**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Face-to-face training**

**Introduction – for the trainer**

**Introduction**

* 1. **About this training**

This series of seven face-to-face training modules, developed as part of the *Policy Guidance for Inclusive Sustainable Development Goals* (SDGs)*: Training Materials,* are based on the Policy Guidance for Inclusive Sustainable Development Goals as contained in the [Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals: A Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx). They also draw on [The Convention on the Rights of Persons with Disabilities Training Guide Professional Training Series No. 19](https://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf), developed by the Office of the United Nations High Commissioner for Human Rights (OHCHR), as a general information source and training guide on the Convention and its human rights-based approach to disability.

Training materials for each of the modules, include:

* Trainer’s guide;
* Computer slides;
* Handouts and materials; and
* Videos, providing a brief overview of the topics covered in the Policy Guidance.

The training itself aims at strengthening the capacity of individuals working in various government agencies that play a role in the realization of the SDGs for the 2030 Agenda and/or in the development and implementation of policies related to persons with disabilities. The training would also be useful for representatives of national human rights institutions, civil society actors including representatives of organizations of persons with disabilities and other human rights defenders who are advocating for related policy development and implementation. These training materials are a key component of the [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx), designed to support the work of these public officials and policymakers in the implementation of the SDGs or of disability-related policies.

* 1. **Goal**

To enable participants to develop and implement policy related to SDG goals and targets ensuring the inclusion of persons with disabilities and drawing on the Policy Guidance for Inclusive Sustainable Development Goals as well as the CRPD training guide PTS. No. 19.

* 1. **Objectives**

After having gone through the various training materials, participants should be able to:

* Make connections between the conceptual and technical content of the SDGs and the Convention on the Rights of Persons with Disabilities (CRPD) as presented in the [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx), and their own particular contexts;
* Recognize barriers faced by persons with disabilities and identify appropriate policy remedies;
* Use a human rights-based approach to disability in developing and implementing related policies for inclusive SDGs; and
* Ensure a gender-responsive and intersectional approach in policy development and implementation.
	1. **Training content**

The training materials for face-to-face training, as stated above, consist of seven modules which align directly with the Policy Guidance for Inclusive Sustainable Development Goals presented in the [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx). The modules are as follows:

**Module 1** – Foundations

**Module 2** – No poverty (SDG 1)

**Module 3** – Good health and well-being (SDG 3)

**Module 4** – Quality education (SDG 4)

**Module 5** – Gender equality (SDG 5)

**Module 6** – Decent work and economic growth (SDG 8)

**Module 7** – Sustainable cities (SDG 11)

* 1. **Methodology**

The training materials are designed according to a participatory approach, based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience. Participants and trainers commit themselves to engage in a process of mutual exchange. The emphasis is on practical application and the development of strategies for action. Continuous reflection and evaluation are central to the learning process. Transformative learning theory underpins the training content and process.

* 1. **Planning and conducting training**

The training materials for the seven modules, involve approximately 56 hours of training if offered in their entirety. The materials are designed as a series of self-contained modules which can be done individually, depending on the target audience of the training. It is recommended that the Foundations module precede any other module as it explores the human rights model and approach to disability and forms the basis for all modules.

A minimum of 10 and a maximum of 25 participants are recommended, in order to maintain the integrity of the training design. The content and activities can be modified to accommodate smaller groups, however, learning objectives should remain the same. Extensive guidance on various organizational and logistical issues applicable to the conduct of training as well as facilitation guidance is available in OHCHR’s [From Planning to Impact: A Manual on Human Rights Training Methodology](https://www.ohchr.org/Documents/Publications/training6en.pdf). Some specific suggestions for planning and conducting the training effectively are provided below.

**Tips for the organizer(s)**

**Selecting an appropriate venue**

Attention needs to be given to selecting an appropriate venue for the face-to-face training. The geographic location as well as the actual physical space such as the size and layout of the room can have a major impact on the outcome of the training. When choosing a venue, some things to consider include the following:

* Does the location pose any security issues for participants?
* Is it easily accessible by local transportation including by persons with disabilities?
* Is the actual building and space accessible to persons with disabilities? E.g., Is the space for lunch and breaks accessible? Are there accessible toilets?
* Is the physical space appropriate for a participatory training process (e.g., can tables and chairs be moved around to accommodate breakout group activities?

For guidance on organizing disability-inclusive meetings see:

[UNESCAP, Disability Inclusive Meetings: An Operational Guide, 2015](https://www.unescap.org/sites/default/d8files/knowledge-products/Disability%20Inclusive%20Meetings%20PDF.pdf)

[UN Disability Inclusion Strategy, Guidelines on Consulting Persons with Disabilities, 2021](https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_consultation_guidelines.pdf)

**Language and accessibility**

Language and accessibility requirements of participants should be addressed well in advance of the training to help identify what settings and material are needed to guarantee the accessibility of the event. It may be necessary to obtain the services of language interpreters, including sign language interpreters, or captioners, in accordance with participants’ needs. If that is the case, resources should also be foreseen to cover the costs of these services.

