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Tips for Planning a Workshop

Guidance for organisations of
persons with disabilities



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Introduction

Many clients ask for trainings and workshops.

Here are some tips to help you along the way in planning for a workshop.

Prepared by the Inclusion Advisory Group of CBM Global Disability Inclusion.

All links were correct at the time of publication.

What an advisory workshop should include

Make sure you think about the following when planning:

- **Involving people with lived experience of disability** who are prepared to present their own perspectives on living with a disability.
- **Tailoring to the client and their context.** You should understand the organisation's programs and methods and their current approaches to disability, and adapt the workshop to meet their needs. Don't deliver the exact same workshop twice.
- **Focusing on understanding and application, not knowledge.** Whilst you might need to ensure that people have some basic knowledge about things like terminology, you want to focus the majority of your time ensuring participants really understand the content and how it applies to their work.
- **Making it participatory and engaging – it is not a lecture!** Think about activities that allow participants to discuss the content, instead of just reading through a powerpoint presentation. Think about activities that will help you to meet the workshop objectives.
- **Incorporating elements of action planning/looking forward** – you want to encourage participants to think about how they will apply what they learn to their work so make sure you save some time for doing this during the workshop.
- **Getting feedback** – There are two main areas that you want feedback about: changes in knowledge, attitudes and practices for disability inclusion; and feedback on the workshop approach. What would you improve for next time?

Initial discussions: defining the workshop scope and purpose



Do you understand the brief? Asking the right questions

Many clients ask for a workshop on disability inclusion. For this to be effective you need to ask questions to understand how to plan it well, and to decide on what capacity development activities might be required.

Some questions to ask include:

- **What is the current context for disability inclusion in your organisation/ program?**

E.g., Do you have a policy or strategy? What is your previous experience in disability inclusion? What do you most want to know and understand more of? Who are the workshop participants? What specifically does the organiser want at the end of the workshop?

- **Who are the workshop participants?**

- What is their current knowledge and experience? (You may want to do a survey ahead of the workshop to find out more – see below.)
- What are their regular jobs? How is disability inclusion relevant to their roles? What responsibilities do they have in relation to inclusion?

- **What does the organiser want at the end of the workshop?**

- E.g., What knowledge and understanding do they want participants to have? (Often your clients have general objectives to build disability inclusion capacity, but might require your support to help narrow this down – see below.)
- Do they have particular change objectives within their organisation? E.g., building commitment to disability inclusion among senior management, or making it clear to staff that disability inclusion is a priority/requirement of their job, or supporting staff who are already committed with some practical ideas of how to implement disability inclusion in their roles – this will affect how you design the workshop.
- What topics or content do they want to be covered? Do they know what they want? (You could propose topics or content to be covered. This might require discussion to explain what each topic covers, why it is important, and how it could be relevant to participants.)



Setting objectives

All workshops should have a clear, short list of objectives which describe the purpose of the workshop and what it aims to achieve. Objectives should be defined before you start planning, and discussed and agreed with the client/host.

Example

When IAG designed a workshop for a UN body, one of their objectives was to build relationships between UN staff, government staff and OPD representatives. We therefore designed small group activities and made sure at least one of each group of participants was included in each small group. They also wanted to make sure that everyone understood the UN terminology around disability, so we changed our material slightly to use their wording. It is important to discuss objectives with the client early on, and agree on these. Usually these would be documented in a Terms of Reference.

- Sometimes a client might not be clear about what they want to achieve from a workshop. Your role could be to help suggest what might be feasible within a workshop, based on what you know of their organisation and your expertise in building capacity in disability inclusion.
- Objectives will vary for each workshop, even if it's the same type of workshop being done for two different clients. Each client has their own organisational context, and it's important to design objectives that match this.
- Objectives should be defined as the things that can be realistically achieved within the workshop. For example, a workshop might realistically build awareness of disability inclusion, or give participants ideas about what more they can do in their roles. But a workshop objective would not be to directly change practice or policies in an organisation.
- There may also be some secondary objectives, such as helping to bring together staff who might not otherwise be talking to each other about disability, or helping foster relationships between the client and Organisations of Persons with Disabilities (OPDs). Sometimes these might not be formally documented in a workshop Terms of Reference (ToR) – but could still be discussed informally with the client. These can help inform the way a workshop is designed.
- Objectives can also be set for each individual session within a workshop (see box).

