

Community Based Inclusive Development Training Package for Malawi



Trainer's Guide: Volunteer Level



NAD - The Norwegian
Association of Disabled



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The logo used throughout the CBID TP represents inclusion: the diverse elements are included equally in the whole.

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FOREWORD - MACOHA

The Malawi Council for the Handicapped (MACOHA) continues to make strides in ensuring that persons with disabilities live meaningful lives through provision of programmes and services in the areas of Health, Education, Livelihood, Social Inclusion and Empowerment.

MACOHA uses Community Based Inclusive Development (CBID) as the main approach in the delivery of its programmes and services to persons with disabilities. The Government of Malawi in its Statement of Development Policy (1987-1996) adopted CBID as a preferred approach to improving livelihoods of persons with disabilities who largely live in the rural areas. However, CBID programs were fragmented with different players using different models. Consequently, MACOHA in collaboration with stakeholders in the disability arena developed a new CBID model that better responds to the needs and aspirations of persons with disabilities. Implementation of the new model requires building the capacity of all stakeholders at national, district and community levels. Therefore, training packages have been developed to assist in building the capacity of the different stakeholders.

The packages were developed by blending local materials with international resources to come up with quality and standardized materials that are relevant to the Malawi context. Stakeholders participated in identification of the topics, reviewing and pretesting of the modules. A national Training of Trainers (TOT) was imparted with knowledge and skills to be responsible for training all the district councils who will be responsible for implementation of CBID. The district TOT is responsible for training community CBID cadres, mostly extension workers and volunteers, who are in contact with Persons with Disabilities and their families at the grassroots.

The process of developing the packages was supported by the Norwegian Association of Disabled with the assistance of Flourish Consulting UK.

MACOHA is committed to respond to the plight of persons with disabilities and is going to put all efforts in training all the stakeholders in the harmonised CBID model to promote disability mainstreaming.

P. M. G. Ngomwa
EXECUTIVE DIRECTOR





FOREWORD: NAD

The perception as well as the content of CBR, community based rehabilitation, has changed substantially over the years. When initiated some three to four decades ago, the strategy had a medical focus, and CBR workers were trained to, and expected to respond, more or less hands on, to the various disability related needs of persons with disabilities in the community. Since then CBR has evolved to become a broader and more holistic developmental approach with an aim of fulfilling the human rights of persons with disabilities, whether it is about accessing good education, getting appropriate health services, earning an income, being included in society or actively contributing to the development of society. This development is reflected in the emergence of **CBID**, community based inclusive development, as a new name of the strategy.

The Malawi Council for the Handicapped (MACOHA) is the main government entity responsible for the welfare and development of persons with disabilities in the country. The Norwegian Association of Disabled (NAD) has had the pleasure to support MACOHA in developing CBR in Malawi since 2003. But in Malawi, like in many other countries, the training has not been reviewed, revised and adjusted in line with the actual development of the strategy, from community based rehabilitation (CBR) to community based inclusive development (CBID). This has for some time represented both a qualitative challenge as well as a sustainability challenge for the programme.

Consequently, MACOHA with the support from NAD, decided in 2017 to develop a range of new and complete training packages for staff and volunteers engaged in CBID in the country, covering all levels from management through CBID workers to volunteers.

It is a pleasure to report that the training packages are now ready for dissemination and use in Malawi, and the process has begun to train trainers from various sectors and professional areas, to ensure that all engaged in CBID in the country take the packages into active use. We also hope that other countries can be inspired and will find the Malawian CBID training packages useful and relevant to their own context.

