CBR TRAINING MANUAL

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LIGHT FOR THE WORLD

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CBR TRAINING MANUAL

LIGHT FOR THE WORLD is a European confederation of national development NGOs committed to saving eyesight, improving the quality of life and advocating for the rights of person with disabilities in the underprivileged regions of our world.

Introduction

In October 2010, WHO/ILO/UNESCO launched their long-awaited Community Based Rehabilitation (CBR) guidelines. The guidelines reflect both the ongoing developments within CBR during recent years and the strategic debates between CBR practitioners from around the world as to the very ideology behind CBR. The goal of the new CBR guidelines is to assist with the development of CBR practice in the many countries around the world where it is practiced.

It is now vital **to begin intensive training in the field for CBR practitioners to refresh and develop skills, knowledge and attitudes about the 'new CBR'.**

To begin this important process LIGHT FOR THE WORLD brought together CBR practitioners from Burkina Faso, Ethiopia and Mozambique to discuss:

- the meaning of the CBR guidelines for partner countries;
- partner organisations' expectations of their CBR workers in the field;
- the knowledge, skills and attitudes necessary to develop a comprehensive CBR.
- These discussions resulted in the development of this training manual.

Purpose of this Training Manual

Building on existing basic CBR skills set out in publications such as Disabled Village Children (Hesperian Foundation) and the manual Training in the Community for People with Disabilities (WHO), this training manual covers the additional organisational skills, knowledge and attitudes needed when implementing CBR in accordance with the various components of the new CBR guidelines.

LIGHT FOR THE WORLD will start to train CBR practitioners with this new training manual in Burkina Faso, Ethiopia and Mozambique from 2011.

Acknowledgements

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people practicing CBR in Burkina Faso, Ethiopia and Mozambique. Special thanks go to Annemarie Gindorfer, Elie Bagbila, Marieke Boersma, René Cyriaque Naré, Tesfanesh Tadesse and Tigabu Gebremedhin, who are practicing CBR in Africa and contributed greatly to these training materials.

How to Use the Training Manual

Each training module can be used independently of the other modules and it is also possible to use individual sessions from a module. When following all of the modules, there is a certain overlap, for example, between the modules on networking, working with disabled people's organisations (DPO) and social integration. Trainers can select sessions that are more applicable for their trainees. Training objectives are set out at the beginning of each training sheet. Some modules do not cover all of the objectives if the knowledge, skills and attitudes are covered in other modules. The trainer therefore has the flexibility to decide whether to add sessions to a module where applicable.

Training objectives are divided into the skills, knowledge and attitudes needed in order to work in the field on that specific topic.

If certain modules are more suitable for CBR (field) workers rather than supervisors or managers, or vice versa, this is clearly indicated.

A CD which provides supporting materials is included with this manual. Folders for each module contain sub-folders with

the session number. Materials for single sessions are included, as are general materials about the module topics.

The presentations on the CD are all PowerPoint presentations. Not all settings are appropriate for a PowerPoint presentation. Alternative forms of doing a presentations should then be chosen.

We hope the training manuals will help you in implementing CBR in the field and that it will contribute to the quality, development and creativity of CBR practice.

For questions, information or if you would like to use the materials in this manual please contact:

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How to Use the CBR Guidelines

Participants and training time:

Supervisors and managers of CBR programmes.
Training time: 7 hours.

Training needs:

- CBR supervisors and managers need to be familiar with the structure of the CBR guidelines.
- CBR supervisors and managers need to be able to incorporate the CBR guidelines into their CBR projects.

Objectives based on:

Knowledge:

- CBR supervisors and managers understand the structure of the guidelines document.

Skills:

- CBR supervisors and managers know how to incorporate the CBR guidelines within the local context of their individual projects.

Attitudes:

- CBR supervisors and managers are open to exploring the use of the guidelines as a tool to develop and implement their CBR projects.

Session 1

The structure of the CBR guidelines.

Training time: 3 hours.

- As facilitator, explain the structure of the CBR guidelines to the participants using the introduction to the guidelines:
  - How the guidelines were developed
  - How they link to other developments such as the Millennium Development Goals (MDGs) etc.
  - The CBR matrix structure and purpose

- Explain the content of the individual booklets, their individual importance and especially the importance of the

relationship between the different booklets.

- Explain the structure of the different components – preamble/goal/the role of CBR/desirable outcomes/key concepts.

In groups, discuss the use of the desirable outcomes of one of the 5 components of the CBR matrix and one of the 5 elements of that component. Use the results of the group discussions for a plenary discussion. Ensure the groups work on different components and elements:

- How can you use the desirable outcomes in the implementation of your CBR project(s)?
- How can these desirable outcomes be used in monitoring your CBR project(s)?
- Are these desirable outcomes sufficient for monitoring and evaluating your CBR project or would you also need additional tools? (If so, name some examples.)

Session 2

Using the CBR guidelines.

Training time: 2 hours.

Choose one random topic from the CBR guidelines and work in groups on an implementation plan for that specific topic. This session is based on the topic 'HIV/AIDS and disability' from the supplemental booklet to the guidelines.

- In small groups read the chapter from the supplemental

booklet about HIV/AIDS and disability. Have the groups present their work, ensuring that the discussion covers the use of the guidelines as a document, as well as the specific topic of HIV/AIDS and disability.

Ensure the following questions are answered:

- What knowledge do you already have about HIV/AIDS and disability (in general and within your project area)?
- Have you learned anything new from this chapter?
- What would you consider to be the most important points in this chapter?
- Do you think persons with disabilities in your project area are more vulnerable to become HIV+ than others and why?
- List 5 issues that are the main barriers to inclusion for persons with disabilities in the area of HIV/AIDS.
- Make suggestions about what your project(s) could do to include HIV/AIDS prevention in their work.

Session 3:

Using case studies.

Training time: 2 hours.

Every group should choose 3 case studies from the guidelines.

Try to determine the core message of the case study.

Working in groups, develop activities to demonstrate to the plenary how one of these three case studies could be useful in a CBR project for the following:

- Awareness raising
- Informing families
- Lobbying decision makers
- Training CBR staff
- Community mobilisation
- Livelihood
- Or other topics

Module 1 ▪ International Classification on Functioning, Disability and Health (ICF)

Participants and training time:

All levels of CBR workers. It is also possible to run training for DPOs and other stakeholders.

Total training time: 8 hours and 30 minutes.

Training needs:

- CBR workers need to understand global WHO definitions of disability.
- CBR workers need to understand the different elements that constitute disability.
- CBR workers need to gain understanding of and form their own attitudes towards disability, and organisations will need workers with a shared attitude to disability.
- CBR workers need to be aware of local attitudes towards disability.
- CBR projects need to form a common position on their approach to dealing with local attitudes towards disability, both positive and negative.

Objectives based on:

Knowledge:

- CBR workers have understanding of the ICF.
- CBR workers have understanding of commonly used models in disability studies.

Skills:

- CBR workers can use the ICF to explain to others what elements constitute disability.
- CBR workers can relate local attitudes and the different models of disability to the ICF, and explain how they are relevant to their CBR projects.
- CBR workers form a plan within their project to strategise how to change negative attitudes in the community towards disability, and how to use positive attitudes of the community towards disability.
- CBR workers can develop awareness raising strategies based on the ICF and other disability models.

- Skills needed for the implementation of the plan are listed and the skills not available in the CBR project are identified for future training and or support.

Attitudes:

- CBR workers can explain both the positive and the negative attitudes of the local community and their own attitudes towards people with disabilities.

Session 1

Disability game.[1]

Training time: 1 hour and 30 minutes.

NB: Explain each step of this exercise separately to get the best result. Do not explain the whole exercise before starting the session.

Divide the larger group into small groups. Give each group an empty flip chart with a small circle in the middle. Each group should write in the middle the sex and age of a person from the local community. (Ensure there is gender and age distribution.)

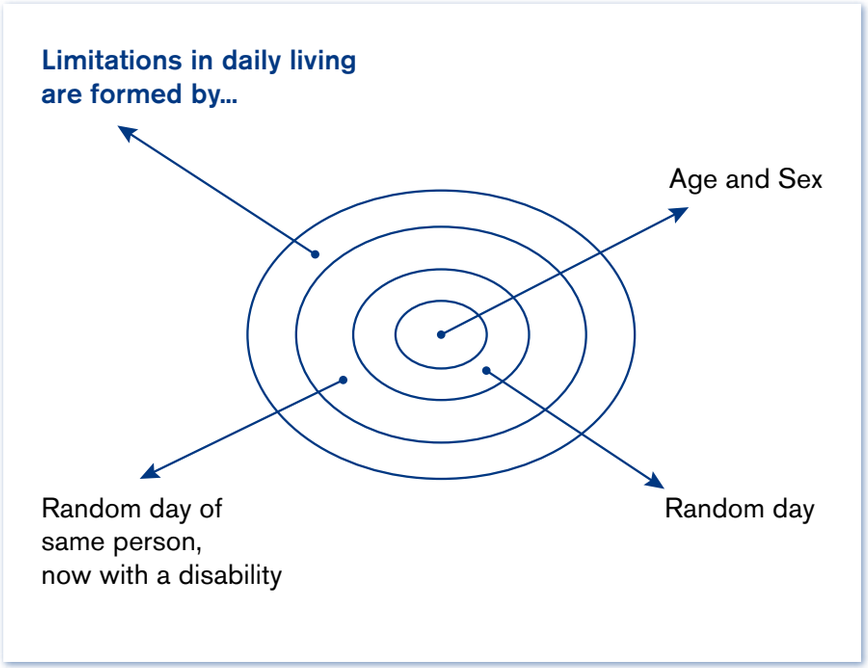
Each group should draw a bigger circle around the first, and in it describe a random day of that person in the local community.

Each group should then draw a bigger circle again and in it provide a description of the same person, including details of their specific disability (blindness, CP, stroke, deafness, intellectual disability etc.). How is the random day of this person

[1] This game was introduced to LIGHT FOR THE WORLD by the Voluntary Service Overseas (VSO).

affected by them having this disability?

A final circle should be drawn with any possible limitations in the person's life – physical limitations, within/by the family/ community attitudes or by the way society is constructed.



After each part is discussed in the group the flipcharts are put up for the others to see. Participants can then raise issues for discussion in the group after seeing the flipcharts of all groups.

Session 2

Definitions and terminology currently used in CBR projects.

Training time: 30 minutes.

Ask all participants to use cards to write the terms and concepts they use to explain disability in their awareness raising projects to all stakeholders. (10 minutes)

Explanation of any terms and concepts that are unclear or that stand out to the group. (20 minutes)

Session 3

Explaining ICF

Training time: 2 hours.

Using the ICF document deliver a presentation (PowerPoint or other) that explains the concept of ICF and the purposes for which it can be used in CBR projects.

For participants who have worked with ICIDH 1 and 2 before, it is good to explain how ICF evolved from them. If participants are unaware of ICIDH 1 and 2 there is no additional value in explaining them before explaining ICF.

Session 4

How do local attitudes fit into the ICF concept?

Training time: 1 hour.

Distribute cards to participants and ask them to write down local attitudes towards people with disabilities. (10/15 minutes). Ask participants to list the different components of ICF and to look at where local attitudes come into play. Can you compare the way the community defines disability with how the WHO defines disability? (15 minutes)

When you look at the functional limitations of people in the community, what factors determine them (physical or structural factors/expected or desired activities and participation/environmental factors/ personal factors)? (30 minutes)

Session 5

Comparing existing disability models with ICF: Why so many models?

Training time: 1 hour.

Compare the local attitudes identified early in Session 4 with the information generated in the latter part of the Session. Hold a discussion with the following leading questions:

1. Is there any relation between the ICF and the disability models on the cards?

2. Can the different models of disability, such as the medical model, be explained through ICF?
3. Is the ICF just an additional concept that is difficult and confusing?
4. Should we choose one way of looking at disability or should we understand the different ways of looking at disability in order to carry out effective awareness raising in our CBR projects.
5. Can we use ICF to clarify for ourselves and the community what constitutes disability? In this way can we help people with disabilities to participate more in community life?