Some accessibility guides for events and communications are provided below.

[CBM Toolkit: Accessible Meetings and Events, 2021](https://www.cbm.org.au/resource/accessible-meetings-and-events-a-toolkit/)

[Bridging the Gap, Inclusive and accessible communication guidelines, 2018](https://bridgingthegap-project.eu/wp-content/uploads/BtG_Inclusive-and-accessible-Communication-Guidelines.pdf)

[Equitas, Supporting inclusion of persons living with disabilities in programming, 2017](https://equitas.org/wp-content/uploads/2017/02/Accessibility-particpation-and-inclusion-EN-2017.pdf%22%20%5Ct%20%22_blank)

**Selecting participants**

Selection of participants must be related to the goal of the training course, which is to enable participants to develop and implement policy related to SDG goals and targets ensuring the inclusion of persons with disabilities.

Therefore, participants selected should hold:

* Functions related to policy development, implementation and monitoring related to the rights of persons with disabilities;
* Basic knowledge about the CRPD, the SDGs and the 2030 Agenda; and
* An adequate level of English to participate effectively and benefit from the training.

Other considerations to keep in mind, in terms of the overall group of participants, are gender balance, a mix of backgrounds and expertise, the participation of persons with disabilities, the provision of reasonable accommodation, and the commitment of participants and their agencies or organizations to implement the learning from this training in their work.

**Selecting trainers**

Participants may be selected through an application process that can identify their level of knowledge and experience and the relevance of the training for their work. The number of trainers required for conducting the training will depend on the number of participants. It is recommended to plan for one trainer for every 10 participants. It is also desirable that trainers have experience working with diverse groups, are knowledgeable about human rights and evaluation and are skilled in adult education methods. Additionally, trainers should be very familiar with the Policy Guidance for Inclusive Sustainable Development Goals included in the [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) as well as the CRPD.

While it might not always be possible, it is strongly advised that trainers include persons with disabilities and/or that trainers team-up with organizations of persons with disabilities (OPDs) and/or experts with disabilities to deliver parts or all of the training. Representatives of OPDs and experts with disabilities can be trainers themselves or participate as resource persons on a particular topic. Organizers of the training should hold an orientation/briefing session with trainers well in advance of the training, to ensure maximum benefit from their input. It is also an occasion to enquire about any accessibility measures or accommodations that trainers may require to effectively conduct the training.

**Pre-training questionnaire**

A pre-training questionnaire is an indispensable tool in a participatory learning process. It should be completed by participants prior to training, and serves to engage them well in advance of the training itself, by having them reflect on their own experience, work context, and expectations in terms of learning needs. Moreover, it enables the organizers and trainers to gather information to build into the activities. It is therefore important to ensure that participants submit their completed questionnaires well in advance of the training, so that organizers and trainers can analyze and integrate the information provided by participants into the training design.

To prepare a pre-training questionnaire, trainers should review Part 2 of the [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf), (Evaluation Handbook), jointly published in 2011 by the OHCHR and Equitas.

They should also enquire about any specific requirements participants may have relating to accessibility (venue, communications, materials, etc.), provision of accommodations, or religious or medical requirements. A suggested formulation is provided below.

“For questions about accessibility relating to the venue, communications or materials, or to request an accommodation, please indicate your requirements (e.g., sign language, interpretation, large print, digital files of materials), or please contact the meeting organizers”.

**Evaluation**

The purpose of evaluation is to gather feedback on the content and process of the training and also to help participants reflect on their learning. Evaluation data should be collected at the end of each day and in a general evaluation questionnaire at the end of the training as well as informally through discussions with participants and trainers throughout the training. The information gathered from the various evaluation processes should be used to produce the training report, which then should be shared with all relevant stakeholders (i.e., organizers, participants, trainers). A [sample evaluation questionnaire](#questionnaire) is provided below.

At the end of each day, organizers should plan a debriefing session with trainers. During the debrief, the trainers should discuss positive aspects of the training as well as issues, concerns or challenges related to course content and process that were raised during the end-of-day evaluation/debrief by participants. Together with the organizers, trainers will decide on corrective actions to be taken or adjustments to be made. They should also review together the next day’s agenda.

