service
- when someone wants to learn more about appropriate wheelchair provision, for example a government department manager.

Ask: Why would a manager who has experience in wheelchair service management come on the WSTPm training programme?

Acknowledge answers.

Managers with experience

- Better plan wheelchair provision
- Find answers to challenges
- Information on international policies and guidelines
- New tools and approaches
- Improved management of WSTP-trained staff
- Understand how to lead change.

Introduction to the WSTPtot Managers: 9

Explain: Some reasons could be:

- to find answers to challenges they are facing
- to learn more about international policies, guidelines, and conventions related to wheelchair provision
- to understand more about appropriate wheelchair provision according to the *Wheelchair Guidelines*[2] and the eight steps of wheelchair service delivery
- to increase their understanding of different service delivery models
- to learn new ways to improve their management skills
- to be able to manage and support staff who have been trained in WSTPb and WSTPi modules
- to understand the role managers can play in leading change to improve wheelchair provision.

Development of the WSTPm

- 2012: WSTPb launched
- 2013: WSTPi launched
- 2015: WSTPm launched to support training of managers to provide services which fulfil the eight steps of wheelchair service delivery
- Part of a package with WSTPs.

Introduction to the WSTPtot Managers: 10

Explain:

- The WSTPm followed the development of the WSTPb and WSTPi.
- The package helps managers to deliver an appropriate and effective wheelchair service that fulfils the eight steps of wheelchair service delivery.
- The WSTPm is the third part of the WSTP.

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2   Guidelines on the provision of manual wheelchairs in less-resourced settings. Geneva: World Health Organization; 2008 (http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/).

Ask: What are the eight steps of wheelchair service delivery?

Write answers on the board until all eight are correctly identified. If trainees skip a step, leave a space and come back to it at the end.

Pin up the *Wheelchair service steps* poster and leave it up for the duration of the training programme.

Eight steps of wheelchair service delivery
1. Referral and appointment
2. Assessment
3. Prescription (selection)
4. Funding and ordering
5. Product preparation
6. Fitting
7. User training
8. Follow-up, maintenance and repair.

Eight steps of wheelchair provision

1. Referral and appointment
2. Assessment
3. Prescription (selection)
4. Funding and ordering
5. Product preparation
6. Fitting
7. User training
8. Follow-up, maintenance and repair.

Introduction to the WSTPtot Managers: 11

Explain:

• The eight steps of wheelchair service delivery are outlined in more detail in the WHO *Wheelchair Guidelines*. They were discussed in the *Core training skills* session, *Knowledge of guiding documents*. You should be very familiar with them.

Purpose of the WSTPm

Help managers to:
• plan wheelchair provision better
• increase quality of wheelchair service delivery
• improve staff retention
• enable more users to receive a wheelchair that meets their needs
• increase sustainability.

Introduction to the WSTPtot Managers: 12
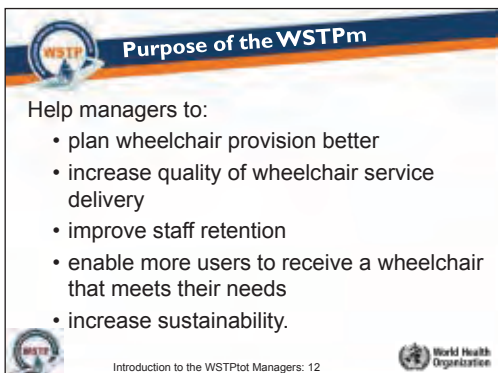
Explain:

• The WSTPm includes information on the resources required to fulfil all eight steps.
• Knowledge gained through the WSTPm can help managers in many areas of their work.

Ask trainees to list activities carried out by managers that can support the work of wheelchair clinicians and technicians.

Acknowledge answers.

Most important answers:
• Ensure that appropriate wheelchairs and materials are in stock
• Make sure funding is available for wheelchairs
• Help plan the number of service users so staff are not too busy but have enough to do
• Ensure service users have appropriate and well-maintained equipment and facilities
• Provide administrative support for smooth running of services
• Prepare and manage the budget for the service
• Help promote a professional service
• Advocate to government in support of staff positions
• Support collaboration between government and other stakeholders such as Community-Based Rehabilitation (CBR) programmes.

6. Adapting the WSTPm to local needs (30 minutes)

Adapt to local needs

• WSTPm can be delivered in 13 – 14 hours
• Sample timetable on WSTP Pen Drive
• Sessions can be mixed with other activities.

Introduction to the WSTPtot Managers: 13
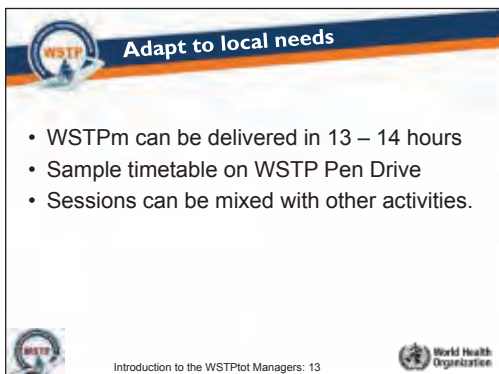
Explain:

• The WSTPm can be delivered in 13–14 hours and adapted to suit local needs and resources – for instance adding extra time for translation.
• Do not reduce the time.
• A sample timetable for the WSTPm is available on the WSTP Pen Drive.
• WSTPm sessions can be combined with other activities that are specific to the local context and aims.

- **Refer** trainees to the *WSTPm/s planning tool* in the *Annexes* of their *ToT Handbook*.

Explain:

- The *WSTPm/s planning tool* is recommended to help identify which sessions to include and what outcomes you hope to achieve in the country/region where you will be training.
- The tool covers 10 areas of policy, products, services and training in line with the *Wheelchair Guidelines*.
- It gives example situations for each of the 10 areas ranging from 'early stages' to 'developing', 'maturing' and 'well-functioning'.
- Begin the planning process as far ahead of the training as possible so you have enough time to gather the necessary information.

Show the slide throughout the activity.

Activity 1	
Groups:	**Divide** trainees into groups with others from their country. If all trainees are from the same country, divide into groups of two or three.
Instructions:	**Explain** that the aim is to familiarize trainees with the *WSTPm/s planning tool.* **Ask** groups to go through the tool and circle the white box for each statement that most applies to their situation: either early stage, developing, maturing or well-functioning. **Ask** them to add a sentence or two in the left-hand *Summary* box to expand on their answers.
Monitor:	**Monitor** the groups and assist as needed.
Time:	**Allow** 15 minutes for the activity and 10 minutes for feedback.
Feedback:	**Ask** the first group to feedback with their answers to item 1, giving the stage they circled and any comment added; then ask the second group to feedback with the answer to item 2 and so on, until all 10 areas have been covered. **Explain** that at the end of the WSTPtot *Stakeholders* we will carry out an exercise using information gathered with the *WSTPm/s planning tool.*

7. Trainers and participants for the WSTPm (3 minutes)

Trainers and participants

- One trainer for every 8 – 10 participants
- Average 5 – 15 participants on WSTPm
- Wheelchair user trainer is an asset
- Local knowledge and experience important
- International knowledge.

Introduction to the WSTPtot Managers: 16

Explain:

- The recommended trainer ratio is one trainer for every 8–10 participants.
- The WSTPm is typically run for 5–15 participants.
- It is an advantage to have an experienced wheelchair user on the training team, ideally someone who knows the subject and training package well.
- At least one trainer should have local wheelchair provision experience and knowledge. This will enrich discussions and ensure the training is relevant.
- One trainer should have good international knowledge of wheelchair provision and relevant international guidelines, conventions and goals.

8. WSTPm resources (10 minutes)
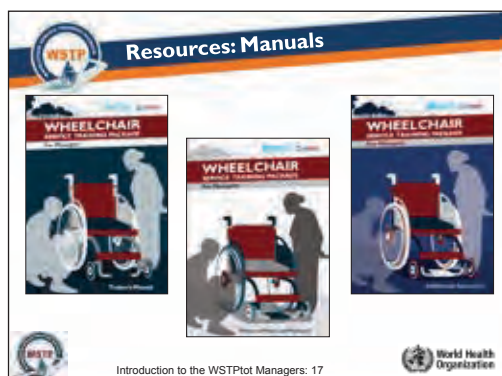
Explain: The WSTPm includes three manuals.

- *Trainer's Manual*
- *Reference Manual and Workbook*
- *Additional Resources.*

Ask trainees to open the *Trainer's Manual.*

Explain: The first section, *About the WSTPm* on pages 1–4, covers the *Target Audience, Purpose* and *Scope,* the skills and numbers to consider when selecting *Trainers* and *How to get started.*

Explain: *Guidance notes for trainers,* on page 5, includes an overview of the training programme, brief information on the session plans, the accompanying PowerPoint presentations (PPTs), and good-practice training tips. An evaluation of the programme is recommended after each delivery.

Explain: *How to prepare to deliver the training package*, which starts on page 8, emphasizes the need to know the current situation, and context, of wheelchair service provision where you will be training.
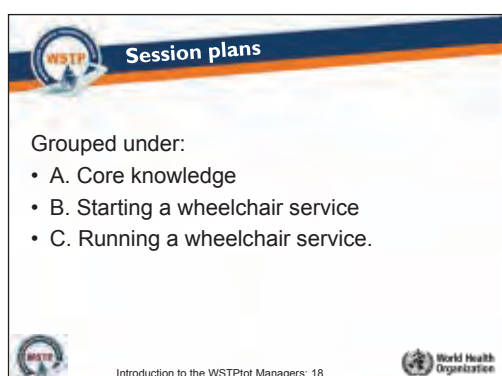
Explain:

- The detailed session plans begin in the next section on page 12. There are 12 sessions grouped into three sections.

Reference Manual and Workbook

- Reference manual provides additional information
- Workbook completed by participants as part of the activities.

Introduction to the WSTPtot Managers: 19
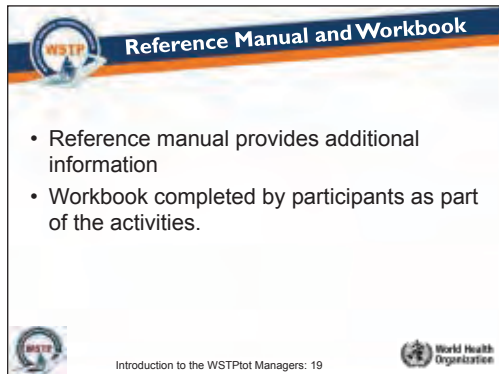
Ask trainees to look at the *Reference Manual and Workbook*.

- The *Reference Manual* provides more detail on each of the topics to supplement the sessions.
- The *Workbook* includes forms and resources for participants to complete as part of the activities in the sessions.

Additional Resources

WHEELCHAIR
SERVICE TRAINING PACKAGE

Introduction to the WSTPtot Managers: 20

Ask trainees to look at the third manual, *Additional Resources.*

- This is sometimes printed and bound together with the *Reference Manual and Workbook.*
- It includes useful forms and reference documents. For example, how to make an assessment box and assessment bed when working with clients, and how to set up a mobility skills area.

Encourage trainees to develop a thorough knowledge of all three manuals.

Ask if there are any questions on the manuals.

PPTs and videos

- Introduction
- Core knowledge
- Starting a wheelchair service
- Running a wheelchair service
- Putting it all together
- Six short videos.

Introduction to the WSTPtot Managers: 21
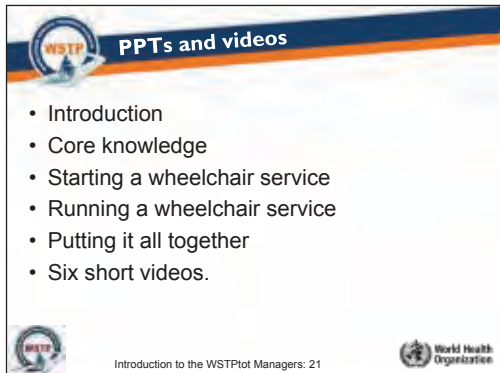
Explain:

- There are five types of PPT presentations:
  - introduction
  - core knowledge
  - starting a wheelchair service
  - running a wheelchair service
  - putting it all together, which summarizes all the information.

- There are no 'aim and objectives' slides in the WSTPm package, but you can add your own using the objectives given in each session plan.
- You can also create and add slides to highlight activities and provide extra instructions.

There are six videos available on the WSTP Pen Drive. These are referenced in the PPTs but may not be embedded. Always check in advance that you have the videos ready, either embedded in the PPTs or uploaded to your desktop ready to play.

Explain: You will also need the WSTP posters, which can be found on the WSTP Pen Drive.

Explain: Supplementary resources are included on the WSTP Pen Drive, most of which were discussed in the *Core training skills* module. Look out for *Managers who lead,* which provides information about leading and influencing change in organizations and is particularly relevant for session *A.3: Managers who lead change.*

Ask if there are any questions on the resources.

Explain:

- The latest versions of the WSTPm resources, as well as any available translations, can be found on the WHO website[3].
- This link can be found in the *ToT Handbook*.

Explain:

The *ToT Handbook* provides supplementary information based on the experiences of trainers who have delivered the packages. It also highlights any errors in the published resources.

9. Key point summary (5 minutes)

Read the key points.

Ask whether there are any questions.

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3   http://www.who.int/disabilities/technology/wheelchairpackage/wstpmanagers/en/

Welcome, introduction and overview

a. General

• You may prefer to swap *Sections 3 and 4* to cover housekeeping issues before the workshop overview.

b. Section 1. Opening ceremony

• The timetable allows 10 minutes for a brief opening ceremony, for instance a welcome from the head of the institution where the training programme is being conducted. If a more extensive ceremony is needed, adjust the timetable accordingly.

c. Section 3. Workshop overview

Tips for preparation

• Check if the video *Wheelchair service delivery* is embedded in the PPT on the WSTP Pen Drive. If it is not, embed it or have it easily accessible on your desktop.

Content

• Before showing this video, ask participants to look out for the different steps of wheelchair service delivery while they are watching. After showing the video, point out the *Wheelchair service steps* poster and list the eight steps of wheelchair service delivery. Refer back to the poster whenever it comes up during the rest of the training programme.

d. Section 4. Training programme timetable, housekeeping and ground rules

Tips for preparation

• It is useful to have a wheelchair available when explaining the safety issues.

Content

• Point out the different components of the wheelchair as you discuss them (for example, spokes, brakes and footrests). Explain that participants should lean forward when going up slopes and lean back when going down, even with an assistant behind them.

