**Planning for CBID Training**

As part of the preparation for training, it is important to identify the institutions, organizations, and individuals that can help the training team, to bring to life the subjects covered.

It is also important to be creative in planning the training. Using the CBR Matrix as a guide, identify a local lead contact person to compile information on the different stakeholders working in each area of the CBR Matrix using the table below. Districts may have different institutions and services: for example, a Village Savings and Loans scheme, a branch of PODCAM, a rehabilitation centre, a DPO, an inclusive school, or disability inclusive sports clubs. Different districts may also have different disability activists and role models.

Information collected will be useful for a variety of purposes including those listed below:

1. To identify suitably qualified persons to be involved as trainers or co trainers
2. To identify participants for the training
3. To identify available services and structures and existing gaps to make reference to during the training
4. To identify institutions and/or individuals for field visits e.g. as part of training for the management of specific disabilities
5. To identify guest speakers and other persons with disabilities that could provide lived experiences
6. To use examples of good practice to include in different sessions
7. To provide information which could be used to adapt or combine training sessions. For example, a visit to an inclusive school could be used to meet a variety of children with different disabilities as one of the *Management of specific disabilities* sessions, and could include a presentation by a teacher on *Community mobilization***.** Similarly, a visit to a MAP orthopaedic workshop could be used to cover the *Assistive Devices* session as well as one of the *Management of specific disabilities* sessions. Further, a visit to a rehabilitation centre could be used to cover *Rehabilitation* and *Referrals* and visit to a Parent Support Group could cover the *Parent Support Group* session as well as *Lobbying and Advocacy.*
8. Use information provided to inform planning for other sessions e.g. Session on *Stakeholder mapping* as well as to promote networking and collaboration.

Complete the form below with the information gathered, and discuss this at your initial training planning meeting, which you should hold at least one month ahead of the training delivery.

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Complete the following table with information on organizations, institutions, or individuals that are working in each area of the CBR Matrix in the District, and complete the last section with information on organizations working on cross cutting issues or other areas.

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| Health | Organization/Institution/Individual | Brief information on their work / role |
| Promotion |  |  |
| Prevention |  |  |

|  |  |  |
| --- | --- | --- |
| Medical care |  |  |
| Rehabilitation |  |  |
| Assistive devices |  |  |
| **Education** | Organization/Institution/Individual | Brief information on their work / role |
| Early childhood |  |  |
| Primary |  |  |
| Secondary and higher |  |  |

|  |  |  |
| --- | --- | --- |
| Non-formal |  |  |
| Lifelong learning |  |  |
| Livelihood | Organization/Institution/Individual | Brief information on their work / role |
| Skills development |  |  |
| Self-employment |  |  |
| Wage employment |  |  |

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| --- | --- | --- |
| Financial services |  |  |
| Social protection |  |  |
| **Social** | Organization/Institution/Individual | Brief information on their work / role |
| Personal assistance |  |  |
| Relationships, marriage and family |  |  |
| Culture and arts |  |  |

|  |  |  |
| --- | --- | --- |
| Recreation, leisure and sports |  |  |
| Justice |  |  |
| **Empowerment** | Organization/Institution/Individual | Brief information on their work / role |
| Advocacy and communication |  |  |
| Community mobilization |  |  |
| Political participation |  |  |

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| Self-help groups |  |  |
| Disabled people’s organizations |  |  |
| Cross-cutting issues: | Organization/Institution/Individual | Brief information on their work / role |
| Gender |  |  |
| HIV and AIDS |  |  |
| Disaster risk reduction and relief activities |  |  |

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| Children |  |  |
| Other (please state) |  |  |
| Other (please state) |  |  |
| Other (please state) |  |  |