

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

A resource for UN Country Teams

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# 1 Introduction

## 1.1 Background

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 Labor 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 Program (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 for which systemic capacity building is needed.

In its fourth call for proposals, the UNPRPD Multi-Partner Trust Fund therefore invited 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, programs, 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.

## 1.2 Scope of Work

To support the delivery of the above objectives, successful country teams are allocated budget to deliver an **Induction Training**, conduct a country situational analysis and complete a full joint programme proposal. Through the use of a standardized training package, the Induction Training seeks to develop understanding of and familiarity with the CRPD and disability inclusive SDGs and to deepen knowledge on the *preconditions for disability inclusion* required for inclusive policy making and programming (equality and non-discrimination, service delivery, accessibility, participation of persons with disabilities, CRPD compliant budgeting and financial management, and accountability and governance). Furthermore it seeks to develop an understanding of the *cross cutting approaches* underpinning all UNPRPD joint programmes (Enabling full and effective participation of persons with disabilities through their representative organizations, ensuring the inclusion

of marginalized and under-represented groups of persons with disabilities and addressing gender inequality and advancing the rights of persons with disabilities). The proposed training is designed in the first instance as a 5 day face to face training, with some suggested adaptations for remote delivery.

This Induction Training targets participants from UN entities, government, Organisations of Persons with Disabilities (OPDs) and any other partners that are involved in the country situational analysis, design and implementation of the proposed joint country level programme. This training package will be delivered by locally sourced consultants and/or UNCT staff and partners and/or representatives of Organizations of Persons with Disabilities (OPDs).

**This resource** is designed to support UNCT to organize and prepare for the country level Induction Training. It complements the materials prepared for the training facilitators, which includes a more detailed introductory briefing and background note for facilitators. It provides guidance for the UNCT to: Select a facilitation team; apply an accessible and inclusive approach to organizing the Induction Training; and, on OPD involvement and participation throughout the process. The set-up of the Induction Training will need to be tailored to the local context and resources, reflecting for example, the timelines, choice of facilitators and nature of the training (face to face or remote delivery). This resource guide is therefore a selection of prompts, tips and suggestions rather than a dedicated script.

## 1.3 A brief note on procurement

Inclusive procurement processes should be followed given the likelihood that the UNCTs will need to procure specific goods and/or services to deliver on this Induction Training (e.g., securing facilitators, venues and interpreters). Procurement and supply can contribute to disability inclusion in many ways, including modelling inclusive approaches, and raising awareness of and contributing to advancing the rights and opportunities of persons with disabilities.

Inclusive procurement and supply can include for example:

- Engaging persons with disabilities (and/or their representative organizations in the specification of requirements.
- Terms of reference that encourage, support, and promote the meaningful engagement of persons with disabilities,
- Accessible solicitation documents and systems.
- Supporting and promoting disability inclusive providers through proposal appraisal processes including adding inclusion of accessibility criteria into evaluation criteria for proposal appraisals.
- Engaging persons with disabilities to test and audit the proposed approach, service or venue to ensure it is fit for purpose

More details on disability inclusive procurement processes in the UN can be found in the [UN Disability Inclusion Strategy Implication Guidelines for Indicator 8](#).

## 2 Selecting and inviting participants

### 2.1 Multi-stakeholder representation

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 program 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 stakeholders should be invited to participate. If possible, ensure proportional representation from each stakeholder group involved.

Participants 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 0)
  - 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 SDG 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.
- More detail to support diverse representation from OPDs is provided in Section 2.3 and in Annex 1.
- The consultant/s who will be involved in the country situational analysis (where known).
- Representatives of other partners of the proposed programme (local or international NGOs, academia, private sector etc.)

Given the cross-cutting importance of enabling full and effective participation of persons with disabilities through their representative organizations in all UNPRPD work, a more detailed guidance on identifying diverse OPD representation, and exploring the possible roles in the training facilitation is outlined in Section 2.2 and 3.2 respectively.

It is important when inviting participants, to ensure that invitations and any registration materials identify any particular needs or accommodations that need to be considered to aid in meaningful participation of the workshop. This will also assist in ensuring appropriate accessibility and other requirements are in place well ahead of the training programme. Some guidance and resources for invitations and registration processes are provided in Section 4.1.

## 2.2 OPD roles in Induction Training

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). 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 themselves<sup>1</sup>. Where there is no conflict of interest, OPDs can also play a role in developing requirements, selecting facilitators, and monitoring the delivery of the programme. The Induction Training is an opportunity for OPDs to facilitate and share their work and experiences throughout the training as well as building their networks, understanding, and building capacity to engage in UN processes and country programming.