Example of workshop objectives:

- To improve staff understanding about the barriers to disability inclusion in their specific thematic areas of work.
- To facilitate discussion on ways the organisation could improve its practice.
- To provoke thinking around reasonable accommodations in an organisation's programs, and budget implications.



Agreeing on the basics: workshop format, length and roles

It is important to be clear on the overall format and scope of a workshop from the outset. This should be discussed with the client at the same time as setting objectives.

The basic design of the workshop will affect what can be achieved in terms of objectives, so it's important to discuss various options and reach agreement with the client as you begin planning it. You might need to adjust the number of objectives or topics to be covered, or decide on the level of depth of knowledge required (e.g., basic awareness of a topic versus detailed technical knowledge).

Some questions to ask (and to put answers in the ToR) include:

- How and where will the workshop be delivered? Will it be face-to-face or online, or a mix of both? What language will it be delivered in? Will interpreters be required?
- How much depth or detail is required? Should participants have just a basic awareness of a particular topic, or should they really understand the subject and be able to apply it step by step in their work?
- How long should the workshop be?
- For online workshops, what is the best way to structure the sessions? (For online workshops, a number of shorter half-day sessions is often preferred over full-day sessions. Also note that online workshops usually require more time to deliver the same content compared to face-to-face workshops.)
- What will the client's role be? Will they be involved in co-facilitation? Will they present specific content or session that relate to their organisation (e.g., talking about their organisation's disability approach, commitments, plans, or leading a component on action planning with their team)?
- Is the client aware of their responsibility to arrange and pay for all of the workshop logistics, venue, interpreters, printing, etc?
- Have they set aside a budget to cover accessible venue hire, interpreter bookings, and any reasonable accommodations required for you, other presenters or participants?
- Who is your main contact person for liaison in planning?
- What are the key deadlines that need to be met (e.g., Booking a venue, advertising the detailed agenda, sending out invitations, finalising the participant list)?



Developing a Terms of Reference

- Either you or the client needs to write the Terms of Reference (ToR). Writing out a workshop ToR is recommended for all workshops. If the client doesn't plan to develop one, you should do one yourself and share it with the client, so everything is clear and agreed.
- The ToR should include all relevant details of the workshop that are known before you begin planning– including the points discussed above. This includes the workshop location, format, duration and objectives; description of participants; and description of any workshop topics, content or methods that have been discussed with the client. It could also include your notes on how you propose designing and delivering the workshop.
- The ToR doesn't need to be a long document. For a short workshop it may only be 1-2 pages long.

Designing the workshop content



Learning more about the workshop participants

Once the workshop ToR has been agreed, begin to design the detailed workshop content. A first step in this process is to understand more about the people who are going to attend.

Sometimes it can be helpful to send out a pre-workshop survey to participants – particularly if they are from different teams, organisations or locations and if you're not sure of their existing knowledge and experience of disability inclusion. This can also be a good way to generate some interest for the workshop, for example by inviting participants to share any examples of disability inclusion practice that they've been involved in.

Some aspects to learn more about are:

- **Participants' existing knowledge, attitudes and experience in relation to disability inclusion**

This can also help in getting feedback on the workshop outcomes – see the Feedback section below for notes on pre- and post-workshop surveys.

- **Details of participants' roles and how they might be expected to approach disability inclusion in their roles.**

Are senior people in the organisation attending, and are they coming for the whole workshop? Are there varying levels of knowledge of the participants attending (some who might know a lot and some who might know nothing at all)?

