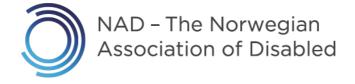# Networking for Community Based Inclusive Development (CBID)

Trainer's Manual
Volunteer Level

NAD – The Norwegian Association of Disabled

ACKNOWLEDGEMENTS

Other credits

FOREWORD: NORWEGIAN ASSOCIATION OF DISABLED

The perception as well as the content of CBR, Community Based Rehabilitation, has changed substantially over the years. When initiated in the 1970s, the strategy had a medical focus. CBR workers were trained to, and largely expected to respond hands-on to the various disability related needs of persons with disabilities in the community. Since then CBR has evolved to become a broader and more holistic developmental approach with the aim of fulfilling the human rights of persons with disabilities, whether it is about accessing good education, getting appropriate health services, earning an income, being included in society or actively contributing to the development of society. This transition is reflected in the emergence of **CBID**, Community Based Inclusive Development, as a new name of the strategy to reflect its broader scope. CBID is implemented by a broad network of stakeholders including organizations of persons with disabilities (OPDs), social workers, volunteers, community members, service providers, persons with disabilities and their family members, and others who mobilize resources and support within the community for the purpose of developing a disability inclusive society.

In order to secure a harmonized development of CBID aligned with the CBR Guidelines (2010) and the UN CRPD and Agenda 2030, it was considered important to develop CBID training packages that could be used by all stakeholders using CBID as a strategy for their intervention. Building on experience gained in the field of CBID across the African continent, a set of training packages has been developed for staff and volunteers engaged in CBID in Africa and beyond, covering all levels from management through workers to volunteer level.

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Director of International Programmes
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ACRONYMS

The following acronyms are used throughout the package:

CBID	Community Based Inclusive Development
CBMI	CBM International
CBID TP	Community Based Inclusive Development Training Package
CBR	Community Based Rehabilitation
CRC	Convention on the Rights of the Child
IDDC	International Disability and Development Consortium
IE	Inclusive education
ILO	International Labour Organization
LTP	Long Term Plan
NAD	Norwegian Association of Disabled
NGO	Non-Governmental Organization
OPD	Organization of Persons with Disabilities
PHC	Primary Health Care
PWD	Persons with disabilities
PWID	Persons with intellectual disabilities
SDGs	Sustainable Development Goals
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities
UNICEF	United Nations Childrens Fund
UDHR	Universal Declaration of Human Rights
UN	United Nations
WHO	World Health Organization

CONTENTS

Detailed session plans

i. INTRODUCTION

This *Networking for Community Based Inclusive Development (CBID)* Training Package has been devised in line with, and draws on, the World Health Organization (WHO) Guidelines on Community Based Rehabilitation (CBR) and the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD). The Norwegian Association of Disabled (NAD) funded its development.

This CBID Training Package was developed with the aim of facilitating the mainstreaming of disability issues in all sectors. CBID is a rights-based and development oriented approach to enhance the quality of life for persons with disabilities and their families. The approach aims to ensure their right to inclusion and active participation in their families and communities through the programmes, networking and collaboration of a range of stakeholders.

The need to develop a comprehensive training package was identified to train personnel from various disciplines and service providers and to orient decision makers at all levels on strategies for promoting disability as an integral component of development at national, regional, district and community levels.

By delivering training and championing the capacity building of the health, education, livelihood, social and empowerment sectors, stakeholders will be better equipped to mainstream disability in their sectorial policies, programmes, budgets, resource mobilization and allocation, planning, implementation, monitoring and evaluation, and reporting routines. They will also be empowered to establish CBID Networks to promote and increase collaboration to achieve inclusive development.

This *Networking for CBID* package has been modified from the country-specific packages developed for Malawi, Zambia and Zanzibar as a Universal package which can be delivered in any appropriate setting. It was piloted in Uganda. It has been developed in response to a demand from stakeholders in many African countries for training materials on CBID and is relevant for many African countries as well as some contexts outside of Africa. The *Networking for CBID* Training Package will be strengthened by the training team enriching and domesticating the sessions with local information, case studies, statistics, laws and policies, and cultural considerations.

ii.   FROM CBR TO CBID

As a trainer of this package, it is important that you understand the history of these terms and why the package uses and promotes the term CBID.

