

6. Session plan: Introduction to CBR/CBID

<i>Volunteer</i>	
Learning objectives	
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> • Explain CBR/CBID. • Explain the background to and purpose of the CBR Guidelines. • List the five components of the CBR Matrix. • List the five elements under each component. 	
Time allocated	
<ul style="list-style-type: none"> • 100 minutes. 	
Resources needed	
<ul style="list-style-type: none"> • Whiteboard or flipchart • Flipchart paper and markers • Hard copy of CBR Guidelines, if available. • A1 poster of CBR Matrix • Five strips of the CBR Matrix components 	
Preparation	
<p>Familiarise with:</p> <ul style="list-style-type: none"> • Introduction to CBR/CBID session plan and Participant Manual content. <p>Pin:</p> <ul style="list-style-type: none"> • CBR Matrix poster on the wall. <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. <p>Print:</p> <ul style="list-style-type: none"> • A4 summary of each of the 5 CBR Matrix components for activity. Print from session resources folder or from end of session plan. Laminate if you wish to reuse. 	
Trainer's notes:	
<p><i>Participants are not expected to have a detailed understanding of all the components and all the elements of the CBR Matrix by the end of the session. They should, however, realize that there are five components and five elements within each component. Some idea about each will come from the activity. It is important for participants to understand that CBR/CBID is about persons with disabilities having access to support in all of these element areas and not just those that they may work with themselves (especially if they are still operating from a more medical model perspective). A broader understanding will help encourage networking between different CBID stakeholders.</i></p>	

6.1 Introduction (5 minutes)

Write on BOARD:

Introduction to CBR/CBID learning objectives:

- Explain CBR/CBID
- Explain the background to and purpose of the CBR Guidelines
- List the five components of the CBR Matrix
- List the five elements under each component

Introduce the session.

Explain:

- This training programme promotes the strategy of CBID as a way of realizing the inclusion of persons with disabilities, in line with the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD). We use the term CBID because we feel it more accurately reflects the strategy which has evolved over many decades in parallel to the evolution of the disability movement itself, and it has drawn on the changes in how disability has been viewed.
- In this session we are going to discuss CBID as well as the CBR Guidelines and Matrix.

6.2 Background to CBR/CBID and the CBR Guidelines (25 minutes)**Write on BOARD:**

- CBR started in 1978 by WHO
- More than 100 countries
- Aim to improve quality of life for persons with disabilities

CBR Guidelines:

- Published 2010
- Based on UN CRPD

Summarize the key points below:

- CBR, or CBID as it is increasingly referred to – and the term we promote in this training - was initiated by the WHO in 1978.
- Practised in more than 100 countries of the world.
- Its aim is to enhance the quality of life for persons with disabilities and their families; to meet their basic needs; and to ensure their inclusion and participation.
- CBR Guidelines published in 2010.
- A response to a need to provide a common understanding of the concepts and principles of CBR as a comprehensive rights-based approach.
- Based on the principles of the UN CRPD.

If available, show a copy of the CBR Guidelines to participants and explain the Guidelines can be downloaded from the WHO website.

Write on BOARD:

Objectives of the CBR Guidelines:

- Develop / strengthen CBR programmes in line with the UN CRPD
- Promote CBR as a strategy
- Support stakeholders to meet basic needs and enhance QOL of PWDs and families

Explain: The objectives of the CBR Guidelines are:

- To develop and strengthen CBR programmes in line with the UN CRPD.
- To promote CBR as a strategy for CBID to assist in the mainstreaming of disability.
- To support all stakeholders to meet the basic needs and enhance the quality of life of persons with disabilities and their families by facilitating access to the health, education, livelihood, social and empowerment sectors.
- Everyone should be involved in CBID. The term CBID emphasises inclusion.

Explain the implementation of CBID:

- Implementation of CBID is through development structures, services and facilities at local government level.
- It is supported by enabling policies and legislation with the active involvement of persons with disabilities and their families.
- Close collaboration/networking between stakeholders plays a key role in the effective implementation of CBID.

Explain the core actions under CBID as noted on the board.

Write on BOARD:

Core actions under CBID:

- Identification of persons with disabilities
- Referral services
- Awareness raising on disability as a rights and development issue
- Community networking
- Capacity building for different cadres
- Needs assessment
- Service delivery within localities
- Supervision and monitoring
- Resource mobilisation

Expand on, or ask questions around some of these actions.

