apcd TRAINEE'S resource book

Information References for Training of Trainers (TOT)
for Community-based Inclusive Development (CBID)

Asia-Pacific Development Center on Disability

APCD

This Resource Book is available in a text format for persons with visual impairments and blind persons free of charge. Please contact info@apcdfoundation.org for further details.

Foreword

The Asia-Pacific Development Center on Disability (APCD) is a regional center on disability and development with a mission to empower persons with disabilities and to promote a barrier-free society. Currently, APCD is under the management of the Foundation of Asia-Pacific Development Center on Disability (APCD Foundation) with the Royal Patronage of H.R.H. Princess Maha Chakri Sirindhorn.

APCD has conducted Community-based Rehabilitation (CBR) Training courses since its inception, and is now recognized as the Asia-Pacific Regional Secretariat for the CBR Asia-Pacific Network endorsed by the World Health Organization (WHO).

One of the key activities of APCD on CBR is the Training of Trainers (TOT) for Community-based Inclusive Development (CBID). APCD believes that CBR is one major approach and strategy to promote and achieve a society for all. CBR is the approach while CBID is the ultimate goal of building a community for all.

APCD' s TOT for CBID courses has been developed to 1) strengthen and develop more trainers and facilitators to work on CBID activities (more than 1,000 participants as of February 2012) and 2) promote and develop CBID strategies according to each situation and specific need. This 2-week course with 2-day field visit is designed to equip international participants with knowledge, skills and integration of knowledge and skills to be "Agents of Change" in their respective communities.

This Trainee's resource book is developed as a reference to support participants, resource persons, and other personnel (sign language interpreters, English language interpreter, etc.) to ensure the objectives of the training course are achieved. The book covers all key topics such as understanding disability, latest international movement and instruments, CBR Guidelines, Knowledge Creation and Management, and Training and Facilitation skills.

APCD believes that persons with disabilities are the ideal resource persons, facilitators and resource mobilizers for CBID activities. The key must be persons with disabilities who collaborate with stakeholders in the community to develop and sustain CBID activities in the near future.

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Introduction to Training Module

APCD Training of Trainers (ToT) for the Community-based Inclusive Development (CBID) course is specially designed to strengthen and to promote an on-going application of the Community-based Rehabilitation (CBR) Guidelines in the areas of disability and development. The launching of the CBR Guidelines in October 2010 serves as a crucial step forward to enhance CBR projects and to improve the quality of life of persons with disabilities in the community. As such, the need for highly qualified CBID trainers has never been greater.

In compliance with the above theme, the ToT course at APCD is state-of-the art training, facilitated by recognized APCD resource leaders, with up-to-date CBR concepts and techniques, which participants can apply directly to their practices. The participatory training approach is the heart of APCD training design to promote the empowerment of persons with disabilities and the creation of an inclusive society in the Asian-Pacific region. As a result, the experiential learning cycle (ELC) is applied as a reflective tool ensuring that training participants will be fully equipped with knowledge, skills and attitudes necessary to become more confident leaders, and eventually, to master CBR projects in the field. In conclusion, the general objective of the training module is to strengthen an existing/planned CBR program in developing countries of the Asia-Pacific by training the target groups to:

1) Become effective trainers and facilitators in CBR activities and projects;
2) Promote an inclusive development approach to CBR; and
3) Develop CBR and inclusive development strategies according to each situation and specific needs.

Training Components

The course is based on the CBR Guidelines, published in October 2010 by the World Health Organization (WHO), on the principles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD); in addition, two principles are highlighted, including the self-advocacy (Empowerment) of persons with disabilities, and sustainability (Management). Thus, the APCD training components are specifically designed to cover those key areas throughout the training in order to achieve a core balance in preparing training participants to become effective CBID implementers.

Knowledge

- Understanding Disability (DET)
- Latest International Movement and Instruments
- Convention on the Rights of PWDs and Regional Framework
- Poverty, Disability and Development
- Understanding, Management and Sustainability of CBID
- CBR Guidelines
- Empowerment in CBR on Self-Help Groups Disabled People's Organizations (DPOs) and Independent living
- Environmental Issues on Accessibility
- Knowledge Creation and Management

Skills

- Training Methods
- Facilitation Skills
- Facilitation of Learning for Change
- Participatory Project Management

Integration of Knowledge and Skills

- Sharing of Organizational Challenge
- Integration and Reflection
- Field Trips
- Project-based Learning and Simulations
- Individualized Project Design

Training Schedule

Each session will last about 1.20 hours. Each day will begin with a previous day review (pre-session) and will be ended with a summary.

1) Pre-session is from 8:30-9:00 which normally includes a review of previous day learning experiences by the participants as well as house keeping and etc. Morning break runs from 10:20-10:40 while afternoon break is from 14:20-14:40. Lunch is 12:00-13:00.

2) In order to reinforce the learning experiences, at the beginning of each session, resource person(s)/or a facilitator will provide a linkage from session to session.

3) The Resource Book will provide key points of reference and executive summary for the training participants.

4) The placement of topics may be changed due to group learning process, speed of practicing, individual learning goals and needs.

5) Learner Conference (a 20 minutes interview session between a training team and training participants) will be scheduled to ensure that item 4 is achieved.

Week 1	Pre-session (08:30 - 09:00)	09:00 -12:00	Coffee Break (10:20 - 10:40)		Lunch time (12:00 - 13:00)	13:00 -16:00	Coffee Break (14:20 - 14:40)	
Day 1		**Session 1** Opening Ceremony and Introduction of Training Module		**Session 2** Disability Equality Training I		**Session 3** Disability Equality Training II		**Session 4** Sharing of Organizational Challenges and Participant's Expectations
Day 2		**Session 5** International Movement and Instruments I		**Session 6** International Movement and Instruments II		**Session 7** Poverty Disability and Development		**Session 8** Participatory Training Management
Day 3		**Session 9** Inclusive for All: CBR Guidelines I		**Session 10** Inclusive for All: CBR Guidelines II		**Session 11** Understanding CBID		**Session 12** Experiential Learning Cycle (ELC)
Day 4		**Session 13** Management of CBID		**Session 14** CBID Case Stories		**Session 15** Empowerment I		**Session 16** Facilitation for Change I
Day 5		**Session 17** Empowerment II		**Session 18** Environmental Component		**Session 19** Future Development of CBID		**Session 20** Facilitation for Change II
Day 6		**Session 21** Knowledge Creation and Management I		**Session 22** Knowledge Creation and Management II		**Session 23** CBR in Thailand and Orientation to the Field Trip		**Session 24** Integration and Reflection of 1st Week

Week 2	Pre-session (08:30 - 9:00)	09:00 -12:00	Coffee Break (10:20 - 10:40)		Lunch time (12:00 - 13:00)	13:00 -16:00	Coffee Break (14:20 - 14:40)	
Day 7		**Field Trip** (4 stages of management cycle part) and (debrief field trip experience)						
Day 8		**Field Trip** (On-going facilitation skills practice)						
Day 9		**Session 25** Reflection of Field Trip		**Session 26** Sustainability		**Session 27** Free Session based on Request of Participants & Explanation on Project-based Simulation		**Session 28** Project- based Simulation (preparation)
Day10		**Session 29** Project-based Simulation (preparation)		**Session 30** Project-based Simulation (preparation)		**Session 31** Project-based Simulation (presentation)		**Session 32** Project-based Simulation (presentation)
Day 11		**Session 33** Project-based Simulation (presentation)		**Session 34** Wrap-up Project and Networking **Session 35** Reflection and Evaluation		**Session 36** Farewell Party Closing Ceremony		