- **Existing commitments or processes in their organisation relating to disability inclusion, and how participants have been involved in these.**

- **The preferred style of learning or collaboration (or 'workshop culture') within the organisation. Ask the client:**

- What sort of workshops or activities have been very effective for this group of participants? Are there any particular aspects of a workshop that you do/don't think should be included?
- How are workshops usually run in this organisation?
- Are these participants usually engaged and eager to participate/speak up, or do we need to design activities that will enable/encourage this?
- Do participants prefer formal presentations or participatory activities?
- Are participants likely to do any pre-reading?
- Are there any participants with a disability where some reasonable accommodation is needed?

- **Group dynamics and recommended approaches to foster participation and interaction.**

- Will there be a mix of senior management and project level staff? Or staff from head office and field offices? If so, how should that be managed – e.g., should senior management form a separate group during workshop activities, or should they be spread among other groups?
- For small group activities, should the group membership be the same for all activities, or should it be different depending on the topic/format?
- How should the workshop be opened and closed? Will your client do that in a particular way that helps motivate/encourage participants to take action?



Designing activities to achieve your objectives

The biggest part of preparing for a workshop is designing the activities, materials and sessions that will make up the workshop agenda. Some tips on this include:

- **Make sure all of the sessions and their activities contribute to the workshop objectives.**

Often workshop time is quite limited (and it goes very quickly when facilitating!), so it's important to pick activities that will best achieve the objectives.

- When planning each session, consider what is most needed right now for this workshop, what will have the biggest impact, and what can be left out. (E.g., some topics can be delayed to a follow-up workshop, or technical information can be shared through additional resources/reading lists)
- Avoid filling the day with fun activities, or overly detailed presentations, that might not get you where you need to go.

- **Consider what format is best suited to each topic or learning objective, who is best to deliver that, and how much depth or detail is required.**

For example, will you include a detailed technical presentation on a particular topic? Or instead, will you design a group activity where participants can share their own experience with that topic and identify practical actions to take?

- **Allow enough time for questions and discussions.**

- **Remember that presentations (talks, PowerPoints) often take longer to deliver than you initially think.**

Try to practise these in advance to check the timing, and be prepared to reduce the content if it can't be delivered within a timeslot.

- **Remember if you have sign-language interpreters, or if you are not presenting in people's first language, the time you take to present will need to be slowed down.**



Pulling in other people with a disability

Ensuring input from people with disabilities in workshops, in addition to yourself, can be of value.

If appropriate, discuss with an OPD or individual to figure out where they can best contribute in the workshop. From these discussions, seek agreement on which role(s) they will take and what might be needed (if anything) to support this engagement.

The roles of an OPD representative in workshop facilitation could be:

- **Leading or joint facilitation of specific sessions**
- **Guest contributors/resource person – to share examples and experiences in response to questions or direction by the facilitator.**

The session facilitator should prepare the person to engage with clear expectations, sharing questions in advance, etc. Some examples of ways guest contributors could be involved include:

- Inviting people to lead a break out group in activities and discussions.
 - Inviting the person to share a short reflection or story at the start or end of session that highlights the 'real life' implications or experience of the topic aligned with key messages.
 - Inviting the person to set the scene in discussions and activities (make sure you talk through the question and answer in advance).
 - Having small panels (e.g., for diverse representation).
- **Panel presenter– workshops often include a panel discussion session where a number of OPD representatives participate.**

This can be a less intimidating way of sharing something in a workshop, as presenters can talk about their own experiences and perspectives (rather than needing to be 'technical experts') and the session can be facilitated in a more informal style where a facilitator asks questions to different panel members.



Action planning

'Action planning' should be a key feature of a workshop, where participants think about practical action they can take, or what will be done within their organisation to continue making change to strengthen disability inclusion. Action planning can also help build engagement among different stakeholders beyond the workshop, including between different staff members within the client organisation, between the client and yourself as a consultant, or between the client and other OPDs.