Emphasize the importance of early identification of children with disabilities. Volunteers are often in a strong position to support parents to recognise if their child is not reaching usual development milestones, and refer them to a relevant centre for review. When developmental delays are identified early, it gives the child and family the best chance to receive any necessary support and for the child to reach their potential.

6.3 The CBR Matrix (70 minutes)

	<i>Volunteer</i>	
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Explain: CBR developed from a very narrow medical approach to one that now covers all areas of a person’s life as reflected in the term CBID. This 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. The CBR Matrix is a useful tool for CBID planning.

Explain: Usually CBID programmes only work in some of the areas of the CBR Matrix, but other development projects might work in other areas. Overall, the aim is that all areas are covered by different stakeholders – as all are needed by persons with disabilities. CBID is a human rights issue.

Explain: Each component of the CBR Matrix has strong linkages with the other components. For example, a person with a disability needs to be healthy and may need an assistive device in order to work. Without education, someone’s opportunities to work will be limited. And an adult who is working is more able and likely to participate in social, cultural and political life. When we talk of CBID as a strategy, we are referring to the combined efforts of stakeholders, ensuring that links are made within and between sectors to address the needs of persons with disabilities. These linkages are at the heart of effective CBID.

Refer to the CBR Matrix poster on the wall.

Direct participants to the diagram of the CBR Matrix in their Participant Manual.

Explain the goals:

- Human rights
- Socio economic development
- Poverty reduction.

Explain the underlying principles:

- Participation
- Inclusion
- Sustainability
- Self-advocacy.

Introduce the activity.

Activity: CBR Matrix components	
Groups	Divide participants into five groups and allocate each group one of the components from the CBR Matrix (each component includes five elements). Direct them to the summary of the CBR Matrix areas in their Participant Manual.

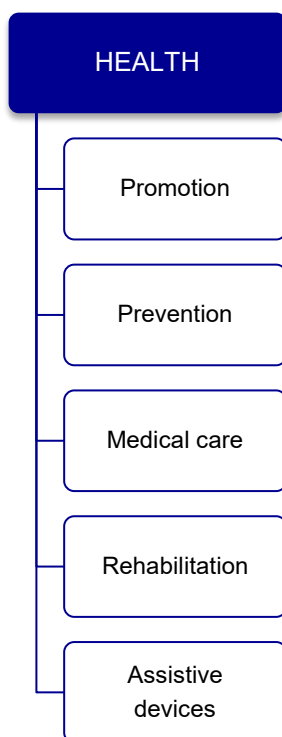
Instructions	<p>Ask groups to discuss the five elements of their allocated CBR Matrix component.</p> <p>Groups should try to think of examples in their local community to illustrate each of the five elements, where possible. These can be activities or services available to everyone, or for persons with disabilities in particular or a mix.</p> <p><i>For example, within the Health component:</i></p> <ol style="list-style-type: none"> 1. <u>Promotion element</u> - there may be advice for new mothers at the local clinic about promoting and maintaining good health for young babies. 2. <u>Prevention element</u> – there may be a programme of inoculations at the clinic to help prevent childhood illnesses, or information about HIV or malaria prevention. <p>Each group should be prepared to explain the five elements of their component to the whole group, giving examples where possible.</p>
Monitor	<p>Check the groups are working on their allocated component and have understood the task. Emphasize that their examples don't have to be specifically for persons with disabilities.</p>
Time	<p>Allow 20 minutes for the groups to review their elements and discuss local examples. Allow 5 minutes for each group to present to the others. Plus 15 minutes discussion in total at the end of each group presentation and at the end (Total time: 60 minutes).</p>
Feedback	<p>Ask each group in turn to present to the whole group.</p> <p>Let them know when they have one minute left. Stop them when they have presented for five minutes.</p> <p>After each group has presented, ask other participants if they have 1-2 further examples of activities or initiatives they are aware of within that component.</p>
<p>Trainer's notes:</p>	
<ul style="list-style-type: none"> • <i>The purpose of this activity is to familiarise participants with the CBR Matrix, the five components and the five elements within each component.</i> • <i>Participants do not need to have detailed knowledge of each component/element.</i> • <i>Note: it may not be possible to find local examples of all the elements.</i> • <i>Trainers should help groups during their presentations, if necessary, to clarify the elements within each component.</i> 	

Facilitate a brief discussion about how the components and elements link together, and how referral between them can take place.

