

# Networking for Community Based Inclusive Development (CBID)



## Training Coordinator Guide



NAD - The Norwegian  
Association of Disabled

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# 1. INTRODUCTION

Welcome to the Training Coordinator Guide!

The Training Coordinator is the person nominated from the lead organization to be the main Coordinator responsible for overseeing all of the local planning and logistics. This person will usually be one of the trainers too. The detailed responsibilities are outlined in this *Training Coordinator Guide*.

This Guide is designed to take you through the steps involved in coordinating the planning, delivery and follow up of the *Networking for Community Based Inclusive Development* Training Packages at National/Regional/District Level and Volunteer Level. It will also provide guidance on how to identify and coordinate trainers, how to budget for the training, and how to work with your printer to produce the training package resources.

Below is a summary checklist to use as you complete activities, to ensure you don't miss any steps. The remainder of the Guide gives more detailed information on many of the steps, so it is important to read the Guide in full before you begin the planning process.

This Guide is based on delivering this training package as a five-day training programme. However, based on your own circumstances you may also deliver all or part of the training package in a different format. This could be as diverse as scheduling the sessions within a longer training curriculum such as a certificate or degree programme, or running one package session only within a one-day workshop or in-house training.

This Training Coordinator Guide as well as the CBID packages have been developed by the Norwegian Association of Disabled in collaboration with partners in Malawi, Zambia, Zanzibar and Uganda between 2016-2023. NAD worked in collaboration with Flourish Development Consulting UK, the Malawi Council for the Handicapped (MACOHA), the CBR Zambia Support Programme, the Madrasa Early Childhood Programme Zanzibar (MECPZ), NAD Uganda and many of their partners and collaborators in all three countries. Our grateful thanks to the Governments in all four countries, and to all of the individuals and organizations that have contributed to the development of this training package.

Our grateful thanks are also extended to the World Health Organization (WHO). The CBR Guidelines are the primary resource for the training, along with the UN Convention on the Rights of Persons with Disabilities (UN CRPD) Most of the illustrations within the training package are reproduced with the kind permission of WHO.

These packages have been modified from the country-specific packages and developed as Universal packages in response to a demand from stakeholders in many African countries for training materials on CBID. The packages will be strengthened by the training team enriching and domesticating the sessions with local information, case studies, statistics, laws and policies, and cultural considerations.

Finally, a note on terminology. The introduction to the training package manuals explains NAD's position on its preferred use of the term CBID over CBR. 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. However, if CBR or another description is preferred in your context this can be used.





## 2. TRAINING COORDINATOR CHECKLIST

This checklist can be used for both levels of training – keep a different checklist for each training delivery as there are differences with the package content and resources needed, such as the use of Powerpoint presentations and videos at National/Regional/District Level and not at Volunteer Level. If you are planning for both levels of training, it is recommended you leave at least one week between the deliveries.

\* *time before the training starts*

	<b>Preparation steps</b>	<b>By when*</b>	<b>Tick ✓ when complete</b>
1	Read the full <i>Training Coordinator Guide</i> for an overview of the training packages and how to plan the training.	6 wks	
2	Read both manuals in full: <i>Trainer's Manual / Participant Manual</i> to familiarise yourself with all topics and preparation required for each session.	6 wks	
3	Identify a Training Coordination Team and liaise with members to decide on the trainers and participants for the training.	5 wks	
4	Identify support staff including an administrator, finance team member, driver, and external printer.	5 wks	
5	Prepare and agree a budget (see example excel budget framework).	5 wks	
6	Produce a timetable up to the training dates with dates of when each preparation step will be completed. Schedule the training at least 5 weeks away to allow sufficient preparation time.	5 wks	
7	Print a copy of the Trainers Manual and Participant Manual for each trainer (see Printing Guide for details)	5 wks	
8	Hold a meeting with the training team to discuss key issues including the dates of training, timing of preparation steps, and session allocations (6,7 below). Provide trainers with a Trainers Manual and Participant Manual.	4 wks	
9	Agree a timetable for the training delivery based on the sample provided, including confirming start and finish times each day, and break and lunch times.	4 wks	
10	Agree the allocation of sessions between trainers and write the trainer and co-trainer names for each session in the Trainers Timetable.	4 wks	

11	Ensure participants are invited in good time. Ask if they have any specific reasonable accommodation needs and make necessary arrangements (e.g. sign language interpreters, captioning service, dietary needs, specific breaks).	4 wks	
12	Book suitable venue (accessible including washrooms, space for groupwork, good light and ventilation, and power / generator).	4 wks	
13	Remotely support the trainers and co-trainers to communicate well to prepare for their sessions including ensuring they read the <i>Introduction to the Trainer's Manual</i> chapter and their session plans, relevant sections of the <i>Participant Manual and Powerpoint presentations</i> . Encourage trainers to familiarise themselves with the full package to ensure consistency of message and good participatory training practice.	3 wks- 2 wks	
14	Ensure all further resources are printed including set of posters, <i>Participant Manual</i> for each participant, timetables for training (different versions for trainers and participants), and evaluation form. Use the Printing Guide provided to brief the Printer or Administrator responsible.	2 wks	
15	Print any additional handouts with information on the local situation, such as local information for the <i>Policy and legal instruments</i> session. <b>Note:</b> Do not add this into the Participant Manual or you will need to repaginate all the manual chapters and update the contents page.	2 wks	
16	Print the session resources needed from the <i>Session resources</i> folder. Many of these are also included at the end of the Session Plans, but this folder provides them in the best format for printing. Try to print resources on a variety of different coloured card, and once checked for accuracy, if you can laminate them too, they can be used again and again.	2 wks	
17	Hold a final trainers' meeting at least one week before the training. Confirm all resources are available. Ensure that you agree who will take responsibility for identifying and briefing any Guests needed within the sessions (detailed in the session plans), organizing any visits, or producing any additional content required – such as adding information on local laws or case studies. Confirm who will be the guest of honour to open and/or close the workshop if necessary. Remind trainers of the roles of the trainer and co-trainer and their responsibilities during the training.	1 wk	
18	Oversee all logistics including financial management, all administration tasks including making sure all equipment and stationery is available, and refreshments and transport arrangements organized. (See equipment list in session resources section below).	1 wk	

19	Check the training room the day before the training including the layout of tables and chairs in the training room and any breakout areas. Ensure the projector and speakers are working, and ensure the videos are running within the PPT presentations on the laptop that will be used.	<i>1 day</i>	
20	During the training, ensure the smooth running of all aspects (see <i>Training Coordinator role during training</i> section). Facilitate the end of day trainers' meetings (see <i>Trainer meetings and teamwork during training</i> section for guidance) and make any adjustments needed as the training progresses.	<i>During</i>	
21	Hold an end of training review meeting and agree who will be responsible for any follow up activities including collation of the evaluation form data, ongoing development and support of any CBID Networks established, circulating any summary information to participants, and finalising accounts and reporting.	<i>End</i>	
22.	Build on the discussions and suggested actions to encourage networking amongst participants and wider stakeholders to strengthen CBID.	<i>End</i>	





## 3. PLANNING AND COORDINATION TEAM

### Training Coordinator Role

Planning a delivery of the CBID training involves many different activities, and it is important that the Training Coordinator has sufficient time to dedicate to the process. It is estimated that approximately two days a week will be required to carry out this role in the six weeks from initial planning to the start of training. This is based on the Training Coordinator also having part-time administrative and financial team member support.