Some tips to help design action planning components are:

- **For multi-day workshops, have some time at the end of each day for participants to make notes about any follow-up actions they have thought of, based on the workshop contents that day.**

These could be kept by each participant until an action planning session is done later in the workshop, or they could be posted up on a flipchart/wall so that everyone can see the different action ideas. This way, when it comes to the end of the workshop, much of the action planning has already been done, and participants will remember the ideas they had from earlier workshop sessions.

- **Actions can be planned at team/organisation level (participants jointly plan actions that they all agree to progress as a team) or at individual level (each participant plans actions to take in their own professional role).**

You may also want to prompt participants to plan actions to take in their own daily, personal life, particularly if the workshop covered basic disability awareness or inclusive communication skills which could be applied in any context.

- **One way to help formulate actions is to ask participants to brainstorm a list of things that they will (1) keep doing, (2) stop doing and (3) start doing.**
- **It can help to group actions into two categories by asking:**
 - What immediate actions can you take right now or in the next 3 months (with your existing resources)?
 - What medium-term actions could you take in the next year (perhaps needing some additional resources or management support)?
- **Asking individuals or small groups to report back their agreed actions to the team can help build commitment and accountability.**



Writing a workshop plan

A workshop plan should all be written down and shared among the facilitation/ planning team. Even when there is only one facilitator (i.e., you!), having a clear workshop plan and materials helps ensure a smooth workshop.

The level of detail required will vary from one workshop to the next depending on how experienced you are.

A workshop plan could include:

Detailed agenda

- Showing the timing and objectives of each session, when breaks will occur, who will lead/support facilitation, etc.
- Session plans for each individual session – showing the objectives, required resources/materials, and with an outline for how that session will be facilitated.

Facilitator resources - if you are getting others to facilitate.

- Instructions for how to facilitate activities.
- Guidance and/or talking points for each session.
- PowerPoint slides to be used during sessions.

Participant resources

- Simplified workshop agenda – showing the session and timings, that can give as a handout or put up on a PowerPoint slide.
- Package of supporting resources or further reading.

See the [Annex](#) below for some sample templates for many of these documents.

Preparing to deliver the workshop



Planning for accessibility

You need to think about accessibility when you plan.

You will have discussed this with the client, and this should be in the ToR - that they will be responsible for ensuring some aspects of accessibility - booking accessible venues, arranging transportation, booking interpreters, providing reasonable accommodations, etc. But you are responsible for the workshop technical content and facilitation, and you need to make sure that this is accessible. For example, are any printed handouts available also in digital form to be read using screen reader software (such as Job Access With Speech, or JAWS)? Is your timing of sessions manageable for sign language interpreters? Do you need to develop any easy read materials?

CBM Global has many other resources on running accessible events, such as [IAG Accessible Meetings and Events Toolkit](#).



Briefing OPDs and other co-facilitators

Have a dedicated meeting with anyone who is going to participate in the workshop as a facilitator or presenter. Make sure that people understand the big picture of what the workshop is trying to achieve and also the expectations of what you want them to do in a particular session.

The meeting could cover:

- Going through the agenda, discussing any concerns or clarifications.
- Making sure people are clear on logistics and timing – what time you expect them to arrive, how long you expect them to talk for, how you expect them to support you (e.g., informally by giving out handouts, writing things up from group discussions, having informal conversations during breaks).
- Understand and support any reasonable accommodation requirements needed to engage in the workshop, including discussing how to best accommodate this when facilitating.
- Practising any specific activities that you plan, how they will work with timing etc.
- Trialling in advance any tools that will be utilised (e.g. online platforms, feedback tools, etc.)
- Sharing any useful pre-reading or resources based on these preparatory discussions (e.g., any sector resources relevant to the training).



Thinking about introductions and conclusions

When planning a workshop, sometimes we don't think enough about how we introduce the whole day and the objectives. Sometimes facilitators take too long on the introduction session, going through boring power points with lists of objectives. It is not the way to start especially if there's already been good communication with participants about the purpose and objectives. So prepare to start strongly and with a smile, and move quickly to get people engaged.