Svein Brodtkorb
Head of Department for International Cooperation
Norwegian Association of Disabled (NAD)





ACRONYMS

The following acronyms are used throughout the package:

ACHPR	African Commission on Human and Peoples' Rights
ACPF	African Child Policy Forum
ADC	Area Development Committee
AEC	Area Executive Committee
CBID	Community Based Inclusive Development
CBMI	CBM International
CBID TP	Community Based Inclusive Development Training Package
CBR	Community Based Rehabilitation
CRC	Convention on the Rights of the Child
DEC	District Executive Committee
DEMAT	Development of Malawian Enterprises Trust
DODMA	Department of Disaster Management Affairs
DPO	Disabled People's Organization
EMIS	Education Management Information System
FEDOMA	Federation of Disability Organizations in Malawi
FODIRI	Forum for Disability Rights
ICF	International Classification of Functioning, Disability and Health
IDDC	International Disability and Development Consortium
IE	Inclusive education
ILO	International Labour Organization
KVRTC	Kamuzu Vocational Rehabilitation and Training Centre
LTP	Long Term Plan
MACOHA	Malawi Council for the Handicapped
MDGs	Millennium Development Goals
MANAD	Malawi National Association of the Deaf
MAP	Malawi Against Physical Disabilities
MADISA	Malawi Disability Sports Association
MHRC	Malawi Human Rights Commission
MoGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoPWDE	Ministry of Persons with Disabilities and Elderly
NACCODI	National Advisory and Coordinating Committee on Disability Issues
NAD	Norwegian Association of Disabled
NDMS	National Disability Mainstreaming Strategy
NGO	Non-Governmental Organization
NSO	National Statistics Office
NPEOPWD	National Policy on Equalisation of Opportunities for Persons with Disabilities
OPD	Organization of Persons with Disabilities
PHC	Primary Health Care
PODCAM	Parents of Disabled Children Association in Malawi
PPT(s)	PowerPoint presentation(s)
PWD	Persons with disabilities
PWID	Persons with intellectual disabilities
QECH	Queen Elizabeth Central Hospital
SDGs	Sustainable Development Goals
SE	Supported Employment
STI	Sexually Transmitted Infection
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities
UNICEF	United Nations Children's Fund
TEVETA	Technical Entrepreneurial Vocational Education and Training Authority
UDHR	Universal Declaration of Human Rights
UN	United Nations
VEC	Village Executive Committee
WHO	World Health Organization



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i. INTRODUCTION

The Community Based Inclusive Development Training Package (CBID TP) has been developed by the Malawi Council for the Handicapped (MACOHA), its partners and collaborators with the aim of facilitating the mainstreaming of disability issues in all sectors. The training package has been devised in line with, and drawing on, the World Health Organisation (WHO) Guidelines on Community Based Rehabilitation (CBR), with a focus on Community Based Inclusive Development (CBID). It is aligned with the WHO INCLUDE online learning community for CBR.

CBID is a rights-based and development-oriented approach to enhance the quality of life for persons with disabilities and their families. The approach aims to meet the basic needs of persons with disabilities and ensure their inclusion and active participation in their families and communities.

The need to develop a comprehensive training package was identified to train personnel from various disciplines and service providers and to orient decision makers at all levels on strategies for promoting disability as an integral component of development at national, local council (district) and community levels. By delivering training and championing the capacity building of the health, education, livelihood, empowerment and social (inclusion) sectors, cadres in these sectors will be better equipped to mainstream disability in their sectorial policies, programmes, budgets, resource mobilization and allocation, planning, implementation, monitoring and evaluation, and reporting routines.

This initiative is in line with MACOHA's *Long Term Plan for 2016-2019*. Its development was funded by the Norwegian Association of Disabled (NAD).



ii. THE TRAINING PACKAGE

Training package components

The CBID TP at volunteer level comprises:

- A *Trainer's Guide*, designed to help trainers facilitate the training. This consists of guidance notes on how to run the training, how the session plans are structured, and preparation required in advance.
- A *Disability Reference Guide* provides background information on a range of different types of disabilities, together with sections on disability causes and prevention and child growth and development. Copies of the guide should be made available for each participant.
- A series of *handouts* to accompany each session as reference resources for participants. Copies of the handouts are integrated at the beginning of each session plan as an integral reference for the trainer, and are also provided in separate documents for printing for participants prior to the commencement of the training.
- *Posters* to accompany some of the sessions.
- *Supplementary resources* for activities during some sessions.
- Short and medium-term *evaluation forms* to help assess the effectiveness of the training.