Session Objectives

Session 1 Introduction of Training Module

- To understand the framework and underlying principles of the ToT Training Module

Session 2 and 3 Disability Equality Training (DET)

- To understand different disability models and its evolution in order to embrace diversity
- To understand DET as an effective tool to facilitate people to become an agent of change

Session 4 Sharing of organizational challenges and participant's expectations

- To understand the participants' background, challenges and expectations toward the training

Session 5 and 6 International Movement and Instruments

- To understand the disability movement at the international level
- To understand existing international instruments on disability and its function
- To generate ideas on how each organization uses these tools

Session 7 Poverty Disability and Development

- To understand the relationship between poverty and disability
- To understand CBID strategies to mainstream disability into economic schemes
- To have ideas on how to utilize CBID strategies into project

Session 8 Participatory Training Management

- To provide a concept of participatory training framework

Session 9 and 10 Inclusive for All: CBR Guidelines

- To understand 5 components and its good practices of CBR Guidelines
- To have clear ideas on how to use CBR Guidelines into each settings

Session 11 Understanding CBID

- To deeply understand concepts and theory behind CBID
- To have ideas on how to make more effective networking with other partners using CBR Guidelines

Session 12 Experiential Learning Cycle (ELC)

- To understand ELC as the process where the knowledge is created through the transformative of experience

Session 13 Management of CBID

- To gain practical idea on participatory management cycle in order to ensure sustainability

Session 14 CBID Case Stories

- To analyze the connection between principles and practice of CBR in different contexts in the Asia Pacific region

Session 15 and 17 Empowerment

- To understand concepts, good practices of empowerment component in CBR Guidelines
- To gain practical strategies on how to utilize empowerment strategies into your own setting

Session 16 and 20 Facilitation for Change

- To learn and practice necessary facilitation skills in the field

Session 18 Environmental Component

- To understand the concept of the environmental component
- To have ideas on how to utilize the environment component into your own field

Session 19 Future Development of CBID

- To understand the current challenges of CBID movement
- Understand the latest CBID strategies
- Have ideas on how to utilize CBID strategies into the field

Session 21 and 22 Knowledge Creation and Management

- To provide the participants with background knowledge on how to utilize knowledge as an asset for capacity development

Session 23 CBR in Thailand and Orientation to the Field Trip

- To provide basic information about CBR policy and implementation in Thailand
- To provide orientation of the field trip

Session 24 Integration and reflection of 1st week

- To provide a platform for training participants to critically think of their learning experiences and make a connection to their field practices

Session 26 Sustainability

- To identify the elements of sustainability in CBID program
- To discuss and have ideas on how to apply

Session 27 Free session based on request of participants

- To provide opportunities for participants to select a topic to maximize their learning

Session 28 - 33 Project-based Simulation

- To provide a platform for the training participants to exercise and apply their first hands knowledge into a structured simulation

Session 34 Wrap-up Project and Networking

- To wrap-up on key points from project-based simulation and discuss about how to develop effective network among participants, resource persons and APCD

Session 35 Reflection and Evaluation

- To discuss about how to improve the training course based on the feedback of participants

Understanding Disability

Key Concepts

What is Disability?

How would you answer to the question, "what is disability?" Figure 1 might help you to think of an answer. Disability, or its cause, is often referred to as a malfunction or incapacity of an individual, such as the inability to walk. However, what does the illustration tell you? Is disability a mere functional problem, or something more than that?

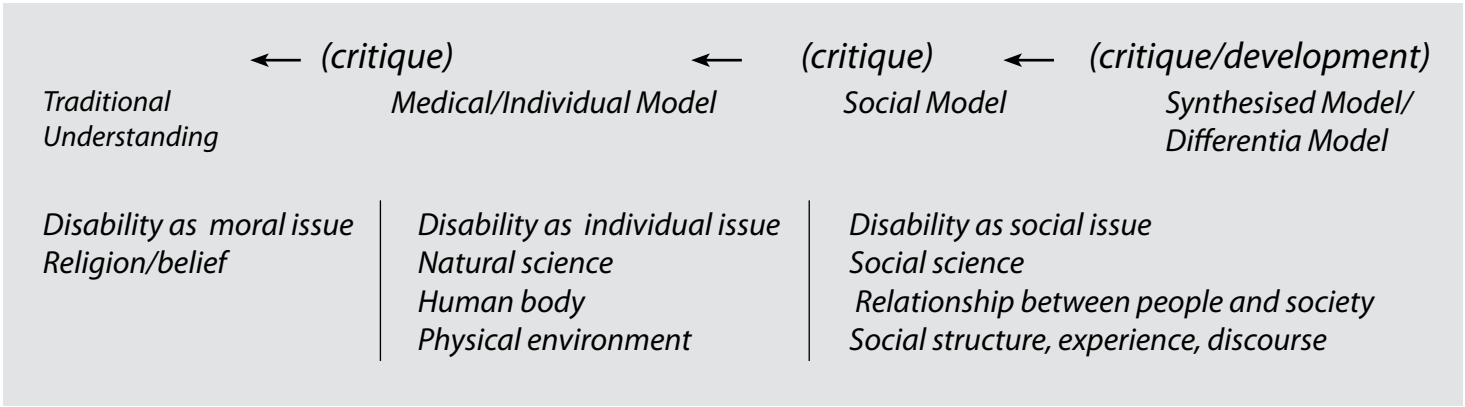
Disability is not a mere functional problem for individuals; it is an issue in terms of their everyday life. Disability is a restriction on participation, and creates inequality of opportunity in various aspects of life, e.g. attending school, gaining employment, and using public transport to go shopping. The true nature of disability is social exclusion and inequality imposed by society. This perspective on disability is called the Social Model of Disability, and has made an impact on the recent development of notions on disability, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

Explanation on Disability in CRPD

… results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

Source: What is Disability & Where?
© CBR-DTC

Models of Disability are frameworks or perspectives to explain causes, structural and causal linkages on disability. Various models of disability have been developed in order to reflect the comprehensiveness and complexity of disability. The comparative analysis of the bipolar models of disability has been central to discussions on the understanding of different views on disability, i.e., the edical/Individual Model, and the Social Model of disability. Based on such comparison in the 1980s and 1990s, several different views and models which shed light on the diversity of aspects of disability have been developed as below. Although some say that the International Classification of unctioning, Disability and Health (ICF) ended a bipolar debate on disability by its "synthesizing" effort, nonetheless much critique has arisen to ICF1.



Source: Development of Models on Disability
© Kenji Kuno

[1] See: Pfeiffer, D. (2000) "The Devils are in the Details: the ICIDH2 and the Disability Movement." Disability & Society 15(7): 1079-82., &, Hurst R. (2003). "The International Disability Rights Movement and the ICF." Disability & Rehabilitation 25(11): 572-76.

The Social Model of Disability leads in a paradigm shift on disability. It perceives that *the true nature of "disability" is neither mere functional limitations of individuals, nor the difficulty in performance which results directly from such limitations. "Disability" is oppression, discrimination, social exclusion and restriction from participation. This is socially constructed and imposed upon people who are regarded as different in terms of bodily functions and structure. This view of disability as a social construct is one which clearly removes the focus from the individual person with disabilities as being "the problem" and shifts the onus onto society to remove the barriers which prevent full participation and inclusion of PWDs. Therefore, disabled people are neither less able nor unable, but are "dis-abled" by the society which takes little or no account of people who have different functions and structure*[2]*. Disabled People's International (DPI) explains disability as "*…the disadvantage or restriction of activity caused by social factors which take little or no account of people who have impairments and thus exclude them from the mainstream of social activities." This notion on disability is developed further as an Environmental Model of Disability.