OPDs are key stakeholders in all UNPRPD programmes and as such are critical to shaping the UN and its objectives in this space <sup>2</sup>. The involvement of OPDs in the Induction Training can enrich the UN system and UNPRPD programme in many ways, including helping to: Better enable inclusive and accountable UN processes (e.g., guiding procurement, communications); Support the delivery of the training programme objectives through sharing their content and context knowledge and modelling inclusive and accessible approaches; and contribute to developing and strengthening the multi-stakeholder partnerships required to support the country analysis and subsequent programme development.

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<sup>1</sup> For more information about OPDs and their role see CRPD Committee General Comment 7 (2018)

<sup>2</sup> 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 program planning.

The capacities, experience, representativeness and priorities of OPDs will vary substantially among and within countries. It is important to spend time with OPDs to understand their scope, how they relate to each other, their priorities and how this fits with the proposed 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 preparation with OPDs and persons with disabilities is valued to support their meaningful participation and can be undertaken by the UNCT representative and/or external facilitator engaged (in which case this preparation time should be considered in their ToRs). Preparation can include briefings on the stakeholders involved and what their role is, understanding the training programme overview and how these relate to their priorities, understanding and supporting any reasonable accommodation and ensuring appropriate contracting and compensation supports their involvement. Further guidance for facilitators in supporting meaningful engagement of OPDs is provided in the Facilitators Guidance for the Induction Training package.

## 2.3 Identifying OPDs as participants

Broad OPD engagement in the sessions can build networks and buy in for objectives of the UNPRPD investment and thereby strengthen engagement in country analysis and programme design and implementation. One or several OPDs may have already been identified in the UNPRPD pre-programming phase and must be invited to participate in the Induction Training whilst ensuring 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.

Furthermore, ensuring a diversity of perspectives and experience of persons with disabilities is critical and may also require attendance from other OPDs and individuals with disabilities. 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.

Certain groups are often under-represented in national platforms, including children with disabilities, indigenous persons with disabilities, persons with psychosocial disabilities, women with disabilities, and often deaf, or deafblind persons. These are sometimes represented by less formalised or sub-national organizations and individuals. It is important to take the time to understand who and how these groups are represented and how to invite and support their participation and input. As noted in 2.2 above, preparing OPDs to meaningfully engage in the training is important and helps avoid tokenism. This is particularly important recognising that some of these less represented groups have had very little exposure to the UN or government actors. [Annex 1](#) provides some suggestions on identifying diverse groups of persons with disabilities.

## 2.4 Documentation to be sent to participants ahead of the training

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 (outlined in Annex 2)
  - 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.

### 3 Selecting facilitators

**Developing a Terms of Reference:** While following the overall guidance of the induction training materials, the exact role and terms of reference for a facilitator/facilitation team would need to be defined locally, based on the available resources, context and preferred approach to delivery. For example, in some instances the facilitator may also be responsible for sub-contracting co facilitators or organizing venues, and in other instances be simply responsible for delivery of the training package. The scope of the terms of reference should however always include:

- Briefing with the relevant UN contact.
- Allocation of time for selection, role negotiation, orientation, preparation and briefing of the co-facilitators.
- Facilitate the accessible delivery of the training (in the agreed form and approach)
- Monitoring and Evaluation of the training
- Debriefing and feedback, including submitting a report summarising M&E from the Participants perspective, feedback and reflections from the facilitator (e.g, on training content, next steps, implications for Country analysis, any follow up), etc.
- Requirements for accessible and inclusive approaches (as per procurement guidance)
- Requirements for collaborating with persons with disabilities and/or OPDs groups to facilitate the training
- Recognising time to prepare for and run the training, including preparing OPDs to engage in the training in line with agreed roles
- Additional days allocated for full or partial remote delivery of the training programme - Should the Induction training or any component of it need to be delivered remotely, then the Terms of Reference must include additional days to prepare materials and facilitators for remote delivery as well as additional time that might be required to deliver materials remotely. The Induction Training session materials have been prepared for face-to-face delivery. The Facilitators Guide includes some guidance for remote delivery. This includes some general tips to prepare for, run and follow up on remote trainings, as well as some things for facilitators to consider at a programme and session level to run this training remotely. It is not a script for remote delivery. Accordingly, facilitators need to have an agreed number of additional days to prepare for and then deliver remotely. This



should be agreed between the facilitator and UNCT but could be around an additional 5-8 days to prepare and accommodate longer delivery times. Facilitation of the Induction Training can be led either internally by UN personnel with the appropriate skills or procured externally. In both scenarios, it would be useful and important to consider OPD co-facilitation. The way the facilitation is structured would vary according to country contexts and availability of expertise. It is suggested though that some key principles are kept in mind when selecting the facilitator/facilitation team:

- The selection and facilitation should model inclusive approaches and techniques. For example, where there is no conflict of interest, involve individuals or organizations of persons with disabilities in selecting facilitators and monitoring and delivering training.
- The selection criteria values experience, including lived experience of disability and knowledge of training content.
- Facilitation should involve OPD contribution in ways they help shape (see section 3.2 below).
- Terms of reference that recognise time to prepare for and run the training, including preparing OPDs to engage in the training in line with agreed roles.
- Experience aligned with the agreed mode of delivery (e.g., online, mixed)

Some potential ways to ensure strong facilitation may include:

- **A lead/primary facilitator** who will prepare and organize the Induction Training, implement multiple sessions and oversee the programme content. The lead facilitator may invite and accordingly brief contributors such as relevant UNCT representative, partner government representatives and OPD co-facilitators as appropriate. This will require an experienced senior facilitator with significant demonstrated facilitation capability and content knowledge, and ideally locally context knowledge,
- **A lead facilitator with a team of co-trainers and/or guest facilitators and advisers** – Under the coordination of a lead facilitator/team leader, a mixed team supports the delivery of the training. This offers options when a suitable skilled individual is not available, or a team approach is preferred. This could mean several individuals are contracted/subcontracted to collectively meet the terms of reference and deliver the Induction Training. They would work alongside and seek contributions from others including UNCT staff and government representatives, OPDs. Depending on desired roles of OPDs in the country, they can either lead, be a part of the overall facilitation team, or be invited as guests to share their work and/or experience as relevant). Skills and competencies required for facilitation

The following criteria/requirement for facilitation may help guide the selection of a lead facilitator and/or facilitation team. These can be used and adapted alongside a clear term of reference that reflects the requirements (essential and desired) and context of that country programme (e.g., remote delivery, etc).

### **Skills and competencies**

- Proven experience in disability inclusion and good understanding of the CRPD and other related international commitments.
- Strong understanding of policy and programmatic issues related to the promotion of the rights of persons with disabilities in the [country X].
- A good understanding of development and/or humanitarian processes at country level, (including UN-led processes).

- Extensive experience running trainings and demonstrated ability to adjust the pitch and method of trainings for audience and context.
- Experience with inclusive facilitation techniques (working with sign language interpreters, with groups from various backgrounds and learning approaches, using multiple communication tools etc).
- Experience working with organizations of persons with disabilities and demonstrated experience working to ensure the participation of under-represented groups.
- An understanding of pre-conditions for inclusion (equality and non-discrimination, accessibility, participation of persons with disabilities, CRPD-compliant budgeting & financial management, and accountability and governance).
- Experience negotiating the roles of organizations of persons with disabilities, including underrepresented groups, in development cooperation or humanitarian programming as well as national level processes.

### **Academic qualifications and work experience**

- Post-graduate degree in social science, disability studies, international development cooperation or humanitarian action, or other relevant degree, or equivalent relevant work experience in disability, development/humanitarian and international organizations (Lead Facilitator/team lead).
  - Graduate/Diploma level qualifications or equivalent experience for team members.
- 4- 6 years of work experience in disability and development and CRPD implementation in national or international organizations.
- Proven experience of leading and facilitating multi-stakeholder trainings

Experience and knowledge in inclusive facilitation techniques Where relevant, skills and experience with remote/online facilitation of training. Any selection process for facilitators should encourage persons with disabilities to apply. Each UN agency has its own terminology in recruitment and procurement to support diversity and inclusion. This should be applied by the lead/contracting agency to support the selection of facilitators. For example, UNDP recruitment states “UNDP is committed to achieving diversity within its workforce, and encourages all qualified applicants, irrespective of gender, nationality, disabilities, sexual orientation, culture, religious and ethnic backgrounds to apply. All applications will be treated in the strictest confidence.”

## **3.1 Briefing facilitators**

It is suggested that the UN representative leading the coordination and preparation of the training share relevant resources and meet with the facilitator(s) to discuss expectations and clarify any questions.

Useful information to share and discuss as part of a briefing includes:

- A detailed review of the facilitator’s terms of reference and discussion to clarify expectations, including how this will be monitored.
- A copy of the Expression of Interest/Shortlisted proposal submitted by the UNCT to the 4<sup>th</sup> round of proposals. This will give some context to what the stakeholders being brought together are hoping to achieve through a joint country programme.
- Any background briefing on training participants including proposed roles in the situational analysis and proposed programme, local protocols to be aware of, any known accessibility and reasonable accommodation requirements (noting these

should also be checked by the facilitator as part of their preparation) as well as copies of accessibility guidance documents listed in this resource document.