Scope of the training

The CBID TP is a modular training package that targets participants at four levels:

- a) National: delivered by selected national trainers; contains Training of Trainers content to enable trainers to impart knowledge and/or skills at national and district level.
- b) District: delivered by cadre of national trainers; contains Training of Trainers content to enable trainers to impart knowledge and or skills at community level.
- c) Community: delivered by cadre of national and/or district level trainers. Does not contain any trainer training.
- d) **Volunteer**: delivered by a cadre of national and/or district level trainers to local CBR workers and volunteers at village level.

The depth of information and means of presentation varies according to the level of training, and some topics are included at some levels and not others.

Topics at Volunteer level include:

- Understanding disability; what is disability; causes and categories of disabilities; scale of disability and common disabilities in Malawi.
- Models of disability; attitudes expressed by different models; how disability is viewed.
- Disability and human rights; international instruments; national instruments
- Barriers to participation: attitudinal, environmental and institutional barriers; removing barriers.
- Appropriate language; language and labelling.
- Introduction to CBR/CBID; CBR Guidelines; implementation of CBID; the CBR Matrix
- Components of CBID: Health; Education; Livelihoods; Social; Empowerment.
- CBR/CBID Harmonized Model in Malawi: CBR in Malawi and its limitations; structure of model; need for collaboration.
- Stakeholder mapping; CBID stakeholders.
- Disability mainstreaming and Inclusive development: disability terminology; disability integration; disability mainstreaming; disability inclusion.
- Understanding disability management information system (DMIS).
- Counselling: goals of counselling; counselling in the community; principles of counselling; types of counselling; counselling techniques.
- Community mobilization; mobilization and its aims; mobilisation and Disability Inclusive Disaster Risk Reduction (DiDRR); community mobilization and CBID.
- Management of disabilities overview; appropriate interventions; the rehabilitation process; Understanding decentralisation: definition; implications of the Malawi decentralisation policy and guidelines; and responsibilities of development structures at all levels.
- Management of specific disabilities; familiarization with different disabilities; field visits.
- Child growth and development; early identification and intervention; developmental milestones; head measurement.
- Referral and follow up; referral options; importance of referrals and follow up; role of a volunteer in referral and follow up process.
- Accessibility: definition; achieving accessible environments.
- Group organization; composition; roles; how to form them; elements of successful groups.
- Assistive devices: different types; uses; where they can be obtained; adjustment of crutches; role of CBID volunteers in wheelchair provision; basic maintenance; fabrication of APT devices.

- Understanding decentralization; roles of the council and local committees; how decentralization supports implementation of CBID; stakeholders to collaborate to achieve implementation of CBID.
- Gender and disability; relationship between male and female gender roles; challenges that women and girls face; measures volunteers can take.
- Working as a CBID volunteer; qualities and roles of volunteers; election and reporting systems.
- Disability and HIV and AIDS; vulnerability of persons with disabilities; interventions to reduce HIV and AIDS among persons with disabilities.
- Advocacy; definition; importance of advocacy; advocacy cycle.

Duration and timing of the training

The training can be delivered over any period to suit those involved (trainers and participants). However, the suggested minimum timetable for national and district level training is five days. The community level training is approximately six days' duration, though can be varied to suit local circumstances. Volunteer level training is a complete package, from which trainers can choose modules to include in training programmes of varying duration. There is sufficient material in the volunteer level package for 15 days of training.

Trainers are able to extend, shorten or adapt the training (pace and content) to target the needs of participants. The content may be delivered on consecutive days or spread out over a longer period of time. Modules can also be used in isolation for specific purposes. There are a significant number of activities in the training package – at least one in each session. If sessions are delivered in isolation this ensures they will be participatory. However, if you are running a full week of training you may want to reduce the number of activities to help save time. However, ensure you maintain a good balance to keep the training participatory and the participants involved.

Guidance for trainers

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

If you are not delivering the full package of sessions, ensure that you cover the core concepts. For example, if you are not including the 'Barriers to participation' session, ensure you highlight the barriers within other sessions. If you are not including 'Introduction to CBR/CBID' ensure participants are exposed to the CBR Matrix and if you are not including 'Understanding disability' ensure participants are provided with information on the models of disability.