### Training Coordination Team

Depending on the situation regarding CBR/CBID in your country, before planning delivery of the training it is recommended to discuss this with relevant government ministries with responsibility for disability and CBR/CBID, and other stakeholders including Organizations of Persons with Disabilities (OPDs) and their umbrella federation, Non-government organizations (NGOs), International NGOs, service providers and training institutions, and other development and human rights stakeholders, particularly those working at community level. It is recommended that a small training coordination team of 3-4 people be appointed representing a cross section of stakeholders who can collaborate to identify the most suitable participants for the training based on the guidelines included in this Guide. Coordinating team members can also be members of the training team if they have training experience and skills.

### Support staff

The Training Coordinator can identify a support team to whom responsibilities can be delegated, such as an administrator to oversee the organisation of the equipment and printing, finance team member to work on the budget and financial management and payments, and other trainers to support other preparation activities.





## 4. SELECTION OF TRAINERS

The training packages can be delivered by 2-3 trainers, but for the initial delivery you may choose a larger group of trainers such as 5-6. This can help a wider selection of stakeholders to become familiar with the content and style of the packages. This will also bring a variety of rich local knowledge and content to the sessions.

The team will usually include the Training Coordinator, and should include at least 2-3 trainers who are persons with disabilities (with different disabilities represented), and gender should also be considered. Ensure that both trainer and participant resources are produced in appropriate formats to suit the needs of trainers and participants such as braille or large print. Also provide soft copies of all resources to those who will benefit from this format.

The training coordination team may agree the most suitable trainers. The training delivery will be most effective when delivered by trainers who have a good understanding of disability and CBR/CBID, particularly in the local context. These could be CBID workers, members of OPDs, or others who have hands on experience of working in CBR/CBID. Trainers should also have training experience and be prepared to invest time in familiarising themselves with the CBID TP resources.

All trainers should have a good understanding of, and be consistently promoting a rights-based approach in line with the UN CRPD, and the key role of OPDs should be emphasized throughout the training by all trainers.





## 5. PLANNING AND COORDINATION PROCESS

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

### First training team meeting 3-4 weeks before training

After identifying the training team, meet as a group to discuss the overall aims of the training and to agree the allocation on sessions between the training team members. Have copies of the *Trainers Manual* and *Participant Manual* printed in advance of this meeting and distribute a copy of each to each of the trainers. Work together to complete the columns in the *Trainers Timetable* allocating the sessions between the trainers. Take into account the different skills and knowledge, as well as the preferences of the training team members when allocating.

Run through the trainer and co-trainer roles as below.

Trainer role:

- Delivering the session
- Preparing demonstration and practical equipment
- Keeping to time

Co-trainer role:

- Writing answers on the board during ask/answer sessions
- Adding any missing or supporting information
- Helping to keep time
- Helping to facilitate group activities
- Contributing to the overall feedback/reflection of the session delivery.

Encourage lead trainers for each session to liaise with their co-trainers to agree how they will divide the session between them well in advance, and definitely before the final pre-training meeting. However, also emphasize that both trainers and co-trainers should ensure they are familiar with the contents of the whole session.

Request trainers to all read the Introduction to the Trainers Manual as this provides important information on the CBID training they should all be familiar with, such as the CBR/CBID Terminology discussion. They should also read the Training Skills chapter in the Participant Manual as this covers good practice in training, and it is important that all trainers model good practice throughout. Emphasise to the trainers the need to keep to time and follow the session plan to meet the session objectives. Moving off topic in a session may duplicate content covered elsewhere.

Discuss with the training team members the aim that the training represents the start of stronger networking for inclusive development. Discuss how the trainers team can inspire and encourage stakeholders to network and collaborate as a united sector after the training to strengthen mainstreaming of persons with disabilities.

After this meeting, also share resources with the training team electronically. You can share the whole package via Dropbox or Wettransfer or other method, but also email each session plan and relevant chapter of the Participant Manual to the training team by session so that you can be sure they access them. Also share the Trainers Manual Introduction chapter and Training Skills chapter of the Participant Manual and remind trainers to read these. Some of the PPT presentations are very large as they contain videos so cannot be emailed easily, but the session plans include pictures of each powerpoint slide as references.

You can also set up a WhatsApp group of Trainers for planning and discussion purposes.

## Monitoring trainer preparation progress

Check in with the trainers individually to ensure they have been through their sessions and where necessary they have prepared any additional content, such as local laws and policies, or identified guest speakers where these are required. Check that they have agreed with their co-trainer who will be responsible for each section of the session, and how they will support each other (e.g. writing flipcharts, monitoring group activities etc).

## Final pre-training team meeting 1-2 weeks before training

Meet as a group at least a week before the training to discuss any questions the trainers have on the materials, to confirm that all resources have been prepared (including any additional handouts), and to discuss training implementation plans.

In this final planning meeting, request all trainers to 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. The section in this Guide headed *Training team meetings during training* provides more details of what this might include.

Also request trainers to be available at the end of each training day for a debrief meeting. The purpose of these meeting is to review the day's progress and discuss any issues that have arisen. More detail is provided in the later section *Training team meetings during training*.

These meetings should be short if all preparations have been made well. The 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. More detail is provided in the later section *Training team meetings during training*.



## 6. BUDGETING

An excel file is included in the package which gives example headings of cost areas you will need to consider. These include:

<i>Venue</i>
Training venue and equipment hire
Lunch and refreshments package
<i>Printing National/Regional/District Level Manuals</i>
Trainer Manuals
Participant Manuals
<i>Printing Volunteer Level Manuals</i>
Trainer Manuals
Participant Manuals
<i>Other printing</i>
A1 Posters
A3 Posters
Printing and laminating activity resources
Braille resources
<i>Communications</i>
Sign Language Interpreter
Captioner
<i>Training equipment</i>
Check you have all necessary equipment available or include funds to hire it
<i>Training consumables</i>
Flipchart paper, coloured card, prestic, masking tape
Marker pens, printer paper, card, staples,
Name badges, pens, notebooks for participants
<i>Allowances</i>
Trainer fees / per diems
<i>Transport refunds</i>
Trainers
Coordinator and support team (Admin/Finance/Driver)
Participants and guests
Contingency





## 7. SELECTING PARTICIPANTS

It is recommended that up to 24 participants be identified for each of the trainings.

