

10. Session plan: Components of CBR/CBID

<i>Volunteer</i>
Learning objectives
By the end of the session participants shall be able to: <ul style="list-style-type: none">• Give examples of successes in implementing the five components of CBID• Give examples of challenges in implementing the five components of CBID• Explain how to address some of the challenges
Time allocated
<ul style="list-style-type: none">• 150 minutes (Allow a full afternoon for this session) Note: 30 minutes has been allowed for transport to and from the alternative venue. Adjust timetable as needed based on travel times.
Resources needed
Take these to the venue you are using for this session: <ul style="list-style-type: none">• Whiteboard or flipchart• Flipchart paper and markers• A1 Poster of the CBR Matrix
Preparation
Choose location: <ul style="list-style-type: none">• If possible, hold this session in a different location to the training to give participants a change from the normal training space and a different experience. This might be in a space that can help you highlight some of the opportunities or challenges facing persons with disabilities – such as a school classroom, church hall, community centre etc. It might be a workplace of one of your 'panel' of guest speakers. This might be walking distance from your training facility or require transport considerations. Familiarise with: <ul style="list-style-type: none">• Components of CBID session plan and Participant Manual content.• Guidelines for organizing the community visit at the end of the session plan. Identify and brief: <ul style="list-style-type: none">• Three persons with disabilities in the community (or training participants) who have different disabilities and experiences and are prepared to join a panel discussion to talk about different areas of their lives. Write: <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.

Trainer's notes

This session builds on the previous session to help familiarize participants with the 25 elements of the CBR Matrix to ensure they understand the scope of CBID and the issues relating to the elements in your local context.

Community visits are a useful way for participants to meet persons with disabilities, in the community environment, and to discuss aspects of their lives with them in relation to the components of the CBR Matrix. Participants can identify where each component has been successful in impacting on the person's life and where it has been less successful.

It is a flexible session that can be modified to suit the local situation, as long as the core learning objectives are met for participants.

10.1 Introduction (5 minutes)

Volunteer

Write on BOARD:

Components of CBID learning objectives:

- Give examples of successes in implementing the five components of CBID
- Give examples of challenges in implementing the five components of CBID
- Explain how to address some of the challenges

Trainer's notes:

As detailed in the preparation section, ideally this should take place in a different environment from the training facility. Or – the Introduction and Activity sections can be carried out at the training venue, before the group moves to the venue for the panel discussion.

Read the learning objectives of the session from the board.

Explain: As we covered briefly earlier in the training, CBR's evolution into a broader strategy led to the development of the CBR Matrix to provide a common framework for CBR programmes, and we now more commonly refer to CBR as CBID – Community Based Inclusive Development.

Refer to the CBR Matrix poster on the wall and in the Participant Manual, highlighting and briefly outlining the five components and 25 elements.

Explain:

- We are going to look at some of the successes and challenges of implementing the five components of CBID in our country.
- Most CBID programmes will only cover some elements, which meet the programme's needs, priorities and resources.

10.2 Components of CBID successes and challenges (30 minutes)

<i>Volunteer</i>	
Activity: CBR/CBID successes and challenges	
Groups	Divide participants into five groups, each to be allocated one component of the CBR Matrix.
Instructions	In their groups, ask participants to review the reference information for their allocated component of the CBR Matrix in the Participant Manual and to discuss their own experiences of successes and challenges relating to the five areas of their component.
Monitor	Check the groups are working on their allocated component and have understood the task.
Time	Allow 20 minutes for the groups to review their component and discuss their experiences.
Feedback	Participants do not have to present back to the group. This activity is partly in preparation for the panel discussion below to ensure that between the participants they consider different aspects of the panel members lives in relation to the CBR Matrix.

10.3 Components of CBID Panel discussion (60 minutes)

<i>Volunteer</i>	
------------------	--

Introduce the 2-3 persons with disabilities you have invited to participate in this session.

Ask each of them to speak for about five minutes to explain something about themselves. This can be whatever they want to share with the group (see *Guidelines for identifying and briefing panel of persons with disabilities for the panel discussion* at the end of the plan).

When they have all finished their introductory remarks, **invite** participants to ask questions. They can direct questions at any or all of the panel members based on if they feel they are relevant. Based on the time available, **bring** the discussion to a close when needed and **ask** the panel members to give one or two remarks in closing.

Ask one of the participants to lead a song of thanks, or give a vote of thanks to the panel.

Thank the panel members for their time and contributions.

10.4 Summary discussion (25 minutes)

	<i>Volunteer</i>	
--	------------------	--

Invite participants to highlight any similarities between their group discussions and the experiences mentioned by the panel members, highlighting different CBR Matrix areas.

Add your own observations on how the different areas of each person's life are impacted by their experiences in relation to the different areas of the Matrix such as their education, work, healthcare, and inclusion in community life, and how they are interlinked.

Ask participants to highlight any successes or challenges in relation to the five CBR Matrix areas that they discussed in their groups earlier that have not been covered in the discussions so far.

Acknowledge responses.

Close the session.

Guidelines for identifying and briefing panel of persons with disabilities for the panel discussion

- Identify 2-3 persons with disabilities from the local community to participate in a panel discussion. Try to choose people of different sexes, ages, disabilities, and experiences. Choose people who will be comfortable to talk in front of a group and answer questions.
- Explain to the panel speakers that you would like them to spend about 5 minutes giving the participants some information about themselves and their lived experience as a person with a disability in different areas of their life including their health / education / work / social life / and participation in their community. Explain that you are trying to show how they have been helped or held back in different areas of their life. Explain that the participants will then ask them questions relating to different areas of their lives.
- Try to brief them at least 1-2 days before the session to give them time to think about their role in the session.
- Identify a venue where you can hold the panel discussion – this will provide a change of scene from the training venue. It might be somewhere that also helps you demonstrate a positive community environment, such as an inclusive school, very accessible OPD office, thriving community training facility, healthcare facility, or similar. It could be the workplace of one or more of your panel speakers for example. Arrange use of their meeting room or other space for an afternoon, and take any refreshments needed for your participants and panel.
- The talks by the persons with disabilities and their families during the visit can help to give participants insights into their lives and to bring to life the training concepts covered.
- The community visit is best arranged for a full afternoon.

Note: Check if any of the members are uncomfortable sitting as a 'panel' at the front of the room. If so, another option is for them to be seated around the table with the participants. Alternatively, the group can be split into three and each group interacts with one of the visitors, then the groups report back to the main group for the last section of the session.