The shift in language from Community Based Rehabilitation (CBR) to Community Based Inclusive Development (CBID) has been widely discussed over recent years. This summary presents the benefits of promoting CBID over CBR.

Originally, when the World Health Organization introduced CBR in the 1970's it was focused on medical treatments and related interventions, and rehabilitation was its cornerstone. Through basic and specialized health services, rehabilitation reduced the consequences of disease or injury and improved health, function and quality of life[1]. Health personnel provided service provision for rehabilitation. Over time CBR has evolved to become a strategy that promotes inclusion, participation and empowerment of persons with disabilities, and facilitates access to existing services and a range of coordinated interventions across the health, education, livelihood, social and empowerment sectors for persons with disabilities and their families[2]. These interventions are summarised in the CBR Matrix within the CBR Guidelines[3]. While provision of rehabilitation services remains a critical aspect of CBR, it is one of many interventions of the holistic interventions provided not only by health personnel, but also by a range of other personnel from all sectors.

CBR increases participation and social inclusion of persons with disabilities through rehabilitation, equalizing opportunities and poverty reduction[4]. It is a rights-based and development-oriented approach for promoting inclusive development. It is a strategy now implemented by more than 100 countries as an effective tool to achieve the rights of people with disabilities in line with the UN Convention on the Rights of Persons with Disabilities (UN CRPD).

Although CBR is now much more than just rehabilitation, the use of the word in the CBR title may imply that interventions are still focused only on clinical interventions, and that persons with disabilities must be 'rehabilitated' in order for them to lead full and dignified lives. CBR is a term that some development stakeholders, including many Organizations of Persons with Disabilities (OPDs), may not understand in its current sense, as they view it as a medical strategy. There are also CBR actors whose approach remains very traditional and does not promote or facilitate the empowerment of people with disabilities, who further fuel this perspective. Furthermore, some stakeholders working in specific areas of the CBR Matrix such as inclusive education, access to justice, inclusive sports, culture and arts, may not be aware of the CBR Matrix and do not associate themselves as CBR stakeholders. This can limit their support of CBR, their collaboration with other actors, and their recognition of the relevance of CBR to them and their work.

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[1] World Health Organization (2014)

[2] NAD (2010)

[3] World Health Organization, UNESCO, International Labour Organization & International Disability Development Consortium. (2010). Community-based rehabilitation: CBR Guidelines. World Health Organization.

[4] ILO, UNESCO and WHO (2004)

This transition of CBR to a broader based strategy was reflected in the emergence of CBID, Community Based Inclusive Development, as a new name to reflect its broader scope.

In contrast to the term CBR, the term CBID is more recognised as a strategy that is relevant to all. It is seen as focusing on outcomes for persons with disabilities in the wider community.

CBID is achieved when barriers are removed at different levels of society, enabling active participation in development work across all sectors. Inclusive development results from the adoption and implementation of rights-based development approaches that respect differences and acknowledge and accept diversity as part of human life. Inclusive development engages society to remove all barriers that exclude persons with disabilities. It builds capacity and supports people with disabilities to lobby for their own inclusion.

Inclusive development respects equality of human rights for persons with disabilities and promotes their full participation in, and access to, all aspects of society [5]. Inclusive development is a global strategy that development stakeholders identify with and see as their responsibility.

It should be emphasised that the term CBR is not wrong or outdated, and some stakeholders may prefer to continue to use the term CBR. However, by using the term CBID in place of CBR, NAD and other stakeholders involved in developing this training package feel that we can more strongly encourage everyone to take responsibility for the inclusion of all. CBID emphasizes that persons with disabilities are an integral component of the Sustainable Development Goals (SDGs) that '*leave no one behind*'.

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[5] CBM (2012)

iii.   THE TRAINING PACKAGE

a) Training package components

The CBID TP at volunteer level comprises:
- A *Training Coordinator Guide* which is designed to take the Training Coordinator through all of the steps in planning, delivering and following up a successful training, including how to identify trainers and participants, and preparation and printing of manuals and other resources.
- A *Trainer's Manual,* designed to help trainers facilitate the training. This consists of guidance notes on how to plan and run the training, how the session plans are structured, and preparation required in advance.
- A *Participant Manual*.
- *Posters* to accompany some of the sessions.
- *Evaluation form* to help assess the effectiveness of the training.

b) Scope of the training

This universal CBID package is aimed at contexts where CBR/CBID programmes already exist at some level, with CBR/CBID volunteers and coordinators who are in place, or prepared to take on that role, to strengthen CBID programmes as a strategy to meet the UN CRPD.

