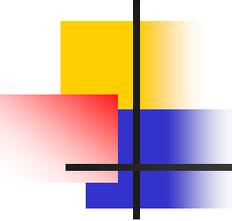


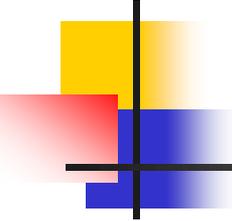
TRANSLATION PROTOCOL

PREPARED BY
ETHEL JN. BAPTISTE ADAPTED
FROM EURO-REVES, NOV 2003



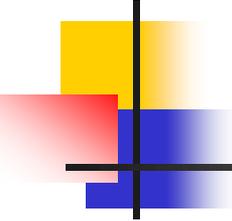
OBJECTIVE

- To come up with different language versions of the english questionnaire.
- To provide a questionnaire that is conceptually equivalent in each country/culture.
- To provide comparable health indicators across the whole world.



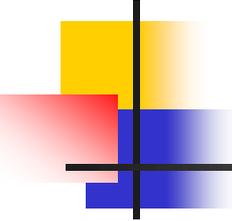
TRANSLATION PROCESS

- A finalised Questionnaire
- Preparation of translation cards
- Each card bears the six areas to be studied.
- Persons working in the field of health are chosen to be translators
- Translated cards are given to a checker
- Checker ensures compliance to concepts.



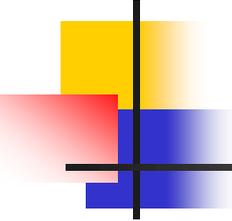
TRANSLATION PROCESS CON'D

- Checker indicates whether wording captures concepts correctly.
- Comments from checker are reviewed.
- Final version of the questionnaire.



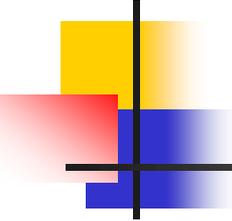
FINALISED QUESTIONNAIRE

- Once it is agreed that the final version of the english questionnaire is available the translation process can begin.



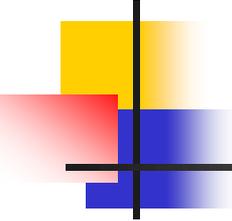
TRANSLATION CARDS

- There will be six translation cards to match the areas we have decided to examine.
- The areas are:
 - Seeing even if wearing glasses
 - Hearing, even if using a hearing aid
 - Difficulty walking or climbing steps
 - Difficulty remembering or concentrating
 - Difficulty washing all over or dressing
 - Difficulty communicating



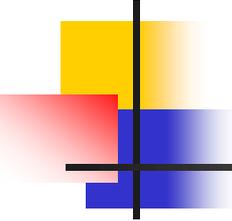
Seeing, even if wearing glasses

- Objective- identify persons with serious vision limitation problems that contribute to difficulty in doing their daily activities, for example handwork or reading
- Definition- Seeing is using eyes to perceive what is happening around.
- Instructions- ask individual respondent. If respondent is wearing glasses make sure that they answer to difficulties while they are wearing their glasses.



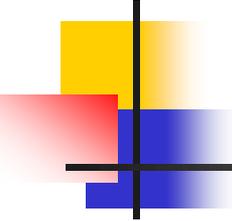
Hearing, even if using a hearing aid

- Objective- identify persons with serious hearing limitation problems that contribute to difficulty in doing their daily activities, for example not hearing in one or both ears
- Definition- Hearing is using ears to know what is being said to them.
- Instructions- ask individual respondent. If respondent is wearing hearing aids make sure that they answer to difficulties while they are wearing their hearing aids.



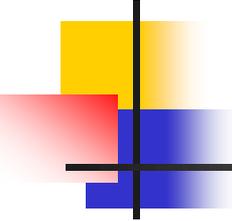
Difficulty walking and climbing stairs

- Objective- identify persons with serious limitation problems getting around on foot that contribute to difficulty in doing their daily activities, for example can't walk more than a block.
- Definition- Walking is using the legs to move from point A to point B.
- Instructions- ask individual respondent. If respondent is using an assistive device it is highly likely they have difficulty walking.



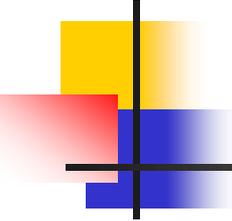
Difficulty Remembering or Concentrating

- Objective- identify persons with serious problems with remembering or thinking that contribute to difficulty in doing their daily activities, for example they may forget where they are.
- Definition- Remembering is using memory capacity to recall what is happening around.
- Concentrating – using mental ability to accomplish task such as learning something. It is associated with focusing on a task.
- Instructions- ask individual respondent. Occasionally a close family responds if respondent is has severe problems with remembering or concentrating.



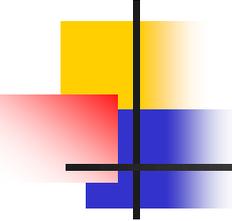
Difficulty washing all over or dressing

- Objective- identify persons with serious problems with taking care of themselves independently for example washing and dressing which represent daily tasks.
- Definition- Washing is using hands to clean clothes or body.
- Dressing is using hands to put on or take off clothes from the body.
- Instructions- ask individual respondent.



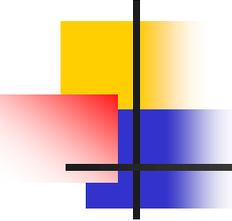
Difficulty Communicating

- Objective- identify persons with serious problems in communicating that contribute to difficulty in doing their daily activities, for example speaking or gesticulating
- Definition- Communicating is using mouth or hands to send messages to persons around.
- Instructions- ask individual respondent. If respondent can't communicate a close family member may be asked to respond.



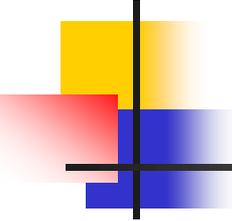
Translators

- Individuals working in the field of health are the best candidates for translating disability questionnaires.
- Characteristics of translators are:
 - Target language as mother tongue
 - English as working language
 - Understanding of health concepts used.



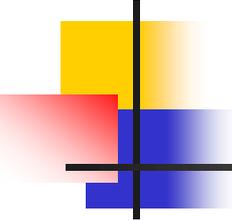
What translator does

- To translate the concepts on cards
- To translate the health questionnaire
- Deliver completed translations to head office.



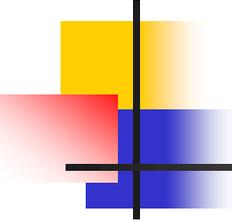
What Head Office Does with Translation

- Head office passes on the translated cards and questionnaire to another person to check (a checker)



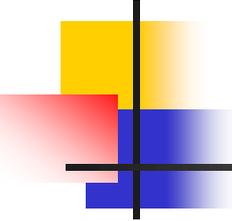
What Checker does

- Answers questionnaire on whether each question had been properly translated to tap the concepts.
- If not, why not.
- Provide reasons for alternative wording.
- Send comments to Head Office



What head Office does

- Review comments from checker
- Make final alterations to questionnaire
- Produce final translated questionnaire.



End of presentation

- Thanks for listening.