



Facilitators' Training Guide

UNPRPD Joint Programme Induction Training on Cross-cutting Approaches and Preconditions for Disability Inclusive Development

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These initial materials were prepared for a face-to-face training to support countries involved in the UNPRPD MPTF 4th Round of Funding and will be reviewed based on feedback in late 2021. Feedback on the training materials including this guide will be collected through the monitoring and evaluation of the training as outlined in this guide. For any questions on this guide or the induction training please contact Dr Ola Abualghaib at ola.abualghaib@undp.org with copy to sreerupa.mitra@undp.org.

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1 Introduction

The training Facilitation Guide aims to support facilitators of the UNPRPD Induction Training on Cross Cutting Approach and Preconditions for Disability Inclusive Development to prepare for, deliver and evaluate the training. It is not a script to guide the training. Rather, it is a compilation of background materials, disability inclusive facilitation guidance and supporting resources that should be used in conjunction with the distinct session plans and facilitation guidance for each session of the Induction Training. This guide should be read before the individual sessions' facilitation notes, as it provides an overview of the programme and disability inclusive advice that can be utilised throughout the programme.

2 Introductory Briefing for facilitators

2.1 UNPRPD and the Multi-Partner Trust Fund

The United Nations Partnership on the Rights of Persons with Disabilities Multi-Partner Trust Fund (UNPRPD MPTF) is a unique collaboration that brings together UN entities, governments, organizations of persons with disabilities (OPDs), and broader civil society to advance the rights of the Convention on the Rights of Persons with Disabilities (CRPD) and disability inclusive Sustainable Development Goals (SDGs). UNPRPD MPTF was created to foster collaboration between its members and complement their work on disability inclusion through UN joint programming. Since 2012, UNPRPD MPTF has supported over 49 joint UN programmes in 39 countries across regions, mobilizing over \$40 million USD.

The UN entities participating in UNPRPD MPTF include the International Labour Organization (ILO), the Office of the High Commissioner for Human Rights (OHCHR), the United Nations Department for Economic and Social Affairs (UNDESA), the United Nations Development Programme (UNDP), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and the World Health Organization (WHO). Civil society members include the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC). UNPRPD MPTF is administered by the UNDP Multi-Partner Trust Fund Office, and the UNPRPD Technical Secretariat is hosted by UNDP.

UNPRPD MPTF's new [Strategic Operational Framework 2020-2025](#) (SOF) recognizes the ongoing challenges in bridging the gap between CRPD standards and the experiences of persons with disabilities, especially in low income countries. Consequently, the SOF reflects a shift in focus to the [preconditions to disability inclusion](#) for its country-level joint programming. These preconditions are the foundational aspects that are indispensable in addressing the requirements of persons with disabilities and which are needed in inclusive policy making and programming:

1. Equality and non-discrimination
2. Service delivery
3. Accessibility
4. Participation of persons with disabilities
5. CRPD-compliant budgeting and financial management
6. Accountability and governance

The SOF continues to promote [UNPRPD's Cross-Cutting Approaches](#), which are required throughout all UNPRPD joint programmes:

- i. Enabling full and effective participation of persons with disabilities through their representative organizations
- ii. Ensuring the inclusion of marginalized and underrepresented groups of persons with disabilities
- iii. Addressing gender inequality and advancing the rights of women and girls with disabilities.

2.2 The 4th Round of funding

In August 2020, UNPRPD MPTF launched its [Fourth Call for Proposals](#), inviting UN Country Teams (UNCTs) to submit proposals for joint country-level programmes with the following objectives:

1. To advance CRPD implementation at the country level by focusing on the essential preconditions for disability inclusion across sectors, translating these into concrete policies, programmes, and / or services which lead to systemic changes through a cohesive, inter-sectoral approach
2. To improve and increase the implementation of disability inclusive SDGs at the country level by providing fundamental support to the UN's collective response to the SDGs to address national priorities and gaps concerning persons with disabilities in national planning.

UNCTs were shortlisted following reviews of the Expressions of Interest. Shortlisted UNCTs are allocated a budget to delivery an Induction Training, conduct a Situational Analysis, and complete a Full Proposal.

To ensure consistency among country level stakeholders and between UNCTs, a standardized Induction Training has been developed targeting various country level stakeholders including UNCTs, Governments and OPDs. The Inception training seeks to prepare these stakeholders and other partners to jointly complete the Situational Analysis and to develop strong joint programming proposals in line with UNPRPD's SOF and the CRPD. Specifically, participants in the Inception Training should:

- Develop understanding and familiarity of the CRPD and disability inclusive SDGs to gain an understanding of UNPRPD's Cross-Cutting Approaches and how to apply them in country programmes
- Deepen their knowledge on the preconditions for disability inclusion in order to prepare UNCTs to complete the Situational Analysis and develop strong joint programmes.

The facilitator(s) are responsible for preparing, delivering and evaluating (in part) the training. It is their responsibility to utilise the session material's supplied, applying them within the local context – with the conditions, stakeholders and commitment to OPD participation that this entails.

2.3 Required preparatory reading

Facilitators should read the following materials in advance:

- [UNPRPD MPTF Strategic and Operational Framework 2020-2025](#) - available in EPUB, HTML, and DAISY formats.
- [UNPRPD 4th Funding Round Call-Preconditions to disability inclusion](#) - available in EPUB, HTML, and DAISY formats.
- [UNPRPD 4th Funding Call Cross Cutting Approaches](#)
- [UNPRPD Trust Fund Factsheet and home page – UNPRPD Disability Fund \(website\).](#)

3 Overview of the training programme and materials

3.1 Multi-stakeholder participants

The UNPRPD Joint Programme is centered on multi-stakeholder and inter-sectoral approach to advance the implementation of the CRPD and the SDGs.

This Induction Training will therefore target representatives from the participating UN entities, government, OPD and any other partners that are involved in the design and implementation of the proposed UNPRPD joint country programme. The country programme Induction Training is a key opportunity to build consistency of understanding and further strengthen relationships among the actors that will engage in the country situational analysis and the design and implementation of the of the joint country programme. Therefore, all key stakeholder should be invited to participate. If possible, ensure proportional representation from each stakeholder group involved.

Participants could ideally include:

UN system representatives

- Relevant staff and focal points from the UN agencies that have expressed an interest in being part of the UNPRPD Joint Programme.
 - Staff likely to be closely involved in the country analysis and programming phases
 - Human Rights Advisors,
 - Technical/ Sectoral leads from areas that are covered in the training outline (see topics to be addressed in the Section **Error! Reference source not found.**)
 - Representatives from the Resident Coordinators Office

Government representatives

- Relevant national government officials, such a disability and/or social inclusion focal points in relevant ministries and departments (noting these are in part guided by the nature of the proposed joint programme). In general, these may include:
 - Representatives from the ministry responsibly for coordination of SDGs targets and reporting
 - The ministry/department responsible for coordination and oversight of disability (varies but may be social welfare, health, human rights, social services)
 - Ministry/department responsible for monitoring and reporting on the UNCRPD

- Representatives from any National Disability Council or similar body
- Ministries or departments responsible for finance and budgeting
- Ministries/departments responsible for planning,
- Relevant legal bodies and ministries – Attorney General
- Relevant commissioners (including government spokespersons and focal points) – human rights, women, disability,
- Any specific government sector/s that the proposed UNPRPD programme may address (e.g., statistics, health, education, Infrastructure, social protection, etc.)

Representatives of OPDs

- While this is usually national OPDs or umbrella/peak body OPDs, it is important to seek broad representation, and consider invitations to disability specific and sub-national groups and individuals that advocate for under-represented populations, such as women with disabilities, persons with intellectual or psychosocial disabilities and deaf persons among others.

3.2 Objectives

By engaging in this Induction Training, participants will:

1. Develop basic understanding on how to implement CRPD and SDGSs into practice, responding to countries obligations. This will include a brief introduction to both frameworks and how they interlink.
2. Gain an understanding of UNPRPD's theory of change to support disability inclusion at country level (CRPD and inclusive SDGSs implementation) with a focus on governments' policy and systems changes.
3. Gain an understanding of the preconditions for disability inclusion in order to prepare UNCTs to complete the situational analysis and develop strong joint programmes.

3.3 Structure

The training is structured into two modules:

1. **Module 1:** Featuring four sessions focused on introducing the PRPD and the Induction Training, a basic introduction to the CRPD, disability inclusive SDGS and a presentation on how to put them into action.
2. **Module 2:** Featuring six sessions focused on the preconditions for inclusion and cross cutting issues, including using the PRPD SOF as a framework for change.

Table 1: Induction training at a glance – overview of sessions

	Day 1	Day 2	Day 3	Day 4	Day 5
8:30-9:00	Registration	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap
9:00-10:30	Introduction to workshop and UNPRPD SOF	2.1.1: Equality and Non-discrimination – Part A Introduction	2.3.1: Disability assessment and referral services	2.4.1: Data for Inclusion	2.6.1: Meaningful Participation
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45-12:15	1.1 CRPD Overview	2.1.2: Equality and Non-discrimination – Part B Case studies and role play	2.3.2: Support services	2.4.2: Cross-sector Coordination	2.6.2 Inclusion of underrepresented groups of persons with disabilities
12:15-1:15	BREAK	BREAK	BREAK	BREAK	BREAK
1:15-2:45	1.2: CRPD-SDGS Relationship 1.3 Advancing CRPD-SDGS implementation: Systems change	2.1.3: Equality and Non-discrimination – Part C Systems change	2.3.3: Making mainstream services inclusive	2.4.3: Accountability	2.6.3 Gender equality and the rights of women and girls with disabilities
2:45-3:00	BREAK	BREAK	BREAK	BREAK	BREAK
3:00-4:30	1.3 (continued): Multi-stakeholder approach	2.2: Accessibility	Reflection and consolidation break/buffer	2.5: CRPD-compliant budgeting and financial management	Closing session

For a more detailed Induction Training programme outline by module and session, see Annex C: Overview of the Induction Training Programme.

Materials have been prepared for a 5 day face-to-face training. Each session package contains:

1. Presentation materials – in the form of a PowerPoint file
2. Session Facilitator Notes – A document which offers guidance for facilitators for the particular session including objectives, script, facilitation tips, guidance for preparation, additional reading, etc.
3. Activity resources – in the form of activity (instructions) and handouts (worksheets, reading materials etc.) to aid in the activity

4. Session summary Recap – a short summary for participants of the key messages, concepts and additional resources for that session.
5. Some sessions also have handouts providing additional detail, explanations, or reference materials on specific topics for participants.

3.4 How to use the materials

Reading this Facilitation Guide in full in the first instance will aid understanding how to best prepare for, run and follow up the Induction Training as a whole. It includes general tips and considerations as well as relevant resources at an overall programme level. This includes a specific section outlining some considerations if you need to adapt to online/remote delivery (Section 7). Even if the programme is not run online, this section offers useful tips for any online meetings that might be held to help prepare for or follow up the training (e.g., briefing co-facilitators, etc.).

A small buffer on un-programmed time has been built into the programme on Day 3. This should be used at the facilitator's discretion. It can accommodate small over-run in sessions, or be allocated as time to address "parked" questions or issues from earlier session, or as mid programme break for participants to help them remain fresh for the 2nd half of the Induction Training.

The session materials provide specific guidance on how to facilitate each session, and include all the relevant materials and preparation required. They also point to further reading that may be beneficial for the facilitator and participants. Reading these in order will help understand the way the sessions build on previous sessions and link together. Whilst session material can be picked up and prepared separately (e.g., if a co-facilitator leads a specific session), it's important the lead facilitator is across the content in all sessions to help ensure relevant linkages. The order of the presentation of the session materials should not be changed.

4 Planning and preparing for the training

This section provides a guidance on disability inclusive approaches to planning and preparing for the training.

4.1 Documentation for participants

At least 2-3 weeks ahead of scheduled Induction Training, registered participants should be sent the following (online survey or via email):

1. A cover letter indicating the relevant information for attending the meeting:
 - a. Dates, location, log in details (for remote delivery)
 - b. A copy of the programme outline
 - c. Advice to test online platforms etc.
 - d. Reminders to identify any accessibility requirements to support their engagement in the programme (noting these should also have been asked with the registration process)
 - e. Contact details for questions
 - f. Any pre-reading
 - g. Introduction to the facilitators (bio)
2. A copy of the pre-training questionnaire (see Annex A: Pre training questionnaire)
 - a. This looks at baseline knowledge, practices, confidence etc. and provides information for the facilitators on participants, to help inform their planning.

Participants should be advised to return the forms by at least one week before the scheduled training.

4.2 Tips on communication and disability etiquette

It is important for facilitators and participants to be aware of some basic disability etiquette and communication prior to the inception workshop. The following generic tips are useful reminders and are adapted from training provided to UN staffⁱ. If you are unsure or need additional local and context specific advice, seek guidance from the local OPD.

- Be sensitive about physical contact and respect personal space. Do not touch without permission, and remember persons with disabilities consider assistive devices such as wheelchairs or canes part of their personal space.
- Don't make assumptions: People with disabilities are the best judge of what they can or cannot do.
- Respond graciously to requests: When people with disabilities ask for an accommodation, it is not a complaint.
- Always ask before offering assistance and wait until the offer is accepted and the person instructs on the best way to assist.
- Always speak directly to the person with a disability, not their interpreter, assistant or companion.
- Pay attention to the person, not their disability and do not ask questions about the disability.