The CBID TP is a modular training package that targets participants at two levels:
   a) **National/Regional/District:** delivered by selected national trainers; contains Training of Trainers content to enable trainers to impart knowledge and/or skills at national, regional and district levels.
   b) **Volunteer**: delivered by a cadre of national, regional and/or district level trainers to local CBID workers, volunteers and persons with disabilities at community level.

The Universal CBID TP topics at Volunteer Level include:
- Understanding disability; what is disability; causes and categories of disabilities; scale of disability and common disabilities.
- Models of disability; attitudes expressed by different models; how disability is viewed.
- Human rights and a rights-based approach: The UNCRPD and the Agenda 2030
- Guest speaker discussion
- Introduction to CBR/CBID; CBR Guidelines; implementation of CBID; the CBR Matrix.
- Barriers to participation: attitudinal, environmental and institutional barriers; removing barriers.
- Disability mainstreaming and inclusive development: mainstreaming, integration and inclusion.
- Working as a CBID Volunteer: qualities, roles, process of election, reporting systems and graduation of volunteers.
- Components of CBID: Health; Education; Livelihoods; Social; Empowerment.
- Advocacy: explanation, importance of advocacy, advocacy cycle, importance of lobbying.
- Community mobilization; Aims, methods and benefits.
- Accessibility: definition; achieving accessible environments.

- Referral and follow up: process, importance, role of a CBID volunteer.
- Stakeholder mapping and CBID Networking: CBID stakeholders, how CBID promotes collaboration and networking.
- Appropriate language; language and labelling.

c) Duration and timing of the training

The Universal *Networking for CBID* Volunteer Level training package is approximately five days' duration, though can be varied to suit local circumstances and delivered in modules.

Trainers are able to extend, shorten or adapt the training (pace and content) to target the needs of participants. The content may be delivered on consecutive days, or spread out over a longer period of time. More suggestions on the timetable are provided with the sample timetable later in this Trainer's Guide.

d) Guidance for trainers

Those intending to train the *Networking for CBID TP* should start by reading this *Trainer's Guide* in full and familiarising themselves with all the components of the training package. If you follow the session plans you will cover everything in the package. However, participants will have different backgrounds and levels of knowledge so evaluate this and make any necessary adjustments to make the training more appropriate to your context. For example, you may need to spend more time on some concepts to ensure participants fully understand them or add more questions to the sessions to check progress.

You may also need to amend some of the sessions based on the specific structures of your CBID sector or programmes. For example, you may have different levels of CBID volunteers, workers, and managers, working under Government structures, or NGO structures, or both. Therefore, you will need to take the time to ensure that the training resources are relevant to your own context as part of your preparation. Also, there are two packages – one aimed at National Level stakeholders and one at Volunteer Level: make sure you include participants in the most appropriate level for their role and responsibilities.

The CBID Training Package will also be strengthened by enriching and domesticating the sessions with local information, case studies, statistics, laws and policies, and cultural considerations. Some guidance is given on this within the individual sessions, but the training team should review the full package as part of the preparation to see where local information can be added, and to research any add any local statistics etc.

One important consideration when training CBID Volunteers is to remember that they are the foundation of a strong and effective CBID programme. Their considerable commitment must be recognised and nurtured throughout the training.

Group size and trainer roles

The CBID TP is designed to be delivered to around 10-25 participants at any one time by a team of 2-3 trainers. Two or more trainers can take turns to lead the sessions, support each other, help arrange the training logistics and monitor group activities more efficiently. It is advised to always allocate a co-trainer for all sessions to fulfil the role as outlined below. In

addition, it is helpful to have an extra person available during the training to provide administrative and clerical support.

The *trainer* takes responsibility for:
- preparing and delivering the session (or part of session)
- keeping to time
- coordinating with co-trainer(s).

A *co-trainer* can assist by:
- delivering part of the session as agreed with trainer
- writing answers or information on the board during sessions
- adding any missing or supporting information
- helping to keep time – such as by indicating when 10 or 5 minutes are remaining
- helping to facilitate group activities
- contributing to the overall feedback/reflection of the session delivery.