- The Induction Training Facilitators Guide, which includes more detailed briefing notes and pre readings in the Facilitation Guide and an outline of the Induction Training programme
- A copy of the [UNPRPD MPTF Strategic and Operational Framework 2020-2025](#) and the [UNPRPD 4th Funding Round Call-Preconditions to disability inclusion](#) and [UNPRPD 4th Funding Call Cross Cutting Approaches](#) link to the [UNPRPD Trust fund fact sheet and Home Page | UN PRPD](#). These are also referenced in the Facilitator's Guide as required preparatory reading.

## 3.2 Engaging OPDs in the delivery of training

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 may take different roles in the same training. Negotiating these roles will primarily be the role of the facilitation team and as such, guidance is also provided in the Facilitators training package.

### 3.2.1 Co-facilitation by OPDs

**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 on accessibility, or share experience in a session around meaningful participation. This will require that OPDs to work alongside the session facilitator to identify their role in the delivery of that session.

### 3.2.2 OPDs as guest contributors

A guest role may be considered where OPDs have insufficient time or experience and content knowledge in the Induction Training areas, 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 session facilitator. Some examples may include:

- Present experiences as they relate to a specific session (e.g., an accessibility audit or experience of meaningful participation),
- Where OPD panels or debates are built into the training sessions.

Panels and debates are particularly useful in sessions to bring in OPD participation in a structured and supported way that can for example bring in perspectives of often under-represented groups and allows participants to understand the session content better by hearing from persons with disabilities lived experience.

For OPDs and persons with disabilities, such panel debates provide opportunities within the structure of selected sessions and through opportunities to network with training participants. In particular they can:

- Meet UNCT and UN agency staff, government officials and other implementing partners of the UNPRPD programme in a safe and supportive environment.
- Share their lived experiences and insights.
- Demonstrate their capacities.
- Explain more about the barriers that they face in country and examples of work they are doing, particularly as it relates to Induction Training session content.
- Hear about the UNPRPD, UN programming and the country analysis process and can potentially influence plans for design, implementation, and monitoring work.

The selection of panellists should be made by the session lead in partnership with OPDs. Sessions that involve panels will give specific criteria for the experience the panellist should bring. The facilitator will also look to bring together a balanced panel, with a mix of gender, impairment type, location etc.

## 4 Accessibility and reasonable accommodation

Accessibility and reasonable accommodation are essential for supporting participation of persons with disabilities, including OPDs, throughout the Induction Training. This includes general communication, all preparations, training venue or online platform selection and consultation. It is important to include a budget for reasonable accommodation and accessibility from the initial planning and preparation of the training. These are also part of the UN Disability Strategy, where the [Entity Accountability framework and its technical note on indicator 6 and 7](#) provides information and good practice example. In addition, the [JIU Report on Accessibility of Conferences and Meetings](#) contains a sample list of international accessibility standards with relevance to the UN system.

### 4.1 An accessible Induction Training

Making sure that persons with disabilities can attend and co-facilitate the Induction Training requires that planning, meetings, preparations, information, transportation, communication, and technology used is accessible. Accessibility involves understanding and reducing barriers to participation.

Pre training, it is important to understand the accessibility needs/requests of all participants as well as dedicate a budget to cover relevant accessibility and reasonable accommodation requirements. It will also be important and valuable to have an orientation and planning session on accessibility of the training with key organizers including OPD partners ahead of the training.

More extensive information and guidance on organizing accessibility and inclusive training, including relevant procurement guidance, can be found for example with [UNESCAP](#), in the [UN Disability Inclusion Strategy Implication Guidelines for Indicator 8 on procurement](#) or the [Guideline on inclusive and accessible communication](#) from Bridging the Gap.

**Accessible documents<sup>3</sup>:** any information about the Induction Training (tender documents for consultancy to contract facilitators, training invitations, training material, assessment templates and questionnaires, etc.) should be made accessible. For all

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<sup>3</sup> Accessible formats are for example: Braille, tactile graphics, large print, text-to-speech, oral presentation, electronic files compatible with screen readers, captioned or signed video for persons with hearing impairments, or icons and animations, 3D models for persons with cognitive disabilities, easy-to-read text etc. [CBM Global Digital accessibility toolkit](#) provides practical information on making accessible documents and material.

materials provided 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 ribbon<sup>4</sup>.

