

9. Session plan: Working as a CBID volunteer

<i>Volunteer</i>	
Learning objectives	
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> • List the qualities of a volunteer. • List the roles of the volunteer. • Explain the process of electing volunteers. • Explain the reporting systems. 	
Time allocated	
<ul style="list-style-type: none"> • 65 minutes. 	
Resources needed	
<ul style="list-style-type: none"> • Whiteboard or flipchart • Flipchart paper and markers 	
Preparation	
<p>Familiarise with:</p> <ul style="list-style-type: none"> • Working as a CBID volunteer session plan and Participant Manual content. <p>Ensure:</p> <ul style="list-style-type: none"> • That the trainer of this session has a good level of knowledge of the CBR/CBID landscape and all aspects of the identification, roles and management of volunteers at community level. • That this session is personalised to your context to ensure its relevancy. For example, the content is primarily designed for a context where a CBR/CBID programme is established with recognised CBR/CBID volunteers in place. If, however, this is not the case, you can adapt the session to primarily encourage all stakeholders to fulfil a voluntary role to collaborate and network with persons with disabilities and other stakeholders in the community to achieve disability inclusion. In this scenario, rather than delivering this session as described in this session plan, instead hold a plenary discussion to identify what is happening in the district to support persons with disabilities at the moment, and identify gaps that the stakeholders present could network and collaborate on to strengthen meeting the basic needs of persons with disabilities and their inclusion in the community. <p>Review:</p> <ul style="list-style-type: none"> • The information in both the session plan and the Participant Manual which includes examples from Zambia. Check if this is consistent with your own context and make any changes necessary to ensure it is relevant and accurate. The role and accountability of CBID Volunteers may be different in each country, as well as the selection criteria and process. <p>Write:</p> <ul style="list-style-type: none"> • Flipcharts of the text within each of the boxes headed Write on BOARD in advance of the session to help the flow. 	

9.1 Introduction (10 minutes)

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Explain:

- CBID volunteers are the heart of any CBID programme. Without volunteers, nothing can be achieved.
- Volunteers are the frontline workers who have the direct relationship with persons with disabilities in the community and have the opportunity and the responsibility to inspire and empower them, as well as a role in identifying them (such as through early identification and referral, or identifying children with disabilities hidden in the community)
- Volunteers are vital community mobilisers and networkers.
- Volunteers also have the role of sensitizing non-disabled people on the needs and potential of persons with disabilities.
- We need to promote inclusive development and ensure that everyone in the community sees it as their responsibility. Some people have seen CBID as something for disability organizations to worry about. When we promote CBID we're emphasizing that it is **everyone's** responsibility.
- If everyone in the community recognises the potential of persons with disabilities, we can achieve community based inclusive development – CBID.
- This training is about providing tools to support volunteers, and this session is about understanding the qualities and roles of a volunteer as well as their reporting requirements, and the process of election.

Write on BOARD:

Working as a CBID volunteer learning objectives:

- List the qualities of a volunteer
- List the roles of the volunteer
- Explain the process of electing volunteers
- Explain the reporting systems

Read the learning objectives from the board.

9.2 Roles, responsibilities and qualities of CBID volunteers (35 minutes)

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Ask: Who can give an example of a situation where a volunteer made a positive impact on the life of a person with a disability in their community?

Trainer's notes:

- Encourage responses that give a variety of situations. For example, you could ask for an example involving a child if you've only had situations relating to adults; or you could ask for an example relating to a woman if you've only had examples relating to men.
- Think about the list of the qualities of a volunteer and how these are illustrated in the examples given. Make sure you get enough examples to highlight some of those qualities being used, and ask questions if you want to draw out other qualities. For example:
 - What attitude did the other members of the family have and how did you deal with that?
 - How did you persuade the manager to interview the person with a disability?
 - How did you know the child was being hidden in the house?
- You can also add an example of your own such as the case of a volunteer working with a family where the parents of a six-year-old child who couldn't walk wanted to go to a witchdoctor for a cure. The volunteer persuaded them to take the child to a clinic and there the child was diagnosed as needing physiotherapy. After a series of physiotherapy sessions now the girl is able to walk.

Acknowledge responses. Take 2-3 examples from participants.

Write on BOARD:

- What activities are CBID volunteers responsible for?

Ask: From these stories, what are some of the **activities** that CBID volunteers are responsible for?

Write keywords on the board such as providing information, networking, advocacy, raising awareness, motivating, referring, producing devices, identification of persons with disabilities etc.

Write on BOARD:

- Qualities CBID volunteers need to have

Ask: What are the **qualities** the volunteers demonstrated to achieve their success in the stories we heard?

Write the responses on the board and add any that you observed that have not been mentioned.

Explain:

- Volunteers need a range of skills to carry out their roles successfully as we have seen illustrated in these stories.

Refer participants to the Participant Manual chapter and the list: *The role and responsibilities of CBID Volunteers include the following:*

Highlight some of the links between the list and the stories given by the participants previously.

Ask participants to discuss the list with the person next to them and consider if they are working in all of the areas highlighted. **Allow** 5 minutes.

Ask if there are any comments or observations. **Allow** 5 minutes for discussion.

Emphasize the wide range of responsibilities that a volunteer has in the community.

Ask a participant to read through the list: *A CBID Volunteer should be.*

Emphasise that all of these qualities are important, and that CBID volunteers must continue to strive to meet the highest standards in all these qualities so that inclusion for persons with disabilities can

be realised. Highlight that if a volunteer has an issue with a particular person or family in their area they should excuse themselves and identify another volunteer to handle the situation for the benefit of the person or family as well as for the volunteer themselves.

Ask: What are the benefits of being a CBID Volunteer?

Acknowledge responses and write some of the keywords on the board.

Emphasize that CBID Volunteers are the foundation of a strong and effective CBID programme and their day to day, week to week, and month to month commitment to their role makes a huge difference to the lives of persons with disabilities and their families and communities.

9.3 Electing CBID Volunteers (10 minutes)

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Ask: Who can share with us how they were elected as a CBID Volunteer?

Acknowledge responses.

Explain the process of electing CBID volunteers in your country.

Ask if there are any comments or questions.

9.4 Reporting requirements for volunteers (10 minutes)

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Explain the reporting requirements for volunteers in your country.

Ask if anyone would like to comment on something they have learnt in this session.

Allow a few people to comment.

Close the session.