**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Participatory webinars**

**Introduction – for the trainer**

**Introduction**

* 1. **About the online webinars**

This series of seven online participatory webinars, developed as part of *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 United Nations Office of the High Commission 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 webinars, include:

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

The webinars themselves, aim to strengthen the capacity of individuals working in various government agencies that play a role in the realization of the SDGs for the 2030 Agenda or in the development and implementation of policies related to persons with disabilities. The webinars 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 webinars are a 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, policymakers and others 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 webinars, 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 the participatory webinars, as stated above, consist of seven webinars 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 webinars are as follows:

**Webinar 1** – Foundations for SDGs inclusive of persons with disabilities

**Webinar 2** – No poverty (SDG 1)

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

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

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

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

**Webinar 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.

A minimum of 10 and a maximum of 20 participants are recommended in order to maintain the integrity of the design of the webinars and achieve the objectives.

* 1. **Planning and conducting the webinars**

The materials for the seven webinars involve approximately 56 hours of training if offered in their entirety. The webinars can be done individually, depending on the target audience. It is recommended, however, that the Foundations webinar precede any others as it explores the human rights model and approach to disability and forms the basis for all webinars.

A minimum of 10 and a maximum of 20 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.

Facilitating online webinars has multiple advantages such as reaching audiences across geographic locations, it may improve accessibility, and involve less costs, among others. It also poses various challenges, such as how to improve interaction among participants, differences in technical literacy, connectivity issues for participants in rural and remote areas, ensuring accessibility, screen exhaustion, and multitasking. To ensure a successful webinar, we strongly recommend that before you run the online webinars you review the additional support resources listed in this introduction, particularly those on online facilitation.

**Which videoconference tool to choose**

Choosing the right tool to run the webinars should be a thoughtful process and we recommend considering the following elements:

* Interaction/participation options;
* Options for low-bandwidth;
* Accessibility and ease of use;
* Security;
* Language support; and
* Cost

Once you choose a platform, make sure to familiarize yourself with it and practice before you run the webinars. The most common platforms offer extensive tutorials to learn all the functionalities.

To support a participatory and interactive online webinar, at a minimum, the following functionalities must be available in the platform you choose:

* Audio chat;
* Text chat;
* Video;
* Whiteboard;
* Breakout room - with two possibilities of joining each room: i.e., assigning participants to a room or participants join a room of their choosing; and
* Screen sharing

**Collaborative slides**

As you will notice, various activities in the webinars invite participants to collaborate live on the slides. Make sure that all your slides include Alt-text for images. The computer slides included in the materials have Alt-text integrated in the images.

**Accessibility**

Some key accessibility features in online webinars include:

* Sign language interpretation;
* Closed captioning; and
* Alt-text for images and slides.

Make sure you test these features in the platform and presentation you’ll use and familiarize yourself with how to use them. It is also important to assess what accessibility needs your participants may have and plan to have them available for the webinars. It will be necessary to be aware of their requirements in order to ensure that language interpreters, including sign language interpreters, are distributed accordingly when using breakout rooms. We recommend that you research the platform-specific information on accessibility. See:

* + [Accessibility tips for inclusive Microsoft Teams meetings and live events](https://support.microsoft.com/en-us/office/accessibility-tips-for-inclusive-microsoft-teams-meetings-and-live-events-fa0cb694-0fcd-4019-b67c-8270ea4e0c54)
  + [Zoom accessibility features](https://zoom.us/accessibility)
  + [American Sign Language (ASL) interpreter best practices for Zoom meetings](https://kb.iu.edu/d/bgwl)

**Getting low-tech literate participants onboard**

To support increased participation by participants with lower tech literacy, we recommend allowing time at the beginning of the webinar to test participants microphones and webcams and allow them to test the chat and navigate the basic features they will use throughout the webinar.

**Recording and confidentiality**

If you are planning to record the webinars it is important that you convey clear information to participants about it. Determine whether you will get explicit consent from participants to record during the webinar or if you will let them know in advance that the webinar will be recorded. Make sure to also give them information about what you will do with the recording and how they can get a copy of it.

**Organization of the webinar**

In making the arrangements for the webinar, it is important to consider the following factors:

Who is your target group and where are they based? Time zones are a key aspect for synchronous events and should determine the time when the webinar will be scheduled.

Will there be a registration process for this event?

Which equipment will be needed?

Based on your participants, will language interpretation be needed?