A.1: What is appropriate wheelchair provision?

a. Section 4. Supporting appropriate wheelchair provision

- In the activity on page 22, the *Trainer's Manual* gives one example of national policy but the *Reference Manual and Workbook* gives two. Chose the example that is most appropriate for the context: there is not enough time to use both.
- The text in the *Reference Manual and Workbook* is different from the text in the *Trainer's Manual.* Read the text from the *Reference Manual* to make it easier for the participants to follow.

Key considerations for teaching this session

a. General

Content

- The timing of this session is generous for *Section 3* but short for *Section 4*, so overall it should work out. If your time is running short, limit the number of participant responses.

b. Section 2. What is the need and unmet need for wheelchairs?

Tips for preparation

- Personalize slide A.1.4 with the relevant census data and a calculation on national wheelchair need. If you are training participants from more than one country, list them all on this slide.
- If the census is out of date, try to find a more recent estimate from the National Statistics Office or another government department.
- To calculate 1% of the population, divide the total population by 100. Some examples are given below.

Population	1% of population
45 060 436	450 604
14 538 933	145 389
3 785 566	378 556

c. Section 3. Right to personal mobility

- Have a good understanding of the *UN Convention on the Rights of Persons with Disabilities (CRPD)* and find out whether it has been signed and ratified by the country where your training programme is taking place.

d. Section 4. Supporting appropriate wheelchair provision

Tips for preparation

- The Incheon Strategy is not included as a resource but if you are training in a country covered by the Strategy in Asia and the Pacific, it can be downloaded at: http://www.unescap.org/resources/incheon-strategy-"make-right-real"-persons-disabilities-asia-and-pacific

Content

- In the feedback section of the activity you can also suggest that if national policy doesn't exist, participants can refer to the *WHO Disability Action Plan 2014–2021*[4] for guidance on how to set one up.

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4   WHO Global disability action p.an 2014 – 2021. Geneva: World Health Organization; 2015 (http://www.who.int/disabilities/actionplan/en/).

A.2: Service delivery

Errors in the WSTP materials

a. Section 4. Broader roles of a manager

Tips for preparation

- Some of the text on Slide A.2.12 is different from the version of this diagram in the *Reference Manual and Workbook*. Replace the slide with the new version provided on your WSTP Pen Drive and make a note in your *Trainer's Manual* that the PPT slide is an update of the thumbprint version shown in the manual.

Key considerations for teaching this session

a. Section 2. Service delivery levels

- Emphasize that the level of service is not linked to the age of the wheelchair user or their disability. Many regions or countries may only have a basic level service (if any), but the aim is for each country or region to have both available. An intermediate level service needs different resources and staff skills compared to a basic level service. Knowledge of the local context will be useful here so that you can give examples of existing basic and intermediate level facilities.

b. Section 3. Service delivery models

- There is not much time for the activity in this section. Ask the groups to sit or stand near the *Wheelchair service steps* poster while they discuss their answers and to stick their Post-it notes next to the relevant service step as they write them. This will make the feedback session quicker.

c. Section 4. Broader roles of a manager

- As an alternative to projecting the slide *Roles of a manager,* you may prefer to use a poster of the diagram. Participants can stick Post-it notes onto the poster and it can stay up on the wall throughout the training programme.

d. Section 5. Active involvement of wheelchair users in service delivery

- An extra slide showing the Romanian case study is provided on your WSTP Pen Drive and can be added to the PPT for this session.

A.3: Managers who lead change

Key considerations for teaching this session

a. General

Tips for preparation

- Consider distributing Chapter 6 of *Managers who lead* as a handout. This is available on the WSTP Pen Drive in *Supplementary Resources.*
- Slide A.3.3 lists the four factors for success. Each of these is then covered in more detail. For clarity, consider duplicating this slide and repeating it at the start of each of the following sections – with the relevant bullet point highlighted.

Content

- Highlight that change is often seen as something frightening or problematic. Remind participants that it is our reaction to change that makes it good or bad; change in itself is neutral.
- There is not much time for this session: leave some questions out if necessary.

b. Section 1. Manager's role in leading the change process

- The *Trainer's Manual* suggests that you link this session with previous sessions. Highlight that we have discussed appropriate wheelchair provision and the role of a manager, which includes the responsibility to develop a well-functioning service and a motivated well-trained workforce.

c. Section 4. Align personnel and resources

- Highlight the *Notes for trainers* (page 38) and emphasize that participants should not spend all their time talking about funding. Funding is an issue that affects every aspect of services and it is more important to draw out how managers can bring together the human and material resources needed.

d. Section 6. Summary of action points for managers

- The activity on page 42 asks participants to put their ideas up on four sheets of flipchart paper at the end of each session. As time is short, and this is not referred to again until the end of the programme, remind participants to do this at the end of every session.

B.1: Accessing services

a. Section 2. What is an equitable service?

- On page 43 of the *Trainer's Manual* ask the question before showing the *Equitable services* slide. Consider adding a new slide with the title of the session: *Accessing services,* or displaying the question.

b. Section 3. Referral and appointment

- There is not much time for this activity.
- This activity may generate a lot of discussion about the reluctance of referral network partners to complete forms. Keep the discussion focused on how managers can encourage partners to use the referral forms. For instance: provide blank forms for completion; keep the form as simple as possible; arrange to collect forms on a regular basis; and give feedback on wheelchair users who have accessed the service (so that those referring can see the benefits).

c. Section 4. What can managers do to ensure their service is equitable?

- Highlight the importance of making sure the service is equitable. Remind participants of the articles of the *CRPD* that highlight the needs of women, children, older people, poor people, and those living in rural areas. Managers must work to ensure that these groups are addressed and not marginalized in wheelchair service provision.

d. End of the session

- At the end of the session, ask participants to record actions in their workbook and remind them to write on the four flipchart sheets put up during the previous session.

B.2: Facilities and equipment

Key considerations for teaching this session

a. Section 2. Facilities and service flow

- If your training programme is taking place in a service centre, this session will include a walk through the service. Ask the group to respect the wheelchair users and staff in the centre and to keep their voices low to avoid disruption.
- There is not much time for this section. Plan your route in detail beforehand. To speed things up, consider splitting participants into smaller groups starting at different points. Make sure you have permission to go to each area and ensure staff are aware of your visit.
- If you are not based in a service centre, spend more time explaining the service flow slide (B.2.3) in detail. Consider taking video footage or photographs of an actual walk through to show instead.
- You can prepare cards with names of the service areas and pin them around the training room or adjacent hallways, allowing participants to rearrange the cards to improve service flow. This will stimulate discussion about what to consider when planning a service.
- Refer to page 22 of the *Reference Manual and Workbook* and highlight the following:
  - All areas of the service, including the entrance, must be fully wheelchair accessible.
  - When people arrive at the service there must be an area for registration and space for them to wait to be seen.
  - It is helpful to have posters, leaflets and video resources in the waiting area, as well as toys for children.
  - Some people may have travelled long distances and may need to lie down, for example if they have a pressure sore on a weight-bearing area of their body.
  - Water should be available for everyone on arrival, as well as information on where refreshments are available.
  - An accessible toilet should also be located near the reception area.
  - Assessment area/s should be close to the reception/waiting area. They should be quiet, private and have the equipment required for assessments. This includes an assessment bed or bench, privacy screens, foot blocks, tape measures and a camera for recording key stages in the assessment and fitting process.

- A technical area is needed for wheelchair preparation, maintenance and repair with floor and bench space. Ideally, this should be close to the assessment areas, but far enough away to reduce noise disturbance. The area should be well-lit, ventilated, waterproof and a good temperature for working. It should have a clean area for final assembly and product adjustment that is separate from the drilling, sanding and painting sections. Technical activities may be split between an area convenient to the other service aspects and another location further away or even outsourced.
- A mobility skills area should be located close to the assessment and fitting area. It can be an indoor or outdoor area and should offer a variety of surfaces and obstacles.
- A secure storage area is required and should be located close to the technical area.
- An office area is needed for the administration aspects of the service, such as preparation and storing of records, and staff meetings.

b. Section 4. Organization of facilities

- Explain that government facilities often have a requirement to keep broken equipment and old paperwork until it is officially removed from the government inventory. This often means that workshops are filled with redundant equipment and paperwork. To ensure that working areas remain clutter free, encourage managers to store these items, possibly using a container if space is tight.

c. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

B.3: Range of appropriate wheelchairs

Key considerations for teaching this session

a. General

Tips for preparation

- Have a variety of wheelchairs available with different features related to the environment, function and posture support; also have one or two pressure relief cushions to illustrate points made in this session.

Content

- This is one of the most important sessions in the WSTPm. Many stakeholders have little knowledge of wheelchairs or the difference that an appropriate wheelchair can make.
- This session must be inspirational and persuasive so that managers understand the impact of an appropriate wheelchair.
- Adding photographs or case studies relevant to the local context will increase the impact.

a. Section 2. What is an appropriate wheelchair and cushion?

- Managers need a good understanding of what an appropriate wheelchair means, and to know that what is appropriate for one person will not be appropriate for another. A wheelchair is only inappropriate in reference to the user's needs.
- Because of individual needs and diversity in environment and function, a service cannot provide only one type of wheelchair. Various models are needed to fully meet wheelchair users' diverse needs.
- Emphasize that a cushion is not optional; it is an essential component of an appropriate wheelchair.

b. Section 3. Providing proper fit and postural support

- The support a person needs to sit well in their wheelchair is individualized. It is not possible to have only one product giving extra support; multiple products are needed which can be adjusted, modified or have options to enable them to be fitted to an individual. A service may have dedicated supportive seats or optional postural support devices (PSDs) that can be added to a wheelchair to

provide different types and levels of postural support. If available, show some examples of PSDs during this session or add some slides showing pictures of different wheelchair users with varying levels of postural support needs.

c. Section 4. Meeting the user's needs and environment

- In this section, explain that a wheelchair user's needs may be different depending on whether they live in an urban or rural environment. For example, someone travelling frequently on public transport or by car may benefit from a lightweight wheelchair that folds or breaks down in some way. Someone living in a rural setting who does not travel will find those features less important, but may benefit from a rigid frame and a longer wheelbase to give them more stability on rough surfaces.

d. Section 5. Importance of a safe and durable product

- Cover some of the contents of the box on page 34 of the *Reference Manual and Workbook* in more depth. Managers can be tempted to accept any wheelchairs offered or to select the cheapest models to get the maximum quantity. Managers should know the questions to ask potential donor or suppliers. For example, they should consider whether the wheelchair has been tested to any certified standards for performance and durability, such as ISO standards (International Organization for Standardization) or local standards.
- Donors and funders can pressure managers and teams to choose the cheapest wheelchair. It is important to highlight the cost-per-month/year consideration: cheap wheelchairs often break down very quickly whereas a good-quality wheelchair can last at least 3–5 years if regularly maintained.

Wheelchair model	Cost of purchase	Years of use	Cost per year of use
Wheelchair A	US$ 80	0.5	US$ 160
Wheelchair B	US$ 150	1	US$ 150
Wheelchair C	US$ 300	3	US$ 100
Wheelchair D	US$ 300	5	US$ 60

e. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

B.4: Align personnel

Errors in the WSTP materials

a. Section 5. Assessing service capacity

• Have a calculator available for the session. Add this to the *Trainer's Manual* session plan under *Resources*.

Key considerations for teaching this session

a. Section 2. Roles in a wheelchair service

• Explain that if a region does not have an intermediate level service, the manager of the basic level service should consider how this can be planned for the future and discuss with staff and other stakeholders.

b. Section 5. Assessing service capacity

Tips for preparation

• If you are not confident calculating the figures, practise until you feel prepared.

Content

• Exit "Slide Show" mode when you get to slide B.4.11 if you are going to complete the table on screen. You will need to click on the edge of the PPT table to enter numbers in the slide. Alternatively, draw the table on a flipchart beforehand and add the numbers during the session.

c. End of session

• At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.
• Remove any data added to slide B.4.11 during the session.

Activity

Work alone for this activity. You will need a calculator.

Working with the data in your assigned chart below, fill in the grey cells below columns A-F. Final numbers can be rounded up or down.

Option one

Planning the working week						
Scenario	**A**	**B**	**C**	**D**	**E**	**F**
Number of working days per week	4	2	5	4	2	5
Number of working weeks per year	40	42	46	40	42	46
Estimating service capacity	**Basic**			**Intermediate**		
Number of working hours per day	6.5	5	7	6.5	5	7
Estimated number of hours per user	2.5	3	3.5	6	5	5.5
Number of service users per day						
Number of service users per week						
Number of service users per year						
Subtract 15% (contingency for unexpected events)						
Estimated number of users per year						

Option two

Planning the working week						
Scenario	**A**	**B**	**C**	**D**	**E**	**F**
Number of working days per week	3	2.5	5	3	2.5	5
Number of working weeks per year	44	46	42	44	46	42
Estimating service capacity	**Basic**			**Intermediate**		
Number of working hours per day	7	6	8	7	6	8
Estimated number of hours per user	3	2.5	3	7	5	6
Number of service users per day						
Number of service users per week						
Number of service users per year						
Subtract 15% (contingency for unexpected events)						
Estimated number of users per year						

B.5: What does a wheelchair service cost?

Key considerations for teaching this session

a. General

- The session is about encouraging managers to think about the different cost areas of a wheelchair service. Do not allow too much discussion on budget lines.
- This session can be too detailed for managers who need an overview but have an accountant who works out the details. At the start ask participants if they are involved in detailed budgeting for their service. If not, consider turning the activities into whole group discussions to save time.

b. Section 2. Budget guide

- For the practice delivery, run the activity in one group for a shorter period to save time.
- The following budget headings should be written on the board: *Start-up costs* and *Operational costs.* Be clear that you are asking participants to think about the type of costs that would come under each heading.
- Emphasize that a manager and team should be clear about: the personnel and equipment needed for each service step, and whether it will take place in the service or the community.

c. Section 3. Benefits of integrating services

- This section also has an activity that is financially oriented and could be left out, particularly as the concepts are explained in *Section 4. Benefits of cost sharing through partnerships.*

d. Section 4. Benefits of cost sharing through partnerships

Tips for preparation

- Consider adding a slide at the start of this section asking: "What is cost sharing? What are the benefits of cost sharing?"

e. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

C.1: How do you know if your service is working?

Key considerations for teaching this session

a. Section 2: What is monitoring and evaluation?