A *training coordinator.* It is important that one member of the training team takes overall responsibility for the logistics of the training. This role includes:
- ensuring that participants are invited in good time and any funding and logistical arrangements such as travel and accommodation are well organized and clear to participants
- ensuring sufficient hard copies of *the Disability Reference Guide*, handouts, worksheets, trainer's manuals, posters, evaluation forms, activity cards, etc are printed well in advance and bound, if necessary
- liaising with other trainers to make sure they all know their own roles and responsibilities
- coordinating the timetable and division of sessions between trainers
- making sure that all materials and resources are ready for each session, and any field visits are thoroughly planned in advance
- linking with the venue before and during the training to make sure the training spaces are appropriate and that everything runs smoothly (for example, that refreshments are provided on time)
- making necessary arrangements regarding administrative and finance support staff
- organizing and chairing trainers meetings at least one week in advance of the training and at the end of each training day.

Administrative support. It is recommended to have an extra person or persons on the training team who can provide finance and administrative support to the trainers and participants, in a non-training capacity. This role may include:
- printing of additional training materials, as required
- buying any forgotten stationery or equipment
- sorting transport and accommodation arrangements for participants
- paying allowances for participants
- typing up flipcharts of information from the training, at the direction of the training coordinator
- typing up evaluation forms after the training as part of a training report, if required.

Good practice for trainers

Trainers need to work together as a team, before, during and after the training, to support each other and to ensure the smooth running of the training itself:
- Ensure all training preparation is carried out in timely manner, as per the *Checklist for training preparation* – see next section on *Preparing to deliver the training.*

- Ensure each trainer knows which sessions they are leading.
- During the training, all trainers should arrive at least 15 minutes before the start of each training day to arrange the room, prepare resources, and greet the participants.
- Flipchart sheets should be written out in advance of sessions to avoid delays.
- All trainers to be responsible for clearing up after their sessions: removing unwanted flipcharts and training resources, tidying rubbish etc, and cleaning the whiteboard, ready for the next trainer.
- At the end of each day, all trainers should meet to discuss the day's training and to plan for the next day: what went well, what can be learned to improve the next day, and review if the training is running to time and if not, what needs to be changed.
- At the start of day two, and all subsequent days, carry out a short re-cap session to look back at the topics and activities from the previous day. Ask participants to outline what they did and what they learned the day before. The way in which this is done can be varied each day, at first trainer-led and later led by one of the participants. This activity provides a useful reminder for everyone about what happened the day before and forms a good basis to start the new day. Trainers must ensure all topics covered the previous day are mentioned in the re-cap.
- Check regularly to make sure everything on the *Checklist for training preparation* has been completed on time.
- Read the section on *Tips for training.*

Session plans

The training is divided into sessions of varying lengths. Each session plan is provided in a module which includes the session handout for participant if there is one. Each plan is presented in the same format and contains, in order:

a) <u>Learning objectives</u> for the session.
b) <u>Time allocation</u>: this is a guide for the trainer but can be varied to suit the local context, existing knowledge and skill of the participants, time available, speed of working, and size of group. More time (about +25%) has been allowed at volunteer level to allow a slower pace and more participatory delivery as well as more time for activities. Each section heading includes an estimate of the amount needed to deliver that section. These timings are particularly important when trainers are dividing a session to ensure that each trainer uses approximately the right amount of time for their part and the overall session runs to time.
c) <u>Resources needed</u>: lists the resources required for the session. Many sessions use activity cards and other resources that are best printed from the Session Resources folder, but many are also included at the end of the session plan as a reference. PPTs are available for all sessions at National/District/Community Level. At the Volunteer Level more Flipcharts and Posters are used.
d) <u>Preparation</u>: the essential preparation required of the trainer in advance of delivery.
e) <u>Trainer's notes:</u> provide the context and rationale for the session.

The next part of the session plan guides the trainer through the different parts of the session, step by step. Clear guidance is given as to: subject, presentation method, content and activities. Activities for small or whole group participation are described in detail, and key messages to be delivered are provided.