One possible structure for the discussion is to put a line on the ground with **yes** at the one end and **no** at the other end. A participant should place a card down on the line and says why he or she feels it belongs there.

Other participants can pick up the card and adjust its position, as long as they explain why they feel it should be moved.

Session 6a
(For CBR managers/supervisors)

Form a plan on how to use ICF in CBR projects.
Training time: 2 hours.

Using questions 4 and 5 of Session 5, ask all project teams to form groups of their own CBR project and to look at their project plans and discuss where they could use the ICF concept to more effectively bring about an inclusive community.

Ask project groups to present their plans to the larger group for discussion.

Session 6b
(For fieldworkers and DPOs [if not linked to the direct planning of their work])

Using ICF for awareness raising.
Training time: 2 hours +.

Based on Session 5, ask groups to make an awareness raising plan for the community and the different organisations the project works with. When presenting the awareness raising plans the groups should explain how they have used ICF and other disability models in their awareness raising plans.

Ask each group to present an examplary awareness raising session to the plenary.

Session 7
(For CBR managers/supervisors)

Determine the skills needed to deliver the plans.
Training time: 30 minutes.

Facilitate a 20-minute group discussion to list the skills needed to deliver the plans identified in the previous session. Ask participants to write their answers on cards. Use different cards for the skills currently available in the project than for those that are currently unavailable. Take 10 minutes to look at the skills identified and to answer any questions.

Module 2 ▪ Networking Towards an Inclusive Society

Participants and training time:

CBR managers, supervisors and fieldworkers/DPOs.
Total training time: 9 hours and 5 minutes.

Training needs:

- CBR workers need to understand what an inclusive society looks like.
- CBR workers need to have the knowledge, skills and right attitude to contribute to an inclusive society at the community level covered by their CBR project.
- CBR workers need to have an understanding of the importance of networking in implementing CBR.
- CBR workers need to have the skills to lobby and network with others.
- CBR workers need to understand the level of networking needed to sustain the CBR project within the community.
- CBR workers need to have knowledge of communication skills and how to effectively share a message.

Objectives based on:

Knowledge:

- CBR workers have knowledge of what constitutes an inclusive society.
- CBR workers should have knowledge of how they can contribute towards an inclusive community in their region/local area.
- CBR workers understand how to use lobbying to work towards an inclusive society.
- CBR workers have knowledge of communication skills and how to use them.
- CBR workers understand how networking enhances the sustainability of their work.

Skills:

- CBR workers have lobbying and communication skills to allow them to lobby in their region/local area.
- CBR workers know how to map their region/local area and connect to relevant stakeholders.

- CBR workers can prepare and deliver a message to improve the knowledge and change the attitudes of relevant stakeholders in the community.

Attitudes:

- CBR workers believe that their community should be and can be inclusive of persons with disabilities.
- CBR workers believe that people with disabilities should have equal access to community life.
- CBR workers are ready to lobby for an inclusive society and to advocate for the rights of persons with disabilities within the community where they work.
- CBR workers are confident in approaching different stakeholders to advocate for an inclusive society

Session 1

An inclusive society game.

Training time: 1 hour.

What you need to play the game: (see Appendix 1)

- One dice
- One board with 100 squares – 70 white steps or squares interspersed with 30 squares in a different colour. (See Appendix 1 for a sample board).
- For each group 1 pawn (could be any object that can be moved around the board as long as there is a clear difference between the pawns. Each group will have one pawn.
- At least 75 different cards with questions/assignments in a pile. (See Appendix 1 for sample questions.)

- **How to play the game:**
- Divide the plenary into groups. Make sure you do not have more then 6-8 groups.
- All groups start at the beginning of the board.
- Each group takes turns to throw the dice and move forward on the board.
- When a group lands on a coloured square they must take the card on top of the pile. When the assignment/question on the card has been completed, the group can throw again. If the assignment is not completed correctly, the group must go back to the beginning.
- The winning group is the one that reaches the end (square 100) first.
- You can also repeat the game at the end of the training when more skills have been developed.

Session 2

What does an inclusive society look like?

Training time: 1 hour.

Ask every team to make a poster representing an inclusive society, trying to be as comprehensive as possible on what inclusion in their community means.

Encourage the participants to make the posters attractive so that they can be used for lobbying within the local community (like an advertisement for an inclusive society).

Session 3

Presentation on communication.

Training time: 1 hour.

Make a presentation on how people communicate and factors that you have to be aware of when you are communicating a message. Two PowerPoint presentations are provided on the CD as examples of a presentation on communication.

Session 4

Preparing a message.

Training time: 2 hours.

Each group gets an assignment, for example:

1. Prepare a message convincing the local church to accept persons with disabilities as full members of their church and potentially as priests and other clergy.

2. Prepare a message for the local school to work on inclusion for deaf children.

3. Prepare a message for the local court explaining the right of persons with disabilities to access justice in the same way as those without a disability.

4. Prepare a message for the local sports council or department to organise sports events for persons with disabilities

Ask each group to first list the barriers to reach inclusion in their chosen area.

What barriers can their CBR projects overcome and what barriers cannot be influenced by the projects?

Ask each group to decide which arguments are suitable for their audience.

Ask each group to decide on a medium for disseminating their message.

Ask each group to present their message to the main group.

After all of the presentations, all participants and the facilitator provide feedback on what was convincing and what not, explaining why.

Session 5

Who can you network with?

Training time: 20 minutes.

Run a plenary session where you list all of the potential partners in the community that you could network with and should lobby to create an inclusive society in the communities where you work. Let the group also look into what support would be needed on a national level and what support is needed on a global level to reach an inclusive society on a local community level.

Session 6

Some theories about lobbying.

Training time: 1 hour.

The facilitator gives a presentation about lobbying. Example PowerPoint about lobbying is available on the CD.

Session 7

Practicing lobbying skills.

Training time: 2 hours.

Keeping four participants aside, divide the remaining participants into 4 groups and ask each to prepare a lobby session for different potential stakeholders. Each group presents how they would lobby for their cause. The participants not in the groups represent the stakeholders that need to be convinced.

Provide feedback to the groups on the following:

1. Was their message clear?
2. Were different arguments used to convey the message?
3. Were different methods used to convey the message?
4. Was the message entertaining and did the audience stay engaged?
5. Did the presenters speak clearly?
6. How was their body language?

Session 8

Preparing a plan.

Training time: 45 minutes.

Ask each group to prepare a lobby and networking plan explaining how this will work towards an inclusive community.

Collect the plans at the end of 45 minutes.

Session 9

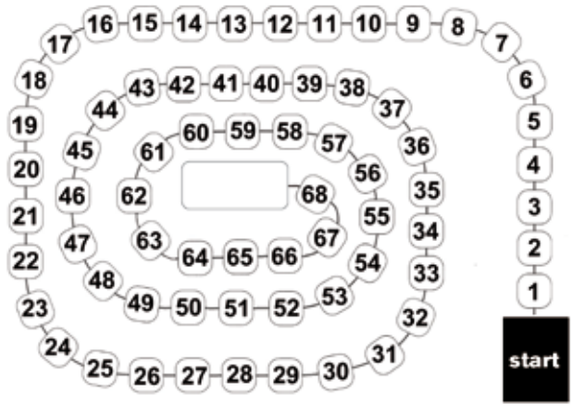
If time allows, repeat the game from Session 1 and compare whether the networking and lobbying skills have increased.

Appendix 1

Session 1: Inclusive Society game: sample board.

The squares in these example are 68, try to make it 100. Every now and again there should be a colored square where the participants get an assignment. Example assignments are given below.

Sample assignments on the cards:



1. You are starting a CBR programme, mention 7 organisations you will visit before starting your project.

2. In your project area there is a local healer who is convincing children to stop taking their epilepsy medication. The area is Muslim and you decide to get the local imam involved in your awareness raising. Give three arguments you will use to convince the imam to work with you.

3. You have been encouraging people with disabilities to take out loans but they are scared that they will not manage to pay them back. What are you going to do and with whom?

4. You have 15 deaf children out of school. Explain 7 steps that you will take to make sure these children can learn? (You can make assumptions that each step will be successful.)

5. You want to enrol a child with CP in the local school. The child is smart and speaks well, but is very spastic and cannot hold a pen. What are you going to say to the teacher to convince them to take the child and what materials do you need for the child?

6. You see a lot of people with treatable blindness but most of them cannot afford treatment. You have no budget line in your project for this but would really like to solve the problem. How will you convince the local community to contribute?

7. A child with ataxia is not allowed into the orthodox church because they cannot take off their shoes. What will you do?

8. You have brought a child to the capital for treatment and while there the father has left the child in an orphanage for adoption. The family is neither very poor nor wealthy. What will you do?

9. There is a law in your country that all public buildings have to be accessible. You notice that the municipality building is not. How are you going to address this issue and who will you work with?

10. Your organisation gets a visit from another CBR programme. Your team knew that there was one person in a wheelchair but they forgot to take this into account when preparing for the visit. The team suggests that the visitor in the wheelchair stay in the car and can be updated later on what happened. What do you do?

11. A school has prepared itself to be an inclusive school. You are paying a visit on the invitation of the school to advise them whether they have thought of everything. List 10 things that you will check.

12. A DPO is trying to write its activity plan. You notice that their plans mainly focus on the issues of the male board members. How will you convince them to take into account the issues of disabled women and children, without giving them the feeling that you are taking over?

13. The local court is not willing to accept one of your clients to testify. What parts of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) will you use to convince the judge that they should be allowed to testify?

14. Your organisation has something to celebrate and you go out to a fancy restaurant in the town. One of your colleagues is ataxic and the restaurant refuses to let him in (they think he will disturb the other guests). Most of the guests for the dinner are already in and you made this reservation 2 month ago. What do you do?

15. One of the DPOs you work with has decided to only accept men with a disability into their board. They feel that women are better represented by men. What do you do?

16. A police officer is uninterested in pursuing a criminal case on behalf of one of the children in your programme because the offender is the headmaster of the school and the officer considers the child unimportant since he has a disability. What do you do?

17. Name 20 organisations you are working with or think you should be working with in order to make your local community inclusive of persons with disabilities.

18. The local HIV/Aids clinic is very busy. Some of your clients have been trying to avail of the HIV testing and counselling but all have been sent to the local rehab centre because they have a disability. How would you present your case to raise awareness in the HIV/Aids clinic.

19. A kindergarden is opening in the area of your project. It will be the first time this type of education will be available and you want to make sure it will be inclusive. What do you do?

20. One of the young people with a disability has always wanted to become a chemistry teacher. After good results in her final exams she starts university, only to find out that hardly any of the buildings in the university are accessible. What do you do?

21. Name 15 organisations you would work with to make your local community more accessible and list what you would do.

22. Show the group how you would use the UNCRPD to protect the right to life of children with disabilities.

23. Sing a song in your local language promoting an inclusive society. If you do not know one you can make one up.

24. Outline a plan to promote sports for persons with disabilities in local sports tournaments.

Module 3 ▪ Social Inclusion

Participants and training time:

All CBR workers, and it is also possible to run the session for DPOs and other stakeholders.

Total training time: 9 hours.

Training needs:

- CBR workers need to understand how the social exclusion of persons with disabilities affects not only their day-to-day progress towards inclusion, but also their knowledge of how to work towards reversing this exclusion.
- CBR workers need to understand the role of culture and tradition in social exclusion (see Module 4: Culture and CBR).
- CBR workers need to have an understanding of different groups of persons with disabilities and their vulnerability.
- CBR workers need to understand and have skills to promote social inclusion.

Objectives based on:

Knowledge:

- CBR workers understand of the concept of social inclusion.
- CBR workers understand how social inclusion helps in working with disadvantaged groups.
- CBR workers understand why certain groups of persons with disabilities are more vulnerable than others.