Group size and trainer roles

The CBID TP is designed to be delivered to around 10-25 participants at any one time by a team of 2-3 trainers. Two or more trainers can take turns to lead the sessions, support each other better, help arrange the training logistics and monitor group activities more efficiently. It is advised to always allocate a support trainer for all sessions. In addition, it is helpful to have an extra person available during training to provide administrative and clerical duties.

The *lead* trainer takes responsibility for:

- preparing and delivering the session (or part of session)
- keeping to time
- coordinating with support trainer(s).

A *support* trainer can assist by:

- writing answers or information on the board during sessions
- adding any missing or supporting information
- helping to keep time
- helping to facilitate group activities
- contributing to the overall feedback/reflection of the session delivery.

A *training coordinator*. It is important that one member of the training team takes overall responsibility for the logistics of the training. This role includes:

- ensuring that participants are invited in good time and any funding and logistical arrangements such as travel and accommodation are well organized and clear to participants
- ensuring sufficient hard copies of *the Disability Reference Guide*, handouts, worksheets, Trainer's Guide, session plans, posters, evaluation forms, activity cards, etc are printed well in advance and bound, if necessary
- liaising with other trainers to make sure they all know their own roles and responsibilities
- coordinating the timetable and division of sessions between trainers
- making sure that all materials and resources are ready for each session, and any field visits are thoroughly planned in advance
- linking with the venue before and during the training to make sure the training spaces are appropriate and that everything runs smoothly (for example, that refreshments are provided on time).

Administrative support. It is recommended to have an extra person or persons on the training team who can provide finance and administrative support to the trainers and participants, in a non-training capacity. This role may include:

- printing of additional training materials, as required
- buying any forgotten stationery or equipment
- sorting transport and accommodation arrangements for participants
- paying allowances for participants
- typing up flipcharts of information from the training, at the direction of the training coordinator
- typing up evaluation forms after the training as part of a training report, if required.

Good practice for trainers

Trainers need to work together as a team, before, during and after the training, to support each other and to ensure the smooth running of the training itself:

- Ensure all training preparation is carried out in timely manner, as per the *Checklist for training preparation* – see next section on *Preparing to deliver the training*.
- Ensure each trainer knows which sessions they are leading.
- During the training, all trainers should arrive at least 15 minutes before the start of each training day to arrange the room, prepare resources, greet the participants.
- All trainers to be responsible for clearing up after their sessions: removing unwanted flipcharts and training resources, tidying rubbish etc, and cleaning the whiteboard, ready for the next trainer.

- At the end of each day, all trainers should meet to discuss the day’s training and to plan for the next day: what went well, what can be learned to improve the next day, and review if the training is running to time and if not, what needs to be changed.
- Trainers should link their session to others delivered previously, helping to reinforce concepts and learning.
- At the start of day 2, and all subsequent days, carry out a short re-cap session to look back at the topics and activities from the previous day. Ask participants to outline what they did and what they learned the day before. The way in which this is done can be varied each day, at first trainer-led and later led by one of the participants. This activity provides a useful reminder for everyone about what happened the day before and forms a good basis to start the new day. Trainers must ensure all topics covered the previous day are mentioned in the re-cap.
- Check regularly to make sure everything on the *Checklist for training preparation* has been completed on time.
- Read the section on *Tips for training*.

Session plans

The training is divided into modules of varying lengths. There are *Session Plans* for every session included in each training module. Each module is presented in the same format and contains, in order:

Handout for participants (for all topics except those where participant material is within the *Disability Reference Guide*)

Session Plan summary including:

- Learning objectives** for the session.
- Time allocation:** this is a guide for the trainer but can be varied to suit the local context, existing knowledge and skill of the participants, time available, speed of working, and size of group. More time (about +25%) has been allowed at volunteer level to allow a slower pace and more participatory delivery as well as more time for activities. Each section heading includes an estimate of the amount needed to deliver that section. These timings are particularly important when trainers are dividing a session to ensure that each trainer uses approximately the right amount of time for their part and the overall session runs to time.
- Resources needed:** lists the resources required for the session.
- Preparation:** the essential preparation required of the trainer in advance of delivery.
- Trainer’s notes:** provide the context and rationale for the session.

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

Activity sheets where these are required.

The session plan explains when to give out the handout, as it may be used as a reference during the session or provided at the end when it gives answers to activities included in the session.