[2] There are two commonly misunderstood issues on the Social Model. The first misunderstanding is that "Social Model ignores the functional issues and denies medical and rehabilitation interventions." The Social Model does not ignore issues on individual functions. It regards that the functional issues and the disability (as a socially constructed inequality is an important issue, but there is no linear consequential causal linkage between the two; and thus, they are issues that should be considered separately. Therefore, the Social Model places a positive focus on the necessity of access to medical services for functional limitations based on the needs of persons with disabilities instead of denying such medical service. However, the Social Model clearly opposes the notion to require functional recovery as a prerequisite to social participation. The second misunderstanding is the confusion between the "model" as a perspective for comprehending disability and the "approach" (intervention) as an intervening method, or its field. Medical intervention is a vital approach to impairment in the Social Model perspective.

Goal and Role

Neither "Disability" nor "Development", but "Disability and Development"

Although we have discussed the meaning of disability, seeing "disability" itself, as is, is not enough, if we want to perceive the entire issue surrounding persons with disabilities in CBR. The cartoon clearly explains the necessity to observe such issues with a more comprehensive view which combines both "disability" and "development". Such a framework leads the development of inclusive development.

Source: "Disability & Development"
© David Werner

Another goal on disability in CBR is to share this understanding of disability with the community. One useful tool is Disability Equality Training (DET). DET is disability education that allows people to become agents of change, to create an inclusive society. It is developed based on the Social Model of Disability; and draws on facilitated Participatory Learning (or discovery learning) as its method. DET is different from the conventional approach on disability awareness, such as Disability Awareness Training, which often uses simulation exercises that provide a training focus on impairments (individuals' functional limitations) and impairment-based needs.

Case stories from the Field

How can we raise awareness on disability from this new perspective? As a practical programme for this purpose, DET has been applied as a part of various projects and programmes by development agencies, and the government and private sectors. One of the best examples is a collaboration between AirAsia and BEAT (Barrier Free Environment and Accessible Transport: a network of initiating PWDs and DPOs) in Malaysia. BEAT made huge demonstration to protest against the exclusion of PWDs from the services of the AirAsia in 2007. BEAT succeeded in "breaking the barrier" and AirAsia promised to change their exclusive policies and practices to be more inclusive. Then, BEAT and AirAsia became a partner to "build" AirAsia as an inclusive company; and later, as a part of this initiative, AirAsia started to conduct one-day DET fortnightly in collaboration with BEAT as a part of its regular staff training courses for all newly recruited cabin and ground crews, and this has continued until now (2011).

Challenges and Suggestions

It is not easy to change peoples' mindset on disability and its solutions, moving away from traditional understanding (i.e., Individual Model, Ablism & Prerequisite thinking) to emancipated ones (i.e., Social or Environmental Model & Breakthrough thinking). Needless to say, the power of PWDs as peers to other persons with disabilities and as agents of change is the crucial component in practice. DET also specifies that only persons with disabilities who experience disability as social exclusion can be DET trainers.

Questions about using stimulation activity were frequently asked when come to designing of DET activities. Actually the fundamental aims of DET is not to present 'disability' as impairment or less function of body but to promote understanding toward 'disability' as social discrimination which can totally change by society. While stimulation tends to put the spotlight on impairment than discrimination DET trainers are encouraged to use role play or other techniques which can better demonstrate social discrimination that persons with disabilities are facing daily.

Source: DET for AirAsia by BEAT © Peter Tan

Ideas for Application

The Japan International Cooperation Agency (JICA) has been applying DET as part of disability related projects in Costa Rica, Kyrgyzstan, Malaysia, Pakistan, and the Philippines. DET has been used for two different objectives for inclusive community development: the empowerment of persons with disabilities by facilitating a process of raising consciousness (critical consciousness), using a discovery learning approach to the social model of disability; and, the enablement of community (i.e. creating inclusive community) by implementing disability education programmes at village level. You can apply the contents of and approach to DET on various occasions to share inclusive perspective and actions on disability, e.g. village meetings, assemblies, youth activities, etc.

DET can be conducted for a group of persons with disabilities, persons without disability and both to empower and challenge their attitude toward disability. When you plan to conduct DET for participants with disabilities make sure you carefully cover key accessibility factors, e.g. room arrangement, ways of communication, etc. It is very important that every DET ends by facilitating participants to develop their own concrete action plan to create changes in their works and personal lifestyle. Many of times DET was conducted with Disability Related Service Training (DRST) or Accessibility Audit and Consulting (AAC) in order to support organizations and companies on how to implement change that suitable for their context.

Further Resources

Downloadable resources

Models on Disability:

British and international context: Lizz Carr, Paul Darke and Kenji Kuno (2008) Training Them and Us: A Guide to Social Equality for Society, Utusan Publications.
(part 4: http://www.detforum.com/files/DET_Book1_Part4.pdf)

North American context: David Pfeiffer (2002) The Philosophical Foundations of Disability Studies, Disability Studies Quarterly, 22(2) http://www.dsq-sds.org/issue/view/19

The Archive of the Centre for Disability Studies, University of Leeds offers free access to wide range of academic articles and books on disability studies, including some fundamental texts such as "Oliver, M. (1990). The Politics of Disablement", "Barton, L. and M. Oliver (1997). Disability Studies", "Barnes, C. and G. Mercer (2004) Implementing the Social Model of Disability": http://www.leeds.ac.uk/disability-studies

Although "Disability and Society" is the most well known academic journal on disability studies, access is limited. The following journals are also academically respected and offer free access:

Disability Studies Quarterly: http://www.dsq-sds.org
Review of Disability Studies: http://www.rds.hawaii.edu

Disability Equality Training (DET)

DET Forum offers information and free access to manuals, tools & articles on DET: www.detforum.com

Reflection of the Chapter

Three key points you must know

- Models of Disability are frameworks or perspectives to explain causes, structures and causal linkages on disability.
- The Social model on disability perceives that disability is oppression, discrimination, social exclusion and restriction from participation which is socially constructed and imposed upon people who are regarded as different in terms of body functions and structure.
- DET is disability education that enables people to actually become agents of change to share new perspective on disability with the community, to create an inclusive society.

Three points to link to the Field

1.

2.

3.

CHAPTER
2

International Movement and Instruments

Key Concepts

An International Movement related to disability is introduced.

Historical review of the movement of the UN on disability and the International Movement related to disability are introduced.

1980s : At the end of the UN Decade of Disabled Persons, there are still a lot of issues unresolved in the Asia Pacific region. The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) adopted the years 1993 to 2002 as the Asian and Pacific Decade of Disabled Persons (AP Decade) to launch a challenge towards full participation and equality of persons with disabilities in this region. The document to promote the AP Decade is the Agenda for Action where 12 important areas are to be promoted.

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2000s – : At the end of the AP Decade in 2002, it was recognized that not much achievement had been observed despite the efforts of ESCAP and each government in the region. There are a number of countries who were not aware of the AP Decade. Considering the necessity for further regional framework, ESCAP adopted the second AP Decade for the years 2003 to 2012. The theme of the Second AP Decade is to promote a barrier free, inclusive and rights based society, where the paradigm shift is actioned in disability, moving from a welfare approach

to a rights-based approach. This document is the Biwako Millennium Framework for Action (BMF) with 7 target areas which were taken up as priority. Important areas are promoting self-help organizations for persons with disabilities including women with disabilities, and poverty alleviation.

