

15. Session plan: Stakeholder mapping and CBID Networking

Volunteer	
Learning objectives	
By the end of the session participants shall be able to: <ul style="list-style-type: none">• Describe community assets.• List stakeholders that operate in the community.• Explain how CBID promotes collaboration and networking among the stakeholders.	
Time allocated	
<ul style="list-style-type: none">• 150 minutes.	
Resources needed	
<ul style="list-style-type: none">• Whiteboard or flipchart• Flipchart paper and markers• A1 poster of CBID stakeholder groups	
Preparation	
Familiarise with: <ul style="list-style-type: none">• Stakeholder mapping session plan and Participant Manual content. 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:	
<i>Try to keep this session focussed on local issues at community level. Use the participants to guide the discussion around stakeholders and their roles and responsibilities to see what's working and where improvements in collaboration can be made.</i>	

15.1 Introduction (10 minutes)

Volunteer

Write on BOARD:

Stakeholder mapping and CBID Networking learning objectives:

- Describe community assets
- List stakeholders that operate in the community
- Explain how CBID promotes collaboration and networking among the stakeholders

Introduce the session.

Explain:

- Every community has a variety of stakeholders.
- A number of stakeholders at village and community level are responsible for ensuring the success of CBID. This session looks at the key stakeholders, their roles and responsibilities and how best to improve effectiveness to achieve long term, sustainable benefits for those most in need, including persons with disabilities.
- We are going to look at the stakeholders in this community and the services they provide – and whether persons with disabilities access them.

Read out the learning objectives from the board.

15.2 Community assets and CBID (20 minutes)

Volunteer

Ask participants to discuss with the person next to them what they think we mean when we refer to community assets?

Give pairs a few minutes to discuss and then ask for responses. Ask your co-trainer to make notes of key words on the flipchart.

Explain:

- It can be a **person** - These are all community assets - Teacher, Social worker, Agricultural extension officer, or person with a disability. Whoever has a role in the community.
- It can be a **physical structure or place** - a school, clinic, hospital, church, library, recreation centre, social club, farm.
- It can be a **community service** that makes life better for all community members or specifically for persons with disabilities – such as accessible public transportation, health services, police services, places of worship, youth training centres, community organizations.
- It can be a **business** that provides jobs and supports the local economy, including the potential to employ persons with disabilities.
- **Everyone** in the community is a potential community asset. Everyone has some skills or talents, and everyone can provide knowledge about the community, connections to the people they know, and the kind of support that they can offer.
- This suggests that everyone in the community can be a force for community improvement if only we knew what their assets were, and could put them to use. Don't forget to identify **yourself!**

Ask participants to discuss in the same pairs why they think it is important to identify community assets?

Give pairs a few minutes to discuss and then ask for responses.

Write on BOARD

All of these Community Assets can be used as a foundation for improvement:

- Person with a role in community
- Physical structure or place
- Community service
- Businesses
- All community members

Explain:

- Assets can be used as a foundation for **community improvement**.
- Identifying and mobilizing community assets enables community residents to gain control over their lives. People can become active shapers of their own destinies, instead of passive clients receiving services from a variety of agencies.
- There may be organizations within the community who can support initiatives financially or with gifts in kind. Some companies for example, have a corporate social responsibility (CSR) budget. Other organizations exist to serve the community such as Lions Clubs and Rotary Clubs.
- External resources such as grants may not be available. Therefore, the resources for change must come from within the community.
- Improvement efforts are more effective, and longer lasting, when community members dedicate their time and talents to changes they desire. For example, if someone comes and says 'We're going to sink boreholes' you might say 'we have boreholes – what we really need is for them to be made more accessible'.
- You can't fully understand the community without identifying its assets. Knowing the community's strengths makes it easier to understand the kinds of programmes or initiatives that might be possible to address the community's needs.
- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive.

15.3 CBID stakeholders (20 minutes)

	<i>Volunteer</i>	
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Write on BOARD

Well-managed CBID activities:

- focus on the needs, priorities and resources of the community
- are inclusive of all key community stakeholders
- are guided by the UN CRPD

Explain: The CBR Guidelines note that well-managed CBID activities:

- focus on the needs, priorities and resources of the community
- are inclusive of all key community stakeholders
- are guided by the Convention on the Rights of Persons with Disabilities (UN CRPD) (the rights-based model of disability), local policies and legislation aligned to international standards.

Success depends on:

- sharing responsibility and effective referral systems
- good networking – establishing CBID Networks can provide a long-term strategy for good collaboration and communication to achieve inclusion
- close involvement of persons with disabilities, their families and organisations that represent them.

Pin up the poster of CBID stakeholders.

Highlight the diagram of CBID Stakeholders in the Participant Manual.

Explain: The CBR Guidelines describes stakeholders in these five categories.