**National Level participants:** Effective Community Based Inclusive Development (CBID) is achieved through the combined efforts of persons with disabilities, their families, organisations, government, and non-government actors including those with a specific focus on disability issues and those with a more general development focus. The overall aim of this training is to provide knowledge and capacity build decision makers in all sectors including health, education, livelihood, social and empowerment. The objective is for them to be better equipped to mainstream disability in their sectorial policies, programmes, budgets, resource mobilization and allocation, planning, implementation, monitoring and evaluation, and reporting routines. Also, to promote the benefits of Networking to achieve mainstreaming and inclusion. Participants can include personnel at national and regional / district level from Ministries such as Health, Education, Employment, Social Welfare, as well as National level Organizations of Persons with Disabilities (OPDs), Human Rights organizations, and key NGOs and INGOs working in development. Persons with disabilities should be well represented.

**Community Level participants:** This level is aimed at people working at community level who can influence the inclusion of persons with disabilities. Participants selected will be influenced by whether or not CBR/CBID programmes and structures are already in place. These may include active CBR/CBID Volunteers, CBR/CBID Managers and Coordinators, District level government personnel including those from the Health, Education, and Livelihood sectors such as teachers, district health officers, social workers, as well as leadership of local OPDs such as those working in advocacy, provision of services and assistive devices, and self-help groups, and NGOs working in development. Persons with disabilities should be well represented.

For the Volunteer CBID training, you may choose to focus on people from one region only, or representatives from several/all regions.

Ensure that your invitations to the training ask participants if they have any specific needs such as communication needs, dietary needs or other, and make provision for these in all stages of planning.





## 8. TRAINING RESOURCES NEEDED: NATIONAL/REGIONAL/DISTRICT LEVEL

### General and Session Resources at National/Regional/District Level

This is a summary list of all the resources needed for the delivery of the CBID Training Package at National/Regional/District Level. Use this as a **master checklist** as you prepare for the training. See also the *Summary of all Printing Requirements* which contains extracts from this document specifically related to the printing needs.

The separate *Summary of all Printing Requirements* can be used to brief the printer or administrator who will be responsible for the printing.

### Trainers Manual

✓	
	<ul style="list-style-type: none"><li>Print one copy of the <i>Trainers Manual</i> from Folder: 1. <i>CBID Trainers Manual NRD Level</i>. It is filed by chapter with consecutive page numbers. Print one copy to check that the formatting has not changed and that page numbers are consecutive (all right-hand pages should be odd numbers so that all chapters begin on a right-hand page) before making a copy for each trainer. This can be produced in black and white or in colour if resources are available. It should be bound.</li></ul>

### Participant Manual

✓	
	<ul style="list-style-type: none"><li>Print one copy of the Participant Manual for each trainer and each participant. This can be printed from Folder: 2. <i>CBID Participant Manual NRD Level</i>. It is filed by chapter with consecutive page numbers. Print one copy to check that the formatting has not changed and that page numbers are consecutive (all right-hand pages should be odd numbers so that all chapters begin on a right-hand page). After checking, print one copy for each trainer and each participant. This can be printed in black and white or in colour if resources are available, and should be bound.</li></ul>

## Training equipment

✓	
	<ul style="list-style-type: none"> <li>• Two flipchart stands</li> </ul>
	<ul style="list-style-type: none"> <li>• Powerpoint projector (with a spare bulb) with appropriate connectors and screen (unless provided by venue)</li> </ul>
	<ul style="list-style-type: none"> <li>• Laptop to be used throughout training, with all PPTs and other resources loaded</li> </ul>
	<ul style="list-style-type: none"> <li>• Extension cable(s)</li> </ul>
	<ul style="list-style-type: none"> <li>• Sound speaker(s) if not built into system</li> </ul>
	<ul style="list-style-type: none"> <li>• Printer and spare ink/toner for any printing needs during training</li> </ul>
	<ul style="list-style-type: none"> <li>• Stapler and supply of staples</li> </ul>
	<ul style="list-style-type: none"> <li>• Staple remover</li> </ul>
	<ul style="list-style-type: none"> <li>• Scissors</li> </ul>

## General stationery consumables

✓	
	<ul style="list-style-type: none"> <li>• Approx 20 marker pens, assorted colours</li> </ul>
	<ul style="list-style-type: none"> <li>• Good supply of flipchart paper</li> </ul>
	<ul style="list-style-type: none"> <li>• Masking tape and/or Prestik to pin things on wall</li> </ul>
	<ul style="list-style-type: none"> <li>• Two large packs of post-it Notes or similar</li> </ul>
	<ul style="list-style-type: none"> <li>• Name badges</li> </ul>
	<ul style="list-style-type: none"> <li>• Notebook for each participant</li> </ul>
	<ul style="list-style-type: none"> <li>• Pen for each participant and trainer</li> </ul>
	<ul style="list-style-type: none"> <li>• Plain printer paper (2 reams)</li> </ul>
	<ul style="list-style-type: none"> <li>• Supply of coloured card – A4 size in various colours (cut into 4 strips per sheet – see picture). Approx 30 sheets.</li> </ul>



## Posters

The posters are stored in folder <i>5. CBID Posters NPD Level</i> and should be printed at A1 size as a set before the training if not already available. The full set includes:	
✓	
	<ul style="list-style-type: none"> <li>• A1 poster of CBID Training Packages 'Inclusion' logo</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 posters CBR Matrix (two versions)</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 poster ICF</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 posters Models of disability diagrams (five posters)</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 posters Models of disability illustrations (five posters)</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 poster: Barriers to participation (from Disabled Village Children)</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 poster SDGs</li> </ul>

## Specific session resources

For many of the sessions, copies of the needed resources are included at the end of the relevant session plan as a reference. However, it is best to print these from folder: *4. CBID Session resources NPD Level* where many of them have been formatted more specifically for printing. Many of the resources used for activities can also be laminated and used over and over again, avoiding the need to reprint for each training delivery.

A summary of the resources needed (excluding the above equipment and posters and reference material provided in the Participant Manual) for each session is provided below. These can all be found filed by session, in Folder *4. CBID Session resources NRD Level*.

