

10 Session plan: CBID Component successes and challenges

	<i>National / Regional / District</i>	
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Learning objectives
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> • Discuss the main successes and challenges in implementing the five components of the CBR Matrix and how to address the challenges.

Time allocated
<ul style="list-style-type: none"> • 140 minutes. <p>Note: more time will be needed if a field visit is included.</p>

Resources needed
<ul style="list-style-type: none"> • PPT presentation • Participant Manual • Whiteboard or flipchart • Flipchart paper and markers.

Preparation
<p>Familiarise with:</p> <ul style="list-style-type: none"> • Relevant content of the Participant Manual • PPT slides. <p>Field visit:</p> <ul style="list-style-type: none"> • If a field visit is planned, arrangements need to be made in line with guidelines at the end of the session plan.

Trainer's notes:
<p><i>The idea of this session is to look more closely at the 25 elements of the CBR Matrix so that participants understand the scope of CBID and the issues relating to the elements in the local context. Trainers can adapt this activity to suit the participants. For example, some participants may not have had much contact with persons with disabilities so may not be able to bring their own perspectives. In this case you may prefer to organize a field visit to persons with disabilities in the community to discuss their own successes and challenges. If you choose to organize a field visit, guidelines for organizing this are provided at the end of the session plan. You can adjust the timing of this session based on the type of visit you choose for this session.</i></p>

10.1 Introduction (5 minutes)

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Introduce the session.

Explain: CBID is a strategy to realize the articles of the UN CRPD. Earlier in the training we looked at the 25 elements that make up the CBR Matrix. In this session we will work in groups to look in more detail at the successes and challenges in our country in relation to the five components, and how we can collaborate as CBID stakeholders to improve mainstreaming.

CBR/CBID component successes and challenges

Learning objectives

By the end of the session, participants shall be able to:

- Discuss the main successes and challenges in implementing the five components of the CBR Matrix and how to address the challenges.

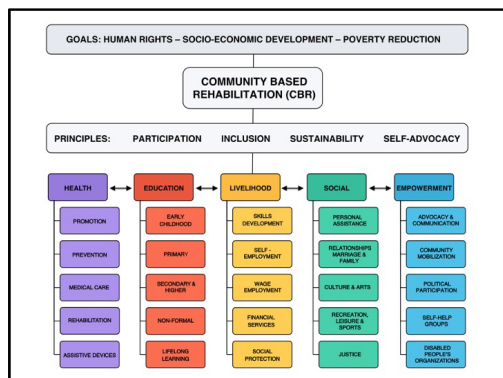
CBID Component successes and challenges: 2

Introduce the learning objectives of the session.

10.2 The CBR Guidelines and Matrix (10 minutes)

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Explain: As we covered briefly earlier in the training, CBR's evolution into a broader multi-sectoral development strategy led to the development of a CBR Matrix to provide a common framework for CBR programmes. Divided into five components, each component has five elements.



- Individual CBID programmes are unlikely to cover all of the elements but focus on those which meet their needs, priorities and resources.
- Ideally, different programmes complement each other to address the full scope of the Matrix and achieve CBID.
- The areas are all linked: a person with a disability has needs related to all five areas of the CBR Matrix and beyond.

10.3 CBR Matrix components (125 minutes)

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Explain: In this activity we are going to give you the opportunity to go into one of the five Matrix components in more depth with colleagues to consider it in relation to our local context.

Activity

Work in your group to read your assigned component in the Participant Manual:

- Summarize the group discussion of mainstreaming **successes** and **challenges**.
- Recommend two ways in which we as stakeholders can collaborate to improve mainstreaming for this component.

CBID Component successes and challenges: 4

Introduce the activity.

Activity: CBR Guidelines components

Groups	Divide participants into five groups, each to be allocated one component of the CBR Matrix. You may wish to nominate one person who has good knowledge of each component as a group leader.
Instructions	Ask participants to review the Participant Manual information for their allocated component of the CBR Matrix. Ask groups to consider the mainstreaming successes and challenges for their component of the CBR Matrix and be ready to summarise the discussion to the main group. They should also write down two recommendations of 'next actions' that stakeholders can collaborate on to improve mainstreaming for their component.
Monitor	Check that the groups are working on their assigned area of the CBR Matrix and that they are listing successes and challenges to present. Remind them to cover all five elements in their component. Give the group time markers and remind them 30 minutes before the end of the time to write up the successes and challenges they have experienced / discussed, and decide on their 'next actions' they would like to recommend to the group on how stakeholders can collaborate to encourage mainstreaming.

Time	<p>Allow 60 minutes for discussion and preparation of presentation. Allow 5-6 minutes for each presentation and 30 minutes in total for general discussion after the presentations. (Total time: 120 minutes).</p>
Feedback	<p>Ask each group to present in turn. Let them know when they have 2 minutes left. Stop them when they have presented for 8 minutes.</p> <p>Ask participants to note down any comments or questions they have, and let all groups present before facilitating a discussion about the presentations and suggestions.</p> <p>Type up the next action recommendations from the groups for further discussion or circulating during or after the training to encourage participants to act on the recommendations.</p>

Summarize that to achieve Community Based Inclusive Development, persons with disabilities need to access their rights to inclusion in all areas of the CBR Matrix. They will have life experiences within all five areas of the CBR Matrix.

Ask if anyone would like to comment on something they can start to do today as an action.

Close the session.

Guidelines for organizing home visits to persons with disabilities

Organizing home visits are a good idea if time is available and can be a good option particularly if participants of the training are from sectors where they have not had much personal interaction with persons with disabilities. This can help to give them insights into the lives of persons with disabilities and to bring to life the training concepts covered. It also provides a break from the training room environment and can be scheduled for day 3 or 4 of the training. Ensure that if this is planned, any necessary permissions are obtained and protocols observed, such as a visit to a village chief or elder. Discourage people from taking photographs during the visit unless these are specifically offered or needed, and if so, only 1 person should take pictures.

It is useful to give the groups some headings relating to questions they should ask of the people they are visiting such as those listed below. Also give them a copy of the CBR Matrix to help as a prompt of different areas of their life to discuss. However, emphasize that when they are meeting with a person with a disability in the community, they should be focused on the person, and not on writing down everything they say. They should also use their observation skills of the local environment and the interaction of people within it to give a broader sense of the person's lived experience.

They should nominate one person to take notes while the other members focus on engaging with the person. They should also nominate one member of the group to thank the person at the end of the visit, for their willingness to share their experience.

Where possible, organize visits to a range of people whose lives are particularly relevant to one area of the CBR Matrix and match the groups accordingly. For example, the group allocated the Education component could visit a child in school, or someone who has been to university. The group allocated the Livelihood component could visit someone running their own business or working somewhere.

Groups should be encouraged to focus on the component they have been assigned, but also to look at how other elements of the person's life are related to the other CBR Matrix components. Basic information they should collect include:

- Name
- Age
- Home / family situation
- Type and cause of disability
- School / work / type of work
- Successes to participation they have experienced in life
- Challenges to participation they have experienced in life

As part of this activity, and using the feedback as a guide, the group should also list five 'next actions' to improve mainstreaming for this component.