4.2.1 Guidance for diverse disabilities and assistance

Persons with physical disabilities

- If you are having a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.
- Don't touch items or equipment (e.g., canes, wheelchairs) without permission
- Think ahead and remove any items that may cause a physical barrier, such as chairs left in an aisle.

Persons who are blind and have low vision

- Identify yourself before you make a contact with a person who is blind. Introduce the person to others who are in the group, so they are not excluded.
- Ask first if the person needs guidance
- Offer your arm to guide if needed. If they accept, lead – don't pull. E.g., allow them to hold the back of your arm/elbow.
- Do not pet a service or guide dog.

Persons who are Deaf and hard of hearing

- Always use direct eye contact
- Speak directly to the person, not to a third party (e.g. sign language interpreter)
- Speak at normal tone and pace
- Allow only one person to talk at a time in groups
- Keep things out of your mouth (e.g., gum, food)
- Never turn your back when speaking
- If no qualified sign language interpreter is available (e.g., in session breaks), use the person's preference, e.g. typing on a phone or other device, pen and paper

Persons with deafblindness

- Ask them how best to communicate with them
- Be patient. It can take a lot longer to communicate with a person with deafblindness
- Speak directly to the person with deafblindness, not to the assistant or guide interpreter.
- They may ask you to move into their visual range or place their hands gently on the side of your neck to feel the vibrations in your throat.

Persons with speech or language disabilities

- Don't assume that a person who has difficulty speaking doesn't understand you.
- Don't interrupt or finish the person's sentences.
- Allow the person time to express her/himself on her/his own terms, noting some people use communication boards and other assistive devices.
- Confirm what the person has said by summarizing or repeating.

Persons with intellectual disabilities

- Speak to the person in plain language using concrete concepts.
- Do not patronize. Treat the person as an adult.
- Don't make assumptions about what a person can or cannot do.
- Provide one piece of information at a time.
- Use clear documents with pictures, such as easy-read documents.

Persons who have learning disabilities

- Be patient – it may take longer for the person to process the information, understand and respond
- Try to provide information in a way that works for the person
- When needed, rephrase or explain something again in another way

Persons with psychosocial disabilities

- Treat people with psychosocial disabilities with the same respect and consideration that you have for everyone else
- Be confident, calm and reassuring
- Respect the individual's personal space and timing
- Limit distractions that could affect the person's ability to focus or concentrate – loud noise, crowded areas and interruptions could cause stress

Persons of short stature

- Provide necessary items within the person's reach as much as possible.
- Try to provide equipment at the person's height.
- Communication can be easier when people are at the same level. Act naturally and follow the person's cues.

Persons with autism or on the autism spectrum/neurodiverse.

- Take your cues from the person you are engaging with
- Make sure instructions are direct, concise and specific, and allow time for a response.
- Provide instructions visually or in writing, not just verbally.
- Do not misinterpret a lack of eye contact as being disrespectful or inattentive.

For those that use assistants and assistive devices or services:

- *Personal assistants* – may aid with communication, mobility, personal care, accessing services, etc. Ensure you always speak directly to the person with a disability rather than their assistant or companion.
- *Assistive devices* – don't touch or move or assistive devices out of reach, advise on accessibility features in their immediate environment (e.g., accessible toilets, video relay services, lifts, etc.)
- *Service animals* (e.g., dogs) – should not be touched without permission or when they are working. Provide access to water for the animal and space for the person to sit down with the service animal nearby and away from foot traffic.

4.3 Accessibility considerations

Accessibility and reasonable accommodation are essential for supporting participation of persons with disabilities, including OPDs, throughout the Induction Training. Making sure that persons with disabilities can attend and co-facilitate the Induction Training requires that planning, meetings, preparations, information, venues, transportation, communication, and technology used is accessible. Accessibility involves understanding and reducing barriers to participation.

Accessibility considerations for this Induction training are also outlined in Section 4 of the Induction Training Resource Pack for Country Team. For more information on running accessible events and meetings, see Commitment 6 in the [Accessibility GO! A Guide to Action, Delivering on 7 accessibility commitments](#)ⁱⁱ.

Inclusive Registrations

- Ensure all registration materials are provided in accessible formats and sent out well in advance, noting that some interpreters for example, need to be booked months in advance.
- Include a section for participants to indicate accessibility requirements for workshop participation, travel and accommodation as necessary for your local context.
- Provide the contact information, including an email address and a phone number for a person in charge of organizing the event

Inclusive venue and room selection

Should your induction training be provided face-to-face, or where some participants are joining from a common venue, consider the following:

- If participants require accommodation and transport to attend the venue, ensure that accessible transport is available or the person can safely and accessibly navigate the paths from their accommodation to the training venue.
- Venues should be step-free and/or have ramps with a safe gradient. Rooms should be well lit with blinds or curtains to block direct sunlight, if needed.
- Meeting rooms should be clearly marked with signs.
- Ensure there is accessible toilets/washrooms available for all participants.
- More than one roving microphone should be available for participants with disabilities and sign language interpreters.
- Portable audio translation devices/headsets should be available for wheelchair users, sign language interpreters and captionists.
- Ensure there is sufficient space for seating to be arranged so that people, including those using assistive devices, can move freely about the room.
- Venue staff are appropriately briefed about the training, tips to help facilitate participation and communication, and any other accessibility needs.

Additional guidance is also provided in the Resource Pack for UNCT staff around procurement of accessible venues.

Guidance for accessible facilitation during meetings and the Induction Training are provided for face-to-face and remote delivery in Sections 5 and 7.2.2 respectively.

Accessible documents and presentations

Induction training materials have been checked for accessibility. For all additional materials prepared locally in Microsoft products (Word, PowerPoint, etc.), please utilise the Microsoft Accessibility Checker which provides inspection results, feedback about the importance of each item and tips on how to repair the issues. The Accessibility Checker can be accessed via the Review tab or ribbon⁴.

Tips for accessible documents include:

- Include alternative text with all visuals and tables⁵.
 - Add meaningful hyperlink text and ScreenTips.
 - Use sufficient contrast for text and background colours.
 - Use built-in headings and styles; this makes easier navigation of documents.
 - The core accessibility features of Microsoft Word are present in all Windows versions as far back as Word 2003.
 - Test documents with the built-in accessibility checker.
 - PDF documents can be made accessible, see how you can convert a word document [here](#).⁶
 - Provide documents in multiple formats (e.g., PDF and Word, Easy Read).

Key points for building and presenting accessible PowerPoint decks include:

- Use the built-in slide layout templates (designed so the reading order is the same for people with vision and for people who use assistive technology such as screen readers).
- Give each slide a unique title.
- Minimise text on slides and use 18-point font or larger.
- Ensure correct reading order of slides using the Selection Pane tool.
- Provide captions for videos.
- Test document with the accessibility checker (Windows/Mac).
- Speak slowly and clearly.
- Ensure that all vital information is read out and that all graphs are explained orally.
- Face the audience when speaking. People who lip read cannot understand spoken information if the speaker is facing away from them.
- If possible, record presentations on video and audio and provide captioned versions and transcripts via the web. Alternatively, slide decks can be narrated and recorded in PowerPoint, saved as a video, and then uploaded to YouTube or any other platform where it can be manually or automatically captioned.
- Where possible, provide a translator for sign language or tactile signing

4.4 Briefing co-facilitators and others supporting the training

4.4.1 OPD engagement and roles

OPDs are key stakeholders in all UNPRPD programmes and as such are critical to shaping the UN and its objectives in this space¹. Organizations of persons with disabilities (OPDs) are led, directed and governed by persons with disabilities. A clear majority of their membership should be recruited among persons with disabilities themselves². It is key that OPDs are included in the Induction Training, as participants and as potential facilitators (e.g., facilitators, co-facilitators or guest facilitators/panelists).

Persons with disabilities and their representative organizations, provide unique insights and expertise on the rights and experience of persons with disabilities that will enrich the programme delivery and content. In some countries, there are individuals and OPDs that will have relevant experience and interest to lead the facilitation of the Induction Training. In others, they may be better positioned to co-facilitate as members of facilitation teams or contribute as invited guest speakers in sessions facilitated by others. With varying interest, capacity and availability, it is likely that different OPDs and individuals may take different roles in the same training. **Negotiating these roles, clarifying expectations and supporting preparation is a key role for the lead** facilitator in partnership with the UNCT focal point.

It is important to spend time with the different OPDs to understand who they are and how this relates to the training and UNPRPD programme. From these discussions, seek agreement on which role(s) they will take and what might be needed (if anything) to support this engagement. In many cases, dedicated meetings and preparation with OPDs and persons with disabilities is valued to support their meaningful engagement as participants and/or facilitators. The pre-training questionnaire and registration process should provide some useful background information to also inform these discussions.

The facilitator (in partnership with the UNCT focal point) should organize preparatory meetings that can include:

- Listening to OPDs to understand who they are, how they relate and what their priorities are.
- Discuss the training programme overview and how these relate to their priorities.
- Briefing on other stakeholders involved in the Induction Training and the wider PRPD programme. Some, especially the less represented groups, may have very little exposure to the UN or government actors.
- Understand and support any reasonable accommodation requirements to engage in the Induction training, including discussing how to best accommodate this when facilitating.
- Helping OPDs identify key messages they want to get across in the training.
- Discussing any questions or concerns about the training.
- Trialing in advance any tools that will be utilized (e.g., online platforms, feedback tools, etc.).

¹ The UNPRPD 'Guidance for conducting a country analysis on the situation of persons with disabilities' provides in its Annex B more detailed information on engaging and ensuring the participation of OPDs in country analysis and programme planning.

² For more information about OPDs and their role see CRPD Committee General Comment 7 (2018)

- Sharing any useful pre-reading or resources based on these preparatory discussions (e.g., not all individuals with disabilities or OPDs will have an understanding of Agenda 2030 and how it relates to the CRPD and role of OPD's. These two resources prepared by IDA and the IDDC to aid OPDs in their work to implement Agenda 2030 may be useful preparatory reading to shareⁱⁱⁱ).

For OPD **participants**, it's important that the Facilitator work with the UNCT to ensure there is broad representation in the training. One or several OPD's may have already been identified in the UNPRPD pre-programming phase, and national OPDs or umbrella/peak body OPDs are an obvious starting point for wider engagement. It is important to ensure that the representation from these organizations is also reflective of the diversity of persons with disabilities, especially women with disabilities, persons with intellectual and psychosocial disabilities, and other underrepresented groups of persons with disabilities. Accordingly, supplementing these with targeted invites to other OPDs and individuals with disabilities may be required. UN Disability Inclusion Strategy [Accountability Framework Technical Notes on Indicator 5](#) provides requirements for a meaningful consultation with OPDs and can guide identification of OPDs.

Negotiating the roles of **OPDs in the facilitation** of the Induction training is informed by early discussions on their preferences, priorities and capacity to engage. Some options for engagement to discuss can include:

- Leading facilitation of specific Induction Training sessions where an individual or organization has the relevant experience to lead delivery of the training curricula for a particular session (with support and coordination from the wider facilitation team/lead facilitator as required).
- Co-facilitating specific sessions – working in partnership with another facilitator to deliver a session with agreed roles. For example, OPDs could facilitate components of a session plan they feel confident in or facilitate activities within the session. This will require that OPDs to work alongside the session facilitator to identify their role in the delivery of that session.
- OPDs as guest contributors - A guest role may be considered where OPDs have insufficient time or content knowledge in a specific Induction Training area, but having a strong local knowledge, interest and willingness to engage with UNCT and government staff. In these instances, their involvement focuses often on sharing examples and experiences in ways that are invited and enabled by the facilitator. The session facilitator should prepare the person to engage with clear expectations, sharing questions in advance, etc. Targeted invitations for guest involvement can help engage less confident individuals and support engagement of typically under-represented groups (who often have less experience on the content or engagement with the key stakeholders). Some examples of ways guest contributors could be involved include:
 - Inviting people to host/chair break out groups in activities and discussions.
 - Inviting them to share a short reflection or story at the start or end of session that highlights the "real life" implications or experience of the topic aligned with key messages.
 - Inviting them to be the first contributors to set the scene in discussions and activities but talking through the question and answer in advance.
 - Having small panels (e.g., for diverse representation), involved in monitoring and evaluation activities including reflection sessions.

In short, it is the facilitators' responsibility to ensure the engagement of a diversity of persons with disabilities across the Induction programme sessions.

4.4.2 Sign language interpreters

Having consulted with the individual(s) concerned, sign language services should be secured reflecting their preferences (e.g., International Sign Local Sign Language). Wherever possible, especially instances where technical terms will be introduced, it's often best to use local sign language. Ideally, interpreters should be secured 8 weeks in advance.

The WASLI website contains a list of countries and their associations of sign language interpreters. You can also contact the WASLI regional representative on the "About us" section of the website and they can refer you to appropriate services in the country in which the event is being held, if services are available, or the country nearest if there are no qualified interpreters available in the host country.