Skills:

- CBR partners can promote social inclusion in their daily work.

Attitudes:

- CBR workers feel that social inclusion work by the project and other stakeholders helps to mainstream disability (see Module 5: Sustainability of CBR Programmes).

Session 1

Defining social inclusion.

Training time: 1 hour.

Divide the participants into two groups and hold a brainstorm based on the following three questions:

- What is social inclusion?
- What does social inclusion mean in CBR?
- What is being done in each of the CBR projects represented by the participants in the field of social inclusion?

Ask each group to present the results of their brainstorms, while one person take notes on a flipchart so that the group can develop a definition of social inclusion

Session 2

Explanation of the social domain in the CBR matrix.

Training time: 1 hour.

Write the different areas of the social domain as headings on individual flipcharts. Ask the participants to walk around and write done the social inclusion issues that they face in the field in each area.

After the participants list their issues, give a PowerPoint presentation on the social domain.

Any of the issues raised that have not been addressed during the presentation should be covered and discussed afterwards.

Session 3

Methods for identifying problems, causes and solutions, and their use in social inclusion.

Training time: 2 hours.

This session is designed to demonstrate to participants the main methods of social inclusion, and to get ideas about the problems that need to be overcome and possible solutions.

- **Small Group Activity**

Divide participants into small groups and ask them to consider the following questions:

'People are social beings. Being actively included in the life of family and community is integral to a person's development and identity. The opportunity to participate in social, cultural and religious activities has a strong impact on the quality of a person's life, self-esteem and social position.

However, with many environmental and attitudinal barriers, children and adults with disabilities often have fewer opportunities to partake meaningfully in family and community life.' (from the WHO guidelines)

- **Reflection**

Ask each group to reflect on the following: why are issues for persons with disabilities not mainstreamed in the national and local agenda, and what are the causes of and possible solutions to this problem?

Ask the groups to present their reflections through an exemplary campaign on social inclusion, with each group choosing a campaign on social inclusion, with each group choosing a different target audience.

Session 5

More vulnerable groups of persons with disabilities.

Training time: 30 minutes.

Run a brainstorm in the plenary session on the groups of persons with disabilities who are more vulnerable. (10 minutes)

Examples of groups that could be mentioned are:

- Women with disabilities
- Children with disabilities
- Persons with disabilities that are HIV positive
- People living with leprosy
- Albinos

Divide the participants into groups and ask them to choose a group and write a case study explaining the vulnerabilities of that group. Ensure that each group chooses a different vulnerable group. (Put the case studies aside for a later session. (20 minutes)

Session 6

The position of women with disabilities in society.

Training time: 30 minutes.

Play the game explained in Appendix 1

Session 7

Women with disabilities.

Training time: 1 hour.

To understand the social exclusion of women with disabilities divide the participants into small groups and answer the following questions:

- What is the position of women in general and women with disabilities, in particular, in the society?
- Why are women with disabilities more vulnerable?
- What should fieldworkers do to raise the awareness of women with disabilities?
- How can fieldworkers improve the situation of women with disabilities?

Session 8

Vulnerable groups in CBR.

Training time: 1 hour.

Swap the case studies from Session 5 between the groups. Ask each group to discuss the activities that could be designed within a CBR programme to decrease the vulnerability of the group in society. Ask each group to present the activities they have designed back to the larger group.

Session 9

Implement social inclusion in the community.

Training time: 2 hours.

Divide the participants into small groups to brainstorm and then create a problem tree on the issue of social inclusion:

- The main problem forms the trunk.
- The causes of the main problem form the roots.
- The consequences of the main problem form the branches.

Encourage the participants to comment on all of the trees. Then ask the groups to transform the problem tree into an objective tree by reformulating all of the problems (negative) into action points (positive). An objective is a description of a positive situation to be reached in the future.

Then ask each group to design a strategy to reach the

objectives. Finally, ask each group to present their objective tree and strategy to the larger group for comments.

Appendix 1:

ACTIVITY: GAME OF LIFE (30 Minutes)

This activity is designed to start looking at why including persons with disabilities is an important issue for poverty reduction. It should help to show why persons with disabilities are especially vulnerable to chronic poverty. The story used in this activity can be adapted to make it appropriate to local circumstances.

Process

Step 1 - Ask for 4 volunteers (pre-selected?) to line up across the middle of the room. The rest of the group should sit around the edges, where they can see the volunteers.

Step 2 - Tell one volunteer to think of him/herself, for this exercise, as a non-disabled man, the second to be a disabled man; the third as a non-disabled woman; the fourth, as a disabled woman. (It is a good idea to have people assume different identities from their own.)

Step 3 - Explain that this exercise is to help the group examine how our experiences of life may differ, depending on who we are and how our community sees us.

Go through the main stages of a typical life story, one by one, and get each of the volunteers to respond to each stage, according to how they think it would affect their assigned character (or their family):

Participants should move:

- Two steps forward for a very positive or very successful experience
- One step forward for a positive or successful experience
- One step back for a not-so positive or not-so successful experience
- Two steps back for a negative or unsuccessful experience

Emphasise that they are each representing a group of people, so they should respond accordingly – rather than basing their response on their own experience, or the experience of one individual, which may not apply to the majority.

Emphasise that their response should be based on what they think is currently accurate for their culture and situation, not what they think it ought to be.

After each life stage, and the response by the volunteers, allow time for the rest of the group to react and comment on the moves made by the volunteers. If there is disagreement, the rest of the group can decide by consensus and the volunteer can change the move that he/she made, depending on group dynamics.

It is important that you carefully assess when to intervene and comment, when to clarify reasons for decisions, and bring out and discuss any prejudicial points.

Additional background:

You can use this exercise with your country programmes so the context will relate to the programme you are visiting. In this scenario we want you to focus on Tanzania as the country and you need to imagine the local environment is mostly rural with a small town nearby. Levels of income poverty are generally quite high although most families have land and access to safe water. Entrepreneurial opportunities do exist in town where there are also health and educational facilities. This is a pretty typical situation for many people in Tanzania.

Volunteers – your specific impairments are not relevant for this activity so try not to focus on them too much.

It will not alter the essence of the activity.

Step 4 - Start with the first life event, as if you are telling a story…..

- **'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'**

Comments/suggestions by the rest of the group?

What might happen:

Family is very happy (non-disabled son born): 2 steps forward.
Quite happy (disabled son/non-disabled daughter): 1 step forward.
Not happy (disabled son): 1 step back.
Very unhappy (disabled daughter): 2 steps back.

- **'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'**

o Will your family let/encourage you to attend?

o Is the school building accessible to you?
o Is the classroom accessible to you –
i.e. desks for the school – are you able to use the desk?
o Is the teacher able to teach you?

Comments/suggestions by the rest of the group?

- **'Now you are 20 years old. Spring is in the air, and you would like to get married or form a relationship. How possible do you think this will be for you? Make your moves.'**

- **'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'**

Comments/suggestions by the rest of the group?

- **'A few years go by and everyone in your age group is having babies. How possible will this be for you?'**

Comments/suggestions by the rest of the group?

Check if the disabled woman takes 2 steps back or is instructed

to do so by the group. Why did this happen?

They may say it's because most disabled women are physically unable to have children – a common myth.

2 steps back may well be an accurate response for a different reason: disabled women often don't have children because society thinks they can't or shouldn't.

- **'Now you are in your 40s and you have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'**

Comments/suggestions by the rest of the group?

Is this game a helpful tool to remind us that disability and social exclusion seriously affect people's ability to avoid poverty?

This can be a good tool to use with groups who may not have been confronted by this issue before – it can be quite powerful and may even upset people, especially if the group includes persons with disabilities.

Facilitator's Notes:

This exercise needs careful introduction and facilitation. To many participants it dramatically reveals things about which they had never consciously thought before.

It can be fun, the humour taking the edge off the hard facts exposed by the game: but some participants have found it distressing, because it makes plain some very painful and personal truths.

When introduced at the right time and in an appropriate way, it can help identify and speak about taboos and difficult issues, so all can recognise where the core of discrimination lies, and from there work out strategies for change.

This exercise shows how arbitrary the game of life really is, depending on the chance facts of one's birth. It can be an effective way of revealing to non-disabled people how much disabled people are discriminated against (directly and indirectly) in their community.

It also helps non-disabled and disabled people alike to recognise that disabled women usually face worse discrimination than disabled men. (This is a fact often hotly denied by disabled men and DPOs, and used as a justification for not including women, or not working on disabled women's issues.

In groups with a mixture of disabled and non-disabled participants, it is essential that participants have worked together enough, and know each other well enough, to feel comfortable with each other.

Facilitate end of exercise: provide feedback about where everyone ended up. Note where everyone is. Is it a fair representation of what people have seen in the communities?

Module 4 ▪ Culture and CBR

Participants and training time:

Suitable for all CBR workers, and it is also possible to run this module for DPOs and other stakeholders.
Total training time: 10 hours and 20 minutes.

Training needs:

- CBR programme staff need to be aware of the local communities' culture in order to work in harmony with that community.
- CBR programmes need to be tuned into the local culture to be more efficient and effective.
- CBR programmes that want to play a part in community development need to use knowledge of the local culture in their project implementation.
- Liberating the local community and especially the persons with disabilities that live in them requires CBR projects to be based on local culture and structures.

Objectives based on:

Knowledge:

- CBR workers are aware of and can express their local culture and its influence on persons with disabilities in their communities.

Skills:

- CBR workers are able to use their local culture to positively influence their local communities to include persons with disabilities.
- CBR projects can form a plan on relating their project development to the local culture and its development.
- Skills needed for the implementation of the plan are listed and skills unavailable within the CBR project are noted for future training and/or support.

Attitudes:

- CBR workers are aware of their own attitudes towards their local culture and how that makes them relate to persons with disabilities.

Session 1

What is your culture?

Training time: 30 minutes.

Ask each of the participants to write down what they believe their culture to be. (5 minutes)

Ask the participants to present their ideas of 'their culture' to the others. (15 minutes)

Facilitate a discussion on entering another culture. Has one of the participants ever done this? What did they notice? (10 minutes)

Session 2

A brief explanation of culture.

Training time: 20 minutes.

Give a short presentation followed by a discussion on the meaning of culture. (See the CD for a sample PowerPoint presentation.)

Session 3

What is your culture? Part II.

Training time: 1 hour.

This exercise should lead to an understanding of the local culture and how it could be used for the implementation of the CBR project.

Deliver a number of statements on culture to generate discussion.

The statements should all be discussed in the context of the cultural structures and interactions of the local community.

Sample statements:

- In the local community if you want to get a message across it is best to talk to the community leaders first.
- In the local community when people get ill they will go for religious healing first.
- In the local community when people get ill they will use home remedies first.
- In the local community the men make decisions rather than the women.
- In the local community young people learn about sexuality from their parents.
- Because women will not speak up when men are around it is better to approach them separately when you want to get their opinion.
- In the local community sharing food is an important daily ritual.
- In the local community anybody who can participate in and contribute to the day-to-day household activities is accepted as a full family member.
- In the local community the most powerful people are the priest and the healer.

Session 4

How does culture influence the lives of persons with disabilities?

Training time: 1 hour.

Before this session begins explain some cultural beliefs about disability known in the region where the programmes work. Encourage the participants to add examples. (For example, in some West African countries children with various disabilities are considered to be snake children and are left in the bush for the snakes to take them back.)

Divide the participants into small groups and discuss how culture influences the following issues for persons with disabilities:

1. **To be part of family life?**
2. **To go to school?**
3. **To become a parent/husband/wife?**
4. **To take part in community and religious activities?**
5. **To take part in sports/other leisure activities?**
6. **To have a job and be economically independent?**

Ask the groups to write their points on a flipchart. Place the flipcharts on the wall and then reorder the groups, keeping one person from the original group in each of the groups. Instruct the 'new' groups to pass by all of the flipcharts in turn, and ask the original group member to present their flipchart.