In 2007 ESCAP adopted the additional document to BMF, which is BMF Plus Five, as the document to promote the latter half of the Second AP Decade. This was strongly supported by the adoption of the UN Convention for the Rights of Persons with Disabilities.

CRPD, adopted in December 2006, entered into force in May 2008. So far, more than 150 countries have signed. Ratified by more than 100 countries. The convention does not create new rights. It stipulates universal human rights from the view points of persons with disabilities. For example, the rights to economic activities, education and cultural activities are universal. Rights to accessibility in Article 9 is the right which is necessary for persons with disabilities to realize such universal rights.

Goal and Role

The Goal of the international instrument is to introduce a framework for a better future for the lives of persons with disabilities. CRPD is to be considered as an instrument after its establishment.

When we take up the regional framework adopted by ESCAP, we aim to promote a paradigm shift in the disability issue from a charity to rights-based model in each Government in Asia and the Pacific. In order for each Government to improve their policy and related laws, DPOs/ NGOs should work together to promote their Government. Therefore the joint efforts by relevant DPOs/NGOs are crucial at the national and regional levels.

Case stories from the field

Basically the use of the international instrument/framework depends on the situation of each country/area as those instruments cover a wide area in the disability field.

Awareness and information

The NGO network named RNN (The Regional NGO Network for the promotion of the AP Decade) had supported ESCAP and contributed to improve the awareness of disability issue in each country/area by organizing the Campaign Conference every year in Asia and the Pacific.

Regional Collaboration

The Asia-Pacific Development Center on Disability (APCD), which was established in 2002 as a legacy of the first AP Decade, has been promoting the empowerment of persons with disabilities. APCD has been acknowledged in its important role as a center of regional collaboration.

Challenges and Suggestions

ESCAP decided in 2010 on the extension of the regional frame-work from the year 2013 in Asia and the Pacific. Article 32 in the CRPD mentioned international cooperation, where the importance of inclusive development is indicated. The UN also compiled a document, a Guidance Note (http://www2.ohchr.org/english/issues/disability/docs/GuidanceNoteJuly2010.pdf) in 2010, to introduce how each Government will include disability in all development programs to promote the rights of persons with disabilities. In this way, recent UN documents are moving towards the promotion of an inclusive society.

These international and regional instruments can be used as a tool to encourage change in each government policy, and laws concerning disability. At the same time, it is important to promote bringing disability at the community level into the mainstream, in order to improve the quality of life of persons with disabilities in the community. The Asia Pacific region has suffered from many natural disasters during these years. Taking 2011 into account only, two massive disasters hit New Zealand and Japan. International organizations should work with persons with disabilities in the affected areas of the disaster or conflict. To be inclusive, linkage and solidarity are important among government, DPOs and relevant NGOs, not forgetting community people at the national, local and community levels. In order to promote this, we would like to start positive and productive communication at the community level among different stakeholders, beyond our own cultures and interests.

ESCAP Meeting

Major International Movements on Disability

Year	Asia-Pacific Region	World
1980s		**1981** International Year of Disabled Persons(IYDP) **1983-1992** UN Decade of Disabled Persons Document: *World Programme of Action Concerning Disabled Persons*
1990s	**1993-2002** ESCAP 1st Asian and Pacific Decade of Disabled Persons, Document : *Agenda for Action* Regional NGO Network for AP Decade	**1993** UN Standard Rules **1994** Joint Position Paper of CBR
2000s	**2003-2012** ESCAP 2nd Asian and Pacific Decade of Disabled Persons Documents: BMF, BMF Plus Five **2009** CBR AP Network Asia-Pacific Development Center on Disability Asia Pacific Disability Forum	**2000** MDGs **2004** Joint Position Paper of CBR **2008** UN Convention on the Rights of Persons with Disabilities (CRPD) was entered into force.
2010s	**2012** Incheon Strategy ESCAP Inter-Governmental Meeting, South Korea	**2010** Guidance Note for UN Country Teams and Implementing Partners, 2010 **2010** CBR Guidelines

Ideas for Application

What is useful in the international instrument is different in each country/area. Each of us should learn those instruments carefully, discuss what should be applied and decide the necessary action. ESCAP decided to recommend a new decade 2013-2022 to promote the rights of persons with disabilities at the Committee of Social Development from 19-21 October 2010. After its inauguration, persons with disabilities should participate in the implementation and monitoring towards the launching of the new decade.

In addition, it is highly advisable that the topic of International Instruments are included in trainings, workshops, seminars and other public events in order to bring social attention and awareness to wider society. Ultimately, the application of the essence of the international instruments will be visible as there are clear links in all levels.

Further Resources

High Level Intergovernmental Meeting 2007:
http://www.dinf.ne.jp/doc/english/twg/071030_pt_eng.html

Report of the Committee on Social Development on its second session 19-21 October 2010
http://www.unescap.org/sdd/committee/2010/index.asp

Reflection of the Chapter

Three key points you must know

- International and regional instruments are the tools to change each government policy, and laws, concerning disability.
- ESCAP adopted the second AP Decade (2003-2012). The theme is to promote a barrier free, inclusive and rights-based society where the paradigm shift in disability is from a welfare approach to a rights-based approach.
- To improve the quality of life for persons with disabilities in the community, it is important to promote considering disability in the mainstream, at the community level, through inclusive linkage and solidarity among government, DPOs and relevant NGOs, not forgetting community people at the national, local and community levels.

Three points to link to the Field

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2.

3.

Poverty Alleviation, Development and Disability

Poverty is a major cause of impairment and disability in the world. Many kinds of impairment are the result of specific health conditions or diseases that are preventable. Persons with disabilities are likely to remain poor, or become poorer, because of impairment or disability, which usually require additional resources.

The relationship between poverty and disability is complex, and can differ according to the context, and considering the definitions of disability and poverty that are used. However, what is undeniable is the fact that persons with disabilities are disproportionately represented among the poor. This accentuates the need for bringing disability issues into the mainstream, in the national, regional and international initiatives for poverty reduction.

Attainment of poverty reduction targets States and MDGs, thus sustained economic growth and social development is not possible without addressing the concerns of persons with disabilities, in poverty reduction strategies, and ensuring their participation in the process of poverty reduction. This cannot be achieved without removing the barriers that limit the participation of persons with disabilities. Unfortunately, there is no mention of disability issues within the Millennium Development Goals (MDGs).

Poverty trims down economic and social services such as healthcare, adequate housing, food, safe water, and education. Community Based Rehabilitation (CBR) is a strategy for socio-economic development and one way of addressing the cycle of disability and poverty.