- If time is running short during this session, have a general discussion about the benefits of monitoring and evaluation instead of doing the activity.

b. Section 3: Efficient and effective services

- Consider running this as a full group activity to give time for more discussion. Ask questions as you complete the table on pages 100–101 in the *Reference Manual and Workbook* to stimulate discussion. For example, for the first blank box in column two on the second row:
  - Ask participants: what would be a reasonable time for the performance target?
  - If one person suggests an answer, ask others if they agree. This will stimulate discussion.
  - Talk through areas of the table that are already complete as examples of what to do.
  - Ask participants to look at row two in the third column, "On the user's file record the date when the referral was received and the assessment date". Ask who would fill in this information in their own service and how would the data be collated to identify whether the target was met?
  - Ask what action they could take if the target was repeatedly missed?
  - Refer to the blank box in the third row of the table under "Information collection" target for the "Number of users who receive a wheelchair", against a target of 20 per month.
  - Ask: Where would information be stored about who has received a wheelchair?
  - This would be recorded in the user files. However, to monitor the total number, managers would also need to compile a master list of wheelchairs distributed.
  - Ask: How would this be managed?
  - The purpose of the activity is to encourage participants to think about strategies to record and review information about their service. Keep working through the table encouraging discussion on each item.

c. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

C.2: Managing demand

a. Section 2. Creating demand

Tips for preparation

- The activity directs you to read out the Bangladesh example of success. Add the slide provided on the WSTP Pen Drive to your presentation so that participants can refer to it during the discussion, or provide a copy on a handout.
- In the *Most important answers* section (second box, page 98) additional reasons why demand might be low include: problems with service delivery; dissatisfaction with the service; or poor reputation of the service. If services are providing low quality or expensive products, or have long waiting times, service users may choose to go elsewhere or to go without a wheelchair. Suggest participants add this information to the list in their *Trainer's Manual.*

b. Section 4. The importance of early referral for children

Tips for preparation

- Consider adding a slide showing the benefits of early referral as outlined below.

Content

- Parents can be reluctant to bring their child for a wheelchair assessment for many reasons (see *Most important answers,* page 103). They may fear that their child will no longer try to walk or will become lazy. Emphasize that an appropriate wheelchair with the right support often means the child's walking will improve as they don't have to go so far. It will also help them conserve energy, which can be used to get involved in other things. With better function they will be able to get out of their wheelchair for an activity on the floor or in a standing position.

c. Section 5. Running efficient and effective services

- Limit the discussion on the time needed for each stage; this will vary between services. Use this section to help managers understand how to calculate realistic targets for their services.
- Highlight that the time allocations shown in slide C.2.13 are averages. These will vary between services depending on the range of wheelchairs and PSDs available and the skills of the service staff. Depending on context the times could be double those shown for some service users.

d. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

C.3: Planning follow-up

Key considerations for teaching this session

a. Section 2. Importance of follow-up

- When identifying a wheelchair user to share their experience in this session, ensure they experienced appropriate follow-up. Discuss their experience beforehand to help them highlight the important aspects.

b. Section 4. Planning for follow-up

Tips for preparation

- Slides C.3.7 and C.3.8 are not clear. Replace the existing slides with new ones from your WSTP Pen Drive.

Content

- As illustrated on the slides, highlight that by providing follow-up a service may provide fewer wheelchairs in year 2 onwards unless human resources are increased.
- Emphasize that a service's effectiveness should be measured on more than just the number of wheelchairs distributed.

c. Section 6. Inclusion and participation in the community

Tips for preparation

- In the example from Sri Lanka on page 122, convert the US$ figures into local currency to help those not familiar with US$.

Content

- Do not focus on the actual US$ amounts, but on the principle of how much cost is incurred by long stays in hospital because people cannot return home.

d. End of session

- At the end of the session remind participants to keep adding their ideas to the four flipchart sheets on the wall. Review the contents and if necessary repeat instructions to keep everyone on track.

C.4: Planning for financial sustainability

a. Section 3. Planning for financial sustainability

- Make sure you understand the concept of non-monetary support.
- Gifts in kind are sometimes easier to secure than financial contributions and should be considered in all areas of the service. However, some in-kind donations may need maintenance, such as a vehicle, so make sure you include this in your budget.

b. Section 4. Identify initial funding sources

- Remind participants to think about lead times for funding when considering who to approach. Trusts, foundations and governments can have long review processes whereas corporate donors or individuals may respond more quickly. An ideal strategy will include approaches to a range of sources.

c. Section 5. Planning a fundraising strategy

- The topic of fundraising can generate a lot of discussion. Keep the group on track.
- Participants are often unrealistic about the amount of donations they are likely to receive. Emphasize that successful fundraising takes a lot of effort and it is common to only receive small amounts until you have a track record with a donor.
- Highlight that potential donors will want to see that the service has carried out proper planning and budgeting and has good financial accountability.
- Emphasize the need for high quality and timely reporting to donors. Provide regular progress updates. Unless a donor has a policy of not giving a repeat donation, you are more likely to secure a second donation from a source you have built a relationship with and have kept well informed.
- Encourage participants to set realistic expectations. For example, do not ask donors to fund 200 wheelchairs over three months if your provision capacity is 30 wheelchairs per month.

Putting it all together

a. Section 2. Actions to lead change

- The aim of this session is to agree on actions to improve wheelchair provision in the country. Focus on gathering inputs from the group members.
- When delivering WSTPm you will use the "change facilitators" introduced in session *A.3: Managers who lead change.* Remind participants to keep adding ideas to the four flipchart sheets on the wall throughout the two days. These lists will form the basis of your discussions. Here are some examples:

Actions managers can take to create a shared vision of appropriate wheelchair provision

- Involve all team members in deciding the overall objectives of the service and creating a vision and mission statement.
- Review the shared vision regularly and ensure that all team members are contributing to its achievement.
- Make sure the overall shared vision is user-based: it should be developed with the involvement of wheelchair users.

Actions managers can take to communicate the importance of appropriate wheelchair provision

- Give presentations to wheelchair sponsors or donors.
- Raise awareness of the *Wheelchair Guidelines* with government ministries and departments, nongovernmental organizations, Disabled People's Organizations and rehabilitation professionals.
- Organize joint awareness raising events and activities with other stakeholders particularly on the *International Day of Persons with Disabilities.*
- Raise awareness of the articles of the *UN Convention on the Rights of Persons with Disabilities (CRPD)* that relate to assistive products.
- Highlight which of the *Sustainable Development Goals* (SDGs) promote the importance of appropriate provision of assistive products.
- Organize meetings with rehabilitation and community-based rehabilitation training schools to raise awareness and promote the *Wheelchair Guidelines.*
- Collect case studies and 'before' and 'after' pictures of wheelchair service users to share and show the benefits of a professional service.

Actions managers can take to align personnel and resources

- Make sure all the wheelchair service steps are assigned to people who have the skills and time to fulfil them.
- Involve wheelchair users in the service where possible, particularly for user training and follow-up.
- Make sure that personnel fulfilling the clinical, technical and training roles have received the appropriate training.
- Ensure your service targets are realistic based on the staff and resources available.
- Monitor the service regularly to check that personnel roles, responsibilities and workloads are appropriate.

Actions managers can take to motivate, engage and commit personnel

- Organize team meetings for all team members to agree on and understand targets.
- Ensure that all members of the team see the benefits of a professional service and the dangers of poor service by asking wheelchair users to share their personal stories.
- Offer incentives to staff such as bonuses, holidays or "person of the month" awards for exceptional work.
- Hold team building events to strengthen teamwork and build morale.
- Thank staff when they do work well or achieve a service milestone.

The most important part of this session is to discuss what should happen after the training programme. Emphasize the need to agree on next steps while they are together, even if it is only for a follow-up meeting where more detailed planning will be carried out. Encourage participants to nominate people to take things further and to agree on how to communicate with each other after the training programme.

Your role is to help participants set specific actions to help them make progress and be successful after the meeting.

The *Trainer's Manual* suggests you ask these questions: *What will be the next steps? Are you going to form a task force to initiate some of the actions proposed? Who will take these actions further? Are you going to meet again? When?*

Encourage participants to be specific in their answers. If they say they will form a task force, ask who will take responsibility for this? Who will be represented? How many members will there be? What will be the terms of reference? Will there be any meeting costs and who will pay? What will stop them from taking the next steps and how can they overcome these barriers? How will the full group get feedback?
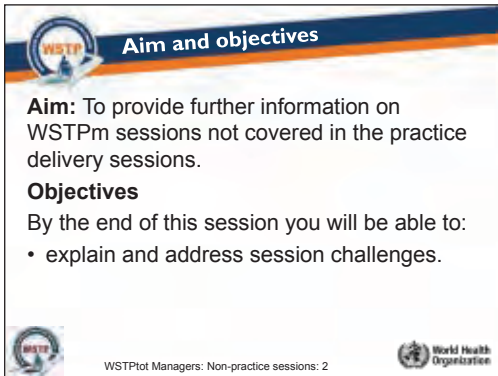
Encourage participants to commit to something individually or as an organization. For example, organizing or hosting the next meeting; writing an article about the training programme for the local newspaper to promote awareness about wheelchair services.

WSTPm Non-practice sessions

AIM	To provide further information on WSTP sessions not covered in the practice delivery sessions.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ explain and address session challenges.
RESOURCES	For the session: ☐ PPT slides: *WSTPtot Managers: Non-practice sessions* ☐ coloured card or Post-it notes: approximately six for each participant ☐ four sample "change facilitator" sheets ☐ each trainee will need a calculator for Activity 1. If not available trainees can share and work in groups.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Prepare four sample "change facilitator" sheets on flipchart paper and Post-it notes, using the lists at the end of the session.

OUTLINE		
	1. Introduction	2
	2. Session B.2: Facilities and equipment	15
	3. Session B.3: Range of appropriate wheelchairs	10
	4. Session B.4: Align personnel	30
	5. Session C.1: How do you know if your service is working?	20
	6. Session C.3: Planning follow-up	27
	7. Key point summary	1
	Total session time	**111**

1. Introduction (2 minutes)

Explain the aim and objectives of the session.

> **WSTP** **Aim and objectives**
>
> **Aim:** To provide further information on WSTPm sessions not covered in the practice delivery sessions.
> **Objectives**
> By the end of this session you will be able to:
> • explain and address session challenges.
>
> WSTPtot Managers: Non-practice sessions: 2 — World Health Organization
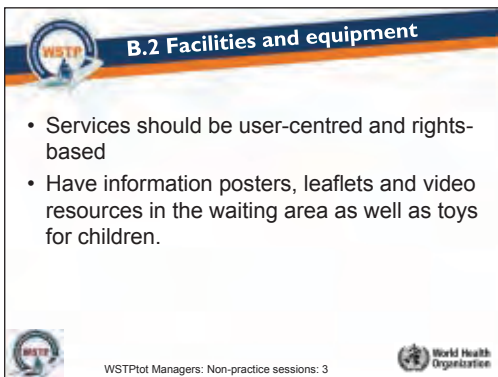
Explain: There are guidance notes on each of these sessions in the *ToT Handbook*. We will discuss a few aspects in more detail here.

2. Session B.2: Facilities and equipment (15 minutes)

Ask participants to turn to page 52 of their *Trainer's Manual* and page 22 of their *Reference Manual and Workbook*. Talk through the contents of pages 22–29. Emphasize the need to be familiar with the facilities and equipment required for basic and intermediate level services before running the WSTPm.

> **WSTP** **B.2 Facilities and equipment**
>
> • Services should be user-centred and rights-based
> • Have information posters, leaflets and video resources in the waiting area as well as toys for children.
>
> WSTPtot Managers: Non-practice sessions: 3 — World Health Organization

Explain:

- Services should be user-centred and rights-based.
- Have information posters, leaflets and video resources in the waiting area as well as toys for children. For example, the *wheelchair service steps poster* and information about how the service works.

Ask participants to turn to page 53 of their *Trainer's Manual*.
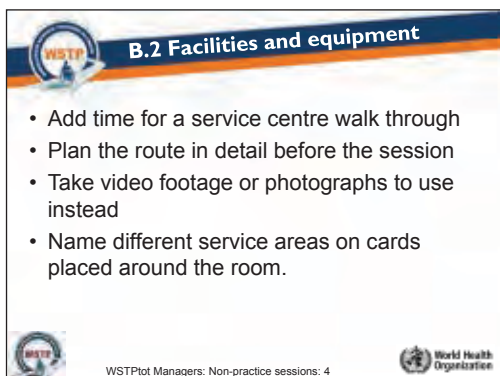
Explain:

- The activity on page 53 includes a service centre walk through. More time must be added for this.
- Plan the route in detail before the session.
- If the training programme is not based in a service centre, spend more time explaining the service flow using slide B.2.3. See the *ToT Handbook* for more information.
- Consider taking video footage or photographs of an actual service walk through to show instead.
- Prepare cards with names of the service areas and pin them around the training room or adjacent hallways, allowing participants to rearrange the cards to improve service flow. This will stimulate discussion about what to consider when planning a service.

3. Session B.3: Range of appropriate wheelchairs (10 minutes)

Ask participants to turn to page 57 of their *Trainer's Manual.*

Explain:

- This is one of the most important sessions in the WSTPm. Many stakeholders have little knowledge of wheelchairs or the difference an appropriate wheelchair can make.
- This session must be inspirational and persuasive enough to communicate the impact of an appropriate wheelchair.
- Adding photographs or case studies from local context will increase impact.

B.3 Range of appropriate wheelchairs

- Managers need a good understanding of *appropriate wheelchairs*
- A wheelchair is only inappropriate if it doesn't meet the user's needs
- A service or country needs various models with different features to meet wheelchair users' needs.
- A cushion is not optional.

WSTPtot Managers: Non-practice sessions: 6

Explain:

- Managers need a good understanding of what an *appropriate wheelchair* means, and that what is appropriate for one person will not be appropriate for another. A wheelchair is only inappropriate in reference to the user's needs.
- Because of individual needs and diversity in environment and function, a service must provide various models not just one type of wheelchair.
- A cushion is an essential component of an appropriate wheelchair, not an optional extra.

Ask trainees to turn to the table on page 34 of the *Reference Manual and Workbook.*

B.3 Range of appropriate wheelchairs

- Temptation to accept any wheelchairs offered or purchase the cheapest models
- Know the questions to ask donors or suppliers
- Donors can put pressure on managers to choose the cheapest wheelchair.

WSTPtot Managers: Non-practice sessions: 7

Explain:

- Managers can be tempted to accept any wheelchairs offered or to select the cheapest models to get the maximum quantity.
- Know the questions to ask potential donors or suppliers. See page 34 of the *Reference Manual and Workbook.*
- Donors can put pressure on managers to choose the cheapest wheelchair so that more can be provided.