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

	Volunteer	
--	------------------	--

Activities

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

Activities may include reference to the *Disability Reference Guide*, session handouts or activity sheets.

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

Activity: CBR Matrix components	
Groups	Divide participants into five groups and allocate each of them one CBR Matrix component.
Instructions	Ask them to read the one page summary sheet relating to their area of the CBR Matrix from the introductory section of the 'Components of CBID' chapter in their Participant Manual and to prepare a 5 minute presentation for the other groups to summarise the five elements of their component area.
Monitor	Check the groups are on track.
Time	Allow 40 minutes for the groups to review the material and prepare their presentations. Allow 5 minutes for each group to present. 10 minutes summary discussion (Total time: 70 minutes).
Feedback	Ask each group in turn to present to the whole group. Let them know when they have 1 minute left. Stop them when they have presented for 5 minutes. After all groups have presented, facilitate a brief discussion about how the components and elements link together.

Writing on the Board

The session plans include boxes to show suggested content to write on the Board. This includes the session title as well as the learning objectives and other key points to be reinforced, shown in this way:

Write on BOARD:

Introduction to the CBID training objectives:

- To introduce the trainers and participants
- To establish house rules
- To explain the evaluation form for the training
- Introduce objectives and topics for the entire training

It is recommended that you write out all of the flipchart sheets with the board information in advance of the session rather than during the session. This will save time and improve the session's flow.

Evaluation forms

The CBID TP includes two evaluation forms for the training:

The first, a *Process Evaluation*, is intended to be used during the training itself. Question 1 is best considered in two parts: participants should complete the ‘before’ section at the commencement of the training; the ‘after’ section should be completed at the end of each topic, when the topics are still fresh in the mind. The other questions can be answered at the end of the training. Modify the form to cover the specific topics you are including in the training programme being delivered by using the ‘save as’ feature and deleting topics not being covered.

Community Based Inclusive Development Training Package (CBID TP)														
Training Evaluation														
Training Delivery Level (please tick ✓) National (<input type="checkbox"/>) District (<input type="checkbox"/>) Community (<input type="checkbox"/>) Date: _____														
1. Think about what you <i>already knew</i> and what you <i>learned during</i> this Community Based Inclusive Development training. Then evaluate your knowledge in each of the following topic areas Before and After the training. Please circle the <u>number</u> which most closely shows your level of knowledge/skill before and after the training.														
1 = No knowledge or skills					3 = Some knowledge or skills					5 = A lot of knowledge or skills				
←										→				
Before Training					Self-assessment of Your Knowledge and Skills Related to:					After Training				
1	2	3	4	5	Understanding Disability <ul style="list-style-type: none"> • Models of disability; Disability & human rights • ICF; Challenges of disability 					1	2	3	4	5
1	2	3	4	5	Introduction to CBR/CBID <ul style="list-style-type: none"> • Defining CBR/CBID • CBR Matrix, its components, elements and features 					1	2	3	4	5
1	2	3	4	5	Barriers to Participation <ul style="list-style-type: none"> • Attitudinal, environmental & institutional barriers • Removing barriers 					1	2	3	4	5
1	2	3	4	5	Mainstreaming Disability <ul style="list-style-type: none"> • Definitions of mainstreaming, integration, inclusion; Benefits and process of mainstreaming; • Importance of teamwork 					1	2	3	4	5
1	2	3	4	5	Inclusive Development <ul style="list-style-type: none"> • Definition; Concept of inclusion; • Definition of CBID and roles of structures 					1	2	3	4	5

The second evaluation is an *Outcome Evaluation*. This is intended to be completed by participants approximately six months after they received the training to help show the medium-term outcomes of the CBID TP.



iii. PREPARING TO DELIVER THE TRAINING

Training doesn't happen by itself; it needs careful planning and preparation. The training coordinator must ensure all necessary preparation and arrangements for the training are carried out in plenty of time, starting at least **two months before the training starts**. To help with the necessary logistics, trainers and coordinator should use the checklist below to ensure everything is arranged on time.