Key Concepts

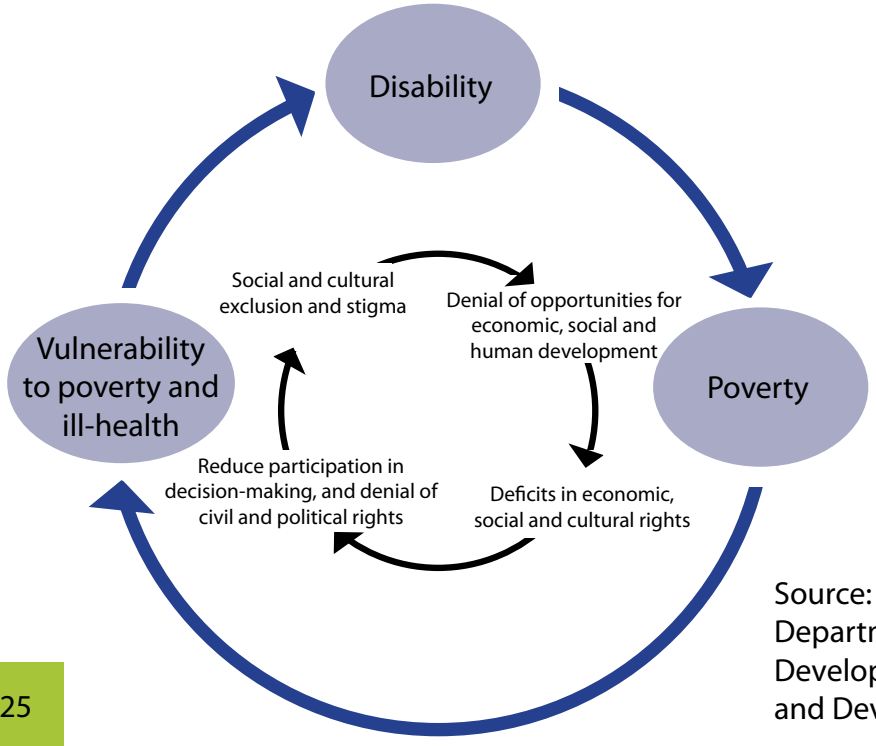
The understanding of poverty goes beyond income levels, and encompasses exclusion and lack of power. According to OHCHR (2010), poverty erodes or nullifies economic and social rights, such as the right to health, adequate housing, food and safe water, and the right to education. The same is true of civil and political rights, such as the right to a fair trial, political participation and security of the person.

Poverty is both a cause and consequence of disability: poor people are more likely to become disabled, and persons with disabilities are more likely to become poor. In low-income countries, persons with disabilities are over-represented among the poorest. They are discriminated against and excluded from mainstream development initiatives. As a result they find it difficult to access health, education, housing and livelihood opportunities. This results in chronic poverty, exclusion, and even premature death. The costs of medical treatment, physical rehabilitation and assistive devices also contribute to the poverty cycle of many persons with disabilities.

According to the United Nations (UN), there are approximately 650 million persons with disabilities in the world, and at least 80 percent of them live in developing countries. More often they are among the poorest of the poor. The UN Convention on the Rights of Persons with Disabilities, adopted in 2006 and entered into force on 3 May 2008, defines such persons as *"those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others"* (Article 1).

The Convention on the Rights of Persons with Disabilities, through Article 32 on International Cooperation, recognizes that international cooperation activities need to be inclusive of and accessible to persons with disabilities in order to ensure the full realization of the objectives and purpose of the Convention.

Article 32 was created to respond to the requirement of disability inclusion and bringing the issue into the mainstream in the international development and cooperation agenda. More than 80% of persons with disabilities live in low and middle income countries based on the WHO Global Burden of Disease measures. There is a significant and complex relationship between disability and poverty, since both can be causes and/ or consequences of the other. Most poverty reduction schemes in low-income countries fail to consider disability issues or address them in any systematic manner, which perpetuates the vulnerability of persons with disabilities and impedes poverty reduction efforts. Existing national disability policies and programmes often fail to meet the needs of persons with disabilities. Bringing disability concerns into the mainstream in economic development efforts requires knowledge, and the raising of awareness, plus effective collaboration among all relevant stakeholders, and robust information exchange across regions.



Source: Disability and Poverty Cycle / Department for International Development (DFID), Disability, Poverty and Development (London: DFID, 2000)

Most disabilities are strongly related to poor and unsafe living conditions. Lacking of access to medical care and rehabilitation leads to worsening limitations on activities. These in turn, combined with social stigma, discrimination and physically inaccessible living environments tend to generate a process of exclusion from participation in social life, schooling, vocational training and employment. In the end, it results in a life-long exclusion from mainstream society. Girls and women with disabilities face multiple discriminations.

As a consequence of the cumulative effects of such risk factors, persons with disabilities generally present a higher poverty rate than the rest of the population. World Bank studies show that they are poor by all dimensions of poverty: they lack access to income, formal or non formal employment, education and other basic services, social security, personal safety, and participation.

Poverty limits access to basic services, including health care, rehabilitation and education. This leads to a vicious circle of disability and poverty - poverty is a root cause of many disabilities, and disability increases the risk of poverty. Disability affects not just the person with disabilities but the present and future income of the household. Research reveals that households containing persons with disabilities are poorer than the average. Households headed by an Individual with a disability are more likely to be poor than households headed by a person without a disability. Though the relationship between disability and poverty is obvious, very little reliable statistical information substantiates this point, which makes it difficult to put together a detailed global picture of the linkages between disabilities.

Goal and Role

CBR is a strategy for community-based inclusive development to facilitate bringing disability into the mainstream in development initiatives, with a priority focus on reducing poverty. Persons with disabilities and their families have equal access to financial services to support the development of their economic and other activities, and improve their standard of living.

For poverty reduction, strategies to be more inclusive and effective, and here, development agencies need to consider integrating disability within the mainstream of their development policy and practice, by identifying disability as a major cross-cutting issue. Bringing disability into the mainstream in development would mean that all policies, programmes and projects would include disability as a key issue.

A poverty reduction strategy for persons with disabilities only makes sense as a comprehensive and complete rationale across different sectors. Employment promotion programmes will remain inept if policies and programmes do not address the special needs of persons with disabilities, such as: access to education, human development initiatives, the provision of assistive devices and appliances, accessible public buildings and workplaces, etc. The removal of environmental and attitudinal barriers should be considered as a priority strategy for the socio-economic integration of persons with disabilities.

Case Study from the Field

Case Study of Amena

Amena, the 22 year-old daughter of a poor family, was born normally, with no impairment or health problem. Amena was the second among eight children of her parents. When she was eight years old she had high fever for a month. Due to poverty her father could not manage to consult with any medical practitioner, rather, he consulted with traditional healers in the community. After one month, Amena was taken to a trained local medical assistant. Unfortunately she was advised to be given medicine without a proper diagnosis. She was not even referred to any specialized or general hospital. They made all efforts with their inadequate capacities and financial resources, which brought the family under tremendous economic hardship. She was cured from recurrent fever after a long time but her lower limbs gradually became weaker. At a later stage, she was unable to move because of the weakness in her muscles.

In 2009, Amena was identified by one of the community disability rehabilitation workers from a disability concerned agency in Bangladesh. She was thoroughly assessed and found to have Muscle weakness and contracture in both upper and lower limbs, including knee and hip joints. Focusing on her problem, she has been receiving therapeutic services from the community rehabilitation worker and the Physiotherapist, on a regular basis.

Soon after identification and enrolment as a beneficiary, she was provided with a wheelchair from the project, to increase her mobility. She was also provided with shop keeping training along with the assets to start a small shop in the community.

She was considered as a burden for her family as well as the community, at one time. She was isolated from her family and social life, with the feeling of dependency and insecurity. Soon after the interventions, Amena was found to be more confident and to have a better life of her own. She gets out of the home by wheelchair, which has allowed her to participate in community life. Over time, she has been able to set up her small shop, with the spontaneous support of her neighbors. She has been able to earn money and contribute to her family's income. Now she is getting support and attention from the family as well as from the community.

The significant changes that occurred in the life of Amena have brought her a new level of confidence, to be a self-dependent person, and to make her a contributing member of her family. The family has discovered the new dimension of the silent potentials of Amena. Her support and contribution to their family has started reducing its economic vulnerability.

Challenges and Suggestions

Challenges

The majority of persons with disabilities in developing countries lives in the rural areas and is poor. Significant numbers of them do not receive any benefit from mainstream poverty alleviation programmes because of policy, physical and attitudinal obstacles.