The session plan confirms the level of training that is being delivered. For the Volunteer level package this is shown in this way:

	Volunteer	

Activities

Most sessions include at least one activity. Instructions for the activity are shown in the session plan by the following table which lists the groupings required, instructions for the activity, how the trainer should monitor the activity, how long it should take and how to feedback or conclude the activity (see example below). Often, activities require participants to work together on topics and present or feedback their thoughts and observations to the whole group. To keep the training on track, it is recommended to use a timer for some aspects of activities, such as when giving each group five minutes to feedback.

Each activity includes a suggestion on how to divide the participants into groups. Adjust this as needed, based on your total participant number.

Activity: Rights-based model of disability	
Groups	**Divide** participants into four groups. **Allocate** one of the situations in the activity sheets at the end of the session plan to each group, as follows: • Group 1: Situation: Young woman using a wheelchair • Group 2: Situation: Man with an intellectual disability • Group 3: Situation: Parents of a daughter with a hearing impairment. • Group 4: Situation: Boy with a visual disability. **Give** each group copies of their allocated situation, one slip per 1-2 participants.
Instructions	**Ask** each group to read their given situation and the typical examples shown for each of the four models of disability. Groups should prepare a short role play to convey two of the different models for their situation to the whole group. Try to ensure all group members participate.
Monitor	**Check** to ensure each group has understood the activity and is working on the correct situation as allocated.
Time	25 minutes for groups to prepare; 5 minutes for each group to present; 5 minutes for other groups to give observations; 5 minutes for final trainer summary. Total time: 70 minutes. (Allow 90 minutes for whole activity at community level).
Feedback	**Ask** each group in turn to present their information to the others. **Invite** observations from the others on which models were demonstrated. **Ask** groups to confirm. **Ask** for any questions. **Summarise:** • The models represent a progression over time in approaches and attitude to disability, from the traditional model to rights-based. • The place of persons with disabilities has changed too, from that of being pitied and worthy of charity to becoming empowered individuals/groups with the same rights as people without disabilities. • This training package promotes the rights-based model; it is the only model towards which we should all be working. • The training creates an opportunity to recognise the rights of persons with disabilities and helps strengthen a process whereby those rights can be realised through community based inclusive development (CBID).

Each session plan also includes guidance on what to write on the Board / flipchart to highlight the learning objectives and to help emphasize the session's learning. Words and phrases to be written on the Board / flipchart are shown like this:

Write on BOARD:

Models of disability learning objectives:
- List the five models of disability
- Describe each model of disability
- Explain the extent to which each model relates to human rights.

It is strongly recommended that these are written out as part of the session preparation by the Trainer. These flipcharts can also be saved and reused in future training deliveries. This will help the sessions to run smoothly. You can also choose to add extra board / flipchart content, as well as other posters, pictures, case studies etc where relevant. Ensure that if you add extra content, you adjust the session or session length accordingly.

You may alternatively choose to paste the content into a Powerpoint presentation if you are in a venue with the appropriate facilities and a reliable power supply. In this case you can also choose to use some of the videos used in the Nat/Reg/District package.

Evaluation form

The *Evaluation form* is intended for use during the training itself. Question 1 is best considered in two parts: participants should complete the 'before' section at the commencement of the training (this is timetabled within the introduction session); the 'after' section should be completed at the end of each topic or day, when the topics are still fresh in the mind. The other questions can be answered at the end of the training.

Universal Community Based Inclusive Development Training Package (CBID TP)
Training Evaluation[1]

Date: _____

1. Think about what you *already knew* and what you *learned during* this Community Based Inclusive Development training. Then evaluate your knowledge in each of the following topic areas **Before** and **After** the training. Please circle the number that most closely shows your level of knowledge/skill before and after the training.

1 = No knowledge or skills   3 = Some knowledge or skills   5 = A lot of knowledge or skills

Before Training					Self-assessment of Your Knowledge and Skills Related to:	After Training				
1	2	3	4	5	The UNCRPD and Agenda 2030	1	2	3	4	5
1	2	3	4	5	Understanding Disability • Models of disability; Disability & human rights • Challenges of disability; Disability factsheets	1	2	3	4	5
1	2	3	4	5	Barriers to Participation • Attitudinal, environmental & institutional barriers • Removing barriers	1	2	3	4	5
1	2	3	4	5	Introduction to CBR/CBID • CBR Guidelines; history to CBR/CBID in Zambia • Shift from CBR to CBID; CBR Matrix components	1	2	3	4	5
1	2	3	4	5	Policy and legal Instruments • International: incl. UN CRPD & SDGs • National: incl. Constitution	1	2	3	4	5
1	2	3	4	5	Inclusive Development • Definition; Concept of inclusion; • Definition of CBID and roles of structures	1	2	3	4	5