The training team should meet well in advance of the training to allocate each task on the checklist to specific individuals. Each task must be assigned a time by when it must be completed and columns ticked accordingly. Subsequent meetings can be used to plot progress. The final column should be ticked once the tasks have been satisfactorily carried out.

At Volunteer Level you can use the resources in the Trainers Planning Resources to select the topics to be covered and to plan your training if you are not running a full three-week training programme to cover all the materials.

Checklist for training preparation

*before the training starts

	What	By when*	By whom	Done? (✓)
	<i>Before you start</i>			
1.	Read the introductory section of the <i>Trainer's Manual</i> .		all	
2.	Familiarise yourself with all the components of the training package.		all	
3.	Decide on training dates and length.	1 month		
4.	Prepare a budget for the training	3 wks		
5.	Book suitable venue and pay deposit if needed. Is it accessible? Toilets? Enough space for group work? Good light and ventilation? Power? Generator?	3 wks		
6.	Arrange local liaison person at the venue.	1 mth		
7.	Book trainers.	1 mth		
8.	Decide numbers; Invite participants.	3 wks		
9.	Book guest speaker(s), if required.	1 mth		
10.	Book accommodation and transport arrangements.	3 wks		
11.	Arrange refreshments/water/lunches/allowances for all.	3 wks		
12.	Any special arrangements required for <ul style="list-style-type: none"> • trainers or participants with disabilities • religious observance • dietary needs • other? 	1 mth		

13.	Be aware of the existing knowledge, skills and experience of the participants – it affects the pace and ‘level’ of the training.	1 mth		
14.	Decide content/modules/sessions for the training.	1 mth		
15.	Compile a timetable for the training.	1 mth		
16.	Collect required information for the Training Planning Tool (this can be found in the Trainers planning resources file)	1 mth		
17.	Book translator, including sign language interpreter, if required.	3 wks		
18.	Hold a planning and coordination meeting for trainers / administrative support personnel	2 wks		
19.	Decide on trainer roles – who is the training coordinator, who will lead which sessions (or parts of sessions), who are the support trainers. Always have a support trainer. Communicate well. Arrange regular coordination meetings.	2 wks		
20.	Read the session plans and handouts. Prepare what’s required for sessions and gather resources – see Resources needed and Preparation required at the beginning of each session plan. Schedule visits which form part of the training, especially for <i>Management of specific disabilities</i> , as per Training Planning Tool. Take care with the activities – be clear about the outcome of the activity, decide how groups are to be organised, make instructions clear. Tailor the Process evaluation form to the training programme you will deliver. Use the ‘save as’ feature to save a version of the evaluation form that only includes the sessions you will deliver in this training.	1-2 wks		
21.	Print all resources required including any braille translations required: <ul style="list-style-type: none"> • Trainer’s Guide / Session plans • Handouts / Disability Reference Guide • Timetable • Evaluation form. 	1-2 wks		
22.	Find /prepare all other resources: <ul style="list-style-type: none"> • posters • laminated cards • A2 presenters, if required • other activity resources • flipchart sheets • soft copy of CBID TP for projecting PPTs, if required. 	1-2 wks		

23.	<p>Collect all equipment required. Buy new, if necessary:</p> <ul style="list-style-type: none"> • name badges • notebooks • pens/pencils for participants • flipchart paper and stand • marker pens, assorted colours • whiteboard markers, assorted colours • laptop and projector + extension cables, if required • sound system/speakers for videos, if required • post it notes • coloured card • Prestik or similar • masking tape • plain printer paper • printer • spare printer ink/toner cartridge(s) • stapler and plenty of staples • scissors • supply of sweets: to help make the training fun! 	1-2 wks		
24.	<p>Set up the training room:</p> <ul style="list-style-type: none"> • seating plan + chairs and tables, for participants and trainers • lighting • heating/cooling • minimum noise • whiteboard • projector/computer/sound and check it works. 	1 day		
25.	<p>The trainer: be prepared, be on time, read the session plan before the event, check resources are available, dress appropriately. Make sure you know where you will position yourself. Can you be seen by all? Are you left or right handed? Read the Training Skills information in the Participant Handbook for National/District level CBID TP.</p>	on the day		