Persons with disabilities in developing countries have limited access to information about poverty alleviation programmes. Physical obstacles can cut persons with disabilities off from programmes and services intended for the general population and for poor people. Attitudinal obstacles can be as serious as physical and policy obstacles. In poverty alleviation programmes, persons with disabilities have not been included as one of the primary stakeholders.

Suggestions

To overcome the above-mentioned challenges, it is essential to collect reliable statistics relating to poverty and disability. Creating opportunities to promote access to livelihood for persons with disabilities, through micro-credit and other income generating activities, is important. To promote the participation and access of persons with disabilities in development initiatives, institutional capacity building, on issues related to inclusive development, is inevitable. Facilitating appropriate information and communications technologies for persons with disabilities, especially for those living in rural areas, is an urgent requirement for inclusion. Persons with disabilities need to be included in disaster preparedness programmes. Setting indicators on the inclusion of persons with disabilities, during the monitoring and evaluation phases of development programmes and projects, is necessary in order to measure the changes in the quality of life of persons with disabilities.

Adopting a twin-track approach, including specific projects targeting persons with disabilities, and at the same time, bringing disability considerations into the mainstream in poverty alleviation programmes, is important. Promoting community-based rehabilitation as a strategy that addresses the needs of persons with disabilities and their family members may be the process of bringing disability into the mainstream in community-based inclusive development.

Policy advocacy and legal reform, aiming at creating an enabling framework for persons with disabilities and facilitating actions intended to remove barriers that prevent such persons from accessing services, need to be reinforced by different agencies. Strengthening partnerships, facilitating collaboration and opening channels with relevant UN organizations, are increasingly important in incorporating disability issues into their programming, and may ensure the meaningful participation of persons with disabilities in development initiatives.

Community-based rehabilitation programmes can be a useful strategy to ease the inclusion process. Persons with disabilities must be involved in the design and implementation of policies, programmes and projects. The monitoring and evaluation of such activity should assess the impact of these policies, programmes and projects on poverty reduction, and on the empowerment of persons with disabilities.

Ideas for Application

The above case study indicates that poverty is a cause and consequence of disability. To reduce the poverty of various vulnerable groups of people, it is inevitable that we must include people from all disadvantaged groups in these development initiatives. When a person undergoes any health problem, injury or impairment s/he runs the risk of encountering a form of disability.

Disability arises when barriers in the environment interact with a person's functional status in a way that limits their participation in society. Considering the ICF classification, it is mandatory to make all attempts to reduce the chance of impairment from any physical or psychological disease or disorder. It is essential to take all measures to overcome activity limitation. Only then will it be possible to attenuate participation restriction or disability.

People from ultra-poor communities need to be involved in the pre-project phase and/or program analysis. They need to be involved in each of the steps of project cycle management i.e., planning, implementation, monitoring and evaluation.

Once it is possible to ensure the meaningful participation of people from poor to ultra-poor families, it will be possible to reduce the occurrence of impairment and/ or disability.

Early identification and intervention reduces the additional expense of the family incurred by their family members. This not only reduces the occurrence of disability, but also minimizes the additional expense for disability.

Further Resources

Bill Albert, Rob McBride, David Seddon, PERSPECTIVES ON DISABILITY, POVERTY AND TECHNOLOGY
http://www.aifo.it/english/resources/online/apdrj/apdrj104/dis-poverty-technology.pdf

Biwako plus five in the website <http://www.ncda.gov.ph/international-conventions-and-commitments/other-international-commitments/biwako-plus-five>

Department for International Development, UK. Disability, poverty and development. 2000 (www.make-development-inclusive.org/docsen/DFIDdisabilityPovertyDev.pdf , accessed 20 March 2011)

DISAB ILITY AND POVERTY REDUCTION STRATEGIES
http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_107921.pdf

Disability and development
http://www.guardian.co.uk/journalismcompetition/theme-disability-and-development

Disability in Development
http://www.handicap-international.fr/fileadmin/documents/publications/DisabilityInDevelopment.pdf

Disability rights are global human rights: combining disability and development
http://www.dcdd.nl/?1551

Including People with Disabilities in Actions to Reduce Poverty and Hunger
http://www.ifpri.org/sites/default/files/publications/oc63essay04.pdf

Make Development Inclusive
http://www.includeeverybody.org/pdfs/Make_Development_Inclusive_A_Practical_Guide_PCM.pdf

Making development projects inclusive
http://www.jica.go.jp/activities/schemes/finance_co/approach/pdf/pwd.pdf

Maya Thomas, Editorial, http://www.aifo.it/english/resources/online/apdrj/apdrj205/edcomments.pdf

OHCHR, Human rights dimension of poverty. Geneva, Office of the High Commissioner for Human Rights (undated) (www2.ohchr.org/english/issues/poverty/index.htm, accessed 18 June 2010)

Poverty disability endless loop
http://www.disabilityfunders.org/webfm_send/74

Rebecca Yeo, Chronic Poverty and Disability
http://www.dfid.gov.uk/r4d/PDF/Outputs/ChronicPoverty_RC/04Yeo.pdf

Sightsavers International, Poverty and blindness: A survey of the literature
http://www.vision2020.org/documents/IAPB%20Documents/resources/pverty_blindness_Execsummary_SSI_WHO_forum.pdf

World Health Organization. (2004). Disease and injury regional estimates for 2004 – Prevalence (LMIC countries by WHO region). Retrieved April 21, 2009

Reflection of the Chapter

Three key points you must know

- Poverty is both a cause and consequence of disability
- Disability and Poverty cycle: Social and cultural exclusion and stigma -> Denial of opportunities for economic, social and human development -> Deficits in economic, social and cultural rights -> Reduced participation in decision-making, and denial of civil and political rights -> Return to Social...
- Twin track approach - including specific projects targeting persons with disabilities while at the same time mainstreaming disability considerations into poverty alleviation programs

Three points to link to the Field

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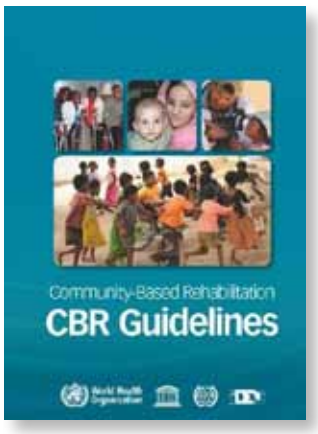
CBR Guidelines



Background

Community-based Rehabilitation (CBR) was initiated by the World Health Organization (WHO) following the principles of the Alma-Ata Declaration in 1978. It was promoted as a strategy to improve access to rehabilitation services for persons with disabilities in low-income and middle-income countries, by making optimum use of local resources. The main aim was to go to the community, involve the community and train community members for the rehabilitation and inclusion of persons with disabilities[1].

CBR is implemented through the combined efforts of persons with disabilities, their families, organizations, and communities, and by relevant government and non-government organizations. To learn from the 25 years of practice, WHO organized an international consultation to review CBR in Helsinki, Finland, in 2003. The review recommended that CBR should:

- Focus on inclusive community development
- Work closely with Disabled People's Organisations (DPOs)
- Strengthen multi-sectoral collaboration
- Work on poverty reduction
- Promote human rights

Subsequently in 2004, a joint position paper on CBR[2] was produced by the World Health Organization (WHO), the International Labour Organization (ILO), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), which broadened the definition and strategy of CBR and repositioned CBR as a strategy within the general community, working toward rehabilitation, the balancing of opportunities, poverty reduction, and the social inclusion of persons with disabilities.