B.3 Range of appropriate wheelchairs

Wheelchair model	Cost of purchase	Years of use	Cost per year of use
Wheelchair A	US$ 80	0.5	US$ 160
Wheelchair B	US$ 150	1	US$ 150
Wheelchair C	US$ 300	3	US$ 100
Wheelchair D	US$ 300	5	US$ 60

WSTPtot Managers: Non-practice sessions: 8

- Highlight the cost-per-month/year consideration to donors: cheap wheelchairs often break down very quickly whereas good quality wheelchairs can last for 3 to 5 years if regularly maintained.
- Wheelchairs that are more expensive to buy are often cheaper when the cost-per-year of use is considered, as shown in this table.

4. Session B.4: Align personnel (30 minutes)

Ask trainees to turn to page 72 of the WSTPm *Trainer's Manual.*

Show the slide throughout the activity.

Activity 1	
Groups:	**Ask** trainees to work alone.
Instructions:	**Explain:** We are going to practise completing the tables in *Section B.5: Assessing service capacity.* **Highlight** that the number of working hours per day may look low, but most people have administration and other responsibilities alongside their clinical work. **Assign** the trainees to Option one or Option two from the *ToT Handbook* to calculate the estimated number of basic and intermediate level wheelchair users that will be seen in each of the three scenarios. **Explain** that final numbers can be rounded up or down
Monitor:	**Monitor** the trainees and help them if necessary. Check their calculations as you move around the room. **Remind** them to subtract the 15% contingency.
Time:	**Allow** 20 minutes for the activity and 5 minutes for demonstrating the calculations.
Feedback:	At the end of the activity, slowly write out the calculations for each option under: • **A** in *Option one* • **D** in *Option two* Write on the slide directly for Option one and on the board for Option two. This shows the method of calculation and also two methods of presenting. **Suggest** that trainees check your figures against their answers and make any corrections. They will then have a reference to use later. **Ask** who can give the bottom line answers for the other four options? **Emphasize** that those who are less confident should practise before running this session until they feel prepared.

Option one

Planning the working week	A	B	C	D	E	F
Number of working days per week	4	2	5	4	2	5
Number of working weeks per year	40	42	46	40	42	46
Estimating service capacity	Basic			Intermediate		
Number of working hours per day	6.5	5	7	6.5	5	7
Estimated number of hours per user	2.5	3	3.5	6	5	5.5
Number of service users per day	2.6	1.67	2	1.08	1	1.27
Number of service users per week	10.4	3.33	10	4.33	2	6.36
Number of service users per year	416	140	460	173	84	293
Subtract 15% (contingency for unexpected events)	62.4	21	69	26	13	44
Estimated number of users per year	**354**	**199**	**391**	**147**	**71**	**249**

Option two

Planning the working week	A	B	C	D	E	F
Number of working days per week	3	2.5	5	3	2.5	5
Number of working weeks per year	44	46	42	44	46	42
Estimating service capacity		Basic			Intermediate	
Number of working hours per day	7	6	8	7	6	8
Estimated number of hours per user	3	2.5	3	7	5	6
Number of service users per day	2.3	2.4	2.67	1	1.2	1.33
Number of service users per week	7	6	13.33	3	3	6.67
Number of service users per year	308	276	560	132	138	280
Subtract 15% (contingency for unexpected events)	46	41	84	20	21	42
Estimated number of users per year	**262**	**235**	**476**	**112**	**117**	**238**

5. Session C.1: How do you know if your service is working? (20 minutes)

Ask trainees to close the *Trainer's Manual* and *ToT Handbook* for this section and to turn to page 100 of their WSTPm *Reference Manual and Workbook*.

Explain: This session highlights areas of the service that can be monitored, possible performance targets, and how to collect information. This activity is one you will run yourself; it will help familiarize you with the concepts of monitoring.

Show the slide throughout the activity.

Activity

Monitoring

Working on your assigned area of the table on page 100 – 101 of the *Reference Manual and Workbook,* fill in the blanks.

WSTPtot Managers: Non-practice sessions: 10
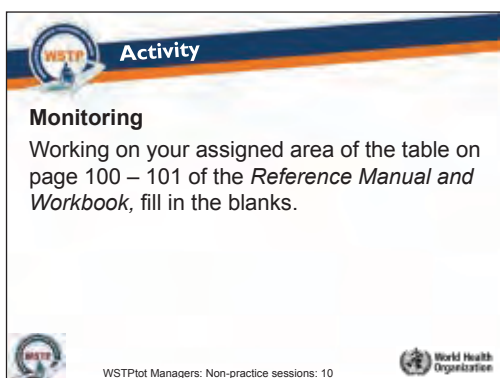
Notes for ToT trainers:

- *Run the activity on page 90 of the WSTPm Trainer's Manual and cover rest of the information up to the end of Section 3. Refer to the extra information in the ToT Handbook and incorporate the suggestions in the activity.*

6. Session C.3: Planning follow-up (27 minutes)

Explain:

- Follow-up is often neglected in wheelchair service provision. Personnel may not get permission to carry it out or get their travel costs refunded.
- This session can help you emphasize the importance of follow-up to managers.
- When including a wheelchair user to share experience in this session, ensure their follow-up was appropriate. Talk to them beforehand and help them to highlight the important aspects.
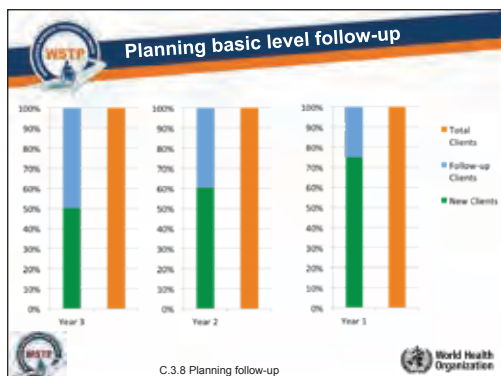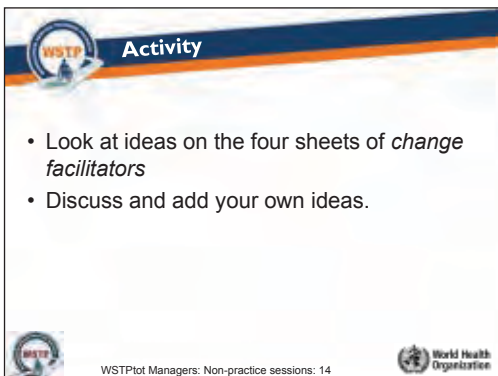
Explain: Slides C.3.7 and C.3.8 in the original package are not clear and have therefore been replaced. These revised slides are on the WSTP Pen Drive. Make a note in your *Trainer's Manual.*
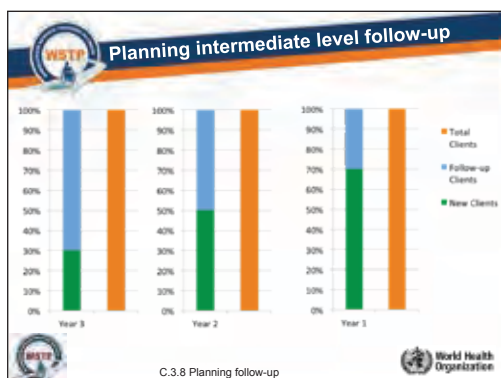
Explain:

- As illustrated on the slides, the impact of follow-up means that a service may provide fewer wheelchairs in Year 2 onwards unless human resources are increased.
- Emphasize that the number of wheelchairs provided should not be the only way that a service's effectiveness is measured.

Show the slide throughout the activity.
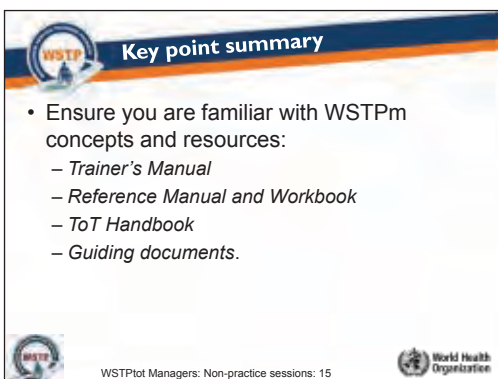
Activity 2	
Groups:	**Divide** the group into pairs.
Instructions:	**Pin up** the four sheets of "change facilitators" on the wall with the Post-It notes suggesting ideas that can be found at the end of this session.
	Ask each pair to move around the room reviewing what the four lists and to add any more ideas using Post-it notes (or coloured cards).
Monitor:	**Move** between the groups and help as needed.
Time:	**Allow** 12 minutes for the activity and 10 minutes for discussion.
Feedback:	**Ask** the groups to gather around each sheet in turn to discuss the contents.
	Add any ideas that come up through discussion.
	Emphasize that this activity will only work well if participants have added ideas throughout the training. If not, trainees can allow more time now to think about each area.

7. Key point summary (1 minutes)

Read the key points.

Ask whether there are any questions.

Explain: The following day's programme will cover the WSTPs but some sessions will include more information about the WSTPm including logistics and timetable options.

Preparing the *"change facilitator"* sample sheets

Write the four headings on separate sheets of flipchart paper and add the list items on individual Post-it notes. You may add other actions appropriate to the local context.

Actions managers can take to create a shared vision of appropriate wheelchair provision
• Involve all team members in deciding on the overall objectives of the service and creating a vision and mission statement • Review the shared vision regularly and ensure that all team members are contributing to its achievement • Make sure the overall shared vision is user-based: it should be developed with the involvement of wheelchair users.

Actions managers can take to communicate the importance of appropriate wheelchair provision
• Give presentations to wheelchair sponsors or donors. • Raise awareness of the *Wheelchair Guidelines* with government ministries and departments, nongovernmental organizations, Disabled People's Organizations and rehabilitation professionals. • Organize joint awareness raising events and activities with other stakeholders particularly on the *International Day of Persons with Disabilities.* • Raise awareness of the articles of the UN Convention on the Rights of Persons with Disabilities that relate to assistive products. • Highlight which of the Sustainable Development Goals (SDGs) promote the importance of appropriate provision of assistive products. • Organize meetings with rehabilitation and community-based rehabilitation training schools to raise awareness and promote the *Wheelchair Guidelines.* • Collect case studies and before and after pictures of wheelchair service users to share and show the benefits of a professional service.

Actions managers can take to align personnel and resources

- Make sure the wheelchair service steps are assigned to people who have the skills and time to fulfill them.
- Involve wheelchair users in the service where possible, particularly for user training and follow-up.
- Make sure that personnel fulfilling the clinical, technical and training roles have received the appropriate training.
- Ensure your service targets are realistic based on the staff and resources available.
- Monitor the service regularly to check that personnel roles, responsibilities and workloads are appropriate.

Actions managers can take to motivate, engage and commit personnel

- Organize team meetings for all team members to agree and understand targets.
- Ensure that all members of the team see the benefits of a professional service and the dangers of poor service by asking wheelchair users to share their personal stories.
- Offer incentives to staff such as bonuses, holidays, or 'person of the month' awards for exceptional work.
- Hold team building events to strengthen teamwork and build morale.
- Thank staff when they do work well or achieve a service milestone.

Introduction to the **WSTPtot** *Stakeholders*

AIM	To familiarize the trainees with the WSTPs and the aim and structure of the ToT programme for *Stakeholders*.
LEARNING OBJECTIVES	By the end of this session trainees will be able to describe: ☐ the target audience, scope and purpose of the WSTPs ☐ the ideal number and ratio of participants and trainers for a WSTPs ☐ the WSTPs structure and timetable ☐ the aims and objectives of the WSTPs ToT programme ☐ the WSTPs resources and their use.
RESOURCES	For the session: ☐ PPT slides: *3. Introduction to the WSTPtot Stakeholders.* Each trainee requires the following WSTPs resources: ☐ *Trainer's Manual* ☐ Set of WSTP posters Each trainee requires the following *WSTPtot Managers/Stakeholders* resources: ☐ *ToT Handbook* ☐ *Managers and Stakeholders timetable* ☐ WSTP Pen Drive.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Set up training room and check equipment.

OUTLINE		
	1. Overview of the WSTPtot *Stakeholders*	5
	2. ToT one-day programme timetable	3
	3. Introduction to the WSTPs and its resources	3
	4. Target audience	5
	5. Purpose and scope	6
	6. Trainers and participants	3
	7. Opening session and guest speakers	8
	8. Key point summary	2
	Total session time	**35**

1. Overview of the WSTPtot *Stakeholders* (5 minutes)

Explain: Many of the resources discussed in the WSTPtot *Managers* are also relevant to the WSTPtot *Stakeholders*.

Aim and objectives

Aim: To familiarize trainees with the WSTPs and the aim and structure of the WSTPs ToT programme.
Objectives: By the end of the session you will be able to describe:
• the target audience, scope and purpose
• the ideal number and ratio of participants to trainers
• structure and timetable
• WSTPs resources and their use.

Introduction to the WSTPtot Stakeholders: 2

Explain the aim and objectives of the session.

Introduction to **WSTPtot Stakeholders**

• Developed to raise awareness and increase knowledge
• Rarely delivered as half day timetable
• 1-2 day workshop recommended
• Tailor to local context.

Introduction to the WSTPtot Stakeholders: 3

Explain:

• The WSTPs was developed to raise awareness and increase knowledge of stakeholders with an interest in appropriate wheelchair services.
• Content will depend on the local situation and desired outcomes.
• If there is already a structure in place, the meeting could produce commitments for future action and more support.
• If there is no structure the meeting can be used to share knowledge and establish a task force. Creating a shared vision is important to give legitimacy to the stakeholders.
• Add extra sessions and activities tailored to the local context if needed.
• The WSTPs can be delivered in a minimum of 4 hours. It can be extended to one or two days if time is available.

Explain:

- We will cover all the WSTPs sessions in order, and will discuss how they can be used as part of a broader stakeholder workshop.
- The WSTPs is a meeting rather than a training programme, so group discussions, brainstorming or visioning will be more appropriate than exercises and activities.

2. ToT one-day programme timetable (3 minutes)

Ask trainees to refer to their copy of the *Managers and Stakeholders timetable*.

Explain: The WSTPs ToT programme will run in the same format as the WSTPm ToT.