## 4.2 Quick tips for accessible documents and presentations

### Word documents

- Include alternative text with all visuals and tables<sup>5</sup>.
- 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 by converting a word document<sup>6</sup>.
- Provide documents in multiple formats (e.g., PDF and Word, Easy Read).

### PowerPoint Presentations

Key points for building accessible PowerPoint decks

- 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).

Key points for presenting PowerPoint decks

- 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 interpreter for sign language or tactile signing

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<sup>4</sup> Guidance on using the [Microsoft Accessibility Checker](#)

<sup>5</sup> Alternative (or Alt) text: text for all non-text content, including photos, graphs, tables, so that both their content and function can be accessed by screen readers.

<sup>6</sup> Guidance on how to [Create accessible PDFs](#)

**Accessible communication:** ensure everyone can communicate and get the same information, including for example by:

- Presenting information in multiple formats – visual and auditory, in clear, large text.
- Speak slowly and clearly and easy to understand language. Avoid technical jargon as much as possible.
- Allow people time to listen, process what you say and respond. Do not rush.
- Ensure that all important 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.
- Providing sign language interpretation/live captioning and/or tactile signing where required (guided by participants).
- Brief interpreters ahead of time, including providing a list of relevant acronyms and key technical jargon.
- Where appropriate, share session materials in electronic form in advance, so that participants working with interpreters and screen readers can do pre-reading if preferred and read along to slides and notes as they are presented.
- Using accessible ICT platforms where relevant (online survey tools, interactive whiteboards etc.).

Guidance for accessibility in facilitation, including briefing interpreters, sharing materials ahead of sessions, etc. is provided in greater detail in the Facilitator's Guide.

**Accessible venues:** ensure venues chosen for meetings and trainings are accessible. For example, check there are:

- Wide enough doorways for wheelchairs.
- Flat entrances or ramps/lifts that allow physical access for wheelchair users and others with mobility difficulties.
- Clear and accessible signage.
- Accessible bathrooms (ideally close to the meeting room).
- Enough space in the meeting room for people to move around easily and without hazard.
- Adequate lighting to see communications and any sign language interpreters.
- Seats available for use for participants and personal assistants.
- Where accommodation is required to support participation in the training, ensure this is accessible and that there is ease of movement between the accommodation and training venue (e.g., accessible transport, paths, lifts, signage, etc)
- Venue staff are appropriately briefed about the training, tips to help facilitate participation and communication and any other accessibility needs.

**Accessible online platforms for meetings and trainings:**

- In case of the training being organized online, where possible, select an accessible online platform that can be used for preparation meetings and the training itself. In the absence of any clear standards on accessible online platforms, there is some [guidance on accessibility](#) aspects of the most common online platforms developed by the Stakeholder Group on Persons with Disabilities.
- Note that even if an online platform has accessibility features, reasonable accommodation may still be required to ensure that persons with disabilities can participate equally, such as ensuring a sign language interpreter and/or captioning, personal assistance during training, etc.).
- A summary checklist on accessibility measures to consider is available in [Annex 2](#), drawn from an original, more detailed and continuously updated [Overview on Accessibility of Video Conferencing Apps and Services prepared by the UN Stakeholder Group on Persons with Disabilities](#). More detailed guidance on preparing for and facilitating an accessible training (face-to-face and online) is provided in the Facilitators Guide.

### 4.3 Reasonable accommodation

Sometimes even with best efforts to provide accessibility for all, some individuals may still face additional barriers to participation. Reasonable accommodation is an appropriate modification or adjustment needed to ensure that a specific person with disabilities can participate on an equal basis with others. The subject of reasonable accommodation is included in the Induction Training itself, reiterating the importance of modeling this in the way the training is organized and run.

Reasonable accommodation is important to facilitate participation in the Induction Training – it helps overcome barriers present due to inaccessible environments. Not providing reasonable accommodation constitutes discrimination under the CRPD, though the adjustments shouldn't cause undue burden for the organizer.

Examples:

- Providing transport allowances or support to persons to co-facilitate and/or plan and attend the training where public transportation is inaccessible.
- Choosing a meeting space on the ground floor when the elevator is not wheelchair accessible for a participant who is a wheelchair user.
- Enabling people to bring a support person or personal assistant to support their participation in the training, including if hosted online.
- Providing information in a different format.
  - Providing access to interpreters and live captioning as appropriate

## 5 Monitoring and evaluation

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. While an overview and some guidance are offered here for the UNCT, additional details and sample questionnaires are also provided in the M&E section of the Facilitators pack.