✓	
	<p><b>1. Introduction to the CBID training</b></p> <ul style="list-style-type: none"> <li>• Prepare and print a copy of the Trainers timetable for each trainer. Ensure this has been reviewed/amended for the local context such as start and finish times and that it has the Trainers / Co-trainers names included.</li> <li>• Prepare and print a copy of the Participant Timetable for each trainer and participant.</li> <li>• Print a Training Evaluation Form for every participant.</li> </ul>
	<p><b>2. The UN CRPD and the 2030 Agenda</b></p> <ul style="list-style-type: none"> <li>• Copy of the UN CRPD for each participant (if possible – or share electronically before or after the training)</li> <li>• One copy of the <i>Cards for Activity 1</i>. Print on A4 coloured card (any colour or colours) and cut into strips with one article on each strip so you have 27 strips in total. Laminate if you want to reuse for future trainings.</li> <li>• One copy of the <i>Cards for Activity 2</i>. Print on A4 coloured card (any colour or colours): one Article on each card. Laminate if you want to reuse for future trainings.</li> </ul>

	<p><b>3. Understanding disability</b></p> <ul style="list-style-type: none"> <li>• Research and prepare and print a handout to cover: <ul style="list-style-type: none"> <li>• How your National Census deals with disability</li> <li>• How your National legislation defines disability</li> <li>• If and when your country signed and ratified the UN CRPD</li> <li>• Latest WHO statistics on disability from their website.</li> </ul> </li> <li>• Update slides 4, 9, 10 and 11 with relevant information for your context.</li> <li>• Print one copy of each of the four sheets detailing the four situations: <ul style="list-style-type: none"> <li>• <i>Young woman using a wheelchair;</i></li> <li>• <i>Man with an intellectual disability;</i></li> <li>• <i>Parents of a daughter with a hearing impairment;</i></li> <li>• <i>Boy with a visual impairment.</i></li> </ul> </li> </ul>
	<p><b>4. Barriers to participation</b></p> <ul style="list-style-type: none"> <li>• Print the three group description headings (Attitudinal barriers; Environmental barriers; Institutional barriers) onto A4 coloured card for the <i>Attitudinal barriers in the community</i> activity. Laminate if you want to reuse for future trainings.</li> <li>• A ‘Pairs of items’ bag for people to choose from for the activity to find their partner they should work with. Choose local items like pairs of same size or colour stones or pebbles, leaves torn into two, twigs snapped in half, or local pictures, wrappers, etc, torn into two. You can also use local sweets – 2 of each kind. You need the same number of items as participants. <b>Note:</b> if you have not prepared this in advance, you can divide participants in a more traditional method. However, variations such as this are included to keep the training varied, fun and interesting.</li> </ul>
	<p><b>5. Introduction to CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• Write one of the five headings of the CBR Matrix onto each of five flipchart sheets to be used for the activity: Health / Education / Livelihood / Social / Empowerment. <b>Note:</b> <i>this can be done at the time of the session.</i></li> <li>• In partnership with the trainer identified for this session, ensure you research the background to CBR/CBID in your country and add information to the session where indicated. <b>Note:</b> time is limited – there is a 20 minute allowance for this section so keep to time or adjust the session content or length at planning stage if more time is needed.</li> </ul>
	<p><b>6. Policy and legal instruments</b></p> <ul style="list-style-type: none"> <li>• Ensure the video on the SDGs is playing: this should be embedded in the PPT, but if it is not playing, you can find a copy in Folder: <i>6. CBID Videos NRD Level</i></li> <li>• Make sure you have speaker(s) for the video sound</li> <li>• In partnership with the trainer identified for this session, find out what National Instruments are most relevant for disability issues in your country. For example, explore what the Constitution says about disability or persons with disabilities. Confirm if there is a Disability Act or Policy and whether it is aligned with the UN CRPD and SDGs. Check if any poverty reduction strategies make mention of persons with disabilities. Check what Social protection laws exist. Find out about commitments made at the Global Disability Summits.</li> </ul>

	<ul style="list-style-type: none"> <li>From your research, prepare information on at least four instruments in a handout to be used in the Activity. Try to have one page of information on at least four different instruments for the groups to discuss. (See example from Zambia in package resources).</li> </ul>
	<p><b>7. Gender and disability</b></p> <ul style="list-style-type: none"> <li>Plan the space where you will carry out the 'game of life' activity.</li> <li>Print the four group heading cards: Non-disabled women / Women with disabilities / Non-disabled men / Men with disabilities.</li> </ul>
	<p><b>8. Inclusive development</b></p> <ul style="list-style-type: none"> <li>No specific resources needed.</li> </ul>
	<p><b>9. Mainstreaming disability</b></p> <ul style="list-style-type: none"> <li>Identify and brief a Guest speaker: Identify and brief a person with a disability who is a good role model such as someone who is empowered and comfortable to discuss his or her disability with others. It could be someone economically self-reliant, someone who holds a decision-making position in society, or someone who has achieved success in a sport or other activity. Use the briefing notes provided at the end of the session plan. Note: you may invite one of your participants to be the guest speaker for this session. (See session plan for details).</li> <li>Print one copy of each scenario onto A4 coloured card. (Scenarios of Grace, Blessings, Sheila, Joseph). Laminate to reuse for future trainings.</li> </ul>
	<p><b>10. Accessibility</b></p> <ul style="list-style-type: none"> <li>Ensure the video on Accessibility is playing: this should be embedded in the PPT, but if it is not playing, you can find a copy in Folder: 6. <i>CBID Videos NRD Level</i></li> <li>Make sure you have speaker(s) for the video sound</li> <li>Consider which area(s) of the building and surrounding area can be used for the accessibility activity in the session.</li> </ul>
	<p><b>11. Disability terminology and appropriate language</b></p> <ul style="list-style-type: none"> <li>Prepare three headed flipchart sheets with one face at the top centre of each: one happy ☺, one neutral ☹, and one sad ☹. <b>Note: this can be done at the time of the session</b></li> </ul>
	<p><b>12. CBID Components successes and challenges</b></p> <ul style="list-style-type: none"> <li>Assign participants into groups well in advance and brief them as outlined in session plan. It is suggested to make the group allocations early in the week and request people to pre-read the material in their Participant Manual relating to the CBR Matrix component they have been assigned. You may wish to nominate one person who has good knowledge of each component as a group leader.</li> <li>Decide if you are going to include a field visit within this session. If you are, refer to the guidelines provided in the session plan and make the necessary arrangements.</li> </ul>
	<p><b>13. Training skills 1</b></p> <ul style="list-style-type: none"> <li>Print the list of challenging behaviours on A4 coloured card and cut into strips to be used for the activity. Laminate if you want to reuse.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have a hat or container available to put the strips in for people to choose.</li> <li>• Print one copy of each of the four topics for the activity onto coloured card. Laminate if you wish to reuse.</li> </ul>
	<p><b>14. Training skills 2</b></p> <ul style="list-style-type: none"> <li>• Trainer to prepare four headed flipchart sheets with one of the following headings on each: <ul style="list-style-type: none"> <li>a. visual impairment    b. hearing impairment</li> <li>c. mobility impairment.   d. Intellectual impairment</li> </ul> </li> </ul> <p>Write a vertical line down the centre of each sheet and write a sub-heading on each side. On the left side write: <i>As a trainer</i> and on the right write: <i>As a participant</i>.</p> <p><b>Note:</b> <i>this can be done at the time of the session.</i></p>



## 9. PRINTING REQUIREMENTS: NATIONAL/REGIONAL/DISTRICT LEVEL

**Note:** this is a summary list of all the printing required for the CBID Training Package at National/Regional/District Level. It is important that you set time aside to brief your printer, or to guide your administrator in printing all the resources required thoroughly, so that they all come out well in line with these instructions.