[1] To be completed by every participant

1

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iv. TIPS FOR TRAINING

Preparation	• Review the session plans fully before the start of the training to ensure you are familiar with, and confident of, the material. • Follow the directions in the 'preparation' section of the session plan to prepare anything needed. • Use the *checklist for training preparation* to ensure the training spaces(s) are prepared well. • Ensure you are catering for the requirements of any trainers or participants with disabilities within the training. • Familiarize yourself with all of the material in the Participant Manual as these cover the topics in more detail than the session plans and will give you more comprehensive knowledge of each subject. • For longer sessions, it is recommended to divide the sections of the session between trainers. If two or more trainers are sharing a session delivery, agree who will cover each section well in advance so that each trainer can prepare. • Agree with your co-trainer how you will support each other: for example, by helping to monitor group discussions, ensuring that resources are available, helping with time keeping etc.
Presenting clearly	• Ensure you speak clearly and calmly and check everyone can hear you or can see their interpreter clearly. • Ask questions to check that your participants have understood material. • Make sure your writing on the flipchart and whiteboard can be read: write legibly and large enough to be read by everyone. • Consider persons with disabilities in all presentations – for example by reading all slides if the group includes persons with visual impairments. • Be aware of your position in the room.
Co-training	• When your role is co-trainer, ensure you are fully present in the room and following the session closely to support the trainer as needed.
Running group activities	• Circulate between groups during group work to check the group have understood the task and to monitor their progress.

Keeping participants engaged	• Encourage participants to speak and discuss among themselves. • Use the variety of different training styles and methods given in the session plans. • Encourage participation by all. • Give positive feedback to participants and encourage questions. • Connect the learning with examples from the area where the training is conducted to make it relevant, such as through example case studies. • Add songs and other methodologies to keep the training interesting and fun.
Managing time	• Be aware of the time allocated for each session, and each section of each session, and try to keep to time. • Monitor your progress against the timetable and adjust as necessary. If you are running late consider leaving out a question, section or activity to catch up with time. • At the end of day trainers meeting, review your progress against the timetable and make any adjustments needed.
Using 'energizers'	• Use short activities whenever the participants seem tired or unfocused to re-energize the group. Make these inclusive for the group.
Continuity	• Include a recap session each morning encouraging participants to remember the topics of the previous day(s) and to make the link between the topics and the overall objective of Community Based Inclusive Development (CBID). • Link the sessions to help reinforce key concepts and learning.

v. SAMPLE TIMETABLE FOR VOLUNTEER LEVEL TRAINING

The timetable below is a sample of how all sessions of the Volunteer Level training may be delivered over five days. See the notes below the timetable on how to adjust the programme. This timetable is provided in the Training Package folder separately, with space to add the trainer and co-trainer names. A simplified version for participants is also provided. Amend this as necessary based on your final programme. **Note**: many sessions will continue after a break or lunch, as sessions are longer than one programme period.

Monday	
8.30am	Registration
8.45am	Introduction to the CBID training (80m)
10.05am	Understanding disability (60m – first 25m)
10.30am	Break
10.45am	Understanding disability (60m – last 35m)
11.30am	Models of disability (145m – first 60m)
12.30pm	Lunch
1.30pm	Models of disability (145m – last 85m)
3.00pm	Human Rights and a rights-based approach (180m – first 15m)
3,15pm	Break
3.30pm	Human Rights and a rights-based approach (180m – next 90m)
5.00pm	Close

Tuesday	
8.30am	Recap
8.45am	Human Rights and a rights-based approach (180m – last 75m)
10.00am	Guest speaker (30m)
10.30am	Break
10.45am	Introduction to CBR/CBID (100m)
12.30pm	Lunch
1.30pm	Barriers to participation (200m - first 100m)
3,15pm	Break
3.30pm	Barriers to participation (160m - last 60m)
5.00pm	Close