Interpreter Check list

From: Securing and utilising the services of Sign Language Interpreters for the United Nations^{iv})

When the UN or its special Agencies send an invitation to the WFD or another deaf organization or when deaf participants attend an event the organizer should pay attention to the following sign language interpreting arrangements:

1. Event organizer will book sign language interpreters after having consulted with the deaf participant(s) (if necessary also with WFD or WASLI) about the participant's language choice and whether s/he has a preference for a particular sign language interpreter.
2. Fees and other expenses, salary, accommodation and travel arrangements shall be agreed between the sign language interpreters and the organizer prior to the event.
3. All meeting materials and practical information that are sent to the participants need also to be delivered to the sign language interpreter(s).
6. If the event is meant for a large audience the seating arrangements for sign language interpreters have to be checked prior to the event: they should be seated opposite to the deaf participant so that the deaf person has accessible visual contact to the sign language interpreters, the presenters and the screen. The sign language interpreters need to have chairs without armrests. Sign language interpreters have to be able to use a microphone and they will be provided with over the head headphones as opposed to the 'in the ear' variety.
7. Sign language interpreters should be given the opportunity to have their notes and meeting papers on display while they interpret. All materials distributed to the participants in the meeting will be circulated also to the sign language interpreters. Provision of water or other refreshments should be guaranteed during the meeting.
8. In small scale events and workshops the deaf participant and the sign language interpreters should be able to be seated opposite to each other.
9. In a case where a deaf person chairs or presents at an event all practical arrangements should be coordinated well in advance between the organizer, deaf person and sign language interpreters.

5 During the training

Specific guidance for facilitating each session is available in the Session facilitator's notes. The following tips should be considered in all sessions:

- At the start of the webinar or a face-to-face session, the moderator should inform the audience that in order for the session to be accessible, attendees should be mindful not to speak too fast and to state their name each time they speak, wherever possible use available methods to indicate a desire to speak (e.g., raise hand, etc.).
- Ensure copies of the presentation are shared in relevant formats (Braille, large print, USB drive- with accessible digital file formats).
- Presenters and facilitators should always describe any visual references they use, whether it is in slides, posters or videos. Remember to share your slides electronically in advance with participants who would like to follow simultaneously using a screen reader.
- Speak naturally, at a steady pace and keep your language jargon-free. Try to avoid difficult terminology by using clear language to explain complex concepts. Ensure any that must be used are explained in advance to participants and interpreters.
- Pace your session to allow for delays associated with interpreting. Note that there is a longer delay for interpretation of persons with deafblindness.
- When using audiovisual media, provide captions or alternative formats for all audio content, including sounds. For persons with deafblindness, this may include descriptions of sounds and images.
- Consider appointing an accessibility captain each day – someone that monitors and gives feedback on if the sessions is accessible, and who can act as a focal point for feedback to those who do not feel comfortable raising concerns with the facilitator directly.
- Ensure presentations themselves are accessible. Training materials have been prepared and checked for accessibility in advance. Should any additional content be developed, then ensure this is accessible.
- Check in and monitor how participants are feeling about the training and understanding the training content. Some suggestions for doing this are outlined in Section 8.2.

6 At the end of the training

The facilitator role at the end of training includes:

- Facilitating feedback and evaluation sessions. Section 8.3.1 offers some guidance for ways feedback can be sought and the use of the end of training evaluation form.
- Providing feedback to the UNCT on any suppliers used in the training (e.g., interpreters, venue, etc.)
- Completing a report on the training, as outlined in Section 8.4

7 Remote delivery and online adaptation

7.1 Overview and how to use remote delivery materials

Preparing and/or delivering the Induction Training may involve full or partial engagement using online platforms, depending on local context and preference. In the first instance, the Induction Training materials have been prepared with the view to a five days face-to-face programme. Nevertheless, guidance is provided in two forms to support the partial or full move to online delivery:

1. Programme or whole of curriculum advice is provided in this section of the Facilitation Guide. This includes some overarching considerations for programme adaptation, set up and facilitation for remote delivery.
2. Session specific guidance with some simple tips for adapting the activities and the required preparation is provided in Annex E: Tips for adapting each session for remote delivery.

The resources and conditions in each country, alongside the needs and context of the likely participants will shape what is desirable, feasible and viable for a local online adaptation. To better understand what is required of participants to support their remote delivery, it is worthwhile adding questions to the pre-training questionnaire. These questions will vary depending on how far along you are in deciding on the relevant online platform and tools. For example, if you are seeking information to aid in selection, you may ask if they have a preferred tool they are comfortable with. Alternatively, if you have chosen the likely platforms, you may wish to ask if they have any experience or need for orientation with particular tools. It is useful to ask about how reliable their internet access is and if video content is useful, etc.

7.1.1 Adapting the overall training programme structure

In general, online meetings and trainings require considerably more time and breaks for participants and facilitators. People are often unable to concentrate or sit for extended periods whilst online. It is likely that you will have to adapt the overall programme structure. You may need to break up the sessions and run them over more than five days (e.g. half a day over 10 days, or every second day for 10 days). You will need to schedule in more regular breaks and be aware that more time is required at times for translation, checking in and facilitating activities/exercises within sessions. You should not change the order of the sessions if you break up the overall programme for remote delivery. The content of each session has been developed to build on and help embed concepts in earlier sessions. Instead, focus on obvious breaks in the programme.

To work out what is the most feasible design of an online programme in your context, work with participants to determine:

- What would they prefer in terms of the wider work context? Especially if the programme delivery period extends over multiple weeks. E.g., full days? Part days?
- How engaged can they realistically be between sessions? (e.g., is pre-reading realistic so there is some assumed knowledge?)
- What would help them reorient at the start of different programme segments (headlines, reading, and reflection exercises).
- Are there any ways that some (if not all) participants can convene (e.g., in meeting rooms?). If so, are they stakeholder specific groups?
- How much do participants already know each other? Do you need to do more to build informal breaks and networking opportunities into the online programme (as usually happen in lunch and tea-breaks in face to face training)?

It is also useful to be aware of some of the patterns in the overall training programme content to make decisions on how to break up the sessions. In particular:

- Some sessions are more likely to lend themselves to involving guests and guest facilitators for sessions. Try to consider this in how you break the sessions across the overall programme.

- Some sessions form more logical session grouping (e.g., three sessions on Equality and Non-discrimination).
- The following sessions are quite heavy in terms of the complexity and volume of the content covered. They contain new, more, or more complex concepts for participants to develop an understanding of. Too many of these in a row would require unsustainable levels of high intensity, online engagement. As much as possible, allow longer for these sessions, and have longer breaks between them.
 - Module 1: Sessions 1.1, 1.2 and 1.3 (on the CPRD and SDG's)
 - Module 2: Sessions 2.2.1 (Equality and Non-Discrimination – key concepts); 2.2 (accessibility); 2.3.1 (Disability Assessment); 2.3.2 (Disability Support Services); 2.4.1 (Disability Data)
- Consider the suggested tips for adapting activities in each session provided in Appendix B. These give some guidance on extra considerations and time.

7.2 Considerations for remote delivery

Preparing, running and following up on a remotely prepared and/or delivered Induction Training will still require addressing many of the issues raised in Sections 4, 5 and **Error! Reference source not found.** respectively. This section highlights some additional considerations for remote delivery.

Virtual meetings and trainings have the potential for increased participation of some persons with disabilities with remote live captioning increasingly available as standard, and sign language interpretation and other accessibility features in place. However, there are some unique challenges and things to be aware of that will help maximize the experience for all participants in a virtual training. The following recommendations are adapted from resources prepared by the Stakeholder Group of Persons with Disabilities for Sustainable Development, following research, consultation and testing with various OPDs, including the International Disability Alliance and its members^{v,vi}.

7.2.1 Preparation for remote delivery

7.2.1.1 Selection and orientation to relevant platforms and supporting tools

Preparing and running the Induction Training remotely will still require addressing most of the items raised in Section 4. This section highlights some additional considerations for to help prepare for accessible remote delivery. Before considering these, it may be useful to review definitions of some key terms that are often used around accessibility and information and communication technology, such as screen reading, pinning, etc. These can be found in Annex D: Definitions and additional resources to prepare for remote delivery.

One of the first things to do is **select the appropriate online platform** through which you can prepare and facilitate the training. Some key things to consider in the selection include:

- How will people be accessing your preparation meetings or training? Find out from participants which digital platforms are more reliable, or familiar to users or permitted in their office IT infrastructure:
 - Some UN offices or government departments where participants join from may have security limitations or firewalls that only allow use of certain platforms, or will block users 'signing in' from certain locations. Consider also that some people with poor broadband internet access might be reliant on

mobile data which may limit connectivity and/or have substantial cost for the participant.

- Check if people are joining from low-income or remote settings, where there may be less internet access and lower bandwidth connections. Some platforms are better suited to this or alternative arrangements may need to be made.
- Check if people are intending to join online individually and/or in small groups.
- Check out the accessibility features of different online platforms in the Checklist developed by the Stakeholder Group of Persons with Disabilities (SGPWD) to help inform your decision.
- Provide at least two methods to join the meeting, such as a dial-in number along with the link to the virtual meeting.
- Work with IT departments on integrations or other solutions in consultation with representative organizations of persons with disabilities. If needed, look to find options for people to dial-in by phone or to go to a different office or hotel location that facilitates reliable access to the platform, and ensure you test this in advance.

Supplementary facilitation tools are important functions that support remote delivery of training. Consider if the online platform selected offer the tools needed to complete remote delivery. If not, consider what tools from supplementary platforms could be integrated. Remote delivery of the Induction Training sessions benefit from the following:

1. A platform that easily allows break out rooms for activity and discussions
2. Whiteboards /collective online writing space to assist with activities, feedback sessions and so on. Not all platforms offer this, so it often needs to be supplemented with other tools based on facilitator and participant preference and availability. Options range from: the use of existing platform resources (like a facilitator sharing a screen/projecting while capturing group thoughts on Word or PowerPoint slides); through to supplementing this with other applications such as [Google Docs](#) or [Miro](#) (where multiple people can write and view the screen simultaneously).
3. Multiple response options for participants. This can be part of the platform or supplemented in other forms. Tools can include comment boxes, emoticons like thumbs up/down, raise hand for permission to speak, polling and so on. Some mechanisms to respond or engage are not consistently accessible for all in all platforms (e.g., comments). Swapping back and forward between features like comments and screen viewing can also be challenging for some participants, so another alternative is to hold comments in another platform (e.g., Skype). It is important that there are multiple options available, and agreement on how these options will be used, is made with participants from the outset of the training. Regardless of the tools, it will also often require the facilitator to verbally summarize the input from participants, which is more readily summarized than for live translation and captioning.
4. Options for real time inputs into the programme – for capturing questions, feedback, checking understanding, taking polls etc. (e.g., [Mentimeter](#)).

Consider and test the implications of the selected platform and any supporting tools in your context. This includes:

- Understand where all participants will be and what access they have to devices to plan appropriately. It is possible all participants and facilitators will be online, or

some will be together and some online. This impacts the way breakout rooms are set up and the number of access point that may be needed.

- Review online instructions offered by the platform for video layout options and any specific settings for sign language interpreters and captioners.
- Familiarize yourself with the tools selected from the platform and test run beforehand.
- Contact the platform's technical support specialists or knowledge base if additional information is required.
- Consider the possible support needed for those unfamiliar with a platform. People may need extra support to understand how to create an account, download the platform, connect to the meeting, or understand the controls. Share any written guidance prior to the call and ideally test connectivity and ability to navigate the platform with participants ahead of the training.
- Offer a time to have a test run so people can practice using the platform if they have not used it before.
- Instruct people to run Ethernet cables instead of Wi-Fi, if at all possible, to reduce video freezes and glitches.
- A note of caution: Access to online platforms poses real challenges for persons with deafblindness due to their dual sensory impairment. A professional interpreter-guide can be the key to access online platforms for many persons with deafblindness, although there are a variety of techniques and communication methods. It is important to provide proper training on the use of online platforms for the person with deafblindness and their interpreter-guide.
- Carry out audio/video/visual checks with IT staff, facilitators, presenters, captioner, and sign language interpreters prior to the webinar. Allow sufficient time to work out the technical details.
- If you are doing preparatory meetings – send an agenda and expected outcomes of the meeting and/or briefing in advance, along with meeting invitations, guidance on how to access the online platform etc.

7.2.1.2 Preparing and adapting session materials for remote delivery

Where required, the facilitators are responsible for preparing to run the Induction training remotely. This will involve: Considering how the programme will be broken up (as outlined in Section 7.1.1) selecting and orienting to the relevant online platforms and tools (Section 7.2.1.1); and ultimately, preparing each individual session in line with the programme and delivery choices. Designed as a face-to-face training, the session materials are not a script for remote delivery. However, some overarching tips to prepare sessions are offered here and specific suggestions for the activities outlined in Annex E: Tips for adapting each session for remote delivery.

- **Materials** for all activities and exercises are to be prepared in advance. This includes having the relevant questions and instructions written on slides and "white board" options, and new PowerPoint slides developed.
- Share any relevant **reading materials** in advance.
- Prepare any "**break out rooms**" in advance. This ensures accessibility needs are met (e.g., ensuring interpreters or personal assistants are with the relevant participants), and also ensures alignment with objectives of the session. Please note the 'mix' of stakeholders that the session facilitator note has suggested. Often the groups require a mix of stakeholders that include UN, Government and OPD.