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 End of training questionnaire findings.
3. Any reports or feedback from periodic monitoring or audits (e.g., for accessibility, of procurement). These audits or spot checks could be conducted where appropriate by OPDs.
4. Follow up survey 6-8 months post Induction Training to be coordinated by lead UN agency. Some sample questions are suggested below in Section 5.1.

It will examine the different stages of the training process including:

- **Pre-training** – looking at the preparation and planning of the training, including looking at how accessibility considerations were ensured. How was any procurement process promoting and modeling disability inclusion? Were staff at the training venue briefed on accessibility adequately? How were persons with disabilities engaged prior to the training itself?
- **During the training** – monitoring the implementation of the training in term of, for example:
  - The clarity and usefulness of particular sessions
  - The relevance and effectiveness of practical activities and exercises,
  - Participants’ level of preparedness and management of information. How did their baseline knowledge, attitudes, and practice change because of the training?
  - Inclusive facilitation techniques – where there some techniques that worked better than others, any red flags where participants could not participate and engage equally etc.
  - Learning material – accessibility of material and any red flag or aspects to improve (organize feedback sessions with persons with different accessibility requirement), ask for feedback from participants on usefulness and understanding of material.
  - Time management – were sufficient time assigned to the different modules and blocks, how were practical exercises time managed and were breaks sufficient to re-charge and refresh to improve learning, and allowed for peer exchange and networking?

**Post-training** – monitoring and evaluation should be undertaken at the end of the training itself, and again 6-8 months later to further monitor the effectiveness and uptake in terms of concrete actions and change in practice.

- End of training

- Questionnaire for participants outlined in the Facilitators Guide
- Feedback session with Facilitator(s) - Seek feedback on what worked and what could be improved; any context specific unresolved issues raised that would inform country analysis and programming;
- Any feedback for co-facilitators and guests. A separate session with OPD guests and co-facilitators is a useful source of feedback on the training and facilitation and can seek to explore the outcomes of facilitation opportunities for OPDs. (e.g., what worked? What could have been done? What are some of the implications and outcomes of their engagement in the workshop to date?)
- 6-8 months post training – Sample questions are provided below.

## 5.1 Sample post training evaluation

It is important to understand if and how participants have used the information when they have returned to their daily roles and begun to engage in the country analysis and programme proposal and implementation processes. With response rates often fairly low for these post training evaluations, it is important to keep this evaluation as brief and easy to complete as possible. The proposed sample questions could be emailed or set up on some sort of online survey tool (e.g., SurveyMonkey).

1) The following questions could be answered on a 5-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 and implementation forward?
- 3) Our networks and relationships with other programme stakeholders have improved as a result of this training? Yes/No  
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?

# Annex 1 Identifying OPDs and persons with disabilities

Table 2 Strategies for identifying and consulting with persons with disabilities

Approach	What is it?	Considerations	When to use it?
<b>Through a national, cross-impairment OPD head office</b>	In most countries, there are national 'cross-impairment' OPDs that aim to represent all persons with disabilities. Their head office can be consulted to provide input and advice on any issues that affect persons with disabilities at a national level.	National OPDs are typically involved in a wide range of activities relating to persons with disabilities, including advocacy and policy engagement work. Many OPD offices are small and experience high demand for participation in programmes, activities and training. Think strategically about when best to engage them and give as much notice as possible. <sup>7</sup>	National OPDs should be consulted for all matters relating to national laws and policies. They can also be consulted regarding the design/ implementation of programmes and services that affect persons with disabilities.
<b>Through district / provincial OPDs or OPD branches</b>	Many national OPDs have branches or representative officers in each district/province who support local persons with disabilities and advocate for local service and programmes. In some countries there are also sub-national OPDs with specific geographical focuses. District officers can be consulted for advice on issues relating to disability in their district, or to find local persons with disabilities for consultation.	District branch or OPD officers are persons with disabilities themselves, and can link programmes with other persons with disabilities for consultation. They may need assistance with transport and communication to attend events/ meetings/ trainings/or trainings that are far from their home and have other accessibility requirements. District officers are often directly connected with local disability communities and can assist with referring persons with disabilities identified by programmes to other disability services.	District OPD officers can participate in district level consultations or help identify other persons with disabilities to participate in programme activities. National OPD head offices can usually provide contact details for district officers or other district OPDs.