### Trainer's Manual

✓	
	<ul style="list-style-type: none"><li>• Print one copy of the <i>Trainers Manual</i> from Folder: 1. <i>CBID Trainers Manual NRD Level</i>. It is filed by chapter with consecutive page numbers. Print one copy to check that the formatting has not changed and that page numbers are consecutive (all right-hand pages should be odd numbers so that all chapters begin on a right-hand page) before making a copy for each trainer. This can be produced in black and white or in colour if resources are available, and should be bound.</li></ul>

### Participant Manual

✓	
	<ul style="list-style-type: none"><li>• Print one copy of the <i>Participant Manual</i> from Folder: 2. <i>CBID Participant Manual NRD Level</i>. It is filed by chapter with consecutive page numbers. Print one copy to check that the formatting has not changed and that page numbers are consecutive (all right-hand pages should be odd numbers so that all chapters begin on a right-hand page). After checking, print one copy for each trainer and each participant. This can be printed in black and white or in colour if resources are available and should be bound.</li></ul>

### Posters

The posters are stored in folder 5. *CBID Posters NPD Level* and should be printed at A1 size as a set before the training if not already available. The full set includes:

✓	
	<ul style="list-style-type: none"><li>• A1 poster of CBID Training Packages 'Inclusion' logo</li><li>• A1 poster CBR Matrix</li><li>• A1 poster ICF</li><li>• A1 posters Models of disability diagrams (five posters)</li><li>• A1 posters Models of disability illustrations (five posters)</li></ul>

	<ul style="list-style-type: none"> <li>• A1 poster: Barriers to participation (from Disabled Village Children)</li> </ul>
	<ul style="list-style-type: none"> <li>• A1 poster SDGs</li> </ul>

## Specific session resources

Print these from folder: *4. CBID Session resources NPD Level* where many of them have been formatted specifically for printing. Many of the resources used for activities can also be laminated and used over and over again, avoiding the need to reprint for each training delivery – but make sure you check them for accuracy before laminating.

A summary of the resources needed for each session is provided below. These can all be found filed by session, in Folder *4. CBID Session resources NRD Level*.

*Note: many resources are printed on coloured card. Try to use a variety of colours.*

✓	
	<p><b>1. Introduction to the CBID training</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the Trainers timetable for each trainer. Ensure this has been reviewed/amended for the local context such as start and finish times and that it has the Trainers / Co-trainers names included.</li> <li>• Print a copy of the Participant Timetable for each trainer and participant.</li> <li>• Print a Training Evaluation Form for every participant.</li> </ul>
	<p><b>2. The UN CRPD and the 2030 Agenda</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the UN CRPD for each participant (if possible – or share electronically before or after the training)</li> <li>• Print one copy of the <i>Cards for Activity 1</i>. Print on A4 coloured card (any colour or colours) and cut into strips with one article on each strip so you have 27 strips in total. Laminate if you want to reuse for future trainings.</li> <li>• Print one copy of the <i>Cards for Activity 2</i>. Print on A4 coloured card (any colour or colours): one Article on each card. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>3. Understanding disability</b></p> <ul style="list-style-type: none"> <li>• Prepare and print a handout on A4 white paper to cover: <ul style="list-style-type: none"> <li>• How your National Census deals with disability</li> <li>• How your National legislation defines disability</li> <li>• If and when your country signed and ratified the UN CRPD</li> <li>• Latest WHO statistics on disability from their website.</li> </ul> <p>See session plan for more information.</p> </li> <li>• Print one copy onto A4 coloured card of each of the four sheets detailing the four situations: <ul style="list-style-type: none"> <li>• <i>Young woman using a wheelchair;</i></li> <li>• <i>Man with an intellectual disability;</i></li> <li>• <i>Parents of a daughter with a hearing impairment;</i></li> <li>• <i>Boy with a visual impairment.</i></li> </ul> <p>Laminate if you want to reuse for future trainings.</p> </li> </ul>

	<p><b>4. Barriers to participation</b></p> <ul style="list-style-type: none"> <li>• Print the three group description headings (Attitudinal barriers; Environmental barriers; Institutional barriers) onto A4 coloured card for the <i>Attitudinal barriers in the community</i> activity. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>5. Introduction to CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<p><b>6. Policy and legal instruments</b></p> <ul style="list-style-type: none"> <li>• Prepare and print a handout based on your research into National Instruments most relevant for disability issues in your country. (See session plan for further details).</li> </ul>
	<p><b>7. Gender and disability</b></p> <ul style="list-style-type: none"> <li>• Print the four group heading cards: Non-disabled women / Women with disabilities / Non-disabled men / Men with disabilities.</li> </ul>
	<p><b>8. Inclusive development</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<p><b>9. Mainstreaming disability</b></p> <ul style="list-style-type: none"> <li>• Print one copy of each scenario onto A4 coloured card. (scenarios of Grace, Blessings, Sheila, Joseph). Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>10. Accessibility</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Disability terminology and appropriate language</b></li> <li>• No printing needs.</li> </ul>
	<p><b>11. CBID Components successes and challenges</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<p><b>12. Training skills 1</b></p> <ul style="list-style-type: none"> <li>• Print the list of challenging behaviours on A4 coloured card and cut into strips to be used for the activity. Laminate if you want to reuse.</li> <li>• Print one copy of each of the four topics for the activity onto coloured card. Laminate if you wish to reuse.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Training skills 2</b></li> <li>• No printing needs.</li> </ul>





## 10. TRAINING RESOURCES NEEDED: VOLUNTEER LEVEL

This is a summary list of all the resources needed for the delivery of the CBID Training Package at Volunteer Level. Use this as a **master checklist** as you prepare for the training. See also the *Summary of all Printing Requirements at Volunteer Level* which contains extracts from this document specifically related to the printing needs.

The separate *Summary of all Printing Requirements* can be used to brief the printer or administrator who will be responsible for the printing.