3. Introduction to the WSTPs and its resources (3 minutes)
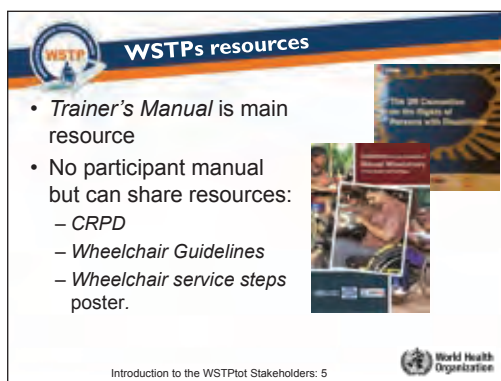
Explain:

- The *Trainer's Manual* is the main resource for the WSTPs. There is no participant manual. Give out key package resources on a DVD or the WSTP Pen Drive.
- If possible, give participants a copy of the *wheelchair service steps* poster. This can be printed from the WSTP Pen Drive.
- The WSTPs can be downloaded from the WHO website[5].

Ask trainees to turn to page 1 of the *Trainer's Manual.*

Explain: The first section is an introduction giving the context for the development of the package. It explains the *Target Audience, Purpose* and *Scope* of the training programme, gives recommendations on the number and skills of WSTPs trainers and advises how to get started.

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5   http://www.who.int/phi/implementation/assistive_technology/wheelchair_train-pack_managers/en/

Explain:

- There are four WSTPs sessions with accompanying PPT presentations and session plans.
- There are four videos.
- The closing address includes an introduction to the WSTP logo (which participants are encouraged to use) and a video: *A take home message*.

4. Target audience (5 minutes)

Ask: Without looking at the *Trainer's Manual*, can you suggest stakeholders to be invited to the workshop?

Write responses on the board until most or all have been identified.

Ask trainees to turn to page 2 of the *Trainer's Manual* and compare their answers with the list under *Target Audience.* Ask those with local knowledge which organizations should be invited. Include human rights organizations.

5. Purpose and scope (6 minutes)
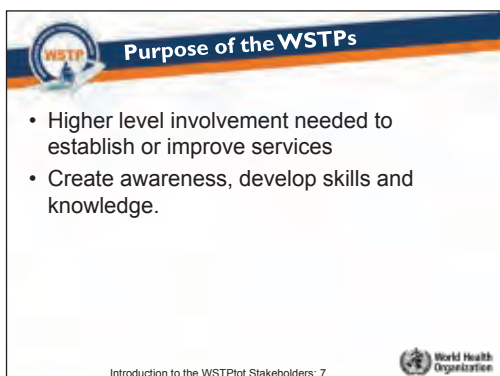
Explain:

- Trained personnel alone cannot ensure appropriate wheelchair provision. They need back up at a higher level to establish or improve wheelchair provision.
- The purpose of the WSTPs is to create awareness and develop the skills and knowledge of all those involved in establishing appropriate wheelchair provision.

Scope of the WSTPs

- Improve understanding of need and benefits
- Be better informed about their role
- Increase quality of wheelchair services
- Increase commitment and budgetary support and move towards sustainability.

Introduction to the WSTPtot Stakeholders: 8

Explain the scope of the WSTPs.

Running the WSTPs

- Most contextual package: use in a flexible way
- Open with high level presentation to increase media coverage
- For longer meetings, invite key people to opening and closing sessions.

Introduction to the WSTPtot Stakeholders: 9

Explain:
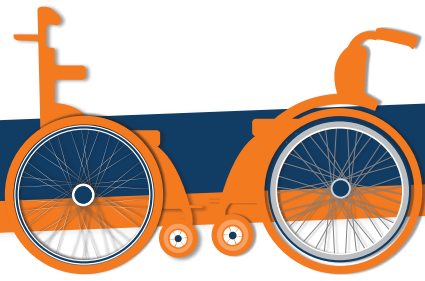
- The Stakeholder Workshop needs to be run in a flexible way to suit the intended outcomes, the level of participants and the time available.
- Half a day is the minimum required. Senior stakeholders may be unable to attend for longer periods.
- Consider including opening presentations from key stakeholders who may attract media attention.
- Consider inviting high-level officials to attend the opening and closing sessions to raise their awareness of challenges in the sector, share workshop outcomes and request their support.
- Use the *WSTPm/s planning tool* to help design the WSTPs if you have more than half a day available. Be clear about the outcomes you want to achieve; but be realistic given the time available and the responsibilities of the people attending.

6. Trainers and participants (3 minutes)

Trainers and participants

- Facilitators more than trainers
- At least two facilitators for 12-40 participants
- Three facilitators if more than 40 participants
- Need prior experience training and facilitating plus managing multilevel meetings
- Ability to listen and welcome different opinions.

Introduction to the WSTPtot Stakeholders: 10
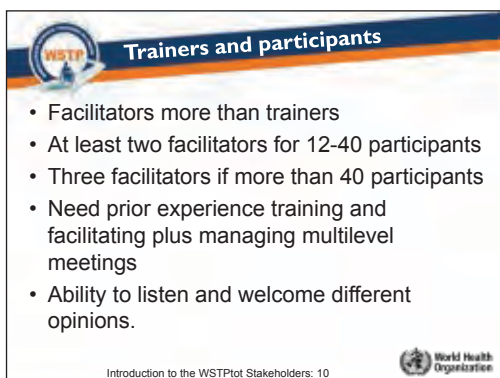
Explain:

- Although the term *trainer* is used throughout the WSTP, the WSTPs requires a facilitator more than a trainer. There will be a diverse range of participants and good facilitation will enable everyone's views to be heard.
- It is recommended that at least two trainers facilitate the WSTPs. If the group is large (more than 40) three trainers will give more flexibility (two can sit in on small group discussions or provide information about wheelchair services that may be missing).
- It is recommended that WSTPs trainers have:
  - experience training and facilitating people at an appropriate level
  - experience managing multi-stakeholder and multi-level audiences
  - a strong conviction that introducing appropriate wheelchair provision is beneficial to wheelchair users
  - the ability to listen and welcome different opinions, while ensuring the core principles of appropriate wheelchair provision are maintained and the purpose of the workshop is upheld.

7. Opening session and guest speakers (8 minutes)

Ask trainees to turn to page 16 of the WSTPs *Trainer's Manual.*

Explain: If you are running a half day workshop and the group is large, the 5 minutes allocated will not be enough for individual introductions. As an alternative you could call out categories (for example, therapist, government, DPO, NGO, donor, media) and ask the members of each group to identify themselves by standing up or raising their hand.
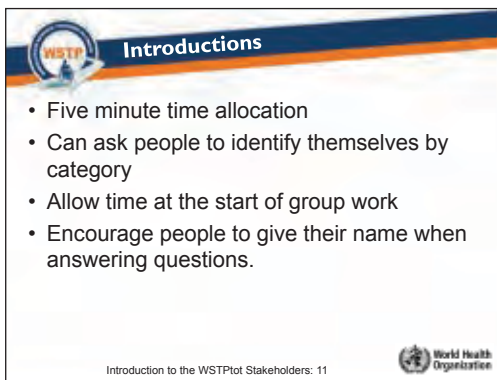
Explain:

- Establishing relationships is a key purpose of the workshop, so personal introductions are important. Extend this time if possible and allow a few minutes for introductions during group work.
- Encourage participants to state their name and organization when contributing in the following sessions.

Guest speakers

- Avoid PPTs or limit to 3 – 4 slides
- Hold up a sign when 2 minutes remaining
- Limit questions
- Encourage speakers to keep their answers brief.

Introduction to the WSTPtot Stakeholders: 12
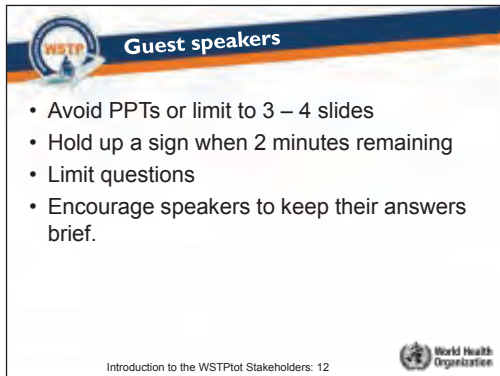
Explain:

- The *Trainer's Manual* mentions up to three guest speakers. The time allocated is only 20 minutes in total, and guest speakers frequently talk over their allotted time.
- Tips to ensure that speakers are relevant and keep to time:
  - Avoid PPTs or limit to 3–4 slides provided in advance.
  - Tell the speaker you will hold up a sign when there are two minutes remaining.
  - Limit the number of questions to each speaker.
  - Encourage speakers to keep their answers brief. If guest speakers are attending the whole workshop, participants can ask more questions during breaks.

- If you have more time, consider extending this session. If guest speakers are well chosen and well briefed, their testimonies can be extremely powerful and will lay a good foundation for the workshop.

8. Key point summary (2 minutes)
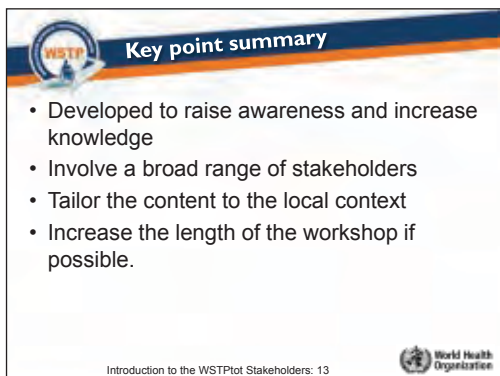
Key point summary

- Developed to raise awareness and increase knowledge
- Involve a broad range of stakeholders
- Tailor the content to the local context
- Increase the length of the workshop if possible.

Introduction to the WSTPtot Stakeholders: 13

Read the key points.

Ask whether there are any questions.

S.1: Introduction

a. Introduction

- If you are running a half day workshop and the group is large, the 5 minutes allocated will not be enough for individual introductions. As an alternative, you could call out categories (for example, therapist, government, DPO, NGO, donor, media) and ask the members of each group to identify themselves by standing up or raising their hand.
- When a key purpose of the meeting is to establish relationships, personal introductions become important. Include a few minutes for people to introduce themselves at each table and then reassign people to different tables for subsequent sessions to increase the relationships established.
- Encourage participants to give their name and organization when they contribute in the following sessions.

b. Guest speakers and Keynote address – wheelchair user/ representative

Tips for preparation

- The *Trainer's Manual* mentions up to three guest speakers in this session. The time allocated is only 20 minutes in total, and guest speakers frequently talk over their allotted time.
- If you have more time available, consider extending this session. If well chosen and well briefed, guest speaker's testimonies can be extremely powerful and will lay good foundations for the workshop.

Tips to ensure speakers are relevant and keep to time

- *Avoid PPTs or limit to no more than three or four slides.*
- *Ask local contacts about the invited speakers. If they tend to go over time, reduce the number of speakers.*
- *Brief the guest speaker in advance about time constraints. Tell them you will hold up a sign when there are 2 minutes left, to help them keep to time. Ask for any PPT presentations in advance so you can check and upload them on the computer.*

c. Questions and answers

• Only 5 minutes are allowed for guest speaker questions and answers. Limit the number of questions and encourage speakers to keep their answers brief. If guest speakers are attending the whole workshop, encourage participants to ask more questions during breaks.

S.2: Policy to practice

Key considerations for teaching this session

a. General

Tips for preparation

- The *Trainer's Manual* includes a checklist of key resources to create a legal-framework handout for this session. Speak to government representatives, NGOs, DPOs and other stakeholders, and carry out internet searches to collect this information.
- For a more comprehensive overview of the situation in the country, complete the *WSTPm/s planning tool,* which can be found in the *Annexes* of this manual and on your WSTP Pen Drive.

b. Section 2. What is the need and unmet need?

Tips for preparation

- Add national population statistics to the first slide and calculate 1% of this figure to give the estimated number of people who need a wheelchair according to WHO.[6] Ask your co-trainer/s to check the calculation is correct. Search on the Internet for the latest census information or look for a more recent estimate from the government department of statistics or other reputable source.

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6   http://www.who.int/disabilities/publications/technology/wheelchairguidelines/en/

Content

- WHO estimates that approximately 15% of any population are people with disabilities[7] and 1% need a wheelchair. Census information on the total percentage of people with disabilities is usually much lower than the WHO estimates and varies between countries (it is usually closer to 2–5%). Therefore, participants may question the WHO estimates. Explain that disability is generally under-reported for a number of reasons:
  - disabled family members may be hidden away inside the home and not counted in a census
  - people do not always admit to their disability on a census form
  - census forms do not always capture relevant information, so many people with disabilities may not be identified.

c. Section 3. Importance of wheelchair provision

Tips for preparation

- Ensure the video is embedded in the WSTP Pen Drive, or easy to locate, before the session starts.
- This is a 3-minute section and the video is two and a half minutes so there is not time to include *Shobha from India's story* unless the session time is extended. There is another example from India later (page 27).

d. Section 5. Everyone has rights

- Read the full *CRPD*, not just the highlighted articles. This will put the articles in context and give a more comprehensive understanding of the rights enshrined in the Convention.

e. Section 6. Policy reaches the individual through services

- This section includes a slide showing the wheelchair service steps. Have the poster on the wall and refer to it.
- This is the first mention of the *Wheelchair Guidelines* in the WSTPs. If awareness of them is low, and you are not running a separate session on them, use this opportunity to emphasize the importance of the guidelines and the eight steps of wheelchair provision.

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7   http://www.who.int/mediacentre/factsheets/fs352/en/

f. Section 7. Make rights real with a national plan

- There is not much time to complete the activity in *Section 7*. Run this exercise with the group as a whole, or allow more time for the exercise and less time for feedback. Ask for general feedback rather than from each of the four groups separately.

g. Section 9. Key point summary

- At the end of this session, emphasize that all sectors of government have a role to play in achieving appropriate wheelchair provision. National and international policies, conventions and laws are only meaningful when enforced by the different stakeholders, and in some cases this will only happen through advocacy and lobbying. The compliance, commitment and accountability of all stakeholders is critical.
- All stakeholders have a part to play in addressing the urgent need for improved wheelchair provision systems (including wheelchair design, production, supply and service delivery), and to ensure that service delivery follows the eight steps covered in *Section 6*.

S.3: Range of appropriate wheelchairs

Key considerations for teaching this session

a. General

Tips for preparation

- Add "different types of wheelchairs" and "cushions" to the resources box in the session plan. Highlight different features and designs; encourage questions and use them to engage participants.
- Before the session starts, ensure the two videos are embedded in the WSTP Pen Drive, or easy to locate.

b. Section 2. Importance of an appropriate wheelchair and cushion

Tips for preparation

- Slide 3.5: Convert the US$ figures into local currency so that everyone understands the amounts.
- This section focuses on the importance of an appropriate wheelchair and cushion. If you have time add your own case studies to show the impact of inappropriate wheelchairs and cushions.