Ask if there are any questions.

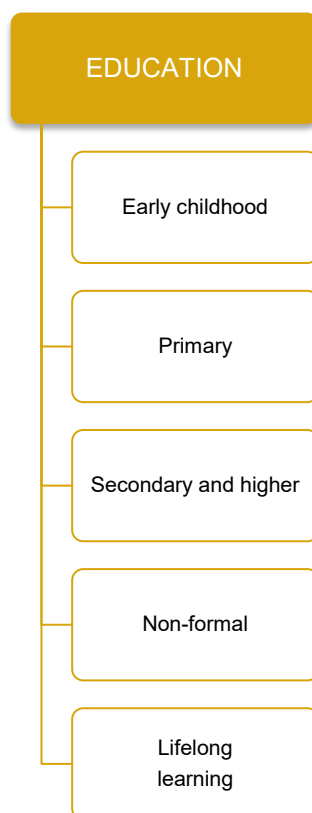
Close the session.

Health



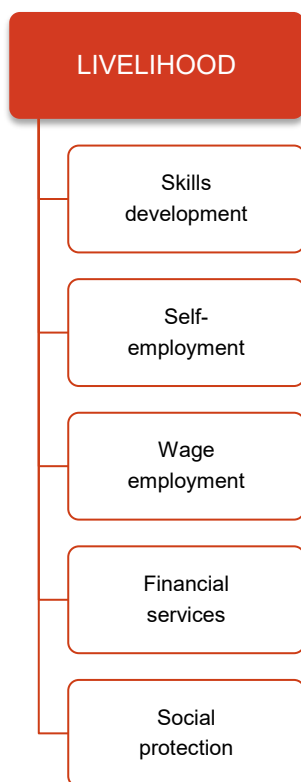
	Role of CBID
Promotion	<ul style="list-style-type: none"> • To identify health promotion activities at local, regional and national level and work with stakeholders to ensure access and inclusion for persons with disabilities and their family members. • To ensure that persons with disabilities and their families know the importance of maintaining good health and encourage them to actively participate in health promoting actions.
Prevention	<ul style="list-style-type: none"> • To ensure that communities and relevant development sectors focus on prevention activities for persons with disabilities and non-disabled people. • To provide support for persons with disabilities and their families to ensure they can access services that prevent development of negative health conditions or secondary complications.
Medical care	<ul style="list-style-type: none"> • To work in collaboration with persons with disabilities and their families and medical services to ensure that the former can access services designed to identify prevent, minimize and/or correct health conditions and impairments.
Rehabilitation	<ul style="list-style-type: none"> • To promote, support and implement rehabilitation activities at the community level and facilitate referrals to access more specialized rehabilitation services.
Assistive devices	<ul style="list-style-type: none"> • To work with persons with disabilities and their families to determine their needs for assistive devices and facilitate their access and ensure maintenance repair and replacement.

Education



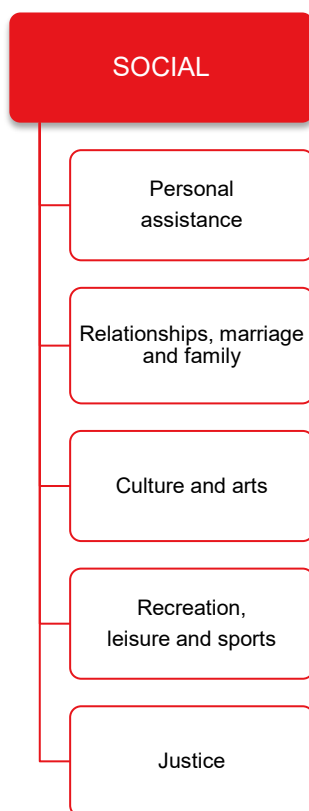
	Role of CBID
Early Childhood	<ul style="list-style-type: none"> • Identify families with children with disabilities. • Interact and work closely with the families and their communities. • Assist in laying the foundations for all activities in the child's life.
Primary	<ul style="list-style-type: none"> • Collaborate with primary education systems to create inclusive local schools. • Support families and children with disabilities to access primary education in their local community. • Develop and maintain links between the home, community and schools.
Secondary and higher	<ul style="list-style-type: none"> • Facilitate inclusion with increased access, participation and achievement for students with disabilities. • Work with school authorities to make the environment more accessible and the curriculum more flexible.
Non-formal	<ul style="list-style-type: none"> • Work with non-formal programmes e.g. adult literacy programmes to ensure that persons with disabilities are able to access educational opportunities in inclusive settings. • Help persons with disabilities to access educational opportunities that are suited to their own needs and interests.
Lifelong learning	<ul style="list-style-type: none"> • Provide persons with disabilities with continuous learning opportunities to prevent their social exclusion, marginalization and unemployment.