### Training equipment

✓	
	<ul style="list-style-type: none"><li>• Two flipchart stands</li></ul>
	<ul style="list-style-type: none"><li>• Printer and spare ink/toner for any printing needs during training</li></ul>
	<ul style="list-style-type: none"><li>• Stapler and supply of staples</li></ul>
	<ul style="list-style-type: none"><li>• Staple remover</li></ul>
	<ul style="list-style-type: none"><li>• Scissors</li></ul>

### General stationery consumables

✓	
	<ul style="list-style-type: none"><li>• Approx 20 marker pens, assorted colours</li></ul>
	<ul style="list-style-type: none"><li>• Good supply of flipchart paper</li></ul>
	<ul style="list-style-type: none"><li>• Masking tape and/or Prestik to pin things on wall</li></ul>
	<ul style="list-style-type: none"><li>• Two large packs of post-it Notes or similar</li></ul>
	<ul style="list-style-type: none"><li>• Name badges</li></ul>
	<ul style="list-style-type: none"><li>• Notebook for each participant</li></ul>
	<ul style="list-style-type: none"><li>• Pen for each participant and trainer</li></ul>
	<ul style="list-style-type: none"><li>• Plain printer paper (2 reams)</li></ul>

	<ul style="list-style-type: none"> <li>Supply of coloured card – A4 size in various colours (cut into 4 strips per sheet – see picture). Approx. 30 sheets.</li> </ul>	
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## Posters

The posters are stored in folder 5. *CBID Posters Volunteer Level* and should be printed as a set before the training if not already available. The full set includes:

✓	
	<ul style="list-style-type: none"> <li>A1 poster of CBID Training Packages 'Inclusion' logo*</li> </ul>
	<ul style="list-style-type: none"> <li>A1 posters of CBR Matrix (2 versions)*</li> </ul>
	<ul style="list-style-type: none"> <li>A1 poster ICF*</li> </ul>
	<ul style="list-style-type: none"> <li>A3 posters of the 3 ICF areas</li> </ul>
	<ul style="list-style-type: none"> <li>A1 posters Models of disability diagrams (five posters)*</li> </ul>
	<ul style="list-style-type: none"> <li>A1 posters Models of disability illustrations (five posters)*</li> </ul>
	<ul style="list-style-type: none"> <li>A1 poster: Barriers to participation (from Disabled Village Children)*</li> </ul>
	<ul style="list-style-type: none"> <li>A1 poster CBR/CBID Stakeholders</li> </ul>

*Note: Posters marked with \* are also used at National/Regional/District Level CBID Training*

## Trainer's Manual

✓	
	<ul style="list-style-type: none"> <li>Print a copy of the Trainer's Manual for each trainer from Folder 2: <i>CBID Trainers Manual Volunteer Level</i></li> </ul>

## Participant Manual

✓	
	<ul style="list-style-type: none"> <li>Print a copy of the Participant Manual for each participant from Folder 3. <i>Participant Manual Volunteer Level</i></li> </ul>

## Handouts

✓	
	<ul style="list-style-type: none"> <li>Session 2 needs an additional handout, and Handouts for Session 9: Working as a CBID Volunteer and Session 17: Appropriate language need to be checked for local relevance before printing.</li> </ul>

## Flipcharts

<ul style="list-style-type: none"> <li>At Volunteer Level, Powerpoint presentations are not used, to avoid the need for a formal training room or a reliance on a power supply. Flipcharts are used to convey key points and it is recommended these are written out in advance. The flipchart content is shown in the session plan within wiggly lines and headed <b>Write on BOARD</b> like this:</li> </ul>
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**Write on BOARD:**

Human rights learning objectives:

- Explain human rights
- Give examples of human rights
- List the main legal and policy instruments of disability
- Explain the purpose of key national instruments relating to disability in the country

<ul style="list-style-type: none"> <li>Agree with your training team members who will write the flipcharts for each of the sessions. Ensure they are all written clearly in large clear writing.</li> </ul>
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## Specific session resources

For many of the sessions, copies of the needed resources are included at the end of the relevant session plan as a reference. However, it is best to print these from this folder: *4. CBID Session resources Volunteer Level* where many of them have been formatted more ideally for printing. Many of the resources used for activities can also be laminated and used over and over again, avoiding the need to reprint for each training delivery.

A summary of the resources needed (excluding the above equipment, posters, session plans and participant Handouts) for each session is provided below. These can all be found filed by session, in Folder *4. CBID Session resources Volunteer Level*

✓	
	<p><b>1. Introduction to the CBID training</b></p> <ul style="list-style-type: none"> <li>Confirm if the example timetable is appropriate for your context in terms of timing and content. Add the trainer and co-trainer allocation details and print a copy of the Trainer's Timetable for each trainer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Print a copy of the Participants Timetable for each trainer and participant after confirming if the example timetable is appropriate for your context in terms of timing and content.</li> <li>• Print a training evaluation form for every participant.</li> </ul>
	<p><b>2. Human rights and a rights-based approach</b></p> <p>Research the National instruments (Constitution, laws, policies, acts, that include references to disability or persons with disabilities) for your country and prepare a Handout with this included. <b>Note:</b> if you or a colleague has already prepared for the Policy and Legal Instruments session at National/ Regional/District Level this should already be available to adapt for this session.</p> <ul style="list-style-type: none"> <li>• Print one copy of the <i>Cards for Activity 1</i>. Print on A4 coloured card (any colour or colours) and cut into strips with one article on each strip so you have 27 strips in total. Laminate if you want to reuse for future trainings. <b>Note:</b> these strips are also used in the National/Regional/District session 2, <i>The UN CRPD and 2030 Agenda</i> so if you have printed them for that the same cards can also be used here.</li> </ul>
	<p><b>3. Guest speaker in discussion</b></p> <ul style="list-style-type: none"> <li>• In discussion with the trainers identified for this session, identify and brief a person with a disability in the community who is empowered and independent and who understands the rights-based approach to disability. See session plan for further details. <b>Note:</b> You may also select one of your participants who has a disability to fulfil this role, but in this case ensure you brief them well, and give them lots of notice so they can prepare themselves.</li> </ul>
	<p><b>4. Understanding disability</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the ICF examples on coloured card and cut into strips to use as examples for the ICF activity. Alternatively use your own examples. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>5. Introduction to CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the five pictures of the 5 CBR Matrix components for activity. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>6. Barriers to participation</b></p> <ul style="list-style-type: none"> <li>• Plan the space where you will carry out the ‘game of life’ activity.</li> <li>• Print the four group heading cards: Non-disabled women / Women with disabilities / Non-disabled men / Men with disabilities.</li> </ul>
	<p><b>7. Advocacy</b></p> <ul style="list-style-type: none"> <li>• Print four copies of the <b>advocacy strategy questions</b> on coloured card or paper. Laminate if you want to reuse for future trainings.</li> <li>• Print one copy of the four <b>advocacy scenarios</b>. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>8. Models of disability</b></p> <ul style="list-style-type: none"> <li>• One A4 copy of each of the three models of disability illustrations for the activity (Charity / Medical / Rights-based).</li> </ul>