iv. TIPS FOR TRAINING

Preparation	<ul style="list-style-type: none">• Review the session plans fully before the start of the training to ensure you are familiar with, and confident of, the material.• Follow the directions in the 'preparation' section of the session plan to prepare anything needed.• Use the <i>checklist for training preparation</i> to ensure the training spaces(s) are prepared well.• Ensure you are catering for the needs of any trainers or participants with disabilities within the training.• Familiarize yourself with all of the material in the Participant Handouts and Disability Reference Guide as these cover the topics in more detail than the session plans and will give you more comprehensive knowledge of each subject.• For longer sessions, it is recommended to divide the sections of the session between trainers. If two or more trainers are sharing a session delivery, agree who will cover each section well in advance so that each trainer can prepare.• Agree with your co-trainer how you will support each other: for example by helping to monitor group discussions, ensuring that resources are available, helping with time keeping etc.
Presenting clearly	<ul style="list-style-type: none">• Ensure you speak clearly and calmly and check everyone can hear you.• Ask questions to check that your participants have understood material.• Make sure your writing on the flipchart and whiteboard can be read: write legibly and large enough to be read by everyone.• Consider the needs of persons with disabilities in all presentations – for example by reading all slides if the group includes persons with visual impairments.• Be aware of your position in the room.
Co-training	<ul style="list-style-type: none">• When your role is co-trainer, ensure you are fully present in the room and following the session closely to support the trainer as needed.
Running group activities	<ul style="list-style-type: none">• Circulate between groups during group work to check the group have understood the task and to monitor their progress.

<p>Keeping participants engaged</p>	<ul style="list-style-type: none"> • Encourage participants to speak and discuss among themselves. • Use the variety of different training styles and methods given in the session plans. • Encourage participation by all. • Give positive feedback to participants and encourage questions. • Connect the learning with examples from the area where the training is conducted to make it relevant, such as through example case studies. • Add songs and other methodologies to keep the training interesting and fun.
<p>Managing time</p>	<ul style="list-style-type: none"> • Be aware of the time allocated for each session, and each section of each session, and try to keep to time. • Monitor your progress against the timetable and adjust as necessary. If you are running late consider leaving out a question, section or activity to catch up with time. • At the end of day trainers meeting, review your progress against the timetable and make any adjustments needed.
<p>Using 'energizers'</p>	<ul style="list-style-type: none"> • Use short activities whenever the participants seem tired or unfocused to re-energize the group. Make these inclusive for the group.
<p>Continuity</p>	<ul style="list-style-type: none"> • Include a recap session each morning encouraging participants to remember the topics of the previous day(s) and to make the link between the topics and the overall objective of Community Based Inclusive Development (CBID). • Link the sessions to help reinforce key concepts and learning. • Consider using a quiz as the last morning recap method to reinforce key concepts covered during the week.



V. SAMPLE TIMETABLE FOR VOLUNTEER LEVEL TRAINING

The timetable below is an example of how all sessions of Volunteer Level training may be delivered over 15 days. However, it is likely that most trainings will be of only 1-2 weeks duration. In this case select the sessions most appropriate for the context and needs, drawing from all three weeks of the timetable below.

- Fifteen minutes for registration on first Monday and 15 minute recaps all other days.
- Two 15 minute breaks and 60 minutes for lunch.
- Approximately 5-5½ hours (300-330 minutes) session contact time each day Mon-Thurs and 4 hours (240 minutes) on Friday.
- Session times are shown in brackets, in minutes.
- Start, finish and break times can be adjusted to suit the context.

Week 1

Mon	Tue	Wed	Thu	Fri
<i>Registration (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>
Introduction to the CBID training (70)	Models of disability Part (20)	Management of specific disabilities 1 (300)	Introduction to CBR/CBID (100)	Barriers to participation part (170)
Guest speaker (40)	Human rights (110)			
Break	Break	Break	Break	Break
Understanding disability (80)		...	Components of CBID (185)	Gender and disability (80)
Lunch				
Models of disability Part (140)	Lunch	Lunch	Lunch	Close
	Counselling (110)	...	...
Break	Break	Break	Break	
...	Management of disabilities: overview (90)	...	Barriers to participation part (25)*	
<i>330 minutes session time</i>	<i>330 minutes session time</i>	<i>300 minutes session time</i>	<i>330 minutes session time</i>	<i>250 minutes session time</i>

* Introduce the session, and start *The Wall* activity so that groups prepare their post-it notes.