<sup>7</sup> Draft Zero

Approach	What is it?	Considerations	When to use it?
<b>Through other national OPDs focused on particular groups</b>	In most countries, a number of other national OPDs exist which are often focused on representing persons with specific impairment types – e.g. persons with vision or hearing impairment – or other groups such as women with disabilities. In some cases, these OPDs are members of an ‘umbrella’ OPD or an informal network which can provide contact details of specific OPDs.	Many countries do not have OPDs which specifically represent all types of impairments or particularly marginalised groups – e.g. in many countries there is no OPD representing people who have psychosocial disability. In these cases, service providers or local contacts can help find community members with particular types of impairment. These organisations are often small and may have limited experience in giving advice to development programmes. Also consider reimbursing OPDs for their time/associated costs.	These OPDs should be invited to any national consultation processes to ensure a diversity of voices is heard. They can also be consulted on issues relevant to the people they represent, or to find persons with specific impairment types for consultation.
<b>Through disability service providers</b>	Disability service providers are NGOs or religious organisations that offer services for persons with disabilities – e.g. schooling for deaf children or counselling for persons with psychosocial disabilities. They can be consulted to obtain information about their sector, or to link with persons with disabilities who are clients.	Service provider staff can provide a unique perspective about gaps in services and issues faced by their clients. Staff are usually persons without disabilities and may focus on the need for delivering services rather than law/policy reform or human rights issues. It is important to also consult directly with persons with disabilities through other approaches.	Service providers should be consulted for any programme or service that is in their sector/speciality. They can also introduce persons with disabilities for consultation – particularly at the district or local level.
<b>Through local community leaders</b>	Local leaders are often aware of individual persons with disabilities in their community and can introduce	Local leaders may only know a small number of local persons with disabilities. Using functional questions to ask about disability (e.g. ‘do you know anyone with difficulty seeing’?) rather than	Whenever a programme or service is operating in a local community and seeking to learn more about persons with disabilities and particular issues in

Approach	What is it?	Considerations	When to use it?
	them for consultation.	asking directly about disability may produce better results.	that community. This is also a good way to raise awareness of the importance of disability inclusion and rights.
<b>Through individual persons with disabilities</b>	Persons with disabilities often have informal networks with other persons with disabilities in their communities. When a person with a disability is consulted, they can be asked for introductions to other people they know, and then those people can introduce others (this process is known as 'snowballing').	Some people may not be experienced or comfortable in participating in consultation processes. It is important to consider ethics principles such as confidentiality, privacy, not labelling someone as 'disabled', and allowing people to decline to participate.	When seeking to have broad consultations with persons with disabilities at the local community level – particularly for persons with specific impairment types or those who are most marginalised and might not be known to local leaders, OPDs or service providers.
<b>Through household surveys or door-to-door visits</b>	Surveys or door-to-door visits are a process where every household in a particular area is visited to collect information about their household members. Questions can be added to these visits to help identify any households where persons with disabilities are living, and these people can be consulted either at that time or at a follow-up visit.	It is important that staff are trained to use appropriate language and survey/ interview methods, and apply ethics principles such as confidentiality, privacy (e.g., conducting interviews separately from other household members), not labelling someone as 'disabled,' allowing people to decline to participate, and providing referrals to relevant services.	Where surveys or household visits are already planned, these provide a good opportunity to find and consult a wide range of persons with disabilities and to collect local data on persons with disabilities and any issues they face in their households and community.

## Annex 2: Pre Training Questionnaire for Participants

Please note a formatted version of this questionnaire is supplied in a separate file to send to participants.



*[Insert Country Name]* UNPRPD

### Joint Programme Induction Training on Cross-Cutting Approaches and Preconditions for Disability Inclusive Development

Participants are required to complete this questionnaire no less than one week ahead of start of the Induction Training (either online or via email as per the UNCT/facilitator agreement)

*[date of return, insert name /email of who to return to].*

#### Background information

Date:

Name:

Your role:

Organization:

1. Organization type: UN / Government / OPD/ Academic / Other (name)
2. Gender:
3. Do you identify as a person with a disability? Yes/ No/ Prefer not to disclose
4. Were you involved in the initial submission to the UNPRPD MPTF 4th round of proposals?
5. Have you undertaken any other training on disability in the last 5 years? (please explain)

#### Baseline awareness and confidence

In relation to your experience and your country, please indicate on a scale of 1 to 5 (in each of the boxes to the right) – with 1=very little; 3 = somewhat; and 5=very	How <u>aware</u> of what it is/involves?	How <u>involved</u> in this are you?	How <u>confident</u> in ability to engage? (e.g., knowledge and networks)
The Convention on the Rights of Persons with Disabilities			
Disability inclusive SDGs			
Equality and non-discrimination as it relates to disability			
Accessibility			

Disability assessment and referral			
Disability support services			
Mainstream services inclusive of persons with disabilities			
Data around disability			
Coordination across sectors			
Accountability			
Budgeting			
Meaningful participation of persons with disability			
Inclusion of underrepresented groups of persons with disabilities			
Realising the rights women and girls with disabilities			