- **Brief any facilitators** of break out rooms in advance – making sure they are aware of their *role* (e.g., facilitate discussion, take notes, project notes taken during sessions, report back, etc.), and have the relevant *materials* (e.g., break out room slides) in advance.
- **Determine the tools** that will be used to collectively capture the group answers that would have be captured on handouts or flipcharts in the face-to-face space. This could include tools for whiteboard/collective online writing space, or providing answers in the comments box. See supplementary facilitation tools in Section 7.2.1.1.
- If there has been a significant break in the programme or between sessions, make sure you remind people to **review the reading materials (including session summaries)** and their notes from previous sessions.
- Often people have not had a chance to review materials ahead of a session, so consider building a **short recap** into the start of the session. This can be in the form of a quiz or just the facilitator reviewing some key messages/foundational learning that would support engagement in the current session.
- Consider and programme for **how long** you think this session would take to run remotely. This will inform how many sessions you can group together.

7.2.2 Facilitation tips during remote delivery

The following guidance is provided to aid in facilitation of the pre-meetings and training.

- Share what accessible services are being provided and how to access the services when the meeting begins.
- Establish rules for participation at the beginning of the meeting, including how to manage taking turns to participate. (e.g., use of chat vs. Q&A, 'raise hand' feature, pinning sign language interpreters.
- Inform everyone that only one person should speak at a time and that all individuals should mute themselves when they are not speaking.
- Participants should say their names prior to each time speaking, to include blind people and those who have low vision. This also helps captioners and sign language interpreters.
- Be aware that the raise-hand function does not consistently work for screen readers. As an alternative, a participant who would like to speak can unmute themselves and say their name and then wait for the host to give them the floor.
- Provide the link for captioning to participants prior to the meeting, as well as in the chat box in the beginning of the meeting.
- Provide captions on the same window as used for speakers and PowerPoint presentations so that the user does not need to go back and forth between different windows.
- Use a separate link or window for captions to avoid audio interfering with those using screen readers.
- Utilize a well-functioning headset, webcam, microphone with good lighting and strong internet connection when possible.
- Good time keeping is very important with remote meetings as people may not pick up on visual cues, offer time limit warnings to speakers in chat or verbally through a sign/message in video.
- Monitor the chat function (having given clear directions on usage at the outset). It's useful to task a co-facilitator or assistant to do this. Ensure all questions are flagged and verbalized. Some participants will prefer or only be able to use the chat function. Chat can also be used to reiterate key points from discussion or pose questions to keep things interactive and engaging.

- Be aware that there will be a slight delay in sign language interpretation, captioning, and a much longer delay for interpretation for persons with deafblindness.
- If meeting is a mix of people in a room and people on-line. Encourage video feature to be used by all participants (including the ones in the room) to create a better team dynamic, human connection and allow remote participants to see number of people in room. Try to facilitate in ways that alternate those speaking from within a room as compared to those online.

For other resources to support inclusion of persons with specific impairments in remote meetings and trainings, please see the references provided in Annex D: Definitions and additional resources to prepare for remote delivery.

7.2.3 After the training

- Share the notes or captioning transcripts with participants after each session to aid in reflection and learning. Clearly mark the file with the corresponding session name in the programme.
- Use some of the reflection exercises posted in Section 8.2.1 with a remote adaptation lens.
- Reach out to participants to get feedback on accessibility with a remote delivery lens. This can give helpful feedback to those involved in providing and procuring the relevant services.

8 Monitoring, evaluation & reporting

Monitoring and evaluating the Induction Training will involve a combination of work by the lead UN agency and the facilitator(s) and involves monitoring both the process and the outcomes of the training. The role of the UNCT in this process is outlined in the Resource for UN Country Teams for organizing the Induction Training.

The purpose of the monitoring and evaluation of the Induction Training package is to:

1. Monitor the effectiveness of the training in meeting the objectives.
2. Provide feedback to improve and refine future iterations of the Induction Training Package
3. Provide feedback to the UNCT on how the Induction Training was prepared and organized to inform future training and related procurement.

Multiple data sources will be utilized including:

1. Pre and immediate post/end of training questionnaires – with sections on knowledge, attitudes and practice, feedback on the session content and facilitation (Responsibility of the facilitator).
2. A final report from the Facilitator(s) summarizing the Pre and Post training questionnaire findings.
3. Any reports or feedback from periodic monitoring or audits (e.g., for accessibility or procurement). These audits or spot checks could be conducted where appropriate by OPDs.

4. Follow up survey six to eight months post Induction Training to be coordinated by lead UN agency.

It will examine the different stages of the training process including pre-training, during the training and post training. These are outlined from the Facilitators perspective below.

8.1 Pre-training

Understanding the baseline confidence, knowledge and practices of participants ahead of the training provides a useful baseline for monitoring change, and can provide information that can help the facilitator(s) inform their Induction Training programme and approach.

As outlined in Section 4.1, a pre-training questionnaire is provided in Annex A: Pre training questionnaire. This should be sent out to all participants with the programme outline and objectives and information pertaining to attending and accessing the training. It should be returned by all participants no less than a week ahead of the training.

UNCT will also be responsible for gauging the effectiveness of the planning and preparation phase of the training. This includes things like accessibility considerations, how was any procurement process promoted and modeled disability inclusion? Were staff at the training venue briefed on accessibility adequately? How were persons with disabilities engaged prior to the training itself?

8.2 Monitoring during the training

8.2.1 Participant reflection and feedback

No official, dedicated monitoring and reflection exercises are built into the programme outline beyond the application of the topics in session exercises. There are nonetheless some simple ways facilitators can monitor the training. A few suggested are offered here:

- Daily reflections - As people leave the room at the end of a day ask them to answer a question with a simple statement. This can be added as a post in note in face-to-face sessions or posted in the chat box of an online session.
 - Highlight their "lightbulb moment" or key learning.
 - List an action arising out of this session they would like to commit to applying.
 - What surprised them in today's/this session(s)?
 - Is there anything they need more on/are still trying to understand for today's sessions?
 - Where can they see the greatest opportunity or need for cross-sectoral collaboration and multi-stakeholder engagement?
- Two loosely scheduled sessions are in the programme on Day Three afternoon and Day Five. If not needed as a programme buffer, then these times can be used as spaces for reflection.
- Have an anonymous feedback board or ask a participant each day to act as the "feedback captain" with focus on practical suggestions to improve.
- Seek feedback daily with your nominated accessibility captain considering inclusive facilitation techniques. For example: Were there some techniques that worked better than others? Were there any moments where participants could not participate and engage equally etc.
- Temperature checks - ask people to rate on a scale of 1 to 10. This can be anonymous if you are just looking for a general feel to guide your training approach. This can include checks for:
 - Mood/energy,

- Understanding (e.g., at the end of a session or module),
- Confidence in their ability to apply the learnings.

8.3 Post training evaluation

8.3.1 Closing session

As outlined in the Closing Session materials, participants should be asked to complete the post-training questionnaire, which is included in Annex B: Post training questionnaire. This will enable UNPRPD to capture the shifts in learning and initial commitments to shift in practice.

This session is also a good chance to capture some wider reflection and learning, as well as potentially asking people to share/make some commitments to actioning some of the learnings to and with fellow participants. The session notes for the closing session give more detail on ways this session can be structured. Below is a short list of sample questions that can be used alongside the post training questionnaire to capture some outcomes from the Induction training.

- Reflection questions:
 - Name two key learnings that have really stood out for you from this induction training.
 - One to two things you think you need to/commit to learn more about.
 - One to two things that you feel you/your organization can be a resource to others on arising from this training.
 - Work funded under the UNPRPD MPTF is cross sectoral and multi-stakeholder. Consider:
 - Where do you have strong networks and connections to enable this work going forward?
 - Where do you need to strengthen your networks and connections to enable this work going forward?
- Action planning: One immediate (within next two weeks) and one medium term (within three months) action that you commit to taking forward as a result of what you have learned here.

Notes taken in these reflection sessions should be added to the facilitators report.

8.3.2 Follow up six to eight months post training

The UNCT will coordinate a brief follow up survey with participants to identify changes in action adopted and practice as a result of the training. This can be helpful to assess the effectiveness of the training, especially in terms of how or if it has been applied in practice, and what or if it has been passed on to colleagues and communities. This can also act as a prompt to refresh the training content and remind people of their previous commitments. While not the responsibility of the facilitator, it may be useful to know the types of follow up questions that could be asked at this point. The sample questions are also outlined in the M&E section of the UNCT resource for organizing the Induction Trainings and include:

The following questions could be answered on a five point Likert Scale:

1. What topics/sessions (if any) have you found the most/least helpful in taking the country situational analysis forward? (Provide a brief overview of the training contents by session headings to act as a reminder and prompt).

2. What topics/sessions (if any) have you found the most/least helpful in taking the programme proposal development and implementation forward?
3. Our networks and relationships with other programme stakeholders have improved as a result of this training:
 - a. If so, please specify with which stakeholder.

Supplemented by several open ended questions:

4. What (if anything) else would have been useful in the Induction Training to better prepare you for the country analysis and programme development?
5. The most significant change in my work practices as a result of engagement in this Induction Training programme was/is? (open text)
6. What actions were initiated by your Ministry/Department/organization following the training?

8.4 Training report

The facilitator's Terms of Reference should include the requirement to produce a final report, summarising the Induction Training from the facilitator's perspective. This will be used as part of wider ME&L and report for the UNCT, and to help inform future trainings and later stages of the programme design. Some suggested areas to cover include:

- Demographics - number of people trained, attendance rates, balance of representation across stakeholder groups), number of people with disability, type of disability, number and type of OPD representation.
- Summary of training – how it was conducted, who was involved in facilitation, etc.
- Facilitator reflections/feedback on, for example, OPD engagement, feedback on materials etc.
- Monitoring and evaluation - key findings from analysis of post training questionnaire, summaries of reflection exercises used in training (e.g. from closing session or in monitoring throughout).
- Appendices – including full list of responses/ raw data for post training questionnaires

Please see Annex F: Induction Training Report Template.

Annex A: Pre training questionnaire



UNPRPD Induction Workshop Participant Pre-Training Survey

This form is for all participants of the UNPRPD Induction Workshop to complete following the workshop, whether it was delivered in person or remotely. Please answer all questions and return to: [Emails of facilitator and UNCT focal point] with copy to ola.abualghaib@undp.org; sreerupa.mitra@undp.org

Date:
Name:
Organization name:
Your role:
Organization type: UN/ Government/OPD/Academic / Other (name)
Gender:
Do you identify as a person with a disability? Yes/ No/ Prefer not to disclose

Please rate the following statements according to the 5-point scale and provide written responses to the below questions to provide feedback on the process so that the UNPRPD can continuously improve its tools and resources.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I have a good knowledge of the CRPD and know how to apply it					
I am confident to engage around CRPD related issues					
I have a good knowledge of inclusive SDGs and know how to apply it					
I am confident to engage around Inclusive SDGs related issues					

I have a good knowledge on Equality and non-discrimination as it relate to disability and know how to apply it					
I have a good knowledge on accessibility and know how to apply it					
I have a good knowledge on assessment and referral and know how to apply it					
I have a good knowledge on disability support services assessment and referral and know how to apply it					
I have a good knowledge on mainstream services inclusive of persons with disabilities and know how to apply it					
I have a good knowledge on data around disability and know how to apply it					
I have a good knowledge on meaningful participation of persons with disability and know how to apply it					
I have a good knowledge on inclusion of underrepresented groups of persons with disabilities					

and know how to apply it					
I have a good knowledge on the realization of the rights of women and girls with disabilities and know how to apply it					

Thank you for taking the time to complete this pre-training questionnaire.

It allows us to monitor the effectiveness of the Induction Training and make sure we are prepared to best support your engagement in the programme.

Annex B: Post training questionnaire



UNPRPD Induction Workshop Participant Post Training Survey

This form is for all participants of the UNPRPD Induction Workshop to complete following the workshop, whether it was delivered in person or remotely. Please answer all questions and return to: [Emails of facilitator and UNCT focal point] with copy to ola.abualghaib@undp.org; sreerupa.mitra@undp.org

Date:
Name:
Organization name:
Your role:
Organization type: UN / Government/OPD/ Academic / Other (name)
Gender:
Do you identify as a person with a disability? Yes/ No/ Prefer not to disclose

1. Please indicate if the workshop was delivered in person, via online learning platform, or both by placing an 'X' next to the response

In person Online Both

2. Please rate the following statements according to the 5-point scale and provide written responses to the below questions.