	<p><b>9. Working as a CBID Volunteer</b></p> <ul style="list-style-type: none"> <li>• Research all of the aspects of this topic to ensure that the information in the session plan is accurate and complete. The Participant Manual gives an example from Zambia. The session is based on the situation in Zambia and many aspects may be different in your country, so it is essential to review this. Prepare and print an additional handout if you have specific information on the local situation that is different.</li> </ul>
	<p><b>10. Components of CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• It is recommended (though not essential) that this session is held 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. If practicable, the preparation of the questions part of the session can take place at the training facility before leaving on the visit.</li> <li>• Work with the trainers of this session to identify and brief 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. Ensure you plan this in advance and use the briefing notes included in the session plan.</li> </ul>
	<p><b>11. Community mobilization</b></p> <ul style="list-style-type: none"> <li>• Print one copy of the 10 steps cards of community mobilization for the activity on A4 coloured card, cut into strips of the individual steps. Laminate if you wish to reuse.</li> </ul>
	<p><b>12. Accessibility</b></p> <ul style="list-style-type: none"> <li>• Print one copy of the five accessibility scenarios for the activity on A4 coloured card. Laminate if you wish to reuse.</li> </ul>
	<p><b>13. Disability mainstreaming and inclusive development</b></p> <ul style="list-style-type: none"> <li>• Print three terminology scenarios on A4 coloured card</li> <li>• Print three activity scenarios on A4 coloured card (use a different colour)</li> <li>• Print eight pictures for the inclusive development activity on A4 coloured card (use a different colour)</li> </ul> <p><i><b>Note:</b> Different colours are not essential but help when reordering/filing the resources at the end of the session.</i></p> <ul style="list-style-type: none"> <li>• Laminate all resources if you wish to reuse.</li> </ul>
	<p><b>14. Stakeholder mapping</b></p> <ul style="list-style-type: none"> <li>• No additional resources needed.</li> </ul>

	<p><b>15. Referral and follow up</b></p> <ul style="list-style-type: none"> <li>• A local community worker with good knowledge of the local services available is needed as a trainer / resource person for this session. A volunteer should have a good overview of the services available to persons with disabilities in the district, and the systems of identification and referral of persons with disabilities to the various services that they may need to access. This session can be tailored to include familiarisation with specific forms and systems in your context.</li> </ul>
	<p><b>16. Appropriate language</b></p> <ul style="list-style-type: none"> <li>• Review the list of appropriate language and unacceptable language in the Participant Manual and note any additional commonly used language locally.</li> <li>• Draw three faces, each on the top of a sheet of flipchart paper: one happy 😊, one neutral 😐, one sad ☹️. <b>Note:</b> this can be drawn just before the session.</li> </ul>



## 11. PRINTING REQUIREMENTS: VOLUNTEER LEVEL

**Note:** this is a summary list of all the printing required for the CBID Training Package at Volunteer Level. Use this to brief your printer, or to guide your administrator in printing all the resources required.

### Posters

The posters are stored in folder 5. *CBID Posters Volunteer Level* and should be printed as a set before the training if not already available. The full set includes:

✓	
	<ul style="list-style-type: none"><li>• A1 poster of CBID Training Packages 'Inclusion' logo*</li></ul>
	<ul style="list-style-type: none"><li>• A1 posters of CBR Matrix (2 versions)*</li></ul>
	<ul style="list-style-type: none"><li>• A1 poster ICF*</li></ul>
	<ul style="list-style-type: none"><li>• A3 posters of the 3 ICF areas</li></ul>
	<ul style="list-style-type: none"><li>• A1 posters Models of disability diagrams (five posters)*</li></ul>
	<ul style="list-style-type: none"><li>• A1 posters Models of disability illustrations (five posters)*</li></ul>
	<ul style="list-style-type: none"><li>• A1 poster: Barriers to participation (from Disabled Village Children)*</li></ul>
	<ul style="list-style-type: none"><li>• A1 poster CBR/CBID Stakeholders</li></ul>

*Note: Posters marked with \* are also used at National/Regional/District Level CBID Training*

### Trainer's Manual

✓	
	<ul style="list-style-type: none"><li>• Print a copy of the Trainer's Manual for each trainer from Folder 2: <i>CBID Trainers Manual Volunteer Level</i></li></ul>

### Participant Manual

✓	
	<ul style="list-style-type: none"><li>• Print a copy of the Participant Manual for each participant from Folder 3. <i>Participant Manual Volunteer Level</i></li></ul>

## Handouts

✓	
	<ul style="list-style-type: none"> <li>• Session 2 needs an additional handout, and Handouts for Session 9: Working as a CBID Volunteer and Session 17: Appropriate language need to be checked for local relevance before printing.</li> </ul>

## Specific session resources

Print these from this folder: 3. *CBID Session resources Volunteer Level* where many of them have been formatted ideally for printing. Many of the resources used for activities can also be laminated and used over and over again, avoiding the need to reprint for each training delivery.

✓	
	<p><b>1. Introduction to the CBID training</b></p> <ul style="list-style-type: none"> <li>• Confirm if the example timetable is appropriate for your context in terms of timing and content. Add the trainer and co-trainer allocation details and print a copy of the Trainer’s Timetable for each trainer.</li> <li>• Print a copy of the Participants Timetable for each trainer and participant after confirming if the example timetable is appropriate for your context in terms of timing and content.</li> <li>• Print a training evaluation form for every participant.</li> </ul>
	<p><b>1. Human rights and a rights-based approach</b></p> <p>Prepare and print an additional Handout in line with guidance on the session plan.</p> <p>Print one copy of the <i>Cards for Activity 1</i>. Print on A4 coloured card (any colour or colours) and cut into strips with one article on each strip so you have 27 strips in total. Laminate if you want to reuse for future trainings.</p> <p><b>Note:</b> <i>these strips are also used in the National/Regional/District session 2, The UN CRPD and 2030 Agenda</i> so if you have printed them for that they can also be used here.</p>
	<p><b>2. Guest speaker in discussion</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<p><b>3. Understanding disability</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the ICF examples on coloured card and cut into strips to use as examples for the ICF activity. Laminate if you want to reuse for future trainings.</li> </ul>