6. On a scale of 1-5 how clear are you on the role you could/should play in the 4<sup>th</sup> funding round of proposals for PRPD going forward? (1=very unclear / 5= very clear)
7. Briefly share one example where you are working across sectors and with multiple stakeholder groups for disability inclusion (who is it with, what is the focus)
8. What do you currently consider the most challenging issue impacting your ability to engage in the development and implementation of this PRPD programme around Disability Inclusive Development?
9. What are you hoping to get from this Induction Training?
10. Other than those issues identified in registration, is there anything you would like the facilitator to be aware of to better support your engagement?
11. Anything else we should know ahead of the Induction Training?

**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 3: Checklist for organizing an accessible online meeting or training

These are a few suggestions of what should be considered when organizing training remotely using online platforms. Note more detailed guidance is included in the Facilitators Guide:

- **Is the platform accessible?** Some remote participation tools present accessibility barriers that make them unusable by persons with disabilities and incompatible with assistive technologies.
- **Do you have text captioning or sign language interpretations available?**
- **Is the material being shown accessible to all?** Persons with vision impairments use a screen reader and cannot see a shared screen or a video that has not been made accessible. Make all materials available beforehand or provide a link to them in the chat. Videos when used should be accessible including sign interpretation, subtitles, narration and ideally voice over.
- **Have you asked invited participants which type of accessibility they need?** You can include this question on the registration form.
- **Will speakers have their cameras on?** This enables people who are lip readers follow along. It is recommended that you pin the speakers and sign language interpreters so that only they remain visible on the screen. This will make it easier to follow the interpretation.
- **Is their adequate lighting on the person speaking?** People who read lips need to be able to see the person's lips.
- **Are presenters using virtual backgrounds?** When people use pictures as a virtual background, it can wash away their face.
- **Are presenters wearing contrasting colors?** Suggest that speakers wear dissimilar colors to their skin tone so the contrast will be high. Otherwise the lighting can wash out people's faces.

**Table 3: A snapshot of accessibility features of the main video conferencing platforms**

Platforms and accessibility criteria	Signing participants visible	Sign language interpreter visible	Multi-pin videos	Captions can be added	Screen reader compatibility	Good for large meetings	Good for small meetings	Additional barriers
GoToMeeting		✓		✓	✓	✓	✓	Keyboard shortcuts only work in Windows.
Zoom	✓	✓	✓	✓	✓	✓	✓	Screen sharing is not accessible to screen reader users.
Skype	✓	✓		✓	✓		✓	Video quality is inconsistent.
Skype for Business	✓	✓		✓	✓		✓	Video quality is inconsistent. Not accessible for facilitators using screen readers.
Microsoft Teams	✓	✓		✓	✓		✓	Challenging when signed and spoken languages are used with large groups. Captions only in automatic speech recognition in English.
Google Meet	✓	✓		✓	✓		✓	Free for a limited time.
WhatsApp	✓	✓			✓		✓	Requires WiFi or 4G connection.
Be.Live	✓	✓					✓	Keyboard shortcuts only work in Windows.

<b>WebEx</b>	✓	✓		✓				Video quality is unclear, inconsistent and in a small window.
<b>Jitsi Meet</b>	✓	✓	✓ (in a separate window)	✓	✓		✓	Requires high bandwidth.

Dear Ola and Sreerupa,

We have drafted the Terms of Reference for a consultant in charge of drafting the Situational Analysis and the Full Proposal and an organization of persons with disabilities which will help us organize all consultations. We have developed these ToRs based on your Resource Guide. However, we still have some questions which may need your further guidance:

1. We will try our best to ensure the inclusion of marginalized and underrepresented groups of persons with disabilities. However, some under-represented groups, such as the deafblindness, mental disabilities, psycho-social disabilities, have not founded their organizations. Besides, they are not adequately trained to effectively participate in this kind of workshop. Do you have any specific guidance on accessibility and easy-to-read materials for these groups?
2. From your guidelines, we are aware that the participants should be diversified as much as possible. To ensure the balance of components, we should hand-pick from registrations. Would you suggest any selection criteria?
3. Should all participants join in five full-day induction? Or should we target some sessions for specific groups? We cannot expect that all participants can join all five days continuously, especially government officials. We are planning to spread out the sessions for at least three weeks long (two days per week, for example).
4. Can we incorporate the consultation on the implementation of the UN Disability Inclusion Strategy in Viet Nam with the Induction Training in May?
5. As the Induction is a training on basics of SDGs and CRPD for all stakeholders, should we design some follow-up with participants?