I. Knowledge acquired	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I understood the learning objectives					
My overall knowledge on CRPD improved					
I feel more confident in engaging around CRPD and apply what I have learned					
My knowledge on inclusive SDGS improved					
I feel more confident in engaging around Inclusive SDGs and apply what I have learned					
My knowledge on equality and non-discrimination as it relate to disability improved and I feel more confident in applying this knowledge					

My knowledge on Accessibility improved and I feel more confident in applying this knowledge					
My knowledge on disability assessment and referral improved and I feel more confident in applying this knowledge					
My knowledge on disability support services improved and I feel more confident in applying this knowledge					
My knowledge on mainstream services inclusive of persons with disabilities improved and I feel more confident in applying this knowledge					
My Knowledge on data around disability improved and I feel more confident in applying this knowledge					
My knowledge on realization of rights of women and girls with disabilities improved and I feel more confident in applying this knowledge					
My knowledge on meaningful participation of persons with disability and how to apply it improved and I feel more confident in applying this knowledge					
My knowledge on inclusion of underrepresented groups of persons with disabilities improved and I feel more confident in applying this knowledge					
II. Course Materials	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
(a) I found the course materials (e.g., slides, handouts, links to additional reading) easy to follow and navigate					
(b) I found the complexity and level of detail of the material appropriate to my background and experience					

III. Knowledge and competence of facilitator(s)	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
(a) The facilitator(s) were knowledgeable, prepared, and well organised					
(b) The facilitator(s) kept me well engaged during the workshop, and I found it easy to be actively involved and to participate in discussions					
(c) The facilitator(s) provided clarity, and I was able to ask questions and to receive clear answers					
(d) I was comfortable with the pace and time spent on each topic					
IV. Facility and environment	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
(a) It was easy to navigate the online learning platform and the workshop ran smoothly from a technological perspective					
(b) I found the training room and set up to be comfortable, free of distractions, and conducive to learning					
V. Accessibility and inclusion	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
(a) All of my accessibility needs were met in the organisation and delivery of the workshop, including reasonable accommodations					
(b) In my experience, the workshop was inclusive, ensuring diverse inclusion – i.e., the participation and voice of all groups of persons with disabilities , as well as persons without disabilities from different stakeholder groups					

3. Please explain any items rated above 'Disagree' or 'Strongly disagree'.

4. Please list the 3 most important things you learned from this workshop.

- i)
- ii)
- iii)

5. Please tell us how we can strengthen or improve the Induction Workshop for UNCTs and their partners in the future.

6. Is there anything else you'd like to tell us?

Feedback on content, facilitation and venue

Table: Session titles as a reminder to help facilitate feedback

Session
Day 1
Introduction to UNPRPD
1.1 Overview of CRPD
1.2 Relationship of CRPD and SDGSs
1.3 Advancement of the CRPD and Disability Inclusive SDGSs
Day 2
2.1a Equality and non-discrimination - introduction
2.1b Equality and non-discrimination - case studies and activity
2.1c Equality and non-discrimination - systems change
2.2 Accessibility
Day 3
2.3 a Disability assessment and referral
2.3b Disability support services
2.3c Making mainstream services inclusive
Day 4
2.4a Inclusive data for planning budgeting
2.4b Coordination across sectors
2.4c Accountability
2.5 CRPD compliant budgeting
Day 5
2.6a Meaningful participation
2.6b Inclusion of underrepresented groups of persons with disabilities
2.6c Gender Equality and the rights of women and girls with disabilities
Closing

Reflecting on the session titles as a reminder:

1. Which sessions did you find the most helpful and why?
2. Which sessions did you find the least helpful and why?

3. How effective was the facilitations on a scale of 1-5? (any comments on why or how it could have been improved)
4. How inclusive was the facilitation on a scale of 1-5? (any comments on why and how it could have been improved)
5. How inclusive and appropriate was the venue/platform used on a scale of 1-5? (any comments on why and how it could have been improved)

Thank you for completing this form.

Your feedback will inform future trainings.

Annex C: Overview of the Induction Training Programme

Programme at a glance

Table 2: Programme on one page - by day and time

	Day 1	Day 2	Day 3	Day 4	Day 5
8:30-9:00	Registration	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap	1.4: CRPD-SDGS recap
9:00-10:30	Introduction to workshop and UNPRPD SOF	2.1.1: Equality and Non-discrimination – Part A Introduction	2.3.1: Disability assessment and referral services	2.4.1: Data for Inclusion	2.6.1: Meaningful Participation
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45-12:15	1.1 CRPD Overview	2.1.2: Equality and Non-discrimination – Part B Case studies and role play	2.3.2: Support services	2.4.2: Cross-sector Coordination	2.6.2 Inclusion of underrepresented groups of persons with disabilities
12:15-1:15	BREAK	BREAK	BREAK	BREAK	BREAK
1:15-2:45	1.2: CRPD-SDGS Relationship 1.3 Advancing CRPD-SDGS implementation: Systems change	2.1.3: Equality and Non-discrimination – Part C Systems change	2.3.3: Making mainstream services inclusive	2.4.3: Accountability	2.6.3 Gender equality and the rights of women and girls with disabilities
2:45-3:00	BREAK	BREAK	BREAK	BREAK	BREAK
3:00-4:30	1.3 (continued): Multi-stakeholder approach	2.2: Accessibility	Reflection and consolidation break/buffer	2.5: CRPD-compliant budgeting and financial management	Closing session

Overview of Module 1

Basic introduction to the CRPD and disability inclusive SDGs and how to put them into action

This module will provide the core elements of the CRPD and SDGs: focus on general understanding of the types of actions that are needed to put the CRPD and inclusive SDGs into practice. Providing more than just an overview of the standards and principles of the CRPD.

Session	Detail
Introduction and orientation to the UNPRPD	<ul style="list-style-type: none"> • Introduction of the participants • Review of expectations • Introduction of the training agenda and format • Presentation of the link between training and rest of steps for the programme design • Presentation on the UNPRPD Strategic Operational Framework
Session 1.1: Overview of the CRPD	<ul style="list-style-type: none"> • Introduction to the CRPD, its structure and content • The CPPD's definition of disability • Overview of CRPD general principles • Brief overview of CRPD general obligations, including harmonization, immediate vs progressive realization and consultation with OPDs. • Brief review of implementation measures, including data collection, national coordination and monitoring, and international coordination.
Session 1.2: Linking the CRPD and SDGs	<ul style="list-style-type: none"> • Brief introduction to SDGs • Introduction to inequality and intersectionality • Overview of the 2030 Agenda principle of 'Leave no one behind' and how disability is included in the SDGs • Overview of what CRPD compliance requires, and how to assess compliance • Links between the CRPD and SDGs, and how their implementation mutually reinforces each other
Session 1.3: Accelerating implementation of the CRPD and SDGs	<ul style="list-style-type: none"> • Focus on government systems changes: • How are preconditions to disability inclusion relevant to government systems change and policy reform? • What are governmental systems (i.e., policies, laws, plans, budgets, programs, systems, and services) and how changes in these relate to the CRPD and SDGs? • Focus on stakeholder analysis and multi-stakeholder approach: • CRPD implementation: Who should be involved and why? • What role should each stakeholder play across the range of government systems changes required for CRPD implementation? • (Optional) Focus on identifying opportunities and prioritizing measures for reform.

**Session 1.4: CRPD
Recap**

- 4 x 30 min sessions in morning of day 2, 3, 4 and 5 with review, recap and emphasis of specific CRPD issues. Covering:
- Awareness-raising
- Legal capacity
- Recap of CRPD general principles
- Quiz on CRPD key concepts and obligations

Overview of Module 2

Preconditions for inclusion and cross cutting issues: using the UNPRPD SOF as a framework for change

This module will cover the key concepts and approaches within UNPRPD's strategy so that all stakeholders are aware of UNPRPD's theory of how change happens on disability inclusion through UNPRPD joint country programming. The module includes sessions covering each of the critical preconditions to disability inclusion and cross-cutting approaches identified in the UNPRPD MPTF Strategic Operational Framework.

Session	Detail
Session 2.1: Equality and non-discrimination	Session 2.1.1: Equality and non-discrimination – Part A: Key concepts <ul style="list-style-type: none"> • Key concepts: <ul style="list-style-type: none"> o Equality and inequality o What is discrimination? o Ableism and stigma • Forms of disability-based discrimination • Reasonable accommodation: <ul style="list-style-type: none"> o What is reasonable accommodation? o What is reasonable? o When does denial of reasonable accommodation constitute disability-based discrimination?
	Session 2.1.2: Equality and non-discrimination – Part B: Case studies <ul style="list-style-type: none"> • Addressing discrimination at individual level: measures to prevent, mitigate and remediate • Case study activity – identifying disability-based discrimination: participants review case studies and provide advice on whether discrimination has occurred, and why this is the case. • Focus on gender, inequality and intersectional discrimination <p>Participants review case studies with intersectional discrimination focus</p>
	Session 2.1.3: Equality and non-discrimination – Part C: Systems change <ul style="list-style-type: none"> • Addressing inequality and discrimination at the systemic level: How to enforce non-discrimination? Which systems and processes to influence? • Based on the case studies, participants reflect on what are the specific systemic reforms required in each case to avoid future discrimination with focus on: <ul style="list-style-type: none"> o Laws and policies

	<ul style="list-style-type: none"> ○ Awareness and capacity ○ Programs to prevent and protect from discrimination ○ Administrative procedures ○ Standards for reasonable accommodation ○ Monitoring and accountability mechanisms ○ Measures addressing multiple and intersectional discrimination
<p>Session 2.2: Accessibility</p>	<ul style="list-style-type: none"> • What is accessibility? What is universal design? • Diversity of accessibility requirements • Clarifying access, accessibility, and reasonable accommodation • Systems changes to ensure accessibility across sectors, covering: <ul style="list-style-type: none"> ○ Laws and policies ○ Comprehensive accessibility standards ○ Implementation mechanisms ○ Awareness raising and technical training ○ Administrative procedures ○ Monitoring and accountability mechanisms
<p>Session 2.3: Service delivery</p>	<p>Session 2.3.1: Disability assessment and referral</p> <ul style="list-style-type: none"> • Introduction to disability assessment and importance of 'do no harm' principle • What is a disability assessment and what role does it play? • Difference between disability assessment, disability determination eligibility determination • Approaches to structuring assessment mechanisms • What is a CRPD compliant approach to disability assessment? <p>Processes to review, revise and design a disability assessment and determination mechanism.</p>
	<p>Session 2.3.2: Disability support services</p> <ul style="list-style-type: none"> • What is support? • What does the CRPD say about support: focus on Article 19 • Types of support services • Stakeholders and actors in demand for and supply of support services

	<ul style="list-style-type: none"> • Strategies to ensure availability of and access to support services
	<p>Session 2.3.3: Making mainstream services inclusive</p> <ul style="list-style-type: none"> • Introduction to concept of disability inclusive mainstream (regular public) services. • Using the AAAAQ framework to assess inclusive access to services • How does mainstreaming relate to disability support services? <p>Strategies to promote and implement change to make mainstream services inclusive</p>
<p>Session 2.4: Accountability and governance</p>	<p>Session 2.4.1: Inclusive data for planning budgeting and accountability</p> <ul style="list-style-type: none"> • Introduction to disability data: what is it and why is it needed? • Approaches to collecting disability data: functional approach to identifying disability and WG Questions • Need for broader data on barriers and support requirements • Disaggregating data by disability • Sources of data, including surveys and administrative data • Using data to inform inclusive policies
	<p>Session 2.4.2: Coordination across sectors</p> <ul style="list-style-type: none"> • What is coordination and why it is an essential precondition to inclusion across sectors? • Different aspects of Coordination: cross-sector, multi-stakeholder and different levels of government • Measures to enable coordination • CRPD-compliant coordination mechanisms (Art 33) and their application to country context
	<p>Session 2.4.3: Accountability</p> <ul style="list-style-type: none"> • Different elements and types of accountability, including the difference between outcome and process-focused accountability • Vertical, horizontal and diagonal accountability, and the stakeholders involved in these • Using CRPD indicators to support accountability

	<ul style="list-style-type: none"> • Accountability mechanisms under CRPD Article 33 and how they can support accountability across national and subnational stakeholders • International accountability mechanisms for CRPD and SDGs
<p>Session 2.5: CRPD-compliant budgeting and financial management</p>	<ul style="list-style-type: none"> • Disability-related costs • What is CRPD compliant budgeting? Key principles and their application to budget analysis • Planning and implementing CRPD compliant budgets <ul style="list-style-type: none"> ◦ Strategies to ensure all spending counts towards inclusion ◦ Focus on procurement and earmarking mechanisms • How to prioritise when everything is important? Focus on equity and cost effectiveness <p>Involvement of OPDs in budgeting</p>
<p>Session 2.6 Cross cutting approaches</p>	<p>Session 2.6.1: Participation of OPDs</p> <ul style="list-style-type: none"> • Enabling the full and effective participation of persons with disabilities and OPDs • Understanding the structure and roles of OPDs • Obligations under CRPD, as explained under General Comment 7 <p>Measures to enable full and effective participation across programme, organization and systems-level processes</p>
	<p>Session 2.6.2: Inclusion of marginalized and underrepresented groups of persons with disabilities</p> <ul style="list-style-type: none"> • Who is most marginalized, and why? <ul style="list-style-type: none"> ◦ Marginalization on the basis of disability: specific groups ◦ Marginalization on the basis of intersectional discrimination • What does the CRPD say about marginalization? <p>Actions to address systemic marginalization and underrepresentation</p>
	<p>Session 2.6.3: Gender equality and the rights of women and girls with disabilities</p> <ul style="list-style-type: none"> • Gender and disability – key concepts

	<ul style="list-style-type: none"> • What does the CRPD say about gender and women and girls with disabilities? • Barriers and enablers to inclusion and meaningful participation of women and girls with disabilities <p>Actions to ensure inclusion of women and girls with disabilities: in the programme cycle, in national policy and programmes, and across the critical preconditions to disability inclusion.</p>
<p>Closing session</p>	<ul style="list-style-type: none"> • Review of the key messages and objectives of the training • Participant reflection on key learnings and follow-up actions • Summary of next steps with situational analysis and programme design • Individual/organization reflection on learning and actions to bring to the next steps in this process • Q&A and summary of further resources <p>Post-training questionnaire</p>

Annex D: Definitions and additional resources to prepare for remote delivery

This guidance should be read in conjunction with the document by the Stakeholder Group of Persons with Disabilities for Sustainable Development (SGPWD)¹ entitled "Overview on Accessibility of Video Conferencing Apps and Services" (version 22 April 2020).