	<p><b>4. Introduction to CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• Print a copy of the five pictures of the 5 CBR Matrix components for activity. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>5. Barriers to participation</b></p> <ul style="list-style-type: none"> <li>• Print the four group heading cards: Non-disabled women / Women with disabilities / Non-disabled men / Men with disabilities.</li> </ul>
	<p><b>6. Advocacy</b></p> <ul style="list-style-type: none"> <li>• Print four copies of the <b>advocacy strategy questions</b> on coloured card or paper. Laminate if you want to reuse for future trainings.</li> <li>• Print one copy of the four <b>advocacy scenarios</b>. Laminate if you want to reuse for future trainings.</li> </ul>
	<p><b>7. Models of disability</b></p> <ul style="list-style-type: none"> <li>• One A4 copy of each of the three models of disability illustrations for the activity (Charity / Medical / Rights-based).</li> </ul>
	<p><b>8. Working as a CBID Volunteer</b></p> <ul style="list-style-type: none"> <li>• Prepare and print an additional handout if you have specific information on the local situation that is different.</li> </ul>
	<p><b>9. Components of CBR/CBID</b></p> <ul style="list-style-type: none"> <li>• No printing needs.</li> </ul>
	<p><b>10. Community mobilisation</b></p> <ul style="list-style-type: none"> <li>• Print one copy of the 10 steps cards of community mobilisation for the activity on A4 coloured card, cut into strips of the individual steps. Laminate if you wish to reuse.</li> </ul>
	<p><b>11. Accessibility</b></p> <ul style="list-style-type: none"> <li>• Print one copy of the five accessibility scenarios for the activity on A4 coloured card. Laminate if you wish to reuse.</li> </ul>
	<p><b>12. Disability mainstreaming and inclusive development</b></p> <ul style="list-style-type: none"> <li>• Print three terminology scenarios on A4 coloured card</li> <li>• Print three activity scenarios on A4 coloured card (use a different colour)</li> <li>• Print eight pictures for the inclusive development activity on A4 coloured card (use a different colour)</li> </ul> <p><i>Note: Different colours are not essential but help when reordering/filing the resources at the end of the session.</i></p> <ul style="list-style-type: none"> <li>• Laminate all resources if you wish to reuse.</li> </ul>
	<p><b>13. Stakeholder mapping</b></p> <ul style="list-style-type: none"> <li>• No additional resources needed.</li> </ul>
	<p><b>14. Referral and follow up</b></p> <ul style="list-style-type: none"> <li>• Review the session and prepare and print an additional handout if needed.</li> </ul>
	<p><b>15. Appropriate language</b></p> <ul style="list-style-type: none"> <li>• No printing needed.</li> </ul>





## 12. TRAINING COORDINATOR ROLE DURING TRAINING

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### Overseeing progress

The Training Coordinator should check the training room the day before the training to ensure that the room is set up appropriately, such as in a U shape with breakout tables at the back of the space or nearby by group work, and that equipment is in place. The set up should include a trainers resource table near the front of the training area.

The Training Coordinator is responsible to ensure that all aspects of the training run smoothly. Thorough planning can help to avoid many potential challenges such as:

- Emphasising to the catering team the importance of bringing refreshments on time and checking they are on track each day in advance.
- Double checking resources are available for the sessions of the day each morning and that the trainers resource table is kept tidy and organized.
- Ensuring that co-trainers are ready to deliver sessions in the absence of the lead trainer.
- Monitoring the progress of sessions closely as training is delivered and reminding trainers and co-trainers of time if they are running late.

The Training Coordinator should also:

- regularly liaise with the training team members to ensure they are ready for their sessions and keep to time as far as possible.
- work with the administration and finance team to ensure that any payments are made and administration tasks completed on time.
- take an overview of the training space – ensuring that no longer needed flipcharts are cleared or given to the administrator for typing,
- ensure trainers resource table is kept clear of any unnecessary items
- remind participants regularly to complete their evaluation form for any completed topics

### Responding to events

The Training Coordinator must also be ready to respond to any unexpected events during the training. These might include:

- Rescheduling an official opening to a later time if the Guest of Honour is delayed.
- Delayed arrival of participants or trainers due to weather or traffic issues
- Late arrival of refreshments
- Sessions running over time
- Missing training resources

When challenges do arise, the Training Coordinator can help minimise the disruption by:

- Being responsive to delays by considering how time can be saved elsewhere in the programme (such as suggesting an earlier start, later finish, shorter break or reducing the time of another session in some way – such as changing a group activity to a plenary activity to save on feedback time).

- Swapping the order of sessions if trainers or resources are not available.
- Continuing the training until refreshments arrive in the case of delays.

## Promoting Networking

Keep in mind throughout the training, the broader objective of supporting and encouraging stakeholders to network and collaborate as a united sector to achieve inclusion.

## Capturing information and recording agreed actions

Several sessions include group work to suggest actions stakeholders can take to improve mainstreaming and inclusion. It is the Training Coordinator's role to ensure that any information captured on flipchart is given to the administrator for typing as an ongoing record and reference.

The training also includes the recommendation that participants continue to network and collaborate after the training to achieve inclusion. It is the responsibility of the Training Coordinator to ensure that any agreed actions are encouraged and progressed in the weeks following the training, supporting for example, any WhatsApp CBID Network administrators to establish and manage their Networks.



# TRAINER MEETINGS AND TEAMWORK DURING TRAINING

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## Preparing for each day

Request all trainers to 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
- ensuring that the projector is in place and working
- checking speakers are working where needed
- checking all resources are available for the day's sessions – to be kept on a trainers resources table at the front of the training room
- 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 each day debrief

Also request trainers to be available at the end of each training day for a debrief meeting. The purpose of these meeting is to review the day's progress and discuss any issues that have arisen such as:

- feedback from all trainers and co-trainers on the sessions delivered
- agree what to do if any planned content was not covered during the day
- any issues raised by participants
- any challenging participants and how they will be approached/addressed
- administrative input needed such as typing up session feedback or recommendations where a written record is useful
- discuss any progress or plans regarding establishing a CBID Network
- 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)
- discuss any Car Park issues and who will address them and how
- discuss any final plans for the next day's training including:
  - confirmation of the trainers for each session and availability of all resources.

These meetings should be short if all preparations have been made well.

## End of training meeting

The 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
- agreeing any additional resources to be sent to the participants and who will send
- reviewing any evaluation forms and agreeing who will compile the summary
- discussing any administrative or financial issues
- agreeing any final feedback to the venue and who will do this
- agreeing any follow up relating to actions discussed in the training such as establishing or strengthening a CBID Network for ongoing collaboration to achieve inclusion, and/or planning further roll out of the training packages.

**Note:** Also see NAD's resources on *Developing CBID Networks to build on networking encouraged through this training.*

**Good luck in planning and delivering your Networking for CBID training!**