Ensure that any striking points are picked up on and discussed.

Session 5

Working with traditional healers.

Training time: 3 hours.

This session is designed to discuss the indigenous knowledge that is available in participants' communities and how it is viewed and valued by the community.

Divide the participants into groups and ask them to discuss the following questions:

1. What is the role of indigenous healers in the community and how are they viewed culturally?

2. How do you feel about cultural healers? What do they heal well and what practices are damaging? For what kind of problems would you go to visit an indigenous healer?

After mapping the available indigenous knowledge ask the participants to look at collaboration with indigenous healers:

1. What are the objectives of indigenous healers and of the CBR programmes? Are there common goals or objectives?

2. What strategies can be used to work together and respect each other's competencies? (For example, would it be possible to include indigenous healers as field workers for the programme or in a referral post? Could indigenous healers and fieldworkers do home visits together?)

If possible, it would be good to arrange for an indigenous healer to speak to the participants and to explore common areas of work.

Session 6

Building community development around local culture.

Training time: 1 hour.

Use case studies (can be based on Session 4) to generate discussion around the situation of persons with disabilities.

Linked with the former exercise on the structures within the local community, present strategies that make use of the local culture and set out to include people with disabilities into the local community.

The case studies can describe situations such as the following:

- Children with disabilities who are neglected in family life.
- People with disabilities who are considered cursed or useless.
- People with disabilities who are not taking part in income generation.
- People with disabilities who are not considered suitable for marriage or family life.
- People with disabilities who are denied proper care and rehabilitation.

Session 7

Gender influences and local culture/community.

Training time: 1 hour.

The following questions should be answered in this session:

- Where do women work and what positions do they fulfil in the local community?
- Where do men work and what positions do they fulfil in the local community?
- When is a woman successful in the local community?
- When is a man successful in the local community?
- When is a woman with a disability successful in the local community?

Ask each group to divide a flipchart sheet in two and on one side write down the daily life tasks of a woman and on the other, those of a man.

Then ask each group to write down what makes a man and a woman successful according to the local community.

Finally, ask them to write down in what way will a man and then a woman still receive respect from the community if they do not have any children?

Ask each group to prepare a presentation on the issues that should be considered when trying to ensure the participation of and respect for men and women with disabilities within the

local community. (Each group should explain what would be specific issues for men with disabilities and what would be specific topics for women with disabilities.)

Session 8a
(For managers and supervisors.)

Looking at the activities in each CBR project, how can they become more 'tuned into' the culture of the local community?
Training time: 2 hours.

Ask participants what the C in CBR means in their project? How can the C of CBR become a greater part of their project?

Participants can work as groups or individuals to develop their own project plans.

Ask participants to look at their own project planning and activities. In which activities does culture play a role in the implementation of the CBR project? How can they use local culture to work on the inclusion of people with disabilities into society?

Ask participants to present their project plans to the main group allowing time for comments from the other groups.

Session 8b
(For fieldworkers, and also for DPOs if the training is not linked to the direct planning of their work.)
Training time: 2 hours +.

How can we make sure that the awareness raising within CBR is built on local culture?

Based on Session 7, ask all groups to draw up an awareness raising plan for the community and the different organisations the project works with. When presenting the awareness raising plans ask the groups to explain how they have taken the local culture into consideration.

Ask each group to present one awareness raising session.

Session 9
(For CBR managers and supervisors.)

Determine the skills needed to carry out the plan.
Training time: 30 minutes.

Sit the groups down for 20 minutes to discuss what skills are needed to carry out the plans designed in Session 8. Ask participants to list the skills on cards.

Separately list the skills that are currently available in the project from those that are currently unavailable.

Take 10 minutes to look at the skills and answer questions or provide clarifications as needed.

Module 5 ▪ CBR Programme Sustainability

Participants and training time:

CBR managers, field workers, networkers, local CBR partners, financial partners, community leaders (village chiefs, imams, priests, government leaders/employees, parents of disabled people, education actors) and members of DPOs.
Total training time: 6 hours.

Training needs:

- CBR workers of all levels need to have shared understanding of the need and ways to make their programme sustainable.

- CBR workers of all levels need to have an understanding of how they could contribute towards an inclusive society (mainstream disability) within their own project area. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers of all levels need to know how to link up with other organisations in order to make their project more sustainable. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers of all levels need to know how to give training to and raise awareness with all relevant stakeholders about inclusive society, and their role in including people with disabilities into development.
- CBR workers of all levels need to have an understanding of CBR as a tool to reach an inclusive society. (See Module 2: Networking Towards an Inclusive Society.)

Objectives based on:

Knowledge:

- CBR workers understand what makes their CBR programme more or less sustainable.
- CBR workers understand what an inclusive society means and how they can play a role in reaching an inclusive society in their CBR project area. (See Module 2: Networking Towards an Inclusive Society).
- CBR workers know the relevant partners to work with in order to make their work sustainable. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers know how to prepare training of and awareness raising sessions for CBR partners. (See Module 7: Awareness Raising.)

Skills:

- CBR workers have the skills to deliver training and awareness raising sessions for relevant CBR partners. (See Module 7: Training on awareness raising.)
- CBR workers have the skills to select and approach relevant partners. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers have different tools that they can use to 'build an inclusive society'. (See Module 2: Networking Towards an Inclusive Society.)

Attitudes:

- CBR workers are committed to working towards inclusion, rather than only towards the continued existence of their organisation.
- CBR workers are committed to working with other organisations in order to reach an inclusive society.
- CBR workers are committed to phase out of areas where the community, DPOs, the families of persons with disabilities or the government are ready to take over their work.
- CBR workers believe that their community should be and can be inclusive of persons with disabilities. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers believe that people with disabilities should have equal access to community life. (See Module 2: Networking Towards an Inclusive Society.)
- CBR workers are ready to lobby for an inclusive society and to advocate for the rights of persons with disabilities within the community where they work. (See Module 2: Networking Towards an Inclusive Society.)

- CBR workers are confident to approach different stakeholders to advocate for an inclusive society. (See Module 2: Networking Towards an Inclusive Society.)

Session 1

What creates sustainability in CBR?

Training time: 1 hour.

Ask participants to write on cards what creates sustainability and what creates dependence in CBR work within:

- **The family**
- **The community**
- **With DPOs**
- **Economically**
- **In health care/rehabilitation**
- **In education**
- **In government structures**
- **With project donors**

Post the cards on flipcharts under two columns: a column for sustainability on the one side and a column for dependency on the other.

Use the flipcharts to lead a group discussion.

Session 2

Making the project sustainable within the family.

Training time: 1 hour.

Using the idea of a fish bowl, lead a discussion on sustainability within the family.

Ask a group of five people to sit in the middle of the room the rest of the group sits in a large circle around them:

1. One person is a CBR worker who is trying to explain to the family that the aim of the CBR project is to avoid the family's dependency on the project.

2. One person is the mother of a child with a disability who is afraid because they can no longer pay for the medical and rehabilitation costs of the child. They have spent a lot on traditional healers but nothing has helped.

3. One person is disabled and has never learned that he/she is capable of taking care of his/herself.

4. One person is an uncle who is worried about the continuous economic burden of their disabled family member who they feel will never be of economic help to the family.

5. One person is a neighbour who has linked the CBR programme with the family because he understands they give help to persons with disabilities.

Ask the group to perform a role play as if this is the first visit of the CBR worker. The CBR worker is trying to level their expectations to a less dependent approach to the project. Group members who feel that they can input can take over at any moment from the CBR worker in the role play.

The other participants list key words that represent sustainability of CBR within the family. After the role play post the key words on the wall/flipchart for all participants to see.

Session 3

Giving people a fish or teaching them how to fish.

Training time: 1 hour.

Give a PowerPoint presentation explaining sustainability in CBR from different angles:
the community, government involvement, DPOs and other organisations in the field.

Session 4

Designing a sustainable CBR programme.

Training time: 3 hours.

Divide the participants into three groups to design a sustainable CBR programme.

Ensure each group takes a different area of CBR (either 1 or 2 from the list below) and ask them to design indicators that will

show whether that project is developed in a sustainable way.

The indicators have to be measurable and locally applicable in a CBR project.

CBR areas:

1. Groups involved in CBR:

a. The family
b. Government involvement
c. DPO involvement
d. Other NGO involvement

2. Topics:

a. Education
b. Health
c. Livelihood
d. Empowerment

3. Donor involvement in CBR

Ask each group to choose one group from 1 and one topic from 2. All groups should look at 3: Donor involvement.

Ask each group to present their work back to the larger group and then facilitate a discussion.

Module 6 ▪ Monitoring and Evaluation in CBR

Participants:

CBR project managers and supervisors.
Total training time: 16 hours.

Training needs:

- CBR managers and supervisors need to understand the benefits of monitoring and evaluating their CBR programme.
- CBR managers and supervisors need to gain skills on using management and evaluation tools.

- CBR managers and supervisors need to have skills in monitoring and evaluating both the quantitative and the qualitative side of the CBR programme.
- CBR managers and supervisors need knowledge of CBR-specific evaluation tools.
- CBR managers and supervisors need to understand the different ways in which monitoring and evaluation results can be used to enhance their CBR programme.

Objectives based on:

Knowledge:

- CBR managers and supervisors know that there are different ways to monitor and evaluate a CBR programme.
- CBR managers and supervisors know about specific evaluation tool for CBR programmes.

Skills:

- CBR managers and supervisors know how to use toolkits on various evaluation methods.
- CBR managers and supervisors know how to produce both quantitative and qualitative indicators of the work done.
- CBR managers and supervisors can adjust their project plan based on monitoring and evaluation outcomes.

Attitudes:

- CBR managers and supervisors can explain the benefits of monitoring and evaluating the programme.
- CBR managers find it relevant to regularly monitor their CBR programme.

Session 1

Experiences in monitoring and evaluation.

Training time: 1 hour and 30 minutes.

Divide the participants into their project groups. Ask them to design a flipchart explaining the monitoring and evaluation tools they use in their project and how these tools have been used to benefit the project's development.

Discuss the experiences of the different projects.

Lead a plenary discussion on the benefits of monitoring and evaluation, making sure to capture all of the benefits on a flipchart.

Session 2

Presentation on monitoring and evaluation.

Training time: 1 hour.

In a PowerPoint presentation (or other tool if PowerPoint is not available) explain the need for monitoring and evaluation.

The presentation should show the following:

- Why is it important to carry out monitoring and evaluation?
- What are indicators for monitoring and evaluation in CBR?
- What uses does monitoring and evaluation have in a CBR programme?
- When should monitoring be done and when can/should a programme be evaluated?

A sample PowerPoint presentation (available on the CD) will be provided that can be used as a basis to develop your own presentation.

Session 3

Using new/different monitoring and evaluation tools.

Training time: 3 hours.

Divide the group into smaller groups. Provide each group with a toolkit for a monitoring and evaluation tool. Ask the group to use the toolkit to create an evaluation plan for one of the CBR projects represented in the group (as a case study).

At the end ask each group to present their case study to the larger group, including the benefits and constraints of their tool.

Session 4

Reflection on Sessions 1 and 2.

Training time: 45 minutes.

Facilitate a group discussion based around the following questions:

1. Why is it important to be able to use different assessment tools, rather than relying on one tool?

2. What complexities are found in evaluating a CBR project?

3. Do the participants feel comfortable examining an evaluation tool and applying it for their own organisation?

4. How can the outcomes of monitoring and evaluation be used to improve CBR projects.

5. Who are we monitoring or evaluating for?

(Does a donor NGO want an evaluation or does a government ministry want to know outcomes, or do we want to know the impact on the community and persons with disabilities?).

Session 5

Explanation of an evaluation tool designed for CBR.

Training time: 45 minutes.

Give a presentation outlining the evaluation tool created by Cornielje and Velema. The tool is available on the CD.