Think about how you will introduce yourself and get others to introduce themselves. Think about whether you will do any icebreakers and how you will make people relax.

It's easy to forget to think about how to conclude the workshop. Sometimes the workshops can just 'fizzle out', or you rush to an ending because you are tight for time. So think about how you will summarise key points, and provide some inspiring words that people can leave with.



Thinking about logistics of the day

Think about how you would like a room set up (e.g., chairs in a circle) and make sure that this is communicated to the client. Arrive early and change the room set up to what you want.

With regard to timing, set a good example by starting sessions at the time on the agenda. Manage others who are facilitating so that they stick to time.

If workshop guests are arriving part way through the day, make sure they know where to come, will there be someone to meet them, do they have the needed phone numbers of your main contacts?

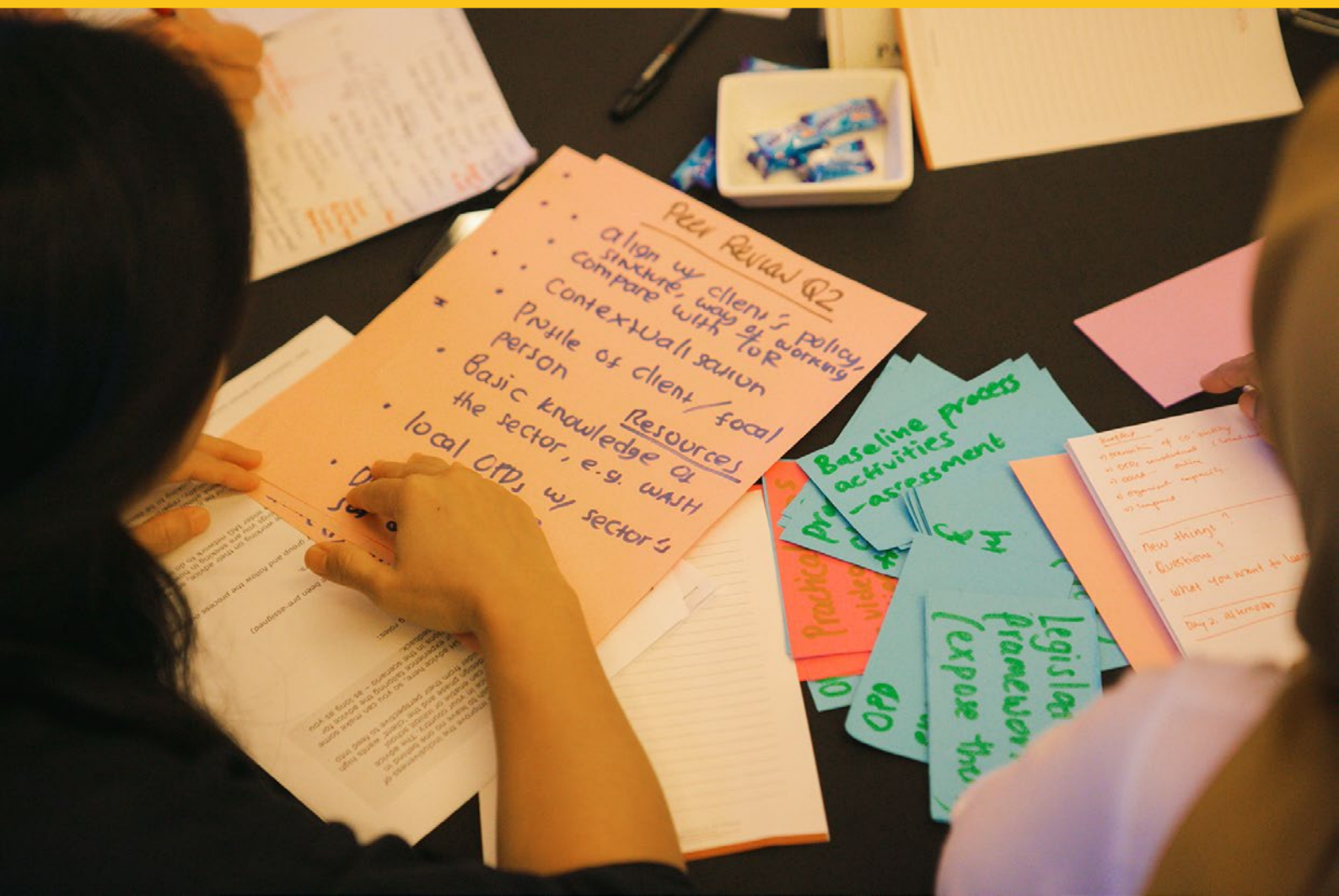


Having a Plan B

We all know that things can go wrong during a workshop – the technology can fail, a key person can be late or sick, or participants can be hard to work with.

It's important therefore to think beforehand about which sessions are the most important and must be delivered, which sessions could be dropped or done more quickly. Sometimes an activity might go more quickly than you expected, so be prepared to adjust timing. Remember no one is going to complain if you finish early!

If delivering a multi-day workshop, make sure you get feedback from the client at the end of each day about what they think is working well or not working, and be ready to adjust the next day's plan.



Getting feedback and reporting

It's important to get some feedback from workshop participants, and the client about whether the workshop was useful. You can then use this in any formal report that you need to write for the client, and it helps you improve for next time.

There are two main areas that we want feedback about:

- Changes in knowledge, attitudes and practices for disability inclusion. Did they change as a result of our workshop?
- Feedback on the workshop approach– do we know what the participants expected of us, and if they found the facilitation and activities of the workshop useful? This can help you adapt as you go, and help you improve for next time.