CBR is currently implemented in over 90 countries. The guidelines are a response to the many requests from CBR stakeholders around the world for direction as to how CBR programmes can move forward in line with the developments outlined above. In addition, the guidelines provide, after 30 years of practice, a common understanding and approach for CBR; they bring together all that is currently known about CBR from around the world and provide a new framework for action, as well as practical suggestions for implementation. The guidelines are strongly influenced by the Convention on the Rights of Persons with Disabilities (CRPD) and its optional protocol[3], which were established during the development of the Guidelines.

The WHO, ILO, UNESCO, and the International Disability and Development Consortium (IDDC), notably the CBR taskforce members – CBM, Handicap International, the Italian Association Amici di Raoul Follereau (AIFO), Light for the World, the Norwegian Association of the Disabled, and Sightsavers – have worked closely together to develop the CBR Guidelines[4]. In addition, more than 180 individuals and nearly 300 organizations including disabled people's organizations, mostly from low-income countries around the world, have been involved in its development.

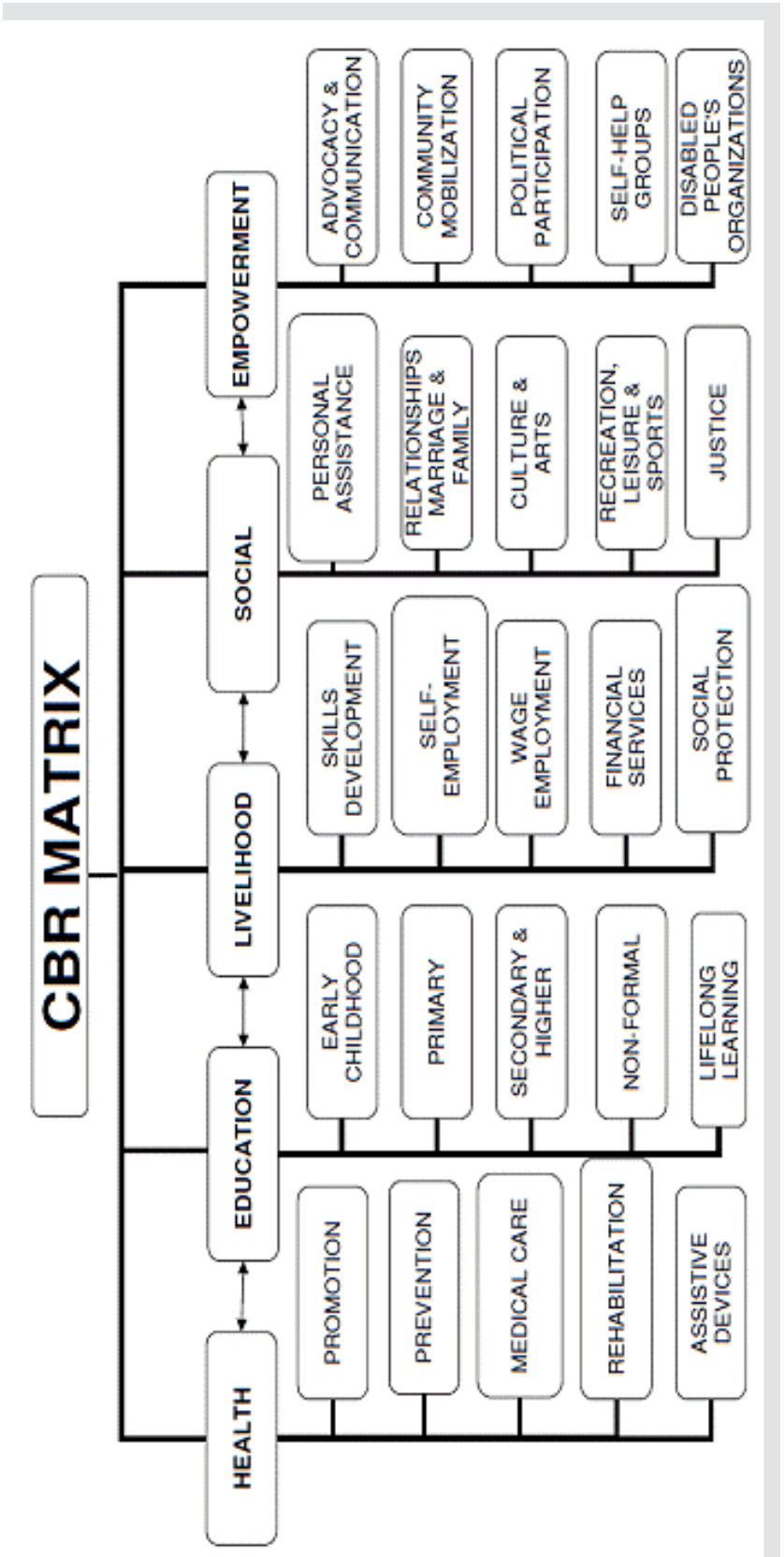
Key Concepts

In any country, Government has various Ministries or offices to take care of the varying needs of its people, including persons with disabilities. However, persons with disabilities, and their families, are often ignored, and encounter difficulties in accessing the facilities or benefits of various development initiatives. Considering this need and its importance, the CBR Guidelines target a few key ministries and/ or sectors, such as health, education, livelihood/ employment, and social welfare or security.

In light of the evolution of CBR into a broader multisectoral development strategy, a matrix was developed to provide a common framework for CBR programmes (Fig. 1). The matrix consists of five key components – Health, Education, Livelihood, Social and Empowerment components. Within each component there are five elements. The first four components relate to key development sectors, reflecting the multisectoral focus of CBR. The final component relates to the empowerment of persons with disabilities, their families and communities, which is fundamental for ensuring access to development initiatives, as well as others, improving the quality of life and enjoyment of human rights for persons with disabilities.

CBR programmes are not expected to implement every component and element of the CBR matrix. Instead, the matrix has been designed to allow programmes to select options which best meet their local needs, priorities and resources. In addition to implementing specific activities for persons with disabilities, CBR programmes will need to develop partnerships and alliances with other sectors not covered by CBR programmes, to ensure that persons with disabilities and their family members are able to access the benefits of these sectors.

The CBR Guidelines provide a way forward for CBR programmes to demonstrate that CBR is a practical strategy for the implementation of the Convention on the Rights of Persons with Disabilities. Benefits of the convention and development need to reach to the majority. To ensure that CBR Guidelines adopt twin-track or even triple-track approach depending on the need and realities, and thus: 1) empower persons with disabilities and their families, 2) Assist in accessing healthcare, education, livelihood opportunities and social benefits and 3) To work with the four key development sectors (Health, Education, Livelihood, Social) to make their programme inclusive of persons with disabilities and their families.



Source: CBR Guidelines

Goal and Role

The main goal of the CBR Guidelines is community-based inclusive development, which in other words, means making key development sectors inclusive and community-based to ensure that benefit reaches everyone, everywhere, not only to the persons with disabilities who live in and around big cities.

The CBR Guidelines provide an overview of key concepts, and identify goals, outcomes, and suggested activities to achieve community-based inclusive development.

The key roles of the CBR Guidelines are to:

- Provide guidance on how to develop and strengthen CBR programmes in line with the CBR Joint Position Paper and the Convention on the Rights of Persons with Disabilities.
- Promote CBR as a strategy for community-based inclusive development to assist in bringing disability development initiatives into the mainstream, and in particular, to reduce poverty.
- Support stakeholders to meet the basic needs and enhance the quality of life of persons with disabilities, and their families, by facilitating access to the Health, Education, Livelihood and Social sectors.
- Encourage stakeholders to facilitate the empowerment of persons with disabilities and their families, by promoting their inclusion and participation in development and decision-making processes.