Session 6

Preparing an evaluation according to the tool created by Cornielje and Velema.

Training time: 4 hours.

Ask each group to prepare one part of the evaluation tool created by Cornielje and Velema using one of the projects represented in the group as an example. (Use a different project than that used in Session 2). (1 hour)

Ask each group to take turns role playing evaluating a project, while the rest of the groups play the part of the project being

evaluated. This will allow for the steps of an evaluation to be practiced. (2 hours)

Discuss the process, identifying both positives and negatives, and clarifying any issues.

Session 7

How do we know if we have changed attitudes?

Training time: 4 hours.

Role play on changes in attitudes required:

Ask 5 people to sit in the middle of the room. One person, representing a CBR worker, should lead the discussion. The other 4 participants represent a DPO representative, a special needs school teacher, a parent of a child with disabilities and a government employee working on leprosy control. The CBR worker should lead the discussion on the issues experienced by people with disabilities in the community.

Through the discussion, the CBR worker should try to identify the areas where awareness raising is needed.

Ask the remaining participants outside of the circle to write down on cards the issues that come up.

Collect all of the cards and discuss and note the issues where attitude changes are required in CBR.

Divide the participants into groups to each cover one of the issues identified, where awareness raising is thus needed.

Ask each group to develop indicators that would determine a change of attitude for their issue. Ask each group to then develop a monitoring and evaluation plan.

At the end ask each group to present their work on flipcharts so that other participants can read the flipcharts and comment.

Session 8

Planning monitoring and evaluation.

Training time: 1 hour.

Ask each project team to develop a plan to monitor and evaluate their project. Ask the team to share and discuss their plans with one other project team, and to sign an agreement to encourage each other to follow up on the plan.

Module 7 ▪ Awareness Raising

Participants and training time:

CBR (field) workers, supervisors, managers, CBR network or committee members[1].
Total training time: 10 hours and 30 minutes.

Training needs:

- CBR workers need basic knowledge of and skills in raising awareness with different groups in the community.

[1] The training is meant for all groups unless otherwise stated.

Objectives based on:

Knowledge:

- Participants understand awareness raising.
- Participants know about different awareness raising methods.
- Participants know of the issues about which awareness needs to be raised.
- Participants understand how to apply the knowledge gained on awareness raising.
- Participants know about possibilities to collaborate with others in awareness raising (supervisors and managers).
- Participants know about monitoring tools for awareness raising exercises (managers).
- Participants know how to train people in awareness raising (CBR networks/committees).

Skills:

- Participants can raise awareness using different methods.
- Participants can identify important topics for awareness raising.
- Participants have communication and presentation skills (Module 2: Networking Towards an Inclusive Society).
- Participants can support and supervise CBR workers in how to carry out awareness raising exercises in the community. (supervisors and managers).
- Participants can monitor awareness raising exercises in different communities (managers)

Attitudes:

- Participants have explored their own attitudes towards persons with disabilities and inclusion.
- Participants understand how to react to problems in their community that prevent inclusion.
- Participants feel that awareness raising is an important tool in reaching an inclusive society.
- Participants can select important topics for awareness raising.

Session 1

What is awareness raising?

Training time: 1 hour.

Give a presentation to the plenary on why awareness raising is important and what it would be used for in CBR'. Follow the presentation by a group discussion to explore the importance of awareness raising.

A Sample PowerPoint presentation is available on the CD.

Session 2

What topics are important in raising awareness in CBR?

Training time: 2 hours.

This session should cover the topics of which it is important to raise awareness, for example: disability prevention; nutrition, hygiene in the community, changing negative attitudes towards persons with disabilities; and the inclusion of persons with disabilities in all aspects of life in the community.

In small groups, use a brainstorm to gather topics that require awareness raising. This brainstorm could be based around the following questions:

- What issues do you come across in the community on disability and including persons with disabilities in all aspects of community life?
- On which of these topics do you need to raise awareness?
- Whose awareness needs to be raised (neighbours, teachers, parents, local government etc.)?

Successful awareness raising is dependent on identifying the topics suitable for the target audience. Therefore, participants need to know why, with whom and what they want to raise awareness about.

The topics used for awareness raising are dependent on the community and the CBR worker's project. Topics will vary in importance between communities.

As facilitator you should be familiar with the communities and projects in which the CBR staff work so that the topics identified for awareness raising are relevant to the participants and their work situation.

Session 3

Different methods of awareness raising.

Training time: 3 hours.

Ask participants to share their experiences of awareness raising: what methods do they know or have they used before? Through this question hold a discussion on effective and ineffective methods.

This session allows for different awareness raising methods to be practiced.

Divide the participants into groups and ask each group to prepare a session using one of the following methods:

- persons with disabilities as role models
- story telling
- drama
- cultural activities
- using creativity

Each group should choose a different method from the list. If available, you can also provide books with training methodologies for participants to use.

This session should also look at how a message needs to be communicated and how it is received (see also communication skills in Module 2: training on networking towards an inclusive society).

Session 4

Discussing attitudes.

Training time: 4 hours (may vary depending on participants' skill levels).

Develop a number of strong statements prior to running this session, with which participants have to agree or disagree, explaining their answer.

A strong statements, for example could be 'persons with disabilities should not have children'. This kind of very strong statement will allow you to confront and explore participant's attitudes.

Make one side of the room the 'agree' side and the other, the 'disagree side'. Ask the participants to stand up and physically move to the correct side of the room, depending on whether they agree or disagree with the statement. Ask participants to explain why they agree or disagree with the statement, particularly those who either made their decision quickly or who seemed to be doubting (took more time to decide) where to go.

Ask the participants to use a case study to discuss their views on inclusion. Ask the groups to present their discussion through a method of their choice. The method should be different from previous methods used. Ask the other groups to provide feedback on the content and on the usefulness, presentation and appropriateness of the method.

Session 5
(For Supervisors and Possibly Managers)

Collaborative awareness raising.

Training time: 1 hour.

Ask each group to plan an awareness raising programme in collaboration with a group that is a stakeholder in the CBR programme. The groups should describe the following:

- Who is the target group for their awareness raising?
- What is the message?
- Which group are they collaborating with (based on common interest in the topic)?
- How will the collaboration take place they use?

Ask each group to present their plan on flipcharts. Then give time for each group to read and add comments to the flipcharts on post-it notes. Also allow time for everyone to walk around and look at the comments that have been added to the flipcharts. Discuss any unclear comments.

Session 6
(For CBR Managers)

Monitoring.

Training time: 4 hours.

This session is designed to increase participants' knowledge of monitoring. Start the session by exploring the experience of

each participant with monitoring CBR activities: do they currently use any monitoring tools, for example? Then, using the section on monitoring from the WHO CBR Guidelines, explain monitoring and the possible monitoring tools that are available to the participants.

Next, explore participants' experience of monitoring awareness raising and discuss why monitoring awareness raising is important. Use this session to also look at how feedback from the community about awareness raising exercises is used and how awareness raising exercises can be improved based on their success in the community.

In this session it is important that you address the effect of awareness raising: is the project getting the message across to the community? If so, is there a noticeable change in attitude, activities or inclusion in the community?

If there is no change than participants should discuss the reason behind it: is the message clear, are the methods used appropriate, do the CBR workers have the right skills for awareness raising and so on?

Also use this session to answer the question, what areas need further awareness raising?

Use part lecture and part discussion for this session. Through questions, get the participants to explore their own experiences and present situation in their CBR projects. (For more information see Module 6: Monitoring and Evaluation, and the materials provided on the CD under Monitoring and evaluation.)

Session 7
(CBR Managers)

Follow up.

Training time: 30 minutes.

Discuss with the group how they would like to follow up on and share experiences of each other's awareness raising programmes. If a newsletter is available encourage each manager to submit an awareness raising success article for the newsletter.

7

Module 8 ▪ The UN Convention on the Rights of Persons with Disabilities (UNCRPD)

Participants and training time:

All levels of CBR workers and this training can also be used by CBR projects to train any appropriate stakeholders in the field.

Total training time: 14 hours and 45 minutes.

Training needs:

- CBR workers need to have an understanding of the UNCRPD.

- CBR workers need to understand how the UNCRPD relates to other UN conventions.
- CBR workers need to understand what the UNCRPD means in practice for the persons with disabilities they work with.
- CBR workers need to know where the human rights of persons with disabilities are not so far recognised by the state.
- CBR workers need to be able to design activities that help in the implementation of the UNCRPD at a community level.

Objectives based on:

Knowledge

- CBR workers know of the UNCRPD and understand its content.
- CBR workers know how the UNCRPD relates to other UN conventions and how it can be transformed into national law.
- CBR workers have an understanding of what the UNCRPD means in practical terms for persons with disabilities in the communities where they work.

Skills

- CBR workers can explain to others the UNCRPD, its main principles and its meaning in day-to-day life of persons with disabilities.
- CBR workers can design activities that create understanding of the UNCRPD in the community.
- CBR workers can design activities at a community level that support the implementation of the UNCRPD.

Attitudes

- CBR workers share the concept 'that persons with disabilities have full and equal enjoyment of all human rights and fundamental freedoms, and promote respect for their inherent dignity.' (UNCRPD)
- CBR workers understand the need for a UNCRPD and its ratification in their respective countries.
- CBR workers promote the implementation of the UNCRPD at their own community level.
- CBR workers see CBR as a tool to implement the UNCRPD.

NB: This training is designed as one PowerPoint presentation that is interrupted several times for different exercises that enhance understanding and skills on the UNCRPD.

Session 1

Explaining the UNCRPD.

Training time: 1 hour.

First present some of the PowerPoint slides explaining the UNCRPD, its coming into existence and why it was necessary to have a separate human rights treaty for persons with disabilities. **Exercise:** The tree of rights

Ask all of the participants to draw a large tree with 10 branches, 10 leaves and 10 fruits.

In the branches ask them to write 10 rights of the Universal

Declaration of Human Rights (UDHR).

In the leaves ask them to write how each right applies to persons with disabilities.

In the fruits ask them to write an action that should be taken by governments to ensure that right.

(Please make the texts of the UNCRPD and the Universal Declaration of Human Rights (UDHR) available for the participants to use.)

Ask each participant to display and present their tree, allowing for discussion if necessary.

Session 2

Equality and non-discrimination.

Training time: 45 minutes.

Show the PowerPoint slides explaining the right to equality and non-discrimination.

Exercise: What does it mean to enjoy equality and non-discrimination?

In groups, create a case study of a person with a disability who enjoys formal equality.

- What barriers have not been removed for this person?
- How is the de facto equality different for this person?
- What would be needed to guarantee practical equality?

Session 3

Accessibility.

Training time: 1 hour.

Show the PowerPoint slides explaining the right to accessibility (physical, informational, institutional, attitudinal).

Exercise: Divide the participants into groups and ask them to list the possible barriers to the different forms of accessibility in the following cases. (Each group should choose one case):

- Access to maternal health and family planning of a deaf person or access to HIV/Aids counseling and testing for a deaf person.
- Using recreation facilities for a person in a wheelchair.
- Access to school for a child with CP.
- Participation in an election for a blind person.
- Inheriting property for a person with an intellectual disability

The groups should present and discuss the situations.

Session 4

2 presentations.

Training time: 30 minutes.

Show the PowerPoint slides explaining the right to political participation and the right to freedom of expression.

Add to the presentation or have a discussion about current election situations, for example, access to regional elections, election campaigns for presidential elections etc.

Session 5

Right to life.

Training time: 1 hour.

Show the PowerPoint slides that present the right to life and protection in situations of risk.

Exercise: In groups decide on a natural disaster that could happen in your community and describe the risks and barriers that persons with disabilities might face in protection from that disaster. There should be a variety of disasters, disabilities, age, gender, wealth etc. between the groups.