Based on your participants, will sign language interpretation and/or closed captioning, as well as any other accessibility features, be needed?

Are resources available to cover any language interpretation and accessibility measures required?

Is it possible to have resource persons participate in the webinar, e.g., webinar manager to provide technical support and manage online functions (chat, breakout rooms, screen sharing, uploading materials, etc.), a representative of an organization of persons with disabilities to provide input to complement activities and discussions?

**Information to send prior to, and after the webinars**

It is very important to give clear information to participants prior to the webinar about how to connect and what to expect. Prior to each webinar, we recommend sending an email to participants with detailed information, including:

* Time and date of the webinar taking into account time zone differences;
* Connection link;
* Recommendation to connect via computer and using headphones;
* Information on whether it will be a multilingual space;
* Availability of sign language interpretation;
* Availability of closed captioning and if so, captioning weblink;
* Availability of any other accessibility features; and
* How participants can request specific accommodations.

After the webinar we recommend sending a follow-up email with the video, chat transcript and slides of the webinar, as well as an evaluation and any follow-up steps you need to share with participants.

**Selecting participants**

Participants may be selected through an application process that can identify their level of knowledge and experience and the relevance of their participation for their work. Selection of participants must be related to the goal, 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 have:

* 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 and webinar managers**

In online training the ratio of trainers to participants is determined by different factors than for face-to-face training. A very important factor is that trainers selected are capable of fulfilling the roles and responsibilities that online training entails.

In addition to the trainer(s), it is advisable to have a webinar manager, that is, a person who is familiar with online facilitation, who can provide technical support to the trainer(s) and participants, manage the chat and the breakout rooms, handle screen sharing, as well as upload the materials and liaise with interpreters and captioners where necessary. 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 [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 team-up with organizations of persons with disabilities (OPDs) and/or experts with disabilities to deliver parts or all of the training course. Representatives of OPDs and experts with disabilities can participate as resource persons on a particular topic, share their lived experience of contexts and barriers which impeded the full enjoyment of their rights, and recommended actions for ensuring the inclusion of persons with disabilities. Organizers of the training course should hold an orientation/briefing webinar with trainers well in advance of the course, to ensure maximum benefit from their input.

**Pre-training questionnaire**

A pre-training questionnaire is an indispensable tool in a participatory learning process. It should be completed by participants prior to the webinars, and serves to engage them well in advance of the webinar, 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 webinar activities. It is therefore important to ensure that participants submit their completed questionnaires well in advance of the webinar, so that organizers and trainers can analyze and integrate the information provided by participants into webinar 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. Trainers should enquire about participants’ access to the internet and necessary hardware and software to participate. 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.

**Evaluation**

The purpose of evaluation is to gather feedback on the content and process of the webinars and also to help participants reflect on their learning. Evaluation data should be collected at the end of each webinar. A sample final evaluation questionnaire for Webinar 1 is provided below.

At the end of each webinar, organizers should plan a debriefing session with trainers. During the debrief, the trainers should discuss positive aspects of the webinar as well as issues, concerns or challenges related to content and process including the technology and accessibility features, that were raised by participants in their evaluation. Together with the organizers, trainers will decide on corrective actions to be taken or adjustments to be made.

**Tips for the trainer(s)**

**Preparing for the webinar**

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 webinar (i.e., the SDGs and the CRPD). Trainers will need to be very familiar with the overall flow and content of the webinar; therefore, a thorough review of all training activities and materials prior to the webinar is essential. Trainers should also 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 Convention on the Rights of Persons with Disabilities.

**Conducting the webinar**

A detailed plan is provided for each webinar along with recommended times for each activity in the trainer’s guide for the webinar. 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): participatory webinars.

The sample questionnaire provided below uses Webinar 1 – Foundations as the example. In order to use this questionnaire for other webinars 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 webinar 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 Webinar 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 O  Your commitment O O O O O  Your work O O O O O  The group atmosphere O O O O O  Comments: | | | | |  | |
| **2. Did we meet our objectives for Webinar 1 - Foundations?** | | | | | |
| **Objectives**  *Now that* *I have completed the webinar, 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**. Webinar 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 webinar 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. E-workbook** | | | | | | | |
| *Please rate the handouts and materials in the e-workbook 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. Please rate your online learning experience. | **Very good** | **Good** | | **Average** | | **Poor** |
| 1. Please explain your rating. |  |  | |  | |  |
| 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!**