Some tips to help monitor, evaluate and learn from workshops are:

- Ask your client whether they have their own requirements or practices relating to monitoring workshops. They may have standard feedback or evaluation questions that they want asked for every workshop.
- Think about whether a pre-workshop survey is needed to provide baseline information. If you are already planning a pre-workshop survey then develop a similar end of workshop survey to assess changes in knowledge.
- Develop a workshop feedback/evaluation form to give at the end of the workshop. Allow time for people to fill this in right at the end of the workshop. If you give it to people to fill in later, you don't get a good response rate.
- For longer workshops, ideally you want to monitor aspects of the workshop process throughout the workshop, not just at the end, so that you can make changes as you go. For example, monitoring if the content is too technical or too basic, the timing is too fast or too slow, feedback on the facilitation style or which types of activities are most useful, etc.
- Options for collecting feedback throughout the workshop include a feedback/suggestions box or flipchart in the room, online tools such as Menti, a discussion at the start or end of each day.
- In most cases participants are more comfortable to provide honest or critical feedback when they can do so anonymously. When reviewing anonymous feedback during a workshop, it can sometimes be helpful to start a discussion among participants about a particular feedback point. For example, you might receive conflicting feedback (e.g., workshop is both too fast and too slow), or you might want to seek consensus on a point of feedback (e.g., "does everyone else agree we should spend more time on the group activities?").

- Online tools such as Menti, SurveyMonkey or Google Docs can be quite effective in contexts where participants are comfortable with such tools and all have access to smart devices.
- Online survey tools, such as SurveyMonkey, Google Forms or Microsoft 365 Forms, can make capturing and analysing data much easier. These tools can automatically generate summaries and charts which can then be copied and pasted into workshop reports, or shared directly with your client.



Reporting back to the client

It is useful to write up a short workshop report to send to the client, even though they may not request this. This is also a good way for you to keep your own record of the workshop.