CBR/CBID Stakeholders



Describe the five levels of stakeholder, according to the diagram on the poster:

- National government, leaders, media
- Local government, NGOs, disability groups
- Community leaders, teachers, health and community workers
- Community
- Persons with disabilities and their families.

Note that service providers are not identified separately as they might be Government, or NGOs, or Community or religious organizations.

Ask participants which group they are in.

Acknowledge responses.

15.4 CBID Networking (70 minutes)

	<i>Volunteer</i>	
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Explain: For CBID to be effective, it must be well managed, and its success depends on close collaboration and networking between all stakeholders. If stakeholders work together in a network, they can share ideas and resources to capitalize on each other's strengths.

Listen to this case study of Networking from Zambia.

Refer participants to the case study in their Participant Manual and ask your co-trainer or a participant to **read** out the case study (copy below).

Case study

In Zambia, the CBID programme team realised that a lot of great work was taking place in different sectors for the inclusion of persons with disabilities such as in education, health, livelihoods, social and empowerment, but there was little collaboration or cooperation between the sectors. One sector didn't know what another was doing. Even within sectors there was a lack of information sharing. So, for example, a person with a disability might get access to education, but then struggle to access a job because they didn't know about opportunities available. Or someone would be running a vocational training programme and would welcome persons with disabilities to apply, but persons with disabilities who would benefit didn't hear about the programme. Within government structures, budget lines were allocated to disability issues but OPDs in some Districts didn't apply because they had no knowledge of them, so budgets were unspent.

The Zambia CBID Support Programme decided to establish WhatsApp groups in each District and they identified two committed and dynamic coordinators to manage each group – at least one of whom was a person with a disability. The Zambia CBID Support Programme provided advice and support on setting up the WhatsApp groups, such as setting terms of reference and rules, and giving information on core CBID concepts for the Co-ordinators to share. They also established another WhatsApp group where the coordinators could share information and experiences.

Four years after they were established the Network of WhatsApp groups are thriving, and information is being shared far and wide within and between Districts. Membership ranges from 30 members to 100 members, and includes stakeholders from Government at all levels and all sectors, OPDs, service providers, individual persons with disabilities, members of parliament, village leaders, and others. There are District CBID Networks now in place in over 25% of Districts, and the number is still growing.

As the numbers have increased, Provincial Coordinators have also been identified among the District CBID Network leadership to help coordinate the CBID District Networks in each Province.

Positive results have included:

- *more persons with disabilities hearing about opportunities for education, employment, training, and medical services*
- *duty bearers being held to account and accessible*
- *duty bearers having a greater understanding of the needs and potential of persons with disabilities*
- *greater awareness about budget provisions for disability issues*
- *persons with disabilities understanding more about their rights under international and national laws and instruments*
- *different sectors working in a more collaborative way and avoiding duplication*
- *stakeholders coming together as a united voice in advocacy and awareness efforts*
- *Learning taking place between districts – a success in one district is shared and then often replicated in other districts.*

Explain:

- A CBID Network is not a new organization – but a network of stakeholders including persons with disabilities who are committed to improving communication and collaboration to ensure the inclusion of people with disabilities in all aspects of society.
- Members of the network may be individuals, or from for example, government organizations, non-government organizations, or service providers. Such organizations will have their own mandates, programmes, priorities and governance systems and the CBID Network will not clash or compete with these, but be complementary.
- A CBID Network has a specific and unique role as a Network – with a focus on collaboration of a range of stakeholders to advocate for inclusion of all – to leave no-one behind.

- A CBID Network does not implement its own development programmes as a Network, and does not need to be registered. Its focus is to unite people with a common aim – to achieve inclusive development – to exchange ideas and collaborate to achieve that aim.
- If the CBID Network members see a need and an opportunity to carry out a project, this can be implemented under an appropriate member organization who has the governance structures in place to manage the project.

Activity: CBID Networking	
Groups	Divide into 4 groups.
Instructions	Ask all groups to read through the case study again and to discuss how this might work in our context. Groups to discuss CBID Networking in this country and share ideas on information they have, or initiatives that they are involved in, where CBID Networking and Information sharing in this way would be beneficial.
Monitor	Ensure groups are considering benefits for all sectors.
Time	Allow 30 minutes for small group discussion; 30 minutes for feedback and whole group discussion which follows. (Total time: 60 minutes).
Feedback	Ask participant groups to feedback on their discussions in turn and then facilitate a discussion.

Summarize:

CBID programmes are more likely to be successful and sustained when:

- they take account of local culture and customs
- are inclusive of the local population (including persons with disabilities)
- have the involvement and commitment of all key stakeholders
- strong networking systems are in place to ensure good cooperation and collaboration between all.

More active participation, increased coordination, networking and collaboration among stakeholders in the community will enhance implementation of CBID programmes and lead to more active participation of persons in development work at household as well as community level.

Ask if 1-2 participants would like to comment on something they have learnt in this session.

Close the session.