

## 14 Sample workshop agendas

These sample workshop agendas are intended as guidelines only. We strongly recommend adapting each workshop to suit the needs of the group and situation. Making activities accessible and relevant to participants' experience and interests is vitally important for achieving success in changing attitudes and translating attitudes into action. Some further suggestions for adapting the content to fit the participant group are given in Chapter 7.

### 14.1 One-day general introductory workshop for local and international NGOs and agencies

- 9.30–10.00** Introductions and expectations: say your name, who you work for, and three things that you hope to gain from the day, in the round. Review agenda. (If participants' expectations are very different from what is likely to be met through the planned agenda, consider changes.)
- 10.00–11.00** What is disability?  
Brainstorm based on the question 'What do you think of when you hear the word "disability"?'. Use different-coloured pens to circle any words that relate to the three models of disability. This leads into the next stage:  
Presentation and discussion of models of disability: medical, charity, and social. (See exercises 9.1.2 and 9.1.3.)
- 11.00–11.15** Break
- 11.15–12.15** Rights-based approach to disability  
Introduce the topic by asking the whole group if they are aware of the Universal Declaration of Human Rights. Where in the UDHR does it say 'These rights do not apply to disabled people'? – Nowhere, but the rights of disabled people around the world are violated every day. Display and talk through some key statistics about rights abuses (see Handout 20).

Introduce the UN Standard Rules. Give out copies (Handout 31) and ask participants to read them. In groups of four, they discuss how the rules apply to their work, and prioritise five rules that are most relevant to what they do on a daily basis. Feedback to whole group.

**12.15–1.15** Lunch

**1.15–2.00** Barriers exercise, using activity 9.2.1, to draw out a description of three types of barrier to the full inclusion of disabled people in society: environmental, institutional, and attitudinal.

**2.00–2.45** Situation studies about refugees and displaced people with disabilities (see Chapter 12). Three small groups each work on a case study for 20 minutes, then the whole group shares conclusions. What do participants know about the people with disabilities in their beneficiary population(s): how many are there, where are they, who are they, what are their needs, are their rights being respected? If they don't know, how can they find out?

**2.45–3.00** Break

**3.00–3.40** Action planning  
'Nothing about us without us' exercise (10.1.4)

**3.40–4.00** Evaluation and closure

## **14.2 One-day workshop on disability and gender for local staff of NGOs and agencies**

- 9.30–10.00** Introductions and agreement on group guidelines. Review of agenda.
- 10.00–10.40** The situation of disabled people  
Small-group exercise: 9.1.1, Option 2. *Drawings of disabled people's situation in the community*
- 10.40–11.00** Why is it like that?  
*Presentation of the three models* (Exercise 9.1.2)
- 11.00–11.15** Break
- 11.15–12.15** Disabled women's experiences  
*Game of life* (Exercise 9.4.6)
- 12.15–1.15** Lunch
- 1.15–1.30** Energising activity: *'Darling' game* (7.2.6)
- 1.30–2.15** Why is it like that? – gender roles  
*Quiz* (Exercise 9.4.2)
- 2.15–2.30** Break
- 2.30–3.00** Why is it like that? – continued  
Presentation and discussion on Sex and Gender, and the impact of gender-based discrimination on disabled men and women (Exercise 9.4.3). Handout 35: Disabled women's voices
- 3.00–3.45** Action planning: SMART objectives and exercise (10.1.2)
- 3.45–4.00** Evaluation: *Throw out or keep* (Exercise 11.2.2)

Handouts

### **14.3 Two-day workshop for members of local Disabled People's Organisations**

#### **Day 1**

- 10.00–10.30** Introductions: interviews in pairs (Exercise 7.2.3)
- 10.30–11.30** Models of disability: Exercise 9.1.2
- 11.30–11.45** Break
- 11.45–12.45** Barriers that exclude disabled people from society (Exercise 9.2.1)
- 12.45–1.45** Lunch
- 1.45–2.45** Problem-trees (9.2.2)
- 2.45–3.00** Break
- 3.00–3.45** Overcoming barriers: a case study (9.2.5)
- 3.45–4.00** Evaluation in the round (11.1)

#### **Day 2**

- 10.00–10.30** Fairness and rights: Camouflage game (9.3.1)
- 10.30–11.30** What rights do we have? Calendar game (9.3.2)
- 11.30–11.45** Break
- 11.45–12.00** Global and local discrimination (9.3.7)
- 12.00–12.30** Documentation of disabled people's rights (9.3.8)
- 12.30–1.30** Lunch
- 1.30–2.30** Improvised drama about disabled people's rights (9.3.11)
- 2.30–2.45** Break
- 2.45–3.45** Action planning (9.2.3)
- 3.45–4.00** Evaluation: Throw out or keep (11.2.2)

## **14.4 Five-month training course for disability-awareness trainers**

**Five months, one day a week, 10.30 am – 4 pm**

- Week 1** Introductions; expectations, agreeing group guidelines; overview of proposed course content
- Week 2** Completion of group guidelines; exercises in showing respect and listening; setting priorities for course content; use of personal learning diaries

### **Module 1**

- Week 3** Facilitation – what is it? Role and skills of facilitator
- Week 4** Learning processes
- Week 5** Designing training sessions (topic/objective; content, methods)
- Week 6** Practising facilitation; discussion of learning points about facilitation methods and disability issues
- Week 7** Practising facilitation; discussion of issues raised
- Week 8** Skills for effective planning; planning workshops
- Week 9** Practising facilitation; summary and review of progress and learning about facilitation and learning; preparation to move to Module 2.

### **Module 2**

- Week 10** Human rights and disability rights
- Week 11** Models of disability
- Week 12** Barriers to equal rights and participation; overcoming barriers
- Week 13** Gender and disability
- Week 14** Independent/self-determined living; Personal Assistance services; assertiveness (as a tool for independent living and facilitators)
- Week 15** Images of disabled people
- Week 16** Language and definitions of disability
- Week 17** Dealing with difficult issues as facilitator: prevention of disability; personal issues
- Week 18** Action planning
- Week 19** Evaluation and celebration.