A basic workshop report could include:

- **Link or summary of the workshop ToR (workshop objectives, topics, audience)**
- **Snapshot of who attended the workshop (number of facilitators and number of participants from each organisation, disaggregated by gender and disability)**
- **Summary of workshop monitoring/feedback data, including:**
 - Comparison of pre and postworkshop data (if pre-workshop data collected)
 - Quantitative data from evaluation forms (e.g., questions where there is a rating scale or yes/no response)
 - Summary of qualitative feedback, including positive feedback, critical feedback and any recommendations from participants.
- **Summary of any agreed actions or commitments that were made during the workshop.**
- **Your assessment or reflection on the workshop and where the participants and client as a whole are at in terms of disability inclusion capacity**
- **Recommended next steps to build upon the workshop, for your client to consider in continuing to strengthen disability inclusion practice.**

Annex: Sample templates

Included below are sample templates for:

- Overall Workshop Plan
- Planning a workshop session
- Pre-Training Questionnaire
- Action Plan
- Anonymous Feedback form
- Post-Training Questionnaire



Overall Workshop Plan Template

Name of Workshop:

Date:

Timing	Session	Objectives	Possible activities and resources required	Facilitator & other people needed	Other comments
8.45 to 9.00	Session name				
09.00 to 09.45	Session name				
09.45 to 10.30	Session name				
10.30 to 10.45	Break				



Template for Planning a Workshop Session

Session 1.1:

Title of session

Duration

X minutes

Session objectives

What do we want the session to achieve? What will the participants 'take away' from the session? How does this link to the session before? What is it preparing participants for? (Copy from outline)

Prerequisite learning/knowledge

Background knowledge assumed or recommended for participants (to guide review and user testing of the complete draft package; may be omitted from the final version).

Key messages to be conveyed

Include the main messages for the facilitator to have in mind – so that if they adapt style, flow, activities, timing, they are still clear on the key discussion points that must be drawn out of this session no matter what activities are used or if discussions get off track, etc. If appropriate (for more complex topics), provide direction to facilitators on 2 levels of messaging depending on the understanding and knowledge of the participants

Preparation

List preparation required prior to the session. E.g., will need x video ready; whiteboard, poster papers, etc. Need to have briefed OPD facilitators, resource persons, etc.

Resources, handouts

List any PowerPoints, activity materials, handouts to be used during the session, including any lists of recommended reading.

Detailed plan and methodology

Outline each 'step' as follows, with core exercise/activities highlighted by coloured box/etc. The first step should include an introduction to the session e.g., How should the facilitator introduce the session so participants know what the session is about? Why they are doing it and how it links with the whole week?

Step 1: Name of activity/step/sub-topic

Timing: X minutes

Objective: List

Required materials: List of handouts/worksheets; PowerPoint Slides #X-Y

Instructions: Introduce the topic and contents of the session (Slide x). Explain:

- This session is about...
- This session is important because...
- This session builds on X topic / relates to Y / will prepare for Z / etc.

Introduce the activity:

Activity: Name of activity

- Explain: this activity will allow us to x for the purpose of y
- Split participants in groups of 3-5 depending on group size / 4 equally-sized groups. Mix up group members from different tables / ensure each group includes a diversity of stakeholders / keep to the same small groups as the previous session.
- Provide one copy of the XX Activity Worksheet to each group
- Provide the following instructions to participants (also included in Slide X):
- Implement activities x
- Debrief from the activity in plenary. Facilitate discussion, trying to draw out the following key points: x, y, z,

Facilitation Tips:

- X
- Y
- Z

Present Slides X-Y – include talking points, examples and possible questions for participants here e.g.,

- Slide 21 Reasonable accommodation.
- [If sufficient time] First ask participants: “What sort of resources and timeframe would be needed to make all goods, products and services in this country fully accessible to all people?”
- After getting some responses, explain the following points (click to show on slide):
- Persons with disabilities have the right to equal access to all goods, products and services (public and private) that are open or provided to the public in a manner that ensures their effective and equal access and respects their dignity.
- This equal access is primarily achieved through accessibility (one of the means to achieve access). We have seen that accessibility requirements are very diverse, and it is likely that achieving accessibility takes more or less time (progressive realization) depending the domain and will not be achieved for all groups at the same time and pace.
- When universal accessibility is not (yet) fully guaranteed, reasonable accommodation on an individual basis is required to avoid discrimination.
- Continue to Slide 22: Definition. Read out the definition of Reasonable Accommodation.