Content

- Emphasize that pressure sores can develop quickly and can be fatal and that a cushion is an integral component of an appropriate wheelchair. Wheelchair users may have to stay in bed for months or years to heal from pressure sores.
- Keep the conversation focused on how to provide an appropriate wheelchair – focus on user needs and the importance of being able to choose from a range of wheelchairs. Try to avoid getting bogged down in details about wheelchair production or particular brands, unless these have been identified as important topics.

c. Section 4. Meeting the user's needs and environment

- Participants are asked to observe how the different wheelchairs help people in the video to carry out their activities. Highlight the different environments that are featured. Use the resource wheelchairs to show the flip-up footplates or folding mechanism demonstrated in the video.

d. Section 5. Importance of a safe and durable product

- Emphasize that it is important for services to find out about safety and durability when they are considering new products. For example, does the wheelchair come with a pressure relief cushion? Has the wheelchair passed any certification checks (such as ISO tests)? Has the design been used in similar environments elsewhere? Does it come with spare parts? Can the frame be repaired locally?

S.4: Working together for change

Errors in the WSTP materials

a. Section 6. How to provide support and remove obstacles

- The last slide thumbnail in this section has an incorrect heading. The correct heading: *Key point summary* is on the PPT slide. Correct it in your *Trainer's Manual.*

Key considerations for teaching this session

a. General

- Emphasize that the participants of the Stakeholder Workshop are critical both in creating and promoting change. Relate the content of these sections to the participants. For example, highlight the need to identify early adopters who could champion appropriate wheelchair provision. Highlight the need to identify the organizations who most desire change and could be a driving force for wheelchair provision.

b. Section 1. Introduction

- The introduction suggests linking this session to previous similar sessions about unmet need and the benefits of appropriate wheelchairs. Flag up the guiding documents again including any international, national, or local policies.

c. Section 2. How to communicate a sense of urgency

- Participants often comment that there are no statistics available and therefore the need for wheelchairs is unknown. Persuade them that this should not be a reason for inaction. The WHO statistic of 1% is a credible statistic that can be used for estimating and planning purposes.

d. Section 6. How to provide support and remove obstacles

- Slide 4.12: edit the slide to include the population of the country where you are training and calculate the estimated 1% of the population requiring wheelchairs. You should already have this data from the slide in session S.2.

e. Section 7. Strategies to help the change process

- *What will be the next steps?* (page 47): If possible, increase the time allocated to discuss the actions listed on the flipchart sheets. It is important that there is agreement on how to move forward before the workshop breaks up. For instance, plans for a follow-up meeting after participants have had time to reflect and consult with colleagues.
- To save time, consider running the activity in *Section 7* either for the group as a whole or by dividing into three groups. Show the groups how to record their answers directly onto the flipchart paper or via Post-it notes.

f. End of session

- The last two slides are for the closing address. Consider inserting a blank slide before the first to avoid moving on to the closing address in error.

Closing address

Key considerations for teaching this session

a. General

• The two slides for the *Closing address* are at the end of the PPT for Session S.**4.** *Working together for change.*

b. Closing address and logo

• Highlight that the WSTP logo is provided on the WSTP Pen Drive.

c. Evaluation and feedback to WHO
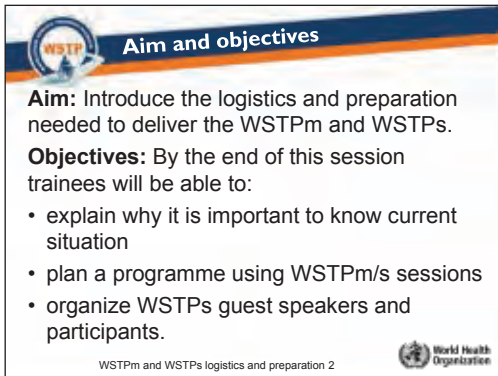
• Evaluation and feedback is very important to WHO as it enables ongoing improvement and development of the WSTP materials. Encourage participants to join in this process.

WSTPm and WSTPs logistics and preparation

AIM	To introduce trainees to the logistics and preparation needed to deliver the WSTPm and WSTPs.	
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ explain the importance of knowing the current wheelchair provision situation ☐ plan a programme using the WSTPm/s sessions as appropriate ☐ identify and prepare appropriate WSTPs guest speakers and participants.	
RESOURCES	For the session: ☐ PPT slides: *4. WSTPm and WSTPs logistics and preparation* ☐ WSTPm Trainer's Manual ☐ WSTPs Trainer's Manual.	
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Gather basic information on local wheelchair service delivery.	
OUTLINE	1. Introduction	2
	2. Planning WSTPm and WSTPs delivery based on local context	5
	3. Identifying participants for WSTPs	8
	4. Identifying and preparing guest speakers for WSTPs	8
	5. Trainers' roles for the WSTPs	5
	6. Closing reflection	2
	Total session time	**30**

1. Introduction (2 minutes)

Explain the aim and objectives of the session.
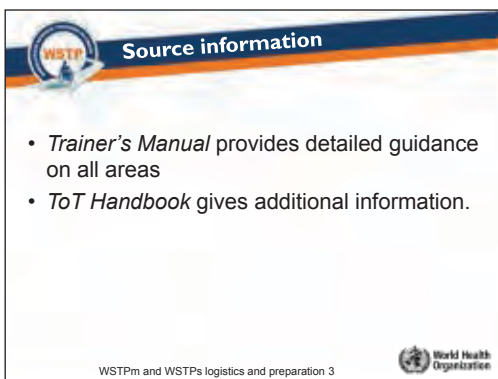
Aim and objectives

Aim: Introduce the logistics and preparation needed to deliver the WSTPm and WSTPs.

Objectives: By the end of this session trainees will be able to:
- explain why it is important to know current situation
- plan a programme using WSTPm/s sessions
- organize WSTPs guest speakers and participants.

WSTPm and WSTPs logistics and preparation 2

Source information
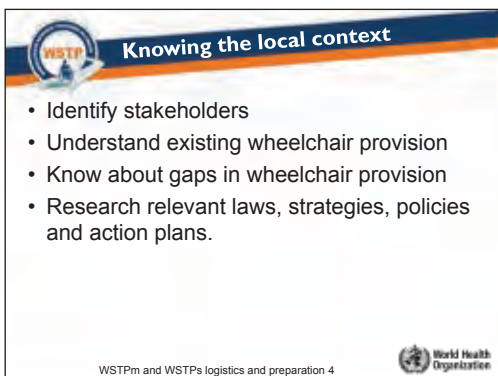
- *Trainer's Manual* provides detailed guidance on all areas
- *ToT Handbook* gives additional information.

WSTPm and WSTPs logistics and preparation 3

Explain:

- The WSTPm and WSTPs *Trainer's Manuals* give detailed guidance on delivering the packages and are a good starting point for trainees.
- The *ToT Handbook* gives additional information.

2. Planning **WSTPm** and **WSTPs** delivery based on local context (5 minutes)

Knowing the local context

- Identify stakeholders
- Understand existing wheelchair provision
- Know about gaps in wheelchair provision
- Research relevant laws, strategies, policies and action plans.

WSTPm and WSTPs logistics and preparation 4

Explain:

- Knowing the local context is very important.
- Adapt the sessions to ensure they are relevant to the local context and will achieve your intended outcomes.

Planning delivery of WSTPm/s

- Reduce activities to encourage discussion if necessary
- Use the *WSTPm/s planning tool* to:
  - Get an overview of current situation
  - Identify which sessions to include.

WSTPm and WSTPs logistics and preparation 5

Explain:

- Trainers have found it is difficult to deliver the packages in the allotted time.
- Most topics generate valuable discussion which needs to be accommodated to maximize the value of the training. It is better to allow discussion and reduce the number of activities.
- Make sure you include session content that satisfies all learning styles.
- Use the *WSTPm/s planning tool* to get an overview of the current situation and help you identify which sessions to include.

Timetable WSTPm

- Two-day training
- Extend to allow more time or to cover extra topics.

WSTPm and WSTPs logistics and preparation 6

Explain: The WSTPm is designed as a two-day programme but can be extended to allow more time or to add extra topics.

Timetable WSTPs

- Half day workshop (4 hours)
- With additional time:
  - add sessions tailored to local context
  - combine with another event such as a rehabilitation conference, or disability awareness event.

WSTPm and WSTPs logistics and preparation 7

Explain:

- The WSTPs is planned as a half day workshop. Either follow all the sessions or use some of them in combination with other activities relevant to the local context.
- The minimum time needed for the four sessions within the WSTPs is 4 hours.

Explain: Time is a critical factor. Two days is usually realistic for managers attending the WSTPm, while senior level stakeholders should be able to commit half or one day to the WSTPs.

When less time is available, prioritize which sessions to include. For example, in a region that already has wheelchair services in place, it would be reasonable to exclude or reduce some of the *Starting a wheelchair service* sessions. Likewise, in a region with no established services, you would want to reduce the *Running a wheelchair service* sessions.

3. Identifying participants for WSTPs (8 minutes)

Ask: What types of stakeholder organizations would you invite to a workshop in your country, and why?

Acknowledge answers.

Most important answers:
Below is a list of stakeholders that have attended WSTPs in the past.
• Key government ministries or departments dealing with disability, such as health, social welfare, disability affairs or child welfare
• Umbrella disability NGOs such as a national federations or national associations
• Rehabilitation centre staff working in wheelchairs or prosthetic/orthotics
• People with disabilities and their families/carers
• Community-based rehabilitation organizations
• Academic institutions running disability programmes
• World Health Organization and international NGOs working locally in the rehabilitation field
• Rehabilitation equipment producers and suppliers
• Donor organizations supporting disability initiatives
• Disability-specific organizations such as those focusing on people with cerebral palsy, spinal injuries, amputation or veterans
• Human rights organizations
• Mainstream development organizations
• Organizations involved in reporting on the *CRPD*.

Most important answers:

Decisions on most appropriate attendees should be made after full consultation.

Reasons for stakeholders to attend:

- To influence government policy and planning to ensure the needs of wheelchair users are met.
- To encourage them to understand and represent the needs of wheelchair users in their work.
- To understand the relationship between international and national policies and conventions and the needs of wheelchair users.
- To introduce them to the *Wheelchair guidelines* and appropriate wheelchair provision.

WSTPs participants

- Invite all stakeholder groups well in advance
- Set a clear purpose and outcomes
- Typical number of participants: 12 – 40
- If national, ensure national representation.

WSTPm and WSTPs logistics and preparation 8

Explain:

- Ensure that everyone is invited well in advance and that the purpose of the workshop is clearly explained.
- The success of the workshop will depend on: clarity of its purpose, how realistic the desired outcomes are, and having the right people in the room.

Explain: The number and types of stakeholders invited will depend on the region being covered, the budget available and the outcomes you want to achieve. Aim for between 12 and 40 participants.

If the workshop is national, make sure you have good representation from all regions and organizations. This may have budget implications but it is important for credibility and implementation of any plans.

Ask: What is the risk if some stakeholders are not represented?

Acknowledge answers.

Most important answers:
• Discussions do not represent all interested parties
• Decisions are made without important viewpoints being considered
• Participants leave with an incomplete picture of the current situation as some important voices have been left out
• Participants get frustrated because the workshop is not representative of the sector
• Agreed plans do not have credibility or cannot be implemented as they lack the support of all stakeholder groups.

Explain: ensure all invitations are sent out and followed up to confirm attendance.

4. Identifying and preparing guest speakers for the WSTPs (8 minutes)

WSTPs guest speakers

• Help set the scene
• Highlight importance of appropriate wheelchair provision
• Identify speakers well in advance
• Brief them on content and time available
• Load PPT onto computer before workshop.

WSTPm and WSTPs logistics and preparation 9
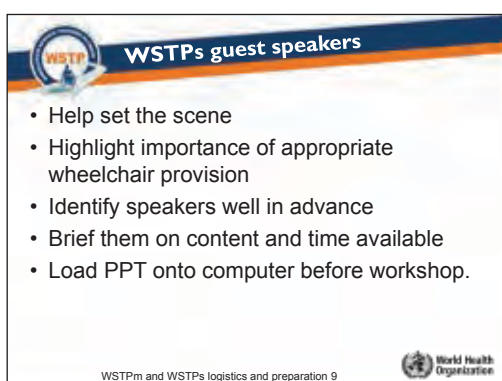
Explain:

• Begin the workshop with one or two brief presentations from guest speakers. These will help set the scene and highlight the importance of appropriate wheelchair provision.
• Identify speakers well in advance and discuss the focus of their presentation, whether they will use slides, and the time available. If guest speakers are planning to use a PPT presentation, try to get it ahead of time and load it onto the laptop you plan to use throughout the Stakeholder Workshop.

Explain: *Annexes* 1 and 2 of the *Trainer's Manual* give guidance on the introductory presentations and Annex 3 provides useful quotes and statistics on disability generally. It would be helpful to add local statistics.

The presentations should be realistic but also hopeful that positive change is possible. The aim is to create an environment where the challenges and urgency of addressing the situation are recognized, while indicating that the time for collaborative action is now.

If possible, include one representative from government and one wheelchair user.

Ask: Who might be an appropriate representative from the government?

Acknowledge answers.

<table>
<tr><td>Most important answers:</td></tr>
</table>

- The minister or senior delegate from a relevant ministry (health, social welfare or veteran affairs).
- The head of an agency, department or directorate concerned with disability affairs.
- A technical specialist on the country's disability sector.

Note:

- If you can attract a high-profile ministry representative you are more likely to get media coverage, which will help raise the profile of wheelchair provision issues. It will then be easier to follow-up on commitments made at the meeting. If a senior person cannot attend the whole workshop, encourage them to stay for the other speaker so that they (and the media) can hear about the challenges facing wheelchair users.
- Consider local politics when selecting speakers. Make sure the person you invite is well regarded as an effective and positive influence. You may not want a controversial figure to set the tone at this important meeting.

Ask: What characteristics might you look for in the wheelchair user representative?

Acknowledge answers.

Most important answers:
• Knows about the importance of appropriate wheelchair provision
• Can explain the value of an appropriate wheelchair from personal experience
• Knowledge and experience of local wheelchair provision
• Confident to speak passionately in front of a group
• Knowledge of the *CRPD*
• Willing to share their own story to highlight challenges faced by wheelchair users.
Note: Try to identify a disability rights advocate who will take a rights-based approach to the subject and be aware of local politics and context. They are likely to have good knowledge of the CRPD but may not necessarily be aware of the *Wheelchair guidelines.*

Ask trainees to turn to page 49 of their *Trainer's Manual*: *Annex 1: Brief for government representative.*

Explain: This guides the government representative to cover the most critical issues relevant to wheelchair service provision such as: their department's responsibilities, the current situation for wheelchair provision, and any relevant legislation.