Definitions of common term in accessibility of online platforms

The following definitions have been provided to assist facilitators and users of web conferencing platforms to understand commonly used accessibility features used in information and communications technology.

- **Screen readers** – A screen reader reads aloud the content on computer, tablet or smartphone screens. It enables users to access and use the electronic device if they cannot see or experience difficulty with visual content on the screen. A screen reading programme translates the written text or other information displayed on the screen for the voice synthesizer to read out as speech. Therefore it is important that web conferencing facility is compatible with screen readers.
- **Pinning** - This refers to 'pinning' a video so it stays on the screen wherever the user chooses and does not affect the view of other users. This is a particularly helpful feature for people to use to focus on the sign interpreter when there are multiple cameras being used in the web meeting, or when screen sharing, or shifting videos when participants are entering or leaving the web meeting or break out groups.
- **Captions** – are the display of the text version of speech or audio content on the screen. Captions appear simultaneously with the audio and video content, and include both speech and non-speech elements (e.g. laughter). However the level of simultaneity of captions will depend on whether the captions are embedded into pre-recorded media (e.g. movie) or if live or real-time captioning is taking place. Captioning provides access to information for many hard of hearing, deafened, deaf and other persons who rely on a visual display, and can also benefit everyone. Captions may be closed or open. Closed captions are visible only to the user by selecting this feature. Open captions are visible to all.¹
- **Real-time captioning** – Communication Access Real-time Translation (CART) or real-time captioning is a service in which a CART provider or captioner listens to speech and instantaneously translates all speech to text in real time, which is usually projected onto a screen or available via internet link. They may be physically present in the room or connected remotely via the internet.¹ It should be noted that there is usually a slight lag in the appearance of real-time captioning due to the time needed for the captioner to input text. When choosing a captioner, it is useful to check their accuracy rate. Real-time captioning does not replace the importance of a sign language interpreter and provides a different way of increasing accessibility of information.
- **Transcripts** – are text documents of the word-for-word translation of speech or audio content. Transcripts are not sufficient to make video communication accessible as they do not allow for the user to follow along in real-time with the

content. There may also be delays in providing transcripts after a meeting or event. They can provide useful revision materials for all participants.

- **Subtitles** – Subtitles display the text version of speech content from videos. Subtitles are used when the audience can hear the audio content but does not understand or are not fluent in the language. They are not used to intentionally improve the accessibility of audio content for people who are deaf or hard of hearing, but the definition has been included here due to the common confusion over captions and subtitles.
- **Speech to text technology** – also known as voice to text, voice recognition, or speech recognition, is artificial intelligence technology that converts spoken words or audio content into text on a screen. Examples are Otter and Google Voice Recognition. Speech to text technology is used as input into captions where a captioner (person) or sign interpreter is unavailable. However there are limitations with speech to text technology, for example difficulties in interpreting accents or context-specific terminology. This will result in communication barriers for people who are reliant on the text information.

Resources for ensuring accessibility of web conferencing for people with different impairment types

The following resources provide tips for ensuring the accessibility requirements of people with different impairment types are taken into consideration in planning and facilitating online meetings.¹ Some of the resources mentioned at the end also provide more general tips on ensuring accessible online meetings.

Deaf and hard of hearing

- Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center: [Accessibility Tips for a Better Zoom/Virtual Meeting Experience](#)

Deafblind

- National Deaf Center: [What strategies are available for deafblind students using interpreters remotely?](#)

Blind or vision impairment

- American Foundation for the Blind: [5 accessibility actions you can take when you're moving your conference or classes online](#)

Annex E: Tips for adapting each session for remote delivery.

As noted in the UN Country Team Resource pack, facilitator(s) should be allocated a pre-approved number of additional days to prepare and refine this Induction Training package for remote delivery should this be necessary. The training programme materials are currently designed for face-to-face delivery. Some general guidance for preparing for, running and following up on a remotely delivered training programme is provided in Section 7.

This Annex provides suggestions for adapting the activities in specific sessions. It must be read in conjunction with the session facilitator notes, including activities and session summaries, from the session plans. It supplements the session materials by giving examples of things that can be done to prepare, run and wrap up the activity remotely for each session. The objective and general guidance for the implementation of each activity are consistent for face-to-face and remote delivery. For example, group work activities that require a mix of stakeholders (UN, government, OPD) in break out groups are suggested for both face to face and remote delivery.

To prepare, read the session plan and related activity in the face to face facilitation notes first, and then read its corresponding activity in 'Suggestions for delivering the activities remotely' in this Annex, paying particular attention to resource implications.

Introduction and Orientation

Suggestions for delivering the activities remotely

Activity Tips: Introductions (Slide 3)

- Facilitate the discussion as per session facilitator notes, with the following considerations:
- Add the introductory instructions to a slide as a reminder prompt for participants
- Consider removing the final question, in the interests of time. Model this by answering the questions yourself first, as you would like others to follow.

Activity Tips: Setting expectations (Slide 7)

- Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.
- Refer them to the prompt questions for expectations on the "setting expectations slide"
- Consider one of the following options depending on availability:
 - Use a live input online tool (e.g., Mentimeter), with one question each for expectations and contributions. Note that these live inputs often require mobile phone access and will often require you to share (in writing and read out) the access code for that question. Read out, or ask participants to read out the obvious trends emerging in the word picture or chosen format; OR
 - Using an online/collective whiteboard space, give participants a chance to answer each question in turn, with one page for expectations and one page for contributions.
 - In both options, provide alternative entry options (e.g., comments boxes) or vocal answers that the facilitator documents.

Activity Tip: Pre-conditions for disability inclusion (Slide 16)

- Assign one pre-condition to each of the 6 online break out groups. Make sure that a group lead has been briefed and has the prompt slide and question to show for the pre-condition they will discuss.
- Follow facilitation tips as per session facilitator notes.

Resource implications

- Prepare a PowerPoint slide with the Introduction activity questions on it as memory prompts, with a focus on:
 - Your name, the organization/agency you represent, and your role within that organization
 - How many people in this training you have met or worked with before today?
 - Prepare your chosen support tool (white board/share thinking space or live input tool like Mentimeter) with the prompt questions on the setting expectations slide. If using live polling application like Mentimeter, make sure the slide has the relevant code to access each question.
 - Prepare one slide for each of the six preconditions listed on Slide 16. Each slide will have the title of one of the six pre-condition and then the same prompt question: "Why would this precondition be essential to enable disability inclusion across all sectors?"
 - Pre arrange the break out groups so that as much as possible, they have mixed stakeholder groups.
-

Overview of CRPD

Suggestions for delivering the activities remotely

Activity Tips: Purpose of CRPD (Slide 3)

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert flipchart/whiteboard to online space.

- Use whiteboard/collective online writing space to ask participants to state in one sentence the purpose of the CRPD. Have the question/prompts pre-written at the top of the whiteboard/collective online writing space.
- Use whiteboard/collective online writing space to ask participants what is meant by ALL persons with disabilities.

Activity Tips: What is Disability? (Character Cards)

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into small groups mixed as per session facilitator notes.
- Create one PowerPoint slide for each of the six characters outlined on the 'Character Cards' handout

- Assign one character to each group, ensuring they have the PowerPoint slide for their character.

Activity Tips: What are the main principles of the CRPD?

- Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face –to-face processes to the online space.

Part 1 – Introduction to the CRPD principles

- Highlight that the Handout 'CRPD General Principles and Obligations' is the pre-reading related to this activity.
- Use whiteboard/collective online writing space, when asking participants to share "What are the principles of the CRPD"
- Utilise online tools such as [Google Docs](#) or [Miro](#) - where multiple people can write and view the screen simultaneously to ask participants to draw directly onto the slides their conversion of each of these challenges into a positive measure.

Part 2 – CRPD and Principles Scenarios

- Create one 'Scenario' PowerPoint slide for each of the seven scenarios listed in the session facilitator notes. Include explanation for the activity on each slide
- After each scenario ask participants to identify which CRPD principle or principles has either been upheld or violated in the example, through the use of a whiteboard/collective online writing space or asking people to answer in the comments box.

Activity Tips: Progressive or Immediate Realisation

- Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.
- Use breakout rooms to split participants into small groups, mixed as per session facilitator notes
- Create and distribute one 'Scenario' PowerPoint slide for each of the two Scenarios found in the activity facilitator notes.

Resource implications

- Create one PowerPoint slide for each of the six characters outlined on the 'Character Cards' handout, including the questions for each group "What is the overall level of participation their character might experience in society? Could it be positive or negative compared to others? Why might this be the case?"
- Create one 'Scenario' PowerPoint slides for each of the seven scenarios listed in the session facilitator notes for activity 'CRPD and Principles Scenarios'. Include explanation for the activity on each slide.
- Create one 'Scenario' PowerPoint slide for each of the two scenarios listed in the session facilitator notes for activity 'Progressive or Immediate Realisation'.
- Organize breakout rooms for Activity 'What is Disability' and 'Progressive or Immediate Realisation'.
- Send handouts to participants as pre-reading pack. Handout 'General Principles and Obligations'.

Relationship of CRPD and SDGS

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips for this session.

Suggestions for delivering the activities remotely

Activity Tips: SDGs Bingo

- Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.
- Highlight that the Bingo Worksheet is the pre-reading related to this activity.
- Do not break into groups, instead in the whole plenary, show Bingo worksheet PowerPoint slide to whole group.
- Explain to participants that they will virtually raise their hand if they have an answer.
- Once participants have raised their hand, they will use the online tools available to draw directly on the slide.

Activity Tips: CRPD supports SDGs, and SDGs support CRPD

- Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.
- Highlight that the Handout 'SDGs and Targets' is the pre-reading related to this activity.
- Use breakout rooms to split participants into four groups, mixed as per session facilitator notes.
- Allocate each group, one of the four new Power Point slides on 'SDGs and Targets' (taken from handout).

Resource implications

- Create four new PowerPoint slides for each of the four SDGs from the 'SDGs and Targets' handout.
- Organize breakout rooms for Activity 'CRPD supports SDGs, and SDGs support CRPD', mixed as per session facilitator notes
- Send handouts to participants as pre-reading pack: 'SDGs and Targets' and Bingo Activity worksheet. Remind them to refer to handout from last session 'CRPD Principles and Obligations' as a refresher.

Advancement of the CRPD and Disability Inclusive SDGs

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: The effect of the CRPD and SDGs

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Use breakout rooms to split participants into four groups, mixed as per session facilitator notes. Ensure each group has;
 - Access to PowerPoint Slide #3 and its questions.
 - Use whiteboard/collective online writing space to ask participants to summarise their responses to the questions. Have the question/prompts pre-written at the top of the whiteboard/collective online writing space.

Activity Tips: How are critical preconditions relevant to policy reform?

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into same four groups as activity above. Ensure each group:
 - Has access to one of the four policy reforms from Slide #15 and Slide #13 for reference. This could be achieved through either a newly created PowerPoint slide or a handout distributed in pre-reading.
 - Are clear on the question. Perhaps this could be written in the chat box.

Activity Tips: Issues and Roles of stakeholders

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight that the Worksheet 'Roles of Stakeholders' is the pre-reading related to this activity.
- Use breakout rooms to split participants into same four groups as activity above, ensuring each group has access too;
 - Slide #22.
 - One new PowerPoint taken from 'Roles of Stakeholders' worksheet.
 - Use whiteboard/collective online writing space to ask participants to populate 'Worksheet for Roles of Stakeholder's'.

Resource implications:

- Create one new PowerPoint slide that reflects the Worksheet 'Roles of Stakeholders'.
- For activity 'How are critical preconditions relevant to policy reform?' create:
 - Four new PowerPoint slides that outline the policy reforms from Slides #13 and #15 **OR**
 - A handout on Policy Reforms (from slides 313 and #15) to be sent in pre-reading.
- Determine whiteboard/collective online writing space for participants to populate 'Worksheet for Roles of Stakeholder's' and to collect group participant answers to Activity 'The effect of the CRPD and SDGs'. This could include providing answers in the chat box.
- Organize the three different breakout rooms required for this, mixed as per session facilitator notes,
- Send handouts to participants as pre-reading pack: Worksheet 'Roles of Stakeholders' and 'Policy Reforms'.

Recap of CRPD and SGD

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Part A (Awareness Raising)

Activity Tips:

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into groups of three, mixed as per session facilitator notes.
 - Ensure each breakout group has access to Slide #3.
 - Determine whiteboard/collective online writing space to capture participant's answers in the plenary session. It could be whiteboard/collective online writing space or providing answers in the comments box.

Part B (Legal Capacity)

Activity Tips:

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider options for real time questions and feedback online through quiz tools such as Mentimeter.