** Recap and then ask groups to stick their 'barriers' on the wall, before continuing with the session.

Week 2

Mon	Tue*	Wed	Thu	Fri
<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>
Understanding DMIS – parts 1-3 (75)	Understanding DMIS – parts 4 & 5 (115)	Understanding decentralization (80)	Disability and HIV and AIDS Part (30)	Appropriate language (50)
			Assistive devices theory (85)	
Break	Break	Break	Break	Break
Child growth and development (135)	...	Accessibility (100)		Group organization (110)
	Lunch		Assistive devices practical 1 (230)**	Referral and follow up (60)
	Management of specific disabilities 2 – practical (180)	Lunch	Lunch	
Lunch		Working as a CBID volunteer (70)	...	Close
Management of specific disabilities 2 – theory (120)				
Break	Break	Break	Break	
...	...	Disability and HIV and AIDS Part (90)	...	
<i>330 minutes session time</i>	<i>295 minutes session time</i>	<i>330 minutes session time</i>	<i>345 minutes session time</i>	<i>220 minutes session time</i>

* This day has been timetabled such that persons with disabilities assisting with the practical part of *Management of Specific Disabilities 2* can attend for the whole day and also act as appropriate subjects for the practice completion of Form 2 in *Understanding DMIS – parts 4 & 5 in the morning*.

**The assistive devices practical session has been scheduled in two sections with a break in between. This can be helpful in allowing for appropriate paper-based technology products to dry at different stages of their development.

Week 3

Mon	Tue	Wed	Thu	Fri
<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>	<i>Recap (15)</i>
Management of specific disabilities 3 (300)	Assistive devices practical 2 (315)	Management of specific disabilities 4 (300)	Disability mainstreaming and inclusive development (180)	Advocacy continued (45)
				National CBR/CBID harmonized model (60)
Break	Break	Break	Break	Break
...	...	...	...	Community mobilization (90)
Lunch	Lunch	Lunch	Lunch	Call to action Evaluation
...	...	...	Stakeholder mapping (90)	Close
Break	Break	Break	Break	
...	...	...	Advocacy part (45)	
<i>300 minutes session time</i>	<i>315 minutes session time</i>	<i>300 minutes session time</i>	<i>315 minutes session time</i>	<i>195 minutes session time and call to action and evaluation</i>

Total session contact time over three weeks = 4485 min



vi. DURING AND AFTER THE TRAINING

Trainer responsibilities

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

Arrival at the venue

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

- checking the arrangement of the room and resources after cleaning has taken place
- ensuring that the A2 Presenter is in place and loaded with the first session(s)
- checking speakers are working where needed
- checking all resources are available for the day's sessions
- printing any additional resources required
- checking arrangements for refreshments
- dealing with any administrative or financial issues
- confirming the recap plans for the day
- being available to participants to address any questions
- discussing any progress with addressing 'Car Park' issues.

During breaks and at the end of day

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

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

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

End of day meetings

It is essential to hold trainer meetings at the end of each day's training as soon as participants leave. The purpose of these meeting is to:

- review the day's progress and discuss any issues that have arisen such as:
 - any issues raised by participants
 - comments on the content or resources of any sessions delivered
 - any challenging participants and how they will be addressed
 - administrative input needed such as typing up session feedback where a written record is useful

- agree any issues to be included in the recap the following day (for example a reminder of the Ground Rules if these are not being closely followed)
- discuss any Car Park issues and who will address them and how.
- discuss any final plans for the next day's training including:
 - confirmation of the trainers for each session and availability of all resources.

These meetings should be short if all preparations have been made well, except in the case of piloting new or updated training materials where more extensive discussion might be needed.

End of training meeting

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

- reviewing any evaluation forms and agreeing who will compile the summary
- agreeing any additional resources to be sent to the participants and who will send
- discussing any administrative or financial issues
- agreeing any final feedback to the venue and who will do this.