Ask trainees to turn to page 51 of their *Trainer's Manual*: *Annex 2: Brief for wheelchair user representative.*

Explain: The key here is for the wheelchair user to speak from first-hand experience about their life and what they hope will be achieved in the future.

Explain: *Annex 3* (page 53) gives some common quotes and statistics for speakers or trainers to use in their presentations. Encourage speakers to talk about the bigger picture of wheelchair provision and to highlight the strengths, weaknesses, opportunities and threats within the wheelchair service provision sector.

5. Trainers' roles for the WSTPs (5 minutes)

WSTPs trainers' roles

- More a facilitator than trainer
- Thorough knowledge of sector
- Strong understanding of appropriate wheelchair provision
- Commitment to appropriate provision
- Beneficial if one trainer is a wheelchair user.

WSTPm and WSTPs logistics and preparation 10
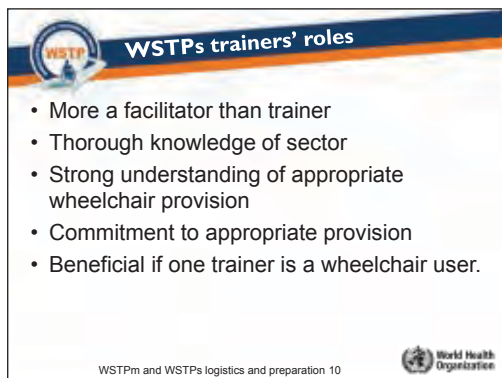
Explain:

- The WSTPs is a workshop (rather than a training programme) and requires a facilitator more than a trainer.
- Trainers should have a thorough knowledge of the wheelchair and disability sector, as well as the local context, to plan and manage the sessions effectively.
- WSTPs trainers should have a good understanding of the importance of appropriate wheelchair provision and a strong commitment to it.
- A trainer familiar with health policy and the functioning of government would be an asset to your team.

6. Key point summary (2 minutes)

Key point summary

- Adapt sessions based on their relevance to local context.
- Discussion is valuable: fewer activities will allow more time.
- Use the *WSTPm/s planning tool.*

WSTPm and WSTPs logistics and preparation 11
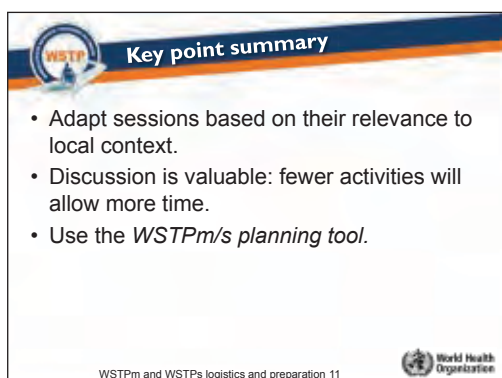
Read the key points.

Ask whether there are any questions.

WSTPm and WSTPs timetable options

AIM	To enable trainees to develop a WSTPm or WSTPs timetable and familiarize them with the *WSTPm/s planning tool*.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ use the *WSTPm/s planning tool* ☐ develop a WSTPm or WSTPs timetable.
RESOURCES	For the session: ☐ PPT presentation: *5. WSTPms timetable options* ☐ four sets of the session cards provided at the end of the session plan.
TO PREPARE	☐ Gather resources, review PPT slides and read through the session plan. ☐ Print four sets of the session cards on coloured cards in line with instructions. If possible laminate them before cutting them up. Include the blanks.

OUTLINE		
	1. Introduction	2
	2. Developing a timetable	40
	3. Key point summary	3
	Total session time	**45**

1. Introduction (2 minutes)

Aim and objectives

Aim and objectives: To enable trainees to develop a timetable and become familiar with the *WSTPm/s planning tool*.

WSTPm and WSTPs timetable options 2

Explain the aim and objectives of the session.

2. Developing a timetable (40 minutes)

Explain: You can deliver the WSTPm and WSTPs exactly in line with the packages, but they will be more relevant if you tailor them to the local context as follows.

Activity

Using the *WSTPm/s planning tool*
- Select a two-day WSTPm programme based on your scenario
- Use the cards, write extra session names on the blank cards
- If new sessions are added others must be reduced or left out.

WSTPm and WSTPs timetable options 3

Show the slide for the first half of the activity.

Activity

Using the *WSTPm/s planning tool*
- Select a one-day WSTPs programme based on your scenario
- Use the cards, write extra session names on the blank cards
- The standard WSTPs is a half day programme so you can expand sessions or add sessions.

WSTPm and WSTPs timetable options 4

Show the slide for the second half of the activity.

Activity 1	
Groups:	**Divide** trainees into two groups. Split by country or region if appropriate.
Instructions:	**Hand out** copies of the same scenario to both groups.
	Hand out a set of the *session cards.* **Explain** that all the WSTPm cards are in one colour and all the WSTPs ones are in another. Other topics and some blank cards are in a third colour.
	Ask groups to design a two-day WSTPm programme based on the information in their scenario using the set of cards. They can write extra sessions on the blank cards.
	Remind the groups that the WSTPm is two days long so if they want to add sessions they must reduce or leave others out.
	Allow 15 minutes.
	Change the slide to give the WSTPs set of instructions.
	Give the groups a second set of cards and ask them to choose a one-day WSTPs programme for the same scenario.
	Allow 15 minutes.
	Remind groups that the full WSTPs is half a day, so they can add extra sessions for another half a day and choose to use some or all of the standard WSTPs sessions.
Monitor:	**Monitor** the groups, listen to their reasoning as they discuss and make decisions. Ensure your co-trainer supports the second group. Offer input as appropriate.
Time:	**Allow** 30 minutes for discussion in groups and 5 minutes for feedback on the process.
Feedback:	**Explain:** there is no specific right or wrong answer but it is important you consider the objectives and outcomes you are trying to achieve in the planning stages and to take this into account when planning your training programme.
	Ask 1–2 trainees from each group to reflect on the process.
	Note: The main purpose of the activity is to encourage trainees to plan their timetables based on the local context.

3. Key point summary (2 minutes)

Key point summary

- Plan the timetables based on the local context and your objectives.
- Always include a discussion on next steps so that there is follow up.

WSTPm and WSTPs timetable options 5

Read the key points.

Ask whether there are any questions.

Scenario:

The infrastructure in the country is weak but stable. There is a National Disability Plan that was developed in 1992 but has not been updated. The *CRPD* has been signed and ratified. Knowledge of the *Wheelchair guidelines* is weak among all stakeholders.

People with disabilities are marginalized in society and most frequently seen as a burden. There are no strong disability organizations in the country and most wheelchair users have very poor wheelchair mobility skills.

There is some local production of poor-quality wheelchairs but only in small numbers. A few years ago, a large number of wheelchairs were donated that did not meet the needs of most people and quickly broke down. Most people who need a wheelchair don't have one.

The country has a population of 1.5 million people and doesn't have its own training schools for rehabilitation professionals. There is some funding but mostly from the international NGO sector. No one has been trained in wheelchair delivery skills so far. Most of the people who will attend the training have little or no knowledge of appropriate wheelchair provision. Wheelchair users are very disempowered.

Session cards for Activity 1

Colour A: WSTPm sessions

WSTPm	**Welcome, introduction and overview**
WSTPm	**What is appropriate wheelchair provision?**
WSTPm	**Service delivery**
WSTPm	**Managers who lead change**
WSTPm	**Starting a wheelchair service: Accessing services**
WSTPm	**Starting a wheelchair service: Facilities and equipment**
WSTPm	**Starting a wheelchair service: Range of appropriate wheelchairs**

WSTPm	Starting a wheelchair service: Align personnel
WSTPm	Starting a wheelchair service: What does a wheelchair service cost?
WSTPm	Running a wheelchair service: How do you know if your service is working?
WSTPm	Running a wheelchair service: Managing demand
WSTPm	Running a wheelchair service: Planning follow-up
WSTPm	Running a wheelchair service: Planning for financial sustainability
WSTPm	Putting it all together

Session cards for Activity 1

Colour B: WSTPs sessions

WSTPs	**Introduction**
WSTPs	**Policy to practice**
WSTPs	**Range of appropriate wheelchairs**
WSTPs	**Working together for change**

Session cards for Activity 1

Colour C: Other topics. Print full pages and use bottom boxes as blank cards for participants' own topics.

Other topic	**Drafting a national policy for wheelchair service delivery**
Other topic	**Drafting a national strategy for wheelchair service delivery**
Other topic	**Appointment of a Task Force to coordinate and drive wheelchair issues**
Other topic	**Establishment of a Wheelchair/ Assistive Products society**
Other topic	**Agreeing to national standards for wheelchair service delivery**
Other topic	

Other topic	**Evaluating existing wheelchair and seating range against the WHO Wheelchair Guidelines**
Other topic	**Increased awareness of the WHO Wheelchair Guidelines**
Other topic	**Improved coordination of wheelchair service delivery**
Other topic	**Increased awareness of the CRPD and other international instruments and how they relate to wheelchair service delivery**
Other topic	**Improved skills of personnel involved in wheelchair service management**

Other topic	**Increased understanding of the global, regional or national situation for wheelchair service delivery**
Other topic	**Training needs analysis for wheelchair service delivery**
Other topic	
Other topic	
Other topic	
Other topic	

WSTPtot Managers and Stakeholders evaluation and closing

AIM	To address any final questions from trainees and collect their completed evaluation forms.
LEARNING OBJECTIVES	By the end of this session trainees will be able to: ☐ deliver the WSTPm and WSTPs as a co-trainer.
RESOURCES	For the session: ☐ PPT slides: *6. WSTPtot Managers and Stakeholders closing session* ☐ Evaluation forms.
TO PREPARE	☐ Gather resources and read through the session plan.

OUTLINE	1. Final questions and comments and completion of evaluation forms	10
	Total session time	**10**

1. Final questions and comments and completion of evaluation forms (10 minutes)
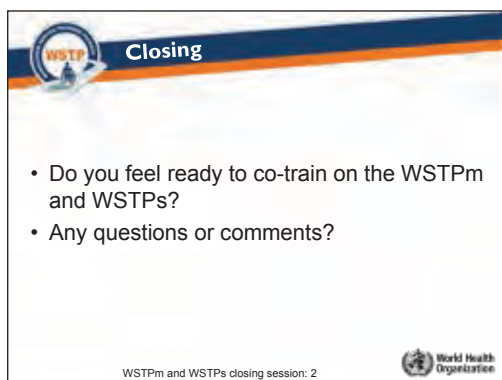
Ask if trainees feel ready to co-train on the WSTPm and WSTPs?

Distribute evaluation forms.

Highlight the section that asks "How confident were you to deliver the WSTPm and WSTPs before the ToT?"

Ask them to add the ranking they gave themselves at the beginning of the ToT before answering: "How confident are you now to deliver the WSTPm and WSTPs?"

Encourage trainees to complete the comments sections on the form.

Ask whether there are any questions.
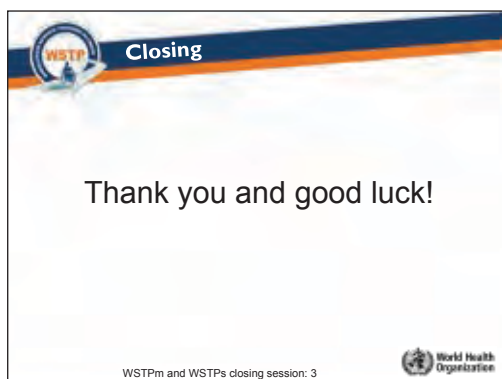
Explain: You will be able to ask for advice and guidance from co-trainers as you plan to deliver the WSTPm or WSTPs.

Thank the trainees for their contributions and wish them luck in their future co-training experiences!

Close the ToT programme.

Annexes

Annex 1: Timetable for WSTPtot core sessions

	Day One	Day Two
8:30	ToT.1 Introduction to the WSTPtot (75)	ToT.7 Presenting and Facilitating (60)
8:45		
9:00		
9:15		
9:30		ToT.8 Communication skills (90)
9:45	ToT.2 Wheelchair Service Training Packages	
10:00		
10:15		
10:30		
10:45		
11:00 – 11.15 Morning break (adjust time to suit local context and session plan)		
11:15	ToT.2 Wheelchair Service Training Packages	ToT.9 Guiding documents (75)
11:30	ToT.3 Practice deliveries (60)	
11:45		
12:00		
12:15 – 1.15 Lunch (adjust time to suit local context and session plan)		
1:15	ToT.3 Practice deliveries	ToT.9 Guiding documents
1:30	ToT.4 Preparing for diversity (60)	ToT.10 Audio-visual tools and equipment (45)
1:45		
2:00		
2:15		ToT.11 Feedback (45)
2:30	ToT.5 Adult learning (80)	
2:45 – 3.00 Break (adjust time to suit local context and session plan)		
3:00	ToT.5 Adult learning	ToT.11 Feedback
3:15		ToT.12 Managing group dynamics (45)
3:30		
3:45		
4:00	ToT.6 Preparation time (15)	Preparation (60)
4:15	Preparation (45)	
4:30		
4:45		

Annex 2: WSTPtot Managers and Stakeholders Timetable

	Day one	Day two	Day three
8:30	Introduction to the WSTPtot *Managers* (85)	B.5: What does a wheelchair service cost? (60)	Introduction to the WSTPtot *Stakeholders* (35)
8:45			
9:00			S.2: Policy to practice (45)
9:15			
9:30		B.5: What does a wheelchair service cost? Feedback (30)	
9:45			S.2: Policy to practice: Feedback (25)
10:00	**Morning break**	**Morning break**	
10:15	Welcome, introduction and overview (10)	C.2: Managing demand (85)	**Morning break**
10:30	Welcome, introduction and overview: Feedback (15)		S.3: Range of appropriate wheelchairs (30)
10:45	A.1: What is appropriate wheelchair provision? (50)		
11:00			S.3: Range of appropriate wheelchairs: Feedback (20)
11:15			S.4: Working together for change *(part I)* (57)
11:30	A.1: What is appropriate wheelchair provision? Feedback (25)		
11:45		C.2: Managing demand: Feedback (35)	
12:00	**Lunch break**		
12:15		**Lunch break**	**Lunch break**
12:30			
12:45			
1:00	A.2: Service delivery (40)		
1:15		C.4: Planning for financial sustainability (70)	S.4: Working together for change *(part II)* (43)
1:30			
1:45	A.2: Service delivery: Feedback (20)		
2:00	A.3: Managers who lead change (45)		S.4: Working together for change: Feedback (30)
2:15			
2:30		C.4: Planning for financial sustainability: Feedback (30)	WSTPm and WSTPs logistics and preparation (30)
2:45	A.3: Managers who lead change: Feedback (30)		
3:00		**Afternoon break**	**Afternoon break**

		WSTPm non-practice sessions (105)	WSTPm and WSTPs timetable options (45)
3:15	**Afternoon break**		
3:30	B.1: Accessing services (45)		
3:45			
4:00			Car park
4:15	B.1: Accessing services: Feedback (25)		ToT trainer individual feedback (65)
4:30			
4:45	Car park		
5:00	Session preparation	Session preparation	
5:15	ToT trainer individual feedback (30)	ToT trainer individual feedback (30)	WSTPtot *Managers and Stakeholders* evaluation and closing (10)

Annex 3: Feedback sheet for WSPTtot practice delivery sessions

Trainee: _____   ToT trainer: _____

Session name/number: _____   Sections: _____

Date: _____   Allocated time: _____   Actual time taken: _____

Finished all sections?   ☐ Yes   ☐ No

This feedback sheet is a tool to help to develop the confidence and training skills of WSTPtot trainees. This sheet can be used by:

- trainees, to reflect on their training skills
- ToT trainers, to give feedback to trainees.