Part C (The CRPD General Principles)

Activity Tips:

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider options for real time questions and feedback online, on the eight principles of the CRTPD. **Or**
- Consider the use of eight breakout rooms to split participants into pre-determined groups, mixed as per session facilitator notes. Ensure each group has access too:
 - One of eight of the CRPD principles new PowerPoint slides.
 - Ask participants to prepare three PowerPoint slides to present back with the main group, using the template provided.

Part D (CRPD-SDG Quiz)

Activity Tips:

Facilitate the discussion as per session facilitator notes, but consider the following tools to

- Consider options for real time questions and feedback online through quiz tools such as Mentimeter.

Resource implications

- Determine whiteboard/collective online writing space for Part A Activity
- Plan allocations of participants for Part A and Part B activities in line with session guidance.
- Organize breakout rooms for Part A and Part C Activities as per above planned allocations in session facilitator notes.

- Prepare new eight new “PowerPoint slides” for each of the eight CRPD Principles, with instructions for the Activity ‘The CRPD General Principles’.
- Create template PowerPoint for each group to populate.
- Consider options for real time questions and feedback online for the quizzes from Part B and Part D Activities. Practice the use of this tool.

Equality and non-discrimination – introduction

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Barriers

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Conduct the session as a plenary.
- Determine the tool used for participants to engage/respond through various means on the platform- raise electronic hand, chat box etc.

Activity Tips: Equality and non-discrimination

- Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.
- Consider options for real time questions and feedback online through quiz tools such as Mentimeter.
- Determine whiteboard/collective online writing space to capture participant’s examples. This could be through the whiteboard/collective online writing tools or providing answers in the comments box.

Activity Tips: Slide #8

No adjustment required, other than general adaptation tips outlined in Section 7.

Activity Tips: Ableism

No adjustment required, other than general adaptation tips outlined in Section 7.

Activity Tips: Disability-based discrimination, or not?

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- This activity could be conducted as per the session facilitator notes, just in the plenary space. **OR**
- Consider the use of breakout rooms to split participants into six groups. Each group would discuss one case study, reporting back to the larger group. They would have access to Slides #20-25. Ensure participants are clear on the question they are answering before breaking out. That is “Can this be considered disability-based discrimination’.

Resource implications

- Consider options for real time questions and feedback online for the quizzes. Practice the use of this tool.
- Determine whiteboard/collective online writing space for 'Equality and non-discrimination' Activities.
- If decide to use group work for Activity 'Disability-based discrimination, or not?', organize breakout rooms.
- Ensure each group has access the PowerPoint slides #20 to #25 (case studies).

Equality and non-discrimination - case studies and activity

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Reasonable accommodation quick check and scenario's

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- For the activity outlined in Slide #6- rather than breaking into pairs consider staying as a plenary, and asking participants to suggest solutions to the whole group.
- For the activity outlined in Slide #7 -consider the use of breakout rooms to split participants into four groups, mixed as per session facilitator notes. Ensure each group has access too;
 - One of four newly created 'scenario' PowerPoint slides, based on 'scenario' worksheet

Activity Tips: Addressing Discrimination

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Use breakout rooms to split participants into five groups, mixed as per session facilitator notes. Ensure each group has access to;
- One of five newly created 'case study' PowerPoint slides from the 'Activity Case study' handout.
- Questions they will need to consider- either written in chat box or on a newly created PowerPoint slide.
- Determine whiteboard/collective online writing space for each breakout group to capture participant's notes.

Resource implications

- Create four new 'scenario' PowerPoint slides taken from 'scenario' handout in for Activity 'Reasonable accommodation quick check and scenario's'.
- Create five new 'case study' PowerPoint slides taken from Activity Case study' handout for Activity 'Addressing Discrimination'.
- Organize breakout rooms, mixed as per session facilitator notes, for Activity 'Addressing Discrimination'.

- Determine whiteboard/collective online writing space tool for both Activities.

Equality and non-discrimination - systems change

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Intersectional discrimination

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into five groups mixed as per session facilitator notes. Ensure each group has access too;
- Five new 'case study' PowerPoint slides from previous Activity 'Addressing Discrimination'. Give each group a different case study.
- Determine whiteboard/collective online writing space for each breakout group to capture participant's notes.

Activity Tips: Systematic changes for equality and non-discrimination

PART 1

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into same five pre-determined groups of participants from Activity 'Addressing Discrimination'. Ensure each group has;
- Five new 'case study' PowerPoint slides from previous Activity 'Addressing Discrimination'
- Access to Slide #10
- Determine whiteboard/collective online writing space for each breakout group to capture participant's notes.

PART 2

No adjustment required, other than general adaptation tips outlined in Section 7.

Resource implications

- Determine whiteboard/collective online writing space tool. It could be whiteboard/collective online writing space or providing answers in the comments box.
- Organize breakout rooms, mixed as per session facilitator notes.
- Use five new 'case study' PowerPoint slides developed for Activity 'Addressing Discrimination'.

Accessibility

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Diversity of accessibility requirements

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into groups, mixed as per session facilitator notes.
 - Ensure each group has the activity worksheet through newly created PowerPoint slide or a whiteboard/collective online writing space.

Activity Tips: Implementing accessibility

Facilitate the discussion as per session facilitator notes, for Task 1 (key elements of accessibility) and Task 2 but consider the following tools for the group work and adaptations for Task 3 and plenary discussion/wrap up.

- Use 4, sector specific breakout groups, pre-selected as per session guidance, with these groups remaining together for Tasks 1 and 2.
- Ask each group to answer the questions outlined in Task 1 and 2.
- Determine whiteboard/collective online writing space for each breakout group to capture answers.
- Revise how Step 3 is done, by integrating it into a plenary feedback and discussion.
 - Ask each group to briefly (headline view only) highlight the answers to their questions. While each group presents, other groups should try to capture/consider how some of what is raised might also be relevant to their sector to strengthen their accessibility considerations.
 - Ask the 2 reflection questions as per session facilitator notes, and add a question: Were there any common considerations or themes emerging across the sectors.

Resource implications

- Consider how the activity worksheet for Activity 'Diversity of accessibility requirements' would be best presented- as a newly created PowerPoint slide, or perhaps a whiteboard/collective online writing space.
- Distribute the activity handout for the 'implementing accessibility' handout to all participants in advance of the session. Also be prepared to project this on a screen/read it through if needed.
- Prepare breakout groups mixed as per session facilitator notes for Activity 'Implementing accessibility' with:
 - A group lead/facilitator that is briefed, has the activity outline and will ensure their group is on task.
 - Whiteboard/collective online writing space to capture and consolidate all answers
 - Add the discussion questions for Task 1 and Task 2 to a PowerPoint slide or whiteboard/collective writing space to prompt discussion. Ask group lead/facilitators to capture answers to each question as discussion happens.
 -

Disability assessment and referral

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: The Swamp

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- This activity aim is to energize and engage participants. A suggestion for adaption to remote delivery would be to consider an alternative energizer that better translates to the online space. Internet searches produce many online energizers.

Activity Tips: Pros and Cons

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into groups, mixed as per session facilitator notes.
- Provide each group with a new PowerPoint slide with the questions they are required to answer in the activity

Activity Tips: What questions does a disability assessment answer?

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider options for real time questions and feedback online through quiz tools such as Mentimeter.

Activity Tips: Country case study webinar

No adjustment required, other than general adaption tips outlined in Section 7.

Resource implications

- Prepare an online energizer activity
- Organize breakout groups, mixed as per session facilitator notes
- Develop new PowerPoint slide with questions for Activity 'Pros and Cons'.
- Design and online quiz for Activity 'What questions does a disability assessment answer?'

Disability support services

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: What is support?

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into pairs, mixed as per session facilitator notes

Activity Tips: Ensuring access to support services

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into the same groups of participants from Sessions on non-discrimination. Ensure each group has:
- One of five new 'case study' PowerPoint slides from Activity 'Addressing Discrimination'.
- The new PowerPoint slide 'Examples of disability support services'.
- Access to Slide #28 and its instructions.

Resource implications

- Organize breakout groups mixed as per session facilitator notes, for Activities 'What is support?' and 'Ensuring access to support services'.
- Create new PowerPoint slide 'Examples of disability support services' based on handout for Activity Ensuring access to support services'.

Making mainstream services inclusive

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: The AAAAQ Framework for Inclusion

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into six different groups, mixed as per session facilitator notes.
 - Ensure each group has a whiteboard/collective online writing space to capture priority questions. It can be helpful to put the AAAAQ framework at the top of the whiteboard space as a reminder.

Activity Tips: Making services inclusive

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into four mixed gender and stakeholder groups. Ideally also mix based on any known sectoral interest.
- Assign each break out group a different sector that they will consider (from the examples in the session facilitator notes or based on country/group priority areas)
- Ensure each group has a collective whiteboard space to capture their discussions arising from Tasks 1, 2 and 3.

Resource implications

- Organize breakout groups for Activity 'The AAAAQ Framework for Inclusion', mixed as per session facilitator notes
 - Ensure each group has whiteboard/collective online writing space to capture and consolidate all answers or ask people to answer in the comments box.
- Organize breakout groups for Activity 'Making services Inclusive' mixed as per session facilitator notes on gender, stakeholder group and if known, sectoral focus/interest. Ensure each group has;
 - A dedicated facilitator who has been briefed and has relevant materials to keep this activity moving as per suggested timelines.
 - Whiteboard/collective online writing space to capture and consolidate all answers. Put the sector and questions for Task 1,2 and 3 at the top of the whiteboard space in advance with the suggested time for each question
 - Access to the support materials from previous sessions as suggested in the session facilitator notes.
 - A copy of the activity worksheet is sent to all participants.

Inclusive data for planning budgeting

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Before we get started

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Keep all participants in the plenary
- Use whiteboard/collective online writing space to capture and consolidate all answers

Activity Tips: Challenges with disability data

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Keep all participants in the plenary.
- Use whiteboard/collective online writing space to capture and consolidate all answers

Activity Tips: Disability disaggregated data

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Keep all participants in the plenary.
- Use whiteboard/collective online writing space to capture and consolidate all answers

Activity Tips: Gaps in national disability data

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight the pre-reading related to this activity includes OHCHR Article 31 Indicator Set.
- Use breakout rooms to split participants into small groups, mixed as per session facilitator notes, ensuring they have access too;
 - Slide #31
 - Use whiteboard/collective online writing space to capture and consolidate answers.

Resource implications

- Send resource materials in pre-reading pack: OHCHR Article 31 Indicator Set
 - Set up breakout groups for Activity 'Gaps in national disability data', mixed as per session facilitator notes
-

Co-ordination across Sectors

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: A day in the life

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider finding a video that describes the life in the day of a person with a disability.
- Continue to ask the questions of the activity, but of the story outlined in the video.

Activity Tips: What is coordination and why is it needed?

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Highlight the pre-reading related to this activity includes Handout: CRPD Article 33
- Conduct questions and discussion as a plenary.

Activity Tips: Coordination or policy implementation

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Use whiteboard/collective online writing space to capture responses to 4 areas: 1) design, 2) implementation, 3) resourcing, 4) monitoring and evaluation.

Activity Tips: How do we coordinate?

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use breakout rooms to split participants into small groups mixed as per session facilitator notes. Ensure each group has;
 - Use the same whiteboard/collective online writing space used in Activity 'Coordination or policy implementation'.
 - Ensure each group has access to slide #26

Resource implications

- Source a video that describes the life in the day of a person with a disability.
 - Send resource materials in pre-reading pack: CRPD Article 33
 - Design whiteboard/collective online writing space for Activity 'Coordination or policy implementation'.
-

Accountability

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Key elements of accountability

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider options for real time questions and feedback online through quiz tools such as Mentimeter.

Activity Tips: CRPD/SDG Indicators as accountability measures

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight the pre-reading related to this activity includes handouts 'OHCHR Article 24 Indicators' and 'OHCHR Article 24 Indicators'
- Consider conducting this activity with larger groups mixed as per session facilitator notes, ensuring they have access too:
 - Slide #1
 - Copies of handouts sent in pre-reading.

- Whiteboard/collective online writing space to capture and consolidate all answers.

Activity Tips: Supporting accountability across stakeholders

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Organize five breakout groups mixed as per session facilitator notes.
 - Ensure each group has access to whiteboard/collective online writing space, or ability to write answers in chat box, to capture and consolidate all answers

Resource implications

- Design an online quiz for Activity 'Key elements of accountability'.
- Send resource materials in pre-reading pack:
 - Handout 'Process-focused accountability'
 - Handout 'OHCHR Article 24 Indicators'
- Organize breakout groups for Activity 'CRPD/SDG Indicators as accountability measures' and 'Supporting accountability across stakeholders' mixed as per session facilitator notes

CRPD compliant budgeting

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Disability-related costs

- No adjustment required, other than general adaption tips outlined in Section 7.

Activity Tips: Assessing equity

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work

- Organize breakout groups, mixed as per session facilitator notes.

Activity Tips: Budget analysis: who is spending on disability?

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Consider conducting this activity without group work- instead facilitate the discussion as a whole plenary.

Activity Tips: Make all spending count debate

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight the pre-reading related to this activity includes Handout: CIP brief on CRPD compliant budgeting

- Organize four breakout groups, mixed as per session facilitator notes. Ensure they have access too:
 - Two new PowerPoint slides taken from the Handout: [CIP brief on CRPD compliant budgeting](#). One slide for Regulation 1: Earmarking for inclusion, and one for Regulation 2: Inclusive public procurement.
 - Whiteboard/collective online writing space to capture their pitch
 - Means to communicate to each other whilst conducting their pitch online.