Ask participants to share examples of X / answer question X / etc.

Continue through slides X-Y, emphasising the following points:

- X
- Y
- Z

Reiterate the key messages:

- X
- Y
- Z



Pre-Training Questionnaire Template

Name of Workshop:

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:
- Organisation: Organisation type: UN / Government / OPD / Academic / Other (name)
- Gender:
- Do you identify as a person with a disability? Yes / No / Prefer not to disclose
- Have you undertaken any other training on disability in the last 5 years? (please explain)
- Add other questions

Table: Baseline Awareness and Confidence [Example]

In relation to your experience and your country, please indicate on a scale of 1 to 5 (in each of the boxes below) 1=very little; 3 = somewhat; and 5=very

Topic	How aware of what it is/ involves?	How involved in addressing this?	How confident in ability to engage? (e.g., knowledge and networks)
The Convention on the Rights of Persons with Disabilities			
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			

In relation to your experience and your country, please indicate on a scale of 1 to 5 (in each of the boxes below) 1=very little; 3 = somewhat; and 5=very

Topic	How aware of what it is/ involves?	How involved in addressing this?	How confident in ability to engage? (e.g., knowledge and networks)
Meaningful participation of persons with disability			
Inclusion of underrepresented groups of persons with disabilities			
Realising the rights of women and girls with disabilities			

- 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)
- What do you currently consider the most challenging issue around Disability inclusion in your organisation or programme?
- What are you hoping to get from this Training?
- Anything else we should know ahead of the Training?

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

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



Overall Workshop Plan Template

Name of Workshop:

Date:

Actions to improve disability inclusion	Person responsible	Who can help	By when	Resources needed	Comments



Anonymous Feedback Form Template

Name of training:

Date of training:

Location:

What group are you from?

UN | Government | OPD | Research/Academic | NGO | Other

- Which sessions did you find the most helpful and why?
- Which sessions did you find the least helpful and why?
- How effective was the facilitations on a scale of 1 to 5? (1 = least effective, 5 = most effective) (any comments on why or how it could have been improved)
- How inclusive was the facilitation on a scale of 1 to 5? (1 = least inclusive, 5 = most inclusive) (any comments on why and how it could have been improved)
- How inclusive and appropriate was the venue/platform used on a scale of 1 to 5? (1 = least inclusive, 5 = most inclusive) (any comments on why and how it could have been improved)
- Any other comments?



Post-Training Questionnaire Template

Participants are required to complete this questionnaire in the closing session on the last day of the workshop and return it prior to leaving.

Background information

- Date:
- Name:
- Your role:
- Organisation:
- Organisation type: UN / Government / OPD / Academic / Other (name)
- Gender identity:
- Do you identify as a person with a disability? Yes / No / Prefer not to disclose
- Other questions you might want to add

Table: Baseline awareness and confidence (repeat same questions as Pre-Training Questionnaire)

In relation to your experience and your country, please indicate on a scale of 1 to 5 (in each of the boxes below) 1=very little; 3 = somewhat; and 5=very

Topic	How aware of what it is/ involves?	How involved in addressing this?	How confident in ability to engage? (e.g., knowledge and networks)
The Convention on the Rights of Persons with Disabilities			
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			

In relation to your experience and your country, please indicate on a scale of 1 to 5 (in each of the boxes below) 1=very little; 3 = somewhat; and 5=very

Topic	How aware of what it is/ involves?	How involved in addressing this?	How confident in ability to engage? (e.g., knowledge and networks)
Meaningful participation of persons with disability			
Inclusion of underrepresented groups of persons with disabilities			
Realising the rights women and girls with disabilities			

- Briefly share one example of where you are working across sectors and with multiple stakeholder groups for disability inclusion (who is it with, what is the focus)
- What do you currently consider the most challenging issue around Disability Inclusive Development?
- What are you hoping to get from this Training?
- Anything else we should know ahead of the Training?

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

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