Instructions to ToT trainers: After each practice delivery, write in the two columns below, using the *WSTPtot trainee skills* list below for guidance. At the end of the WSTPtot, complete the **recommendation and summary** at the end of page 2.

WSTPtot trainee skills:

- preparation
- time management
- delivery of WSTP materials
- presenting

- facilitating
- communication
- managing group work
- giving feedback.

First practice delivery	
What was good	**What can be improved**

Trainee: _____ ToT trainer: _____

Session name/number: _____ Sections: _____

Date: _____ Allocated time: _____ Actual time taken: _____

Finished all sections? ☐ Yes ☐ No

Second practice delivery	
What was good	**What can be improved**

Trainee: _____ ToT trainer: _____

Session name/number: _____ Sections: _____

Date: _____ Allocated time: _____ Actual time taken: _____

Finished all sections? ☐ Yes ☐ No

Second practice delivery	
What was good	**What can be improved**

Instructions to ToT Trainers: At the end of the WSTPtot, select your recommendation below and write a brief summary of the trainee's strengths and areas for improvement.

Recommendation and summary
ToT trainer recommendation:
☐   Continue to co-training
☐   Develop knowledge and/or skills before continuing to co-training (details below)
Summary

Annex 4: WSTPm/s planning tool

Country _____   Completed by _____

Contact details _____   Date: _____

1. How to use the tool

The tool is designed to help gather a general overview of the situation in the country and to help set the desired training and workshop outcomes. It is recommended that you work with stakeholders to complete the following table as follows:

1. Circle or highlight the box that most closely describes the situation in the country.

2. Complete the white 'Summary' boxes in the left-hand column to give brief details of the actual situation for that area.

3. Consider what sessions to include in your training based on the local situation and time available, drawing from local knowledge and the 'consider including session/s on' lines, and the possible outcomes page.

2. Summary of main stakeholders in the country to involve in research and planning

Consult/include these stakeholders as listed in the WSTPs:

- Policy planners and implementers (including Government departments – especially those with responsibility for wheelchair provision).
- Umbrella disability organization/s.
- Organizations of disabled people (ODPs).
- Influential leaders or politicians.
- Wheelchair users, their families and caregivers.
- Philanthropists/funders/donors.
- Media: print and digital.
- Wheelchair manufacturers and suppliers.
- Professional groups (Physiotherapists, Occupational therapists, CBR professionals, Prosthetists, Orthotists and others).

Also consider inviting stakeholders from other countries who can share their experiences.

3. WSTPm/s planning tool

Complete the white summary boxes below — Circle/bold the most relevant white box for each of the 10 areas

Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
I. Policy and Planning: Policies / National Disability Plans / legislation relating to wheelchair service delivery				
Summary:	No policies/plans exist which specifically reference provision of assistive devices. No national strategies are in place.	Some general policies/plans are in place but not aligned with the CRPD or Wheelchair Guidelines or well known by stakeholders. They are not enforced and are out of date.	Policies/plans are in place and are known by most stakeholders. They are to some extent in line with the Wheelchair Guidelines and CRPD but are not enforced.	Policies/plans are in place, in line with CRPD and Wheelchair Guidelines. They are regularly reviewed, well known by all stakeholders, and largely enforced.
Consider including session/s on:	Formulation/drafting of policies/ National disability plans/standards in line with CRPD/ WHO Guidelines.	Reviewing policies with reference to CRPD/ WHO Guidelines.	How to operationalize policies that advocate for appropriate wheelchair services.	Using policies to strengthen wheelchair delivery. How to assist other countries to develop/ implement policies.

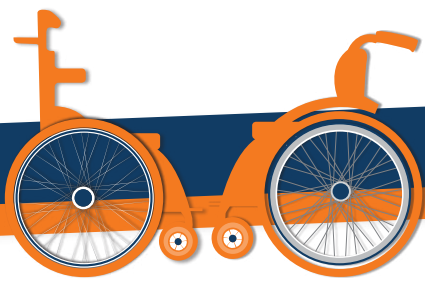| Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
2. Policy and Planning: Convention on the rights of persons with disabilities (CRPD)				
Summary:	CRPD has not been signed and there is no local commitment from government to the Convention.	CRPD has been signed but not ratified and is not well known or promoted within country.	CRPD has been signed and ratified but knowledge and monitoring of it is weak.	Country has signed and ratified the CRPD and has strong monitoring mechanisms in place to evaluate progress.
Consider including session/s on:	Raising awareness of the CRPD and its relevance to wheelchair service delivery.	How to promote CRPD and its relevance to wheelchair service delivery.	Reviewing/developing monitoring systems and structures in relation to wheelchair services.	Reviewing monitoring data to highlight strengths and weaknesses of wheelchair services in relation to CRPD.
3. Policy and Planning: Knowledge of WHO Guidelines on the provision of manual wheelchairs in less resourced settings (Wheelchair Guidelines)				
Summary:	There is little or no knowledge of the Guidelines even among stakeholders working in wheelchair service delivery.	A limited number of stakeholders are aware of the Guidelines but their circulation has been very limited.	Guidelines are well known amongst key wheelchair stakeholders but not within Government or mainstream disability/development actors.	Guidelines are well known and used as a key guiding resource by Government and other actors to plan and implement wheelchair services.
Consider including session/s on:	Presentation on the Guidelines content and background.	Developing a general strategy to promote the Guidelines.	Strategy to promote the Guidelines to specific sectors.	National/International case studies of how Guidelines are being met.

Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
4. Policy and Planning: Country infrastructure and coordination of wheelchair provision efforts				
Summary:	Country is in a volatile/emergency situation with little formal infrastructure. Rehabilitation efforts are minimal and mostly run by INGO/NGO sector.	Country is poorly organized and resourced and structures are weak. Rehabilitation is not prioritized and efforts are not coordinated. Skilled national staff are scarce.	Infrastructure is in place and rehabilitation services and staff exist but services are not well coordinated or resourced and are limited in quality, volume and reach.	Country has a sound infrastructure that includes well-established and coordinated rehabilitation services in all regions of the country.
Consider including session/s on:	Raising awareness of appropriate wheelchair delivery amongst INGO/NGO rehabilitation actors.	How to coordinate wheelchair service delivery initiatives in the country. Formulation of Task Force or National association.	How to coordinate wheelchair service delivery initiatives in the country.	Ensuring sustainability and planning for the future: the changing wheelchair service needs in an ageing population.
5. Policy and Planning: Strength of disability movement and level of inclusion of persons with disabilities				
Summary:	Organizations of persons with disabilities (OPD) are weak or absent. Persons with disabilities are marginalized, stigmatized, and shunned.	There is a weak disability movement with some OPDs and NGOs working in disability but work is not coordinated or impactful. PWDs are largely excluded.	Growing disability movement with increasing OPD strength. PWDs included in some aspects of life and awareness is increasing of their rights in line with the CRPD.	Vibrant disability movement with strong OPDs structure. PWDs involved in wheelchair service delivery and their rights in line with CRPD are recognized in most areas.
Consider including session/s on:	Wheelchair user rights and the role of wheelchair users and their organizations in wheelchair service delivery.	Potential roles of self-help groups in wheelchair delivery: case study examples.	How to increase the role of OPDs in wheelchair service delivery.	Role of OPDs in promoting appropriate wheelchair delivery nationally and internationally.

Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
6. Products: Availability of appropriate wheelchairs and supportive seating				
Summary:	There is a lack of any wheelchairs at all, and those available are not appropriate for most people's needs.	There are 1–2 appropriate wheelchairs but these are not widely available, and do not serve the needs. There is little or no supportive seating.	There is a full/limited range of appropriate wheelchairs and/or supportive seating but volume/quality/reach to all regions is limited.	There is a comprehensive range of appropriate wheelchairs and supportive seats in all regions of the country.
Consider including session/s on:	Range of appropriate wheelchairs. Evaluating locally available products against Guidelines.	Expanding the reach and range of appropriate wheelchairs and introducing supportive seating.	Expanding the reach and range of appropriate wheelchairs and seating.	Presentation of success stories to emphasize importance of maintaining a comprehensive range.
7. Services: Status of wheelchair services				
Summary:	No government services. Reliance on sporadic mass distributions by NGOs without assessment and prescription services according to Guidelines.	Some basic services in place of varying standards run by government or NGOs. No intermediate level services. Poor referral and follow up.	Some basic and intermediate services operating to Wheelchair Guidelines standard but insufficient for needs, not integrated into government rehab services, and minimal user involvement or follow up.	A network of quality basic and intermediate level services are integrated into national government services and meeting needs on a local and national level with full involvement of users.
Consider including session/s on:	Starting a wheelchair service	Running a wheelchair service	How to upscale the positive aspects of service delivery to meet national needs.	The way forward for ongoing development of services. How to support other countries to develop services.

Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
8. Services: Availability of rehabilitation professionals / CBR services / Staff trained in wheelchair delivery skills				
Summary:	There are very few physiotherapists/ Occupational therapists or CBR professionals. No or few people in the country have skills related to wheelchair delivery.	There are a limited number of qualified professionals and trained CBR workers. However very few people have specific skills in wheelchair delivery.	Qualified professionals are present in most areas and CBR workers are present in most districts. There are some people who have been trained in specific skills of wheelchair delivery in some regions.	There is a network of trained rehabilitation and CBR professionals covering all or most regions and a high number of people who have been trained in skills of wheelchair delivery.
Consider including session/s on:	Awareness of Wheelchair Guidelines and WSTP modules	Awareness of Wheelchair Guidelines and WSTP modules	How to integrate WSTP modules into rehabilitation curricula.	How to integrate WSTP modules into rehabilitation curricula.
9. Services: Availability of funding				
Summary:	Little or no funding available locally for rehabilitation. Most rehabilitation funding is provided by INGOs/ International organizations.	Minimal funding is available for services but no funding is committed to wheelchair provision.	Modest level of funding is available for both services and products but is inadequate for needs.	Services are well resourced and all/ most wheelchairs and supportive seats are funded through the state system.
Consider including session/s on:	Awareness-raising among INGO/NGO actors on importance of appropriate wheelchair provision.	Presentation of case studies demonstrating health cost savings of appropriate wheelchair provision and inclusion of PWDs.	Importance of a range of appropriate wheelchairs at different costs to suit varying needs.	Case studies of the benefits of the effective services to ensure they are maintained and lessons shared with others.

Brief information to explain grade	Early Stage	Developing	Maturing	Well-functioning
10. Training: Training available for wheelchair service personnel including wheelchair users				
Summary:	Training in wheelchair delivery is not provided at all within the country. Country does not have rehabilitation training schools.	Some limited training in wheelchair delivery is included in CBR/other training courses but is not in line with Wheelchair Guidelines. No wheelchair user skills training.	Some training is provided to various cadres and there are a limited number of people able to train WSTP or equivalent packages. Some wheelchair user training.	Regular courses in wheelchair delivery skills at basic and intermediate level in line with Wheelchair Guidelines are offered and integrated into curricula of other rehabilitation professionals.
Consider including session/s on:	Awareness of Wheelchair Guidelines and WSTP modules. Training needs analysis against different sectors.	Awareness of Wheelchair Guidelines and WSTP modules. Awareness of peer training for wheelchair users.	Developing a strategy to increase the wheelchair delivery skills of rehabilitation professionals and wheelchair users.	Strategy to develop the skills of wheelchair professionals to intermediate/advanced level.

4. Possible outcomes to set for a Wheelchair Service Managers Training and/or Stakeholder Workshop

Identify the most appropriate and achievable outcomes and consider how much time is needed to cover each. Expand the time of sessions or range of sessions as appropriate.

Consider these areas identified in the packages:

WSTPm

- Increased awareness of the eight steps of wheelchair service delivery.
- Increased knowledge and skills of how to start a wheelchair service.
- Increased knowledge and skills in how to run a wheelchair service.
- Raising awareness of how to make wheelchair provision sustainable.
- Increased quality of wheelchair service delivery.

WSTPs

- Improved understanding about the need for and benefit of an appropriate wheelchair.
- Inform stakeholders of their role in developing appropriate wheelchair service delivery.
- Attain better understanding of barrier free environments.
- Gain more commitment to seek/provide budgetary support.
- Increase sustainability of wheelchair service delivery.

Consider these additional possible outputs or identify your own based on the local context and needs.

- Formulation/Drafting of a national policy for wheelchair service delivery.
- Formulation/Drafting of a national strategy for wheelchair service delivery.
- Appointment of a Task Force to coordinate and drive wheelchair issues.
- Establishment of a Wheelchair/Assistive Devices society or group.
- Agreeing national standards for wheelchair service delivery.
- Existing wheelchair and seating range evaluated against the WHO Wheelchair Guidelines.
- Increased awareness of the WHO Guidelines on the provision of manual wheelchairs in less-resourced settings.
- Increased awareness of the CRPD and other International instruments and how they relate to wheelchair service delivery.
- Improved coordination of wheelchair service delivery.
- Improved skills of personnel involved in wheelchair service management.

- Increased understanding of the global/regional/national situation for wheelchair service delivery.
- Completion of training needs analysis for wheelchair service delivery.

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