A proposed agenda, with suggested times, for the trainers’ debriefing is as follows:

* Review of the day’s activities and events, including logistics (20 min)
* Planning for the following day (20 min)

**Tips for the trainer(s)**

**Preparing for the training**

Trainers will need to carefully review the pre-training questionnaires completed by the participants. Particular attention should be paid to the needs and contributions expressed by participants and their level of knowledge and skills in the main content areas of the training (i.e., the SDGs and the CRPD). Trainers will need to be very familiar with the overall flow and content of the course; therefore, a thorough review of all training activities and materials prior to the training is essential. Trainers should also be very familiar with the [Policy Guidance for Inclusive Sustainable Development Goals](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy) included in [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) as well as the [Convention on the Rights of Persons with Disabilities](https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx).

**Conducting the training**

A detailed plan is provided for each module along with recommended times for each activity in the trainer’s guide for each module. As you develop your agenda or schedule, ensure to also plan for meal and health breaks.

**Sample final evaluation questionnaire** for Policy Guidance for inclusive Sustainable Development Goals (SDGs): face-to-face training modules.

The sample questionnaire provided below uses Module 1 – Foundations as the example. In order to use this questionnaire for other modules of the training materials, you will need to change the objectives in section 2 of the questionnaire. The rest of the questionnaire is appropriate for any module in the training materials.

In order to facilitate tabulation of data, it is recommended that you use a free online survey tool, such as Survey Monkey to create your evaluation questionnaire.

**Final evaluation questionnaire for Module 1 – Foundations**

Please rate the following by marking the appropriate boxes.

|  |
| --- |
| 1. **Indicate your level of satisfaction with:**
 |
|  100% 75% 50% 25% <25%Your attendance O O O O OYour commitment O O O O OYour work O O O O OThe group atmosphere O O O O OComments: |  |
| **2. Did we meet our objectives for Module 1 - Foundations?** |
| **Objectives***Now that* *I have completed the module, I feel I am better able to:* | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** |
| 1. Describe the human rights model of disability
 |  |  |  |  |
| 1. Please explain your response:
 |  |  |  |  |
| 1. Explain the five core pillars necessary to construct an inclusive policy framework
 |  |  |  |  |
| 1. Please explain your response:
 |  |  |  |  |
| 1. Identify concrete steps that policymakers can take to implement the structural requirements for creating an enabling legal, policy and programming environment for the inclusion of persons with disabilities.
 |  |  |  |  |
| 1. Please explain your response:
 |  |  |  |  |

|  |
| --- |
| 3**. Module activities** |
| *Please indicate your answer by checking the appropriate box.* | **Yes** | **Partially** | **No** |
| 1. Were the activities effective in promoting the sharing of experiences among the participants?
 |  |  |  |
| 1. Please explain your response:
 |
| 1. Was the amount of time allotted for activities throughout the module adequate?
 |  |  |  |
| 1. Please explain your response:
 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Was the combination of presentations, plenary discussions and small group work appropriate?
 |  |  |  |
| 1. Please explain your response:
 |
| **4. Handouts and materials** |
| *Please rate the handouts and materials by checking the appropriate box.* | **Very good** | **Good** | **Average** | **Poor** |
| 1. General quality
 |  |  |  |  |
| 1. Usefulness of the handouts
 |  |  |  |  |
| 1. Comments:
 |  |  |  |  |

|  |
| --- |
| **5. Training team** |
| *Please rate the* ***training team*** *on the skills* *listed below by checking the appropriate box* | **Very good** | **Good** | **Average** | **Poor** |
| 1. Ability to communicate information clearly
 |  |  |  |  |
| 1. Ability to summarize discussions
 |  |  |  |  |
| 1. Ability to show connections between different activities
 |  |  |  |  |
| 1. Commitment to the creation and maintenance of positive interpersonal relations in the group
 |  |  |  |  |
| 1. Ability to create a safe and open learning environment (e.g., for expressing opinions and sharing ideas)
 |  |  |  |  |
| 1. Ability to accommodate individual requirements such as ensuring sufficient breaks, providing accessibility measures, etc.
 |  |  |  |  |
| 1. Comments:
 |  |  |  |  |

|  |
| --- |
| **6. Training overall** |
| *Please answer the following questions* |  |  |  |
| 1. What aspect of the training did you find **most** useful? Please explain.
 |
| 1. What aspect of the training did you find **less** useful? Please explain.
 |
| 1. Do you feel that your ideas/perceptions in areas have changed as a result of your participation in this training? Please explain and provide examples.
 |
| 1. What suggestions do you have for improving the training?
 |
| 1. What other activities could the organizers undertake to strengthen training on the implementation of the SDGs inclusive of persons with disabilities?
 |

|  |  |
| --- | --- |
| 1. Name (optional):
 |  |
| 1. Type of organization:
 | UN staff  NGO  Other (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Job title:
 |  |
| 1. Gender:
 |  |

**THANK YOU!**