Guiding questions for the exercise:

- Do the authorities have warning systems and emergency plans in place?
- How do these plans consider persons with disabilities? (Are they inclusive of the needs of persons with disabilities?)
- How are persons with disabilities warned in cases of conflict? Who cares for their protection?

The groups should present their cases in the main group.

Session 6

Freedom from torture and violence.

Training time: 1 hour and 30 minutes.

Show the PowerPoint slides explaining the right of freedom from torture and violence.

Exercise 1: In groups, have participants describe:

Group of disabled persons	Kind of violence	Challenges to addressing this violence

Exercise 2: Review Articles 15 and 16 of the UNCRPD and rewrite them in everyday language that all will understand:

- How can these articles be used to set up a national disability rights agenda?
- How can these articles be used on a community social level?
- How can these articles be used to help introduce violence prevention programmes?

Each of the scenarios should be presented through a role play.

Session 7

Privacy, integrity, home and family.

Training time: 1 hour.

Present the PowerPoint slides explaining Articles 22 and 23 of the UNCRPD.

Exercise: Discuss the following situations and issues that might arise in terms of privacy and enjoying the right to full participation in the family:

- Visiting a doctor
- Phoning or writing a letter to a friend
- Going to the bank for financial transactions
- Having a relationship/getting married
- Meeting with your child's teacher to discuss their schooling

Session 8

The right to health.

Training time: 1 hour.

Show the PowerPoint slides explaining the right to health.

Exercise: Discuss the following health issues and describe what the responsibilities of the various actors are. Write on individual cards and add to the chart.

- HIV/Aids
- Immunisation
- Maternal and child health
- Safe water and sanitation

Government responsibilities	Individual responsibilities	Responsibilities of the health professionals and institutions	Responsibilities of the community/schools

Session 9

The right to work.

Training time: 1 hour.

Show the PowerPoint slides explaining the right to work.

Exercise: Ask each participant to write his or her definition of the right to decent work.

Using these definitions, answer the following questions:

- What kind of work is done by persons with disabilities known by the CBR workers?
- Do the people enjoy the right to work according to the definition?
- What can be done in the CBR programme so persons with disabilities can enjoy the right to work?

Hold a discussion in a plenary session.

Session 10

Living independently with dignity in the community.

Training time: 1 hour.

Show the PowerPoint slides explaining Articles 12, 19 and 28.

Exercise: Place 5 people into a circle. These people each represent one of the following:

1. A mother of a child with a disability whose husband has left her.
2. A blind teacher in the community school.
3. A deaf child of 15 that dropped out of school due to lack of education facilities for the deaf.
4. A local priest or another person from the community who is influential.
5. A young unmarried woman with a physical disability who lives with her family.

Ask the 5 people to discuss what independent living means to them, how they live within the community, and how they would like to live within their community?

Ask the rest of the group to take notes of the discussion that can be discussed later:

- Does the discussion represent the realities in the field?
- What can CBR projects contribute so that persons with disabilities can live independently with dignity in their communities?

Session 11

Access to justice.

Training time: 1 hour.

Show the PowerPoint slides explaining Article 13.
Exercise: Show the film the voice of 650 million times 1 of VSO

Discuss what you see in the film. Discuss what CBR projects can do to increase access to justice?

Session 12

Right to education.

Training time: 1 hour.

Show the PowerPoint slides explaining Article 24.

Exercise: Divide the participants into 2 groups. Ask one group to draw a poster of a classroom which is inaccessible to children with disabilities. Get them to try and think of more than physical accessibility.

Ask the second group to draw a picture of a classroom in which all children learn together, disabled and non-disabled, rich and poor, girls and boys.

What does the classroom look like?
What kinds of materials are available?
What are the teacher's skills?

Session 13

For those in CBR networks or in national representation of CBR.

Monitoring of the UNCRPD.

Training time: 3 hours.

Look at the Handbook of Human Rights for Persons with Disabilities (Handicap International) (available on the CD).

The final articles of the UNCRPD are about monitoring and evaluation of the convention in participant's countries.

This session looks at what role your network can play or what role CBR can play in your country to ensure good implementation of the UNCRPD.

Read the final articles in the convention and design a plan together.

- Find out what is already done in your country.
- Do you know DPOs/disability organisations working in this field? Do you know how to contact them?
- Does the Government have any documents describing the implementation of the different articles of the UNCRPD? Do you know who in the Government is responsible for each part of the convention's implementation?
- Could a representation of CBR workers take part in monitoring of the UNCRPD?

Present a plan within this workshop (if necessary and possible, phone key people you know during the workshop for information).

Decide with the participants how you will follow up on the implementation in your country and how you will disseminate information amongst the other CBR initiatives.

8

Module 9 ▪ The Political Participation of Persons with Disabilities

Participants and training time:

Supervisors and managers of CBR programmes. This training should be a preparation for these CBR programmes to give training to DPOs in their project area.
Total training time: 6 hours.

Training needs:

- To be credible, supervisors and managers of CBR programmes need to work in collaboration with DPOs towards an inclusive society in their region/local area.
- CBR Supervisors and managers can help to mobilise and support the disability movement in their local areas to become politically active and aware of their rights.

Objectives based on:

Knowledge:

- CBR programme supervisors and managers have knowledge of the UNCRPD and its status of implementation in their country (included in Module 8: The United Nations Convention on the Rights of Persons with Disability).
- CBR programme supervisors and managers have knowledge of relevant political and legislative processes in their country (state and local area).
- CBR programme supervisors and managers know how election processes are organised in their country, which actors are involved (including international observers) and the barriers that exist for people in terms of access to the election process as voters and candidates.

Skills:

- CBR programme supervisors and managers have skills to advocate with and lobby the local governing structures on an inclusive society (included in Module 2: Networking, Module 3: Social Inclusion and Module 7: Awareness raising)
- CBR programme supervisors and managers are able to train DPOs on political participation and rights.
- CBR programme supervisors and managers have skills to

plan events together with DPOs on political participation.

Attitudes:

- CBR programme supervisors and managers are motivated to and interested in working with DPOs
- CBR programme supervisors and managers recognise the necessity of working in collaboration with DPOs (as legal representatives of persons with disabilities) in order to achieve the goals of CBR.
- CBR programme supervisors and managers see themselves as agents of change to create an inclusive society at both a policy making and at a community level.

NB: Module 2: Networking, Module 3: Social Inclusion and Module 8: UNCRPD, must all be completed before beginning this module.

Session 1

Understanding political structures.

Training time: 2 hours.

Invite a representative from local government to present on how local government works, covering the following:

- How legislation is created and who is involved in the process.
- How strategic plans are put in place.
- How plans are implemented.
- Who is in charge of what.
- How budget lines are determined.

- The role of non-governmental organisations (NGOs).

Encourage the participants to ask questions in order to understand how the areas which are relevant to them operate.

(You could also invite representatives from different government ministries, local bureaus or the national election commission etc.)

Session 2

The right to vote for persons with disabilities.

Training time: 2 hours.

Introduce and discuss a case study of including people with disabilities in national and local elections. Ask each group to:

- Discuss how voting works in their country/state/region/area.
- List barriers to voting for persons with disabilities.
- Draw up a plan of how the CBR programme can assist local DPOs to make sure that the next elections will include persons with disabilities.

Session 3

Preparing a workshop with DPOs.

Training time: 2 hours.

Divide the participants into groups and plan a workshop with DPOs on the involvement of CBR in political participation. The workshop planning should include the following:

- What skills/knowledge and attitudes should DPOs have in order to become politically active?
- How can DPOs be assisted to prepare a good lobbying strategy for an inclusive society?
- How can the work at local level be linked up with efforts on an international level?
- What organisations and institutions can be of use on a local or national level to make political inclusion possible?

Module 10 ▪ Child Protection for Children with Disabilities

Participants and training time:

CBR workers at all levels.
Total training time: 20 hours and 30 minutes.

Training needs:

- CBR workers need to understand the vulnerability of children with disabilities.

- CBR workers need to understand the rights of the child and that child protection is part of CBR.
- CBR workers need to understand their own attitudes towards different forms of maltreatment of children (with disabilities) and determine what is regarded as acceptable and unacceptable.
- CBR workers need to develop structures for reporting and dealing with children who have faced or are facing different forms of maltreatment.
- CBR workers need to develop skills to work with a child that is traumatised (based on each cultural setting).
- CBR workers need to develop networking skills to find allies in and official bodies that work in the field of child protection.
- CBR workers need to develop awareness raising tools for professionals in the field of child protection.

Objectives based on:

Knowledge:

- CBR workers understand the UN Convention on the Right of the Child (UNCRC).
- CBR workers understand the need for child protection policies in CBR.
- CBR workers understand why children with disabilities are vulnerable to maltreatment.
- CBR workers understand how a programme can develop structures on child protection.
- CBR workers understand the different services that could help a child that has faced maltreatment in its life.

Skills:

- CBR workers know how to help a traumatised child to live with its trauma.
- CBR workers develop networking skills so that children in danger of, or who have faced maltreatment, can receive the services that they need.
- CBR workers develop skills and learn methods to raise awareness on protecting children with disabilities from maltreatment.

Attitudes:

- CBR workers develop awareness of their own values and attitudes towards child maltreatment.
- CBR workers become sensitive to the need to protect children with disabilities from maltreatment.

Session 1

Determining attitudes towards what constitutes maltreatment and severe maltreatment of a child with a disability?

Training time: 30–45 minutes.

(Discussion: 15 to 30 minutes. Presentation: 15 minutes (depending on the size of the group).

Provide all of the participants with short statements of maltreatment of children. The form of maltreatment, the disability and the gender of the child should be mentioned in each statement. Then ask the participants to hold a discussion in small groups

about what they think is more severe maltreatment and why. Ask each group to then explain to the bigger group about the discussion that was held and explain the consensus building that occurred in their group on the ordering of the statements.

Point out that:

- We all have attitudes towards and opinions on what constitutes violence and what is an instructional/teaching measure.

- We all have values on who is more vulnerable or considered more harmed by maltreatment (types of disabilities, gender, age etc.).

Session 2

Understanding international definitions of and conventions on child protection and violence.

Training time: 2 hours.

Ask each group to discuss one of the following documents: (45 minutes)

- UN Convention on the Rights of the Child (UNCRC).
- UN Convention on the Rights of Persons with Disabilities (UNCRPD).
- Report on violence against children/report on violence against children with disabilities.

Instruct each group to make a poster presentation that could be used for awareness raising on what constitutes violence

against a child. (45 minutes)

Present the posters on the wall and allow time for discussion around the following questions:

- Do some participants have a different idea than the documents reviewed about what constitutes violence?
- Have some participants learned something new about what constitutes violence again a child?
- Did some participants have disagreements in their groups about what constitutes violence against a child?

Session 3

Analysing stories of maltreatment.

Training time: 2 hours
(1 hour + discussion/presentations 1 hour).

Give each group a case study of a child with a disability that was maltreated. Ask the group to analyse the story. (Three examples are provided in Appendix 1.)

1. Do they think this story could happen in the CBR projects where they work?
2. Is there a reason for the violence to happen?
3. Was there a way that the violence could have been prevented?
4. What can/needs to be done within the family?
5. What help could be received from the CBR project staff?
6. What other organisations/services/institutions could be used to help this child?

Session 4

Presentation on vulnerability of children with disabilities.

Training time: 1 hour
(Presentation: 45 minutes. Discussion: 15 minutes)

Give a presentation explaining the factors that make a child with a disability more vulnerable to maltreatment. This presentation should show some general trends but should also discuss cultural issues that increase the vulnerability of a child with a disability to violence.

Session 5

What is the role of CBR projects in protecting children with disabilities from violence?

Training time: 2 hours.

Ask each participant (or in groups from one project) to map out the community in which they work:

1. What institutions are there?
2. What situations or attitudes make children with disabilities vulnerable to violence?
3. What people and institutions work on child protection in the community?
4. What campaigns are known from mainstream child protection?
5. Who are the key people and institutions that could be targeted for awareness raising/liaison?