Wednesday	
8.30am	Recap
8.45am	Disability mainstreaming and incl development (140m – first 100m)
10.30am	Break
10.45am	Disability mainstreaming and incl development (150m – last 40m)
11.25am	Working as a CBID Volunteer (65m)
12.30pm	Lunch
1.30pm	Components of CBR/CBID (150m – first 100m)
3.15pm	Break (if in the field, refreshments can be taken or organized locally)
1.30pm	Components of CBR/CBID (150m – next 50m)
5.00pm	Close

Thursday	
8.30am	Recap
8.45am	Advocacy (90m)
10.30am	Break
10.45am	Community mobilization (100m)
12.30pm	Lunch
1.30pm	Accessibility (105m)
3.15pm	Break
3.30pm	Referral and follow up (90m)
5.00pm	Close

Friday	
8.30am	Recap
8.45am	Stakeholder mapping and CBID Networking (150m – first 100m)
10.30am	Break
10.45am	Stakeholder mapping and CBID Networking (150m – last 50m)
11.45am	Appropriate language (70m)
1.00pm	Lunch
2.00pm	Summary and Evaluation (60m)
3.00pm	Close

The timetable is based on an 8.30 start time on Monday-Thursday and a 5pm finish, and includes an hour for lunch and two 15-minute breaks. On Friday the programme finishes at 3pm. Start, finish and break numbers, times and lengths, as well as total number of days can be adjusted to suit the local context. Session times are shown in brackets, in minutes.

Some extra minutes have been allowed around some sessions to allow a margin for any time losses, such as late starts in the morning or at breaks, or session overruns. If activities are running to time these extra minutes can be used for discussions or reinforcing concepts.

Inevitably as the training progresses some sessions may run shorter or longer than estimated based on more or less discussion or questions, or trainer style. Some flexibility around break and lunch times can allow you to break training sessions at convenient times. Review where you are at the end of each day to ensure the training stays on track and make any adjustments needed.

The final session can be used for participants to complete the Evaluation forms, and to discuss any next steps, such as how the participants think they will be able to use their new knowledge. Any 'Car park' issues can also be addressed.

Trainer responsibilities

As well as thorough planning and preparation, it is important for the trainers to work in a coordinated way throughout the training delivery. Following these recommendations will help ensure the training runs smoothly.

Arrival at the venue

All trainers should arrive at the training venue at least 60 minutes before the training begins on the first day of training and at least 30 minutes before the training day begins on each subsequent day. This will ensure that trainers are available to support each other to complete any final arrangements for the day. This might include:

- checking the arrangement of the room and resources after cleaning has taken place
- checking all resources are available for the day's sessions
- printing any additional resources required
- checking arrangements for refreshments
- dealing with any administrative or financial issues
- discussing the recap plans for the day
- being available to participants to address any questions
- discussing any progress with addressing 'Car Park' issues.

During breaks and at the end of day

It is the responsibility of all trainers to ensure the training space is kept organized and tidy. This means:

- trainers should clear away used flipchart sheets after their sessions
- trainers resources table should be kept organized at all times.

At the end of the final day of the training, all posters should be taken down, and all resources neatly packed into the training resources box.

End of day meetings

Hold short trainer meetings at the end of each day's training as soon as participants leave. The purpose of these meeting is to review the day's progress and discuss any issues that have arisen such as:
- o feedback from all trainers and co-trainers on the sessions delivered
- o agree what to do if any planned content was not covered during the day
- o any issues raised by participants
- o any challenging participants and how they will be approached/addressed
- o administrative input needed such as typing up session feedback where a written record is useful
- o agree any issues to be included in the recap the following day (for example a reminder of the Ground Rules if these are not being closely followed)
- o discuss any Car Park issues and who will address them and how.

- discuss any final plans for the next day's training including:
  - o confirmation of the trainers for each session and availability of all resources.

End of training meeting

A final meeting of the trainers should be held at the end of the training to discuss the overall outcomes of the training and agree any plans for follow up. This might include:

- an overall review of the training programme and final feedback from the trainers
- reviewing any evaluation forms and agreeing who will compile the summary
- agreeing any additional resources to be sent to the participants and who will send
- discussing any administrative or financial issues
- agreeing any final feedback to the venue and who will do this
- discussing any next steps to continue to encourage CBID Networking and who will be responsible.

DETAILED SESSION PLANS