Livelihood



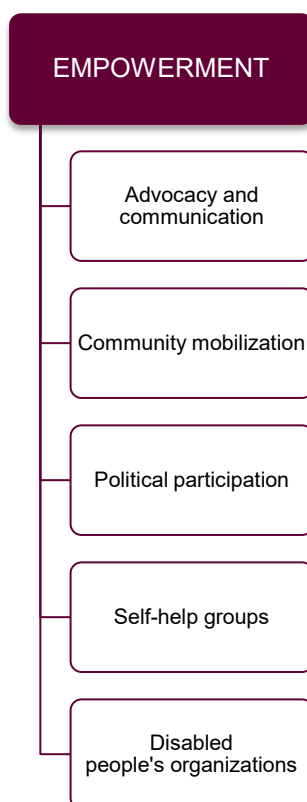
	Role of CBID
Skills development	<ul style="list-style-type: none"> To enable persons with disabilities to access work opportunities, by actively promoting and facilitating the acquisition of relevant knowledge, skills and attitudes.
Self-employment	<ul style="list-style-type: none"> To encourage and support self-employment by assisting persons with disabilities and their families, either individually or in groups, to access skills development and financial and material resources.
Wage employment	<ul style="list-style-type: none"> To enable persons with disabilities to access and retain wage employment, by working to increase equal access and treatment in the workplace, as well as access to services that lead to wage employment.
Financial services	<ul style="list-style-type: none"> To identify, facilitate, and promote access of persons with disabilities to financial services.
Social protection	<ul style="list-style-type: none"> To facilitate the access of persons with disabilities to mainstream or specific social benefits. To promote the provision of, and inclusion of persons with disabilities in, social protection measures.

Social



	Role of CBID
Personal assistance	<ul style="list-style-type: none"> To support persons with disabilities to access and actively manage the personal assistance necessary to live with self-determination and dignity.
Relationships, marriage and family	<ul style="list-style-type: none"> To support persons with disabilities to have fulfilling relationships with members of their families and communities.
Culture and arts	<ul style="list-style-type: none"> To work with relevant stakeholders to enable persons with disabilities to enjoy and participate in cultural and arts activities.
Recreation, leisure and sports	<ul style="list-style-type: none"> To promote increased participation of persons with disabilities in recreation, leisure and sports activities. To provide support to mainstream organizations and programmes to enable them to offer appropriate and accessible recreation, leisure and sports activities.
Justice	<ul style="list-style-type: none"> To promote awareness of the rights of persons with disabilities. To provide support to persons with disabilities and their family members to access justice when they face discrimination and exclusion.

Empowerment



	Role of CBID
Advocacy and communication	<ul style="list-style-type: none"> • To support persons with disabilities to develop advocacy and communication skills. • To ensure that the environment provides appropriate opportunities and support to allow persons with disabilities to make decisions, and express their needs and desires effectively.
Community mobilization	<ul style="list-style-type: none"> • To mobilize the communities to ensure that: • Negative attitudes and behaviour towards persons with disabilities and their families change. • The community is supportive of CBID. • Disability is mainstreamed across all development sectors.
Political participation	<ul style="list-style-type: none"> • To ensure that persons with disabilities have the information, skills and knowledge to enable them to participate in political processes and have access to opportunities to participate. • To ensure that disability issues are visible so that they are included into processes of political decision-making.
Self-help groups	<ul style="list-style-type: none"> • To provide support and assistance to persons with disabilities and their families to form new self-help groups and to support the capacity of existing ones to help them achieve greater impact. • Where mainstream groups, such as women's groups and microcredit groups already exist, to work with them to promote the inclusion of persons with disabilities and their families.
Organisations of Persons with Disabilities (OPDs)	<ul style="list-style-type: none"> • Work as a partner with disabled people's organizations where they exist. • Provide assistance as and when appropriate to support the formation of disabled people's organizations where they do not exist.