Ask for all of the 'maps' to be presented and discussed in the larger group.

Session 6

Analysing child protection policies.

Training time: 1 hour and 30 minutes.

Distribute examples of child protection policies amongst the groups, asking the groups to analyse the policies and discuss the following:

1. What part of the child protection policy would be useful to adapt into CBR work?
2. What part of the child protection policy should be changed/removed/added to make it useful for CBR practice?

Collect the different ideas and design (you as facilitator) a proposal for a child protection policy.

Session 7

How to discuss the topic of maltreatment of children with disabilities.

Training time: 1 hour and 30 minutes.

Ask the participants to prepare and present role plays in small groups. The role plays should be different scenarios of situations where maltreatment of a child has to be addressed. This could be a child in the home that is neglected, a school where

a child might not be integrated or bullied, or a situation where a child has been raped or abducted and needs to visit the local police station or the hospital. The roles should be played out and discussed. Focus particular attention on how the fieldworker approaches the person that needs to be addressed.

Session 8

Listening and finding someone's story.

Training time: 1 hour and 30 minutes.

It is important with difficult issues like maltreatment to understand a person's story or opinion. Therefore, practice having an open interview with a person. Start with random topics and then move to case studies where a person gets a story of maltreatment and is told how much information to give.

Session 9

Working with traumatised children.

Training time: 2 hours.

This session looks at how to work with a traumatised child.

Try to use a professional (psychologist, psychiatrist, social worker etc.. from your country for this session.

Give a presentation about what happens to children who are traumatised and what can be done to help these children to overcome or live with their trauma.

Session 10

What can be done for a traumatised child in the community?

Training time: 1 hours.

After the lecture in session 9, ask the CBR workers to sit down in groups to work out what aspects of working with traumatised children that they have learned today can they tackle using their community resources. Ask them to draw up a list of the issues that would need professional input.

Session 11

Mapping out who you can work with.

Training time: 45 minutes

Using the information from previous sessions ask participants to map out the institutions that are available in their own CBR environment that they can work with in order to protect children with disabilities from maltreatment or to support children who have been suffering from maltreatment.

Session 12

Preparing awareness raising strategies for the different institutions that can help in protection from and support after maltreatment.

Training time: 2 hours.

Divide the participants into groups and ask them to prepare an awareness raising programme aimed at organisations (both government and non government or key people) that could help in the field of protection from or support after maltreatment:

- Health care
- Police and justice
- Religious institutions
- Community groups
- Social services
- Children's clubs, programmes or initiatives
- Families of children with disabilities.
- Other groups/organisations that come up during the training.

Session 13

Planning a child protection strategy.

Training time: 2 hours.

Hand out copies of the child protection policy developed in Session 6 to be used as a basis for this session.

Ask each project group to develop a plan that could be used to protect children with disabilities and to give them assistance once they have faced violence. Each project group should present their plan to the main group for discussion. After returning to their own project sites, the plans should be adjusted with the involvement of the full project staff, and sent to the trainer for comments within two month of the training.

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Appendix 1:

Case study 1:

Netsanet[1] is a 14 year old girl from the North of Ethiopia. She went blind when she was a young girl. She does not remember exactly how and when it happened.

Growing up as a blind girl within the family she feels useless. She can't help in the house and on the farm, and they often call her names like 'awer' which is used for a person that cannot see, but also means she is stupid and does not understand. When neighbours or family come to visit she often goes outside or to the back of the house so as not to shame the family and she never takes part in any festivities in the village.

One day an aunt visits and says that in a village not far away, there is a school for blind children. At first her parents do not respond but Netsanet is eager. 'If other children who cannot see can learn', she thinks, 'maybe I might be able to do so too'. She begs her parents to let her go to the school and just before the school year ends her mother decides to take her to the village where there is education for the blind. They both come home enthusiastic.

There is even a payment from the government to support the children in their daily living. Netsanet loves being in school. She does not only learn how to read and write, but from her blind friends she also learns how to cook and move around in the village by herself.

She rents a house together with some other girls who are blind and they take care of themselves and study.

One evening a man from the village approached Netsanet. He asked her if she would sleep with him and in return he would help her with some of the costs of her education.

She told him she was not ready to marry yet and would like to focus on her education. A few days later her friends were out of the house and she was alone cooking food for all of them. The man came back and told her that being with him would make her life easier and no one had to know.

When she refused again he raped her. She screamed and shouted but no one came to help her.

The next day in school the teachers heard about her story and brought her to the police. Instead of helping her, the police first started interrogating her about what she had done.

Many blind girls get raped in the village, which for the villagers, is proof that blind girls have a very high sex drive. The police officer was reluctant to do anything.

The same day the perpetrator's mother came and shouted at her. 'What do you think you are doing? First you seduce my son and made him do sinful things and now you are trying to disgrace his name.'

When the news came to her parents she was told not do anything. As she is blind, her parents felt she that has little prospect of ever finding a husband. They also feared that since she lived amongst strangers, they would have no social ties to protect her.

Netsanet, however, was determined to continue her education and decided that being raped was just part of the struggle it takes to become the teacher she dreams of being one day.

[1] Netsanet is not the real name of the girl in the story. None of the names in the following case studies are the real names of children that were interviewed. All stories are representative for the experiences of different children.

Case study 2:

Mariam is a 9 year old girl. Her mother had a prolonged labour which led to her legs being paralysed. She uses a wheelchair. She lives with her mother and one of her sisters. After she was born her father was very disappointed to have a child with a disability. He did not show any interest in Mariam and he also openly told whoever came around that he was not sure this child was his, as he often had to leave his family for work. Mariam's mother did everything she could to help her child get medical treatment and in her development but when her father was around she often had to listen to his comments about her being useless. He bought clothes for her siblings but never for her. He blamed his wife for many things and sometimes when he forgot his doubt about Mariam being his daughter he blamed his wife for taking medicine that caused the disability or that Allah punished her for her sins through this child. Mariam's confidence would have been badly affected by her father if her mother had not supported her child so well. Her parents are now divorced. Her father still phones every now and again for her sisters and brothers, but he never asks after her.

Case study 3:

Fernando suffered from meningitis when he was a 2 year old child. He recovered from the disease but lost his hearing. It took a while for the family to notice that he had lost his hearing and they thought he was a naughty and undisciplined boy.

He was often beaten by the family for being a disobedient child. The family has 6 girls and Fernando is their only son. They had great expectations of him but for them, he turned out to be an useless child.

At the age of 9 Fernando was tired of the beating and he left his family. He found other children that did not like living with their families for various reasons and he joined them to live in the capital. He is a clever boy and was quickly picked up by a gang for whom he steels and begs from people on the street. He lives with a group of children that all belong to the gang.

Fernando never learned any language as he became deaf at such an early age. He communicates with his friends with gestures but he does not know how to tell people how he feels and cannot show his frustration. The other children make food and share it when they come back but Fernando has to wash the clothes of the gang leaders.

Because people believe that deaf children are physically stronger than others nobody thinks this is a strange situation. Many of the children have managed to leave the gang since they have become older. Fernando is still there with no idea what other future he could have.

Module 11 ▪ Working with DPOs

Participants and training time:

CBR workers of all levels.
Total training time: 9 hours and 30 minutes.

Facilitation:

This module should be facilitated in collaboration with national DPO representatives.

NB: This Training should be modified according to the ideas and contributions of National DPO representatives.

The training will be given to the CBR workers who will use the training to establish and strenghten networks between CBR and DPO´s and between local and national DPO´s.

Training needs:

- CBR workers need to understand the need to develop and strengthen collaboration with DPOs in their areas.
- CBR projects need to sensitise DPOs to the potential of collaboration with CBR initiatives for their own development.
- CBR workers on a management level and, if available, CBR network employees, need the tools and skills to link national and local DPOs. Through these links the local DPOs can be strengthened and the national DPOs can learn and tune into the issues in the rural and or poorer areas.
- CBR workers need to have skills to aid the DPOs in their development.
- CBR workers need to develop their role as facilitators in the empowerment movement of disabled persons.
- CBR workers need to understand and have the capacity to develop their project, realising that their work will only be successful if they manage to build the capacity of the disabled persons‘ movement around them.
- Since CBR is called ‘the way to implement the UN Convention on the Rights of Persons with Disabilities, CBR workers need to have knowledge of the UNCRPD and to have tools to implement inclusive development on a local level in collaboration with the DPOs in their communities.

Objectives based on:

Knowledge:

- CBR workers have knowledge of the DPO movement and the key players involved.
- CBR workers understand that their project is strengthened when local DPOs become stronger and more involved in their work.
- CBR workers have knowledge of the UNCRPD (covered in Module 8: UNCRPD).
- CBR workers can implement a comprehensive approach to CBR and persons with disabilities which includes collaborating with various players in the field.

Skills:

- CBR workers can organise meetings with DPOs (in training Module 2: Training in Networking towards a inclusive society).
- CBR workers can help DPOs to organise themselves as independent organisations.
- CBR workers can assess the empowerment of a disabled persons' movement (see Module 6: Monitoring and evaluation).

Attitudes:

- CBR workers understand that CBR can only be the 'implementation of the UNCRPD' when the projects collaborate with, and strengthen, DPOs.
- CBR workers understand that through DPOs they can ensure better participation of their target group in the project and, with that, a higher ownership of the project.
- CBR workers understand (and have the skills to pass on the message) that through CBR projects DPOs can reach a poorer, younger and more gender-balanced target group than they can through their active membership.
- CBR workers develop an inclusive view of the development and implementation of a CBR project

Session 1

What is happening in the country in terms of DPO development?

Training time: 2 hours.

Invite a representative of a DPO to give a presentation on their work in the country.

Then ask each CBR project to give a short presentation on their work with DPOs.

Session 2

Presentation on the relationship between DPOs and CBR in a comprehensive CBR approach.

Training time: 30 minutes.

Give a PowerPoint presentation (or other tool if PowerPoint is not available) explaining the CBR concept as a tool to implement the UNCRPD. The presentation should show the following:

- How the different parts of the UNCRPD are represented in

the CBR approach.

- The group of persons with disabilities that are represented in CBR projects and in DPOs.
- How a connection between CBR projects and DPOs could strengthen and complement the work of both.
- Acknowledge the difficulties that historically existed in collaboration between DPOs and CBR projects.

A sample PowerPoint presentation that can be used as a basis to develop your own presentation can be found on the CD provided.

Session 3

Discussing needs in the country and expectations from each other.

Training time: 1 hour.

- Ask participants to write down on cards their ideas on the requirements to build DPOs capacity and to strengthen collaboration between CBR and DPOs. The cards should be posted and presented by each member.
- After posting allow some time for discussion led by the DPO representative while you group the cards in topics/areas.
- Discuss the areas/topics and reach a group consensus on the developments needed.

Session 4

To what extent should DPOs be involved in CBR?

Training time: 2 hours.

Present 4 case studies (see Appendix 1), each of which has different levels of involvement of DPOs in a CBR project. Divide the participants into 4 groups and ask each to discuss one case study, listing the doubts and benefits from their scenario, which will be discussed later in the plenary.

Session 5

What does the 'involvement of people with disabilities' mean?

Training time: 1 hour.

Using a series of statements (see Appendix 2 for sample statements) about the involvement of people with disabilities in CBR implementation, discuss a desirable level of involvement:

- Make a line on the ground. Place the word 'Agree' at one end of the line 'Disagree' at the other.
- Give one person a statement and ask them to place it somewhere on the line between agree and disagree. Ask the person to explain why (s)he has placed the card in this position.
- Then explain that anyone else can stand up and move the card's position, again saying why they have done so.
- Allow 5–10 minutes for each statement to be discussed.

Session 6

What can be the role of a CBR project in the empowerment domain?

Training time: 2 hours.

Divide the participants into 5 groups and ask each group to write a story about a group of persons with disabilities that are empowered, describing factors that have contributed to their empowerment.