Resource implications

- Organize breakout groups mixed as per session facilitator notes for Activity 'Assessing equity' and 'Make all spending count debate'.
- Convert Handout [CIP brief on CRPD compliant budgeting](#) into two new PowerPoint slides for Activity 'Make all spending count debate'. One slide for Regulation 1: Earmarking for inclusion, and one for Regulation 2: Inclusive public procurement.
- Send resource materials in pre-reading pack. Handout: CIP brief on CRPD compliant budgeting

Meaningful participation

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Creating conditions for effective participation

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight the pre-reading related to this activity includes Handouts: '[UNPRPD Cross Cutting Approaches Briefing](#)' and International Disability Alliance [Global Survey on OPD Participation](#) (Executive Summary)
- Consider conducting this activity using breakout group mixed as per session facilitator notes. Ensure each group has access too:
 - One of the three Scenarios. Consider sending this in the pre-reading or making three new PowerPoint slides for each Scenario
 - Whiteboard/collective online writing space to capture and consolidate all answers.

Resource implications

- Send resource materials in pre-reading pack. Handouts:
 - UNPRPD Cross Cutting Approaches Briefing
 - International Disability Alliance (IDA) Global Survey on OPD Participation (Executive Summary)
 - Scenario handouts.
- Convert the scenario handouts in Activity 'Creating conditions for effective participation' into three new PowerPoint Slides, one for each of the three scenarios.
- Organize breakout group, mixed as per session facilitator notes.

Inclusion of under-represented groups of persons with disabilities

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: What do you think?

- No adjustment required, other than general adaption tips outlined in Section 7.

Activity Tips: What does the CRPD say about marginalization?

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Highlight the pre-reading related to this activity includes Handout: 'What does the CRPD say about marginalization?'
- Organize breakout groups, mixed as per session facilitator notes, ensuring each group has:
 - A copy of the handout 'How do we break the cycle of marginalisation' through best online tool.
 - Access to Slide #13
 - Whiteboard/collective online writing space to capture and consolidate all answers
- OR Consider options for real time questions and feedback online through quiz tools such as Mentimeter.

Activity Tips: What would you do?

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Highlight the pre-reading related to this activity includes Handout: 'What does the CRPD say about marginalization?'
- Organize four breakout groups, mixed as per session facilitator notes, ensuring each group has;
 - One of four new 'scenario' PowerPoint Slides
 - Whiteboard/collective online writing space to capture and consolidate all answers

Resource implications

- Send resource materials in pre-reading pack. Handout: 'What does the CRPD say about marginalization?'
- Convert Handout 'How do we break the cycle of marginalisation' into a PowerPoint slide and/or into a Whiteboard/collective online writing space
- Design an online quiz for Activity 'What does the CRPD say about marginalization?'
- Create four new PowerPoint slides for four 'scenario's' in Activity 'What would you do'.
- Organize breakout groups, mixed as per session facilitator notes for Activities 'How do we break the cycle of marginalisation' and 'What would you do?'

Gender Equality and the rights of women and girls with disabilities

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely

Activity Tips: Gender and Disability - Definitions

Facilitate the discussion as per session facilitator notes, but consider the following tools for the group work.

- Use whiteboard/collective online writing space to capture and consolidate all answers
- Highlight the pre-reading related to this activity includes Handout: 'Gender and Disability Definitions'.
- Organize breakout groups, mixed as per session facilitator notes ensuring each group has access too:
 - Whiteboard/collective online writing space to capture and consolidate all answers
- Consider converting Handout: 'Gender and Disability Definitions' into a new PowerPoint

Activity Tips: Action to include women and girls with disabilities

Facilitate the discussion as per session facilitator notes, but consider the following tools to convert face-to-face processes to the online space.

- Highlight the pre-reading related to this activity includes Handout: 'UNPRPD, The preconditions necessary to ensure disability inclusion across policies, services and other interventions'.
- Consider making this activity a whole of plenary, converting the Activity Worksheet 'Key actions to include women & girls with disabilities' into a new Power Point slide, and utilise whiteboard/collective online writing space to capture and consolidate all answers.

Resource implications

- Send resource materials in pre-reading pack. Handout: 'Gender and Disability Definitions' and 'UNPRPD, The preconditions necessary to ensure disability inclusion across policies, services and other interventions'.
- Consider converting Handout: 'Gender and Disability Definitions' into a new PowerPoint.
- Consider converting the Activity Worksheet 'Key actions to include women & girls with disabilities' into a new Power Point slide.
- Organize breakout groups, mixed as per session facilitator notes in both Activities.

Closing

See Section 7 Remote delivery and online adaptation for general advice on remote delivery and adaptations. Below are some specific tips to this session.

Suggestions for delivering the activities remotely:

Activity Tips: Reviewing the training objectives (Slide 5)

Facilitate as per the session facilitator notes, with pre-prepared mixed stakeholder break out groups.

- Using an online/collective whiteboard space, give participants a chance to answer each question in small groups. Ask a group member to facilitate discussion. If appropriate, they can try to capture any answers or emerging themes that people are prepared to share to each of the three questions (noting this does not need to be projected or shared back).
- Lead facilitator to debrief as per session facilitator notes. **Activity Tips: Looking forward (Slide 10)**
- Facilitate as per session facilitator notes, with the following considerations, depending on the nature of the participant mix:
 - Carry out the initial phase of the activity individually (no small groups); then come back to plenary.
 - The facilitator to encourage sharing from each type of stakeholder group (e.g., UN entity, government, OPD, others), or organization as able. **Resource implications:**
- To review the training objectives, pre prepare mixed stakeholder online break out rooms and ensure one person in each group has a leader responsible for projecting the slide with objectives and the three prompt questions for reflection. (Slide 5).
- Ensure participants are sent a copy of the Post Training Questionnaire and Feedback Forms electronically.
 - Make sure you allow sufficient time within the session to ensure these are completed and returned.
 - You need to ensure that feedback on the sessions and facilitators is clearly marked as being sent to an address other than the facilitator (e.g. UN Focal point organising the training) and reinforce anonymity.
 - Any feedback should be collated and shared with the facilitator by that focal point with all identifying information removed.

Annex F: Induction Training Report Template



Name of Country-

Training Dates-

Name of Facilitator/s-

Name of UNPRPD focal point-

Demographics

	Total	Male	Female
No of Training Participants			
No representatives from government			
No representatives from OPDs			
No representatives from UN entities			
No of Persons with Disabilities*			

*Note: Please also provide breakdown by type of disability group represented

Summary of training

Outline how it was conducted, who was involved in facilitation, etc.

Facilitator reflections/feedback

Outline facilitator feedback on, OPD engagement, feedback on materials, training structure, organization, accessibility etc.

Monitoring and evaluation

Outline key findings from analysis of pre and post training questionnaires in terms of learning and commitments by participants, summaries of reflection exercises used in training (e.g. from closing session or in monitoring throughout); feedback on training content in terms of relevance, complexity, uptake, structure and style.

Appendices

Please include full list of responses/ raw data for post training questionnaires and participant list with breakdown on type of organization represented and sex

Please also complete and annex the following UNCT and Facilitator Feedback Survey on UNPRPD Induction Workshop:

UNCT and Facilitator Feedback Survey on UNPRPD Induction Workshop

This form is for UNCTs focal point and training facilitators to fill out in order to provide UNPRPD Technical Secretariat with constructive feedback following the Induction Workshop. Please answer all questions and return to: ola.abualghaib@undp.org with copy to sreerupa.mitra@undp.org

The UNPRPD Induction Workshop's purpose was to provide 1) an introduction to UNPRPD's Strategic Operational Framework, 2) basic knowledge of the CRPD and disability inclusive SDGs, and 3) an introduction to the preconditions for disability inclusion so that UNCTs and partners are able to conduct the Situational Analysis and *develop* joint country-level programmes in line with UNPRPD's strategy and funding call requirements. Please note that the Induction Workshop is not intended to provide the knowledge and skills to *deliver* UNPRPD programmes, as this comes at a later stage.

Q1. Please indicate if the workshop was delivered in person, via online learning platform, or both by placing an 'X' next to the response:

In person

Online

Both

Q2. Please rate the following statements according to the 5-point scale.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Induction Workshop content, learning materials, and overall design					
I. Learning content and materials					
(a) The learning objectives of the workshop were relevant and clear					
(b) The course materials (e.g., slides, handouts, links to additional reading) were easy to follow and navigate					
(c) As a result of the workshop, we are clear about where to find answers to the questions that will arise in developing UNPRPD programs consistent with the CRPD and UNPRPD's strategy					
II. Workshop structure and duration					
(a) The workshop content was well-designed, i.e., well-structured and flowed easily from one topic to the next with a good balance between presentation and group work					

(b) The complexity and level of detail of the workshop content and material was appropriate to the background and experience of the UNCT and its partners					
(c) The workshop was the right length for the purposes of understanding UNPRPD's strategy, ensuring a basic understanding of the CRPD and disability inclusive SDGs among partners, and generating sufficient knowledge on the preconditions for disability inclusion to design a UNPRPD joint program					
Induction Workshop facilitation guidance and tools, UNPRPD support, and accessibility					
IV. Facilitator guidance and tools					
(a) The guidance for selecting appropriate, qualified facilitator(s) was useful and effective					
(b) The facilitators' notes and other tools provided by UNPRPD to ensure each UNCT can deliver the standardised workshop were clear, effective, and pitched at the right level of those delivering the workshop					
(c) The facilitators' notes and other tools provided a sufficient amount of flexibility (e.g., online vs in person training) to adapt to the country and context, while remaining a standardised workshop for all UNCTs					
(d) The UNCT was able to find appropriate facilitator(s) to deliver the workshop who were able to follow the content provided by UNPRPD					
V. UNPRPD support					
(a) The funding provided to deliver the workshop was sufficient					
(b) The support from UNPRPD Technical Secretariat, including information, guidance, materials, and technical support, for delivering the workshop, was sufficient					
VI. Accessibility and inclusion					
(a) Guidance to ensure materials provided by					

UNPRPD (facilitators' notes, slides, course materials, etc.) were made accessible to persons with disabilities was provided					
(b) The advice on facilitating the workshop to ensure diverse inclusion – i.e., the participation and voice of all groups of persons with disabilities, as well as persons without disabilities from different stakeholder groups – was effective and made it possible to deliver an inclusive workshop					

Q3. Please explain any items rated 'Disagree' or 'Strongly disagree' responses above. This feedback will support UNPRPD to continuously improve its tools and resources.

Q4. Please tell us how we can strengthen or improve the learning objectives, workshop design, learning content, and learning materials of the Induction Workshop.

Q5. Please tell us how we can strengthen or improve the facilitation guidance for Induction Workshop, UNPRPD support to UNCTs, and accessibility.

Q6. Is there anything else you'd like to tell us?

ⁱ Training on Disability Awareness, Accessibility and Inclusion. Presentation for UN staff by Dr Elizabeth Lockwood (CBM Global Disability Inclusion) and Dr Mohammed Loutfy (Disabled Peoples' International)

ⁱⁱ Accessibility GO! A Guide to Action, Delivering on 7 accessibility commitments, World Blind Union and CBM Global Disability Inclusion, K. Al Jubeh, B. Dard, Y. Zayed, November 2020. Accessed 11th February 2021 from [Accessibility GO A Guide to Action \(https://cbm-global.org/wp-content/uploads/2020/10/Accessibility-GO-A-Guide-to-Action-WBU-CBM-Global.pdf\)](https://cbm-global.org/wp-content/uploads/2020/10/Accessibility-GO-A-Guide-to-Action-WBU-CBM-Global.pdf)

ⁱⁱⁱ [International Disability Alliance - explaining SDGs \(https://www.internationaldisabilityalliance.org/activities/explaining-SDGs\)](https://www.internationaldisabilityalliance.org/activities/explaining-SDGs)

^{iv} World Federation of the Deaf and World Association of Sign Language Interpreters. (August 2017) Securing and utilising the services of sign language interpreters for the United Nations. Accessed 13th March 2021 at [Interpreter Guidelines for UN \(https://wfdeaf.org/wp-content/uploads/2017/02/Interpreter-Guidelines-for-UN-Updated-August-2017-1.pdf\)](https://wfdeaf.org/wp-content/uploads/2017/02/Interpreter-Guidelines-for-UN-Updated-August-2017-1.pdf)

^v Stakeholder Group of Persons with Disabilities for Sustainable Development. (October 2020) Overview of Accessibility of Video Conferencing Apps and Services, Downloaded 11th Feb 2020 from [International Disability Alliance - Accessibility of Video Conferencing apps and services \(https://www.internationaldisabilityalliance.org/sites/default/files/accessibility_of_video_conferencing_apps_and_services_29_oct.docx\)](https://www.internationaldisabilityalliance.org/sites/default/files/accessibility_of_video_conferencing_apps_and_services_29_oct.docx)

^{vi}Stakeholder Group of Persons with Disabilities for Sustainable Development (date unknown). Accessed 11th March 2021 from International Disability Alliance - Checklist for Un on Online Platforms (http://www.internationaldisabilityalliance.org/sites/default/files/checklist_for_un_on_online_platforms.docx)