Have the groups read out their stories and then discuss them and the term **'empowerment'**:

- Can we empower a person?
- Can we help in the empowerment of a person?
- What is needed for that process to be successful?

(1hour)

Distribute different tools on capacity building organisations (developed by different organisations) amongst the groups. Ask each group to go through the tool and summarise its uses for building the capacity of local DPOs. (1 hour)

NB: Make all of the tools available for all the participants to take back to their projects.

Session 7

Commitment.

Training time: 1 hour.

Breaking the participants into their own CBR projects, ask them to design their plans/ideas on how to collaborate with and strengthen the disabled persons' movement.

Ask the groups to present their ideas in a creative and attractive way on a flipchart, and post them on the wall for other to see.

Appendix 1:

Case study 1

A CBR project was recently started by a local organisation that also runs a rehabilitation center. The organisation is committed to having people with disabilities participate in the project. So, three times a year the local established DPOs are invited and receive training organised by the CBR project. The training topics are designed after getting input from the CBR workers that have contact on the ground with the DPOs. The CBR project is happy that through the training they can raise issues that are missed out by the DPOs (such as the education of children with disabilities, women with disabilities, the threat of HIV/Aids for people with disabilities, the struggles of poor people with a disability etc.).

The CBR project also tries to build the capacity of the DPO and provides it with sample materials for the office.

Case study 2

A new CBR project is established and from the very start of the programme they want to try to work in collaboration with DPOs. There are no DPOs established in the area so they hold a workshop for all persons with disabilities, including family members of persons with disabilities. In the workshop they give information on the CBR concept and discuss what their priorities would be in starting a CBR project in the area. The outcome of the workshop is that the persons with disabilities and their families are very poor and hope that the project will help them to get out of their poverty. The CBR staff, however, would like to work on the education of persons with disabilities, their rehabilitation and health, and hoped that the persons with disabilities would form an alliance for lobbying and advocacy. They decide to come to an agreement and the project will try to help persons with disabilities to form groups and to get access in livelihoods project. On the other hand, the persons with disabilities and their families will support the project on education, health, social issues and empowerment. In time, the DPOs that are established can become more involved in the project.

Case study 3

A new CBR project is developed in an area where there are already DPOs established. The organisation holds a workshop for all DPOs explaining their organisation's plans. The DPOs are requested to nominate members for an advisory committee to the organisation. The agendas of both the different NGOs and of the CBR project are not always aligned and the process of implementing the project definitely has its ups and downs. After some years there is, however, good progress in all fields of CBR implementation and the groups are committed to continuing the process together.

Case study 4

A group of persons with disabilities have heard about the CBR concept. They feel that the concept could be useful for implementing the UNCRPD, as they want to work within the social model of disability (rather than the medical model) and fight for the rights of persons with disabilities guided by the UNCRPD.

The group decides to start to lobby organizations – both government and non-government – to include persons with disabilities into their services. The group does not accept any non-disabled members to make sure that the movement works only on the empowerment of persons with disabilities. The progress of the group is slow since they do not provide any direct service work, but rather, lobby for an inclusive society. However, they believe their slow and steady approach will create good sustainability of their work.

Appendix 2:
Sample statements:

A CBR project that has no persons with disabilities or representatives of DPOs in a decision making position, can never be successful.

There is no better teacher for the deaf, then a deaf person.

DPOs are often struggling within their own organisations and therefore are not reliable partners for CBR.

An ultimate CBR project is run by persons with disabilities for people with disabilities.

DPOs are often serving the elite of persons with disabilities and therefore CBR projects should make them aware of less outspoken members such as women, children, the uneducated or minority ethnic or religious groups.

It is a main task of a CBR project to make sure that DPOs become effective in their area of operation.

Even when the priority of a DPO is livelihoods, a CBR project should convince them to become politically active.

There is no better place than a DPO for persons with disabilities to increase their self confidence through the meeting of peers.

Being a person with a disability is the biggest help in advocating for the rights of persons with disabilities.

When the empowerment of persons with disabilities is completed the CBR task is finished.

Module 12 ▪ Livelihoods for persons with disabilities

Participants and training time:

CBR managers and supervisors.

Total training time: 11 hours and 30 minutes.

Facilitation:

Most CBR managers and practitioners are not experts on income generation. It is useful to do this training in collaboration with organisations or individuals who know about income generation. This will increase the expertise of the CBR staff in the topic and will also serve to raise awareness of persons with disabilities within mainstream income generation.

Training needs:

- CBR managers and supervisors need to understand the link between poverty and disability.
- CBR managers and supervisors need to understand the livelihood possibilities for lifting persons with disabilities out of poverty.
- CBR managers need to understand what factors contribute to greater inclusion within the labour and business market, and what barriers persons with disabilities face in accessing that market.
- CBR managers and supervisors understand what is meant by social protection in the CBR guidelines and how other parts of the CBR matrix relate to social protection and income generation.

Objectives based on:

Knowledge:

- CBR managers and supervisors understand the relationship between disability and poverty and the barriers persons with disabilities face to access the labor and business market.
- CBR managers and supervisors know the skills needed to start a successful business.
- CBR managers and supervisors understand the meaning of social protection in CBR and how other aspects of CBR contribute to livelihoods.
- CBR managers and supervisors understand that livelihood is linked to poverty reduction strategies in the country.

- CBR managers and supervisors understand the link between the UNCRPD and livelihoods.
- CBR managers and supervisors understand how the CBR project can work on mainstreaming disability in poverty reduction and other livelihood activities.

Skills:

- CBR managers and supervisors can link their work to organisations that can support CBR livelihoods work.

Attitudes:

- CBR managers and supervisors believe that persons with disability have a right to decent work.
- CBR managers and supervisors are committed to lobbying for and working towards poverty reduction for persons with disabilities.

Session 1

Understanding livelihoods.

Training time: 1 hour.

Give a presentation on disability, poverty and livelihoods. (See sample PowerPoint presentation on the CD)

Session 2

Barriers to poverty reduction.

Training time: 2 hours.

Divide the participants into groups and ask them to brainstorm on barriers that people with disabilities face in getting out of poverty.

Ask each group to take 3 different themes from the brainstorm and write a case study that could possibly happen in their programme.

The case studies should be written on flipcharts and presented to the main group.

Session 3

Breaking down the barriers.

Training time: 2 hours.

Pass each of the flipcharts with the case studies to a different group. Ask each group to make proposals to the main group on how the barriers identified in their new case studies could be overcome.

Post the proposals on the wall. Create new groups including one person from each of the previous groups. Give each new group a flipchart to start with and ask the group member who was involved in developing that flipchart to present it to their

new group. All groups should visit each flipchart in turn and receive a presentation from one of the group members.

Session 4

Mainstreaming livelihoods.

Training time: 2 hours.

Divide the participants into groups and give each group a copy of the national poverty reduction strategy.

Ask each group to take a section of the strategy and present the arguments they would use to convince the appropriate body to include disability in the strategy paper. The other participants should provide feedback to the group on whether their arguments were convincing.

Session 5

Possibilities for livelihoods.

Training time: 30 minutes.

In a plenary session discuss the pros and cons of different forms of income generation including:

- Individual micro credit
- Self-help groups group loans
- Employment
- Sheltered work
- Employment in government/larger and smaller business
- Investments etc.

Session 6

Begging.

Training time: 1 hour.

Distribute copies of the article 'Beggary: A chosen profession' by Harvinder Kaur and Wim van Brakel. The article is available on the CD.

Ask the participants to each create one statement from the article. The group can then discuss if it agrees with the statements and on the position of begging by persons with disabilities.

Session 7

Planning for livelihoods.

Training time: 3 hours.

Ask people to work individually or in groups (if from the same organisation) on a plan for their work on livelihoods. The plans should be presented as posters to the group.

Use the chapter on livelihoods from the WHO CBR guidelines for this exercise.

Module 13 ▪ Inclusive Education and CBR

Participants and training time:

This training is designed to help CBR workers at supervisor and manager level to work with schools on creating inclusive education in local schools.
Total training time: 4 days.

Training needs:

- CBR supervisors and managers need to understand the importance of education for all.
- CBR supervisors and managers need to understand inclusive education.

- CBR supervisors and managers need to understand what creates success in inclusive education.
- CBR supervisors and managers need to have skills and tools to support schools to become inclusive.
- CBR supervisors and managers need to have skills and tools to include families and communities in the development of inclusive education.
- CBR supervisors and managers need to have skills and tools to collect, create and develop materials that help all children to learn in an inclusive environment.
- CBR supervisors and managers need to know help schools to include children with disabilities to learn in their school.

Objectives based on:

Knowledge:

- CBR supervisors and managers know what materials are available and where to find them.
- CBR supervisors and managers understand what inclusive education means and know how it could be implemented in their local schools.
- CBR supervisors and managers know of the specific teaching aids needed to make learning possible for children with various disabilities.
- CBR supervisors and managers know about the different aspects that are needed to make a school inclusive.

Skills:

- CBR supervisors and managers have the skills to use the tools available to make a school inclusive.

- CBR supervisors and managers have the skills to run workshops with local schools to help them become inclusive.
- CBR supervisors and managers have the skills to teach their CBR workers how to prepare children with disabilities for education.
- CBR supervisors and managers have the skills to develop networks between schools, families and communities to establish inclusive education.
- CBR supervisors and managers have skills to supervise their CBR workers in working in close liaison with the schools where children are included.

Attitudes:

- CBR supervisors and managers believe that all children have the right to learn.
- CBR supervisors and managers are convinced that all children have the right to learn in their own environment.
- CBR supervisors and managers are creative in finding ways to make education for children with disabilities possible in environments with little resources.
- CBR supervisors and managers are convinced that all communities are ready to include their children with disabilities in local schools.
- CBR supervisors and managers are creative in finding the resources available within their country to include children with disabilities in local schools.
- CBR supervisors and managers advocate for the inclusion of children with disabilities in school with the local government in their programme area.

Session 1

Index for inclusive education.

Training time: 1 day.

Study the index for inclusive education (available on the CD) and follow up with the group on the major steps that should be followed in developing an inclusive school.

Suggested steps to follow are:

- From Part 2; phases 1, 2 and 3.
- From Part 3, forming indicators
- From Part 4, assessing some useful sheets and questionnaires.

Session 2

School for all: tips and tools.

Training time: Half a day.

Distribute the tips and tool from page 58 onwards of the School for All document.

Ask all participants to prepare presentations for a local school and add materials/policies/networks that can be used from their own environment.

Ask each participant to present their outcomes to the group as if they are a local school that is preparing to become inclusive.

Session 3

Early childhood care.

Training time: 1 day.

Use the manual **Children with Disabilities in Early Childhood Care** (Save the Children Sri Lanka). Let the participants use the manual to prepare a training outline for their fieldworkers. The training should help the fieldworkers to prepare the children for school.

Session 4

Developing teaching materials and other aids needed for an inclusive school.

Training time: 1 day.

This session is designed to build knowledge and skills on making materials that can be used as teaching aids. Materials to be used include:

- 'Module 3: Assistive devices in the inclusive classroom' from the Kwazulu Natal Inclusive Education project
- 'Inclusive education where there are few resources' by Sue Tubbs
- Making It in the Community by Annemarie Neeteson (If available)
- Disabled Village Children by David Werner (If available)
- Paper, glue, wood, nails, colours….

Divide the participants into groups and ask them to create teaching materials from local materials and present to the main group how they could be used in the classroom to help children with disabilities learn.

Session 5

Experiences from others and how to collect data on your experiences.

Training time: Half a day.

Use the manuals from the CD:

- **Making Schools Inclusive:** How Change Can Happen (Save the Children UK)
- Researching Our Experience, a EENET document from Zambia
- **Young Voices: Young People's Views on Inclusive education.** Document from Uganda.

In groups, ask the participants to go through the different documents and create a tool to document your experiences in developing inclusive education in your local schools.

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