The guidelines are not intended to:

- Be prescriptive;
- Answer specific impairment-related questions;
- Provide recommendations for medical/technical intervention;
- Provide a step-by-step guide to programme development and implementation.

Structure and Case Study

The CBR Guidelines consist of seven booklets:

1. Introductory booklet. This gives an overview of the objectives, scope, development process, key concepts and CBR management;
2. Health component;
3. Education component;
4. Livelihood component;
5. Social component;
6. Empowerment component;
7. Supplementary booklet. This includes sections on CBR and mental health, HIV/AIDs, leprosy and humanitarian crises.

- The structure of each component is as follows:

- **Preamble -** including the goal, role of CBR, desirable outcomes, key concepts, and a brief summary of the five (5) elements that make up each component.

- **Case Study -** Each element starts with a case study which briefly narrates the main content of the element and how it is being implemented in different countries. There are also smaller case studies and examples inserted throughout the component to provide practical tips.

  The 5 elements of each component have the following structure:

  – Introduction;
  – Goal;
  – The role of CBR;
  – Desirable outcomes;
  – Key concepts;
  – Suggested Activities;
  – References and recommended reading.

Depending on area of work or interest, people can choose which booklet to read first, for example, people working in Health may want to read the Health component first, and then the introduction, or vice versa. Irrespective of areas of interest or work, it would be better if everyone takes the time to read the introduction and empowerment booklets, to have a more holistic picture and make the programme more meaningful and sustainable.

CBR programmes can make a difference

CBR can help to ensure that the benefits of the Convention reach persons with disabilities at the local level through:

- familiarizing people with the Convention – actively promoting the convention and helping people to understand its meaning;
- collaborating with stakeholders – working with nongovernment organizations, including Disabled People's Organizations and local governments, to implement the Convention;
- advocacy – engaging in advocacy activities which aim to develop or strengthen anti-discrimination laws and inclusive national and local policies relating to sectors such as Health, Education and Employment;
- coordinating between local and national levels – promoting and supporting dialogue between local and national levels; strengthening local groups or Disabled People's Organizations so that they can play a significant role at local and national levels;
- helping to draw up and monitor local action plans – contributing to the development of local action plans that have concrete action points, and the necessary resources, for incorporating disability issues into local public policies and achieving intersectoral collaboration;
- programme activities – implementing activities which contribute to making Health, Education, Livelihood and Social services accessible to all persons with disabilities including those who are poor and live in rural areas.

Challenges and Suggestions

In many countries, Self-help group (SHG) of persons with disabilities and their family members play an important role in CBR. They often run savings and credit or microcredit programmes and help their members in accessing Health care, Education, Livelihood and Social benefits. In some CBR programmes, Self-help group members are the backbone of the CBR programme. The success of CBR also depends on its linkage with referral facilities, CBR programmes need to develop strong linkages with various referral facilities, and all development sectors, including private establishments to ensure persons with disabilities are part of all development initiatives.

However, even today, many CBR programmes are focussing on one or two impairment groups or one or two components or elements, and are quite weak in the area of poverty reduction and empowerment. Many programmes are still based in and around cities. The greatest challenge for the CBR programme is to reach to the majority, especially those who live in rural areas, and the poorest of the poor. The challenge also lies in how to ensure children with multiple impairments can access quality Healthcare, Education and Social services so they do not suffer premature death, or live at others' mercy. As many of them are not vocal nor visible, very few CBR or any other disability programme think about them. CBR needs to cover all persons with disabilities, irrespective of their causes, types, age, gender, color and religion; especially the poorest of the poor, and those who live in city slums or rural areas, and this means all kinds of impairment groups – everyone, everywhere.

CBR also needs to focus on how the benefits of CBR programmes may reach the community at large, and once the community sees the benefit, it will come forward with resources, and eventually will have better ownership of the CBR programme. Involvement of local government is key to the success of any CBR. Where CBR is not implemented by local government, the CBR programme needs to ensure their involvement and possible ownership.

In summary CBR, is a multisectoral, bottom-up strategy which can ensure that the Convention makes a difference at the community level. While the Convention provides the philosophy and policy, CBR is a practical strategy for implementation. CBR activities are designed to meet the basic needs of persons with disabilities, reduce poverty, and enable access to health, education, livelihood and social opportunities – all these activities fulfill the aims of the Convention.

CBR programmes provide a link between persons with disabilities and development initiatives. The CBR Guidelines target the key sectors of development that need to become inclusive so that persons with disabilities and their families are empowered, contributing to an inclusive society, a 'society for all'. As community involvement is an essential element of development, the guidelines strongly emphasize the need for CBR programmes to move toward involvement of the community, which will lead to community-based, inclusive development.

[1] Training in the community for people with disabilities. Geneva, World Health Organization, 1989 (www.who.int/disabilities/publications/cbr/training/en/index.html, accessed 18 June 2010).
[2] CBR: A strategy for rehabilitation, equalization of opportunities, poverty reduction and social inclusion of people with disabilities (Joint Position Paper 2004). Geneva, International Labour Organization, United Nations Educational, Scientific and Cultural Organization, and World Health Organization, 2004 (www.who.int/disabilities/publications/cbr/en/index.html, accessed 18 June 2010).
[3] Convention on the Rights of Persons with Disabilities. New York, United Nations, 2006 (http://www.un.org/disabilities/default.asp?navid=13&pid=150, accessed 15 April 2011)
[4] CBR Guidelines Geneva, World Health Organization, 2010 (www.who.int/disabilities/cbr/guidelines/en/index.html, accessed 15 April 2011)

Ideas for Application

The success of CBR depends on its linkage with referral facilities, CBR programs need to develop strong linkages with various referral facilities, and all development sectors, including private establishments to ensure persons with disabilities are part of all development initiatives.

Involvement of local government is also a key to the success of any CBR. Where CBR is not implemented by local government, the CBR programs need to ensure their involvement and possible ownership.

In sum, the application of CBR concept will be visible if effort to provide the linkage to all referral facilities and the involvement of local government are clearly identified and strong.

Resource

CBR Guidelines Geneva, World Health Organization, 2010 (www.who.int/disabilities/cbr/guidelines/en/index.html, accessed 15 April 2011)

Reflection of the Chapter

Three key points you must know

- The CBR Guidelines provide a common understanding and approach, together with practical suggestions for implementation
- The CBR matrix provides a common framework for CBR programmes; the Health, Education, Livelihood, Social and Empowerment components. The first four components relate to key development sectors, reflecting the multi-sectoral focus of CBR.
- The final component relates to the empowerment of persons with disabilities, their families and communities, which is fundamental for ensuring access to development initiatives, as well as others, and improving the quality of life, and enjoyment of human rights for persons with disabilities.

Three points to link to the Field

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CHAPTER
5

Understanding Community-based Inclusive Development

Key Concepts

CBR and CBID

Community-based Rehabilitation

Community-based Rehabilitation (CBR) is understood by most stakeholders today in the disability sector as a strategy to promote the inclusion, rights, and equal opportunities of persons with disabilities. Over the years, CBR practice has been changed, from a medical orientated, often single sector approach, to a comprehensive, rights-based approach, based on inclusive community development principles. The positive benefits of CBR are documented in evaluation studies from different countries. CBR is arguably one of the most significant developments over the last thirty years for persons with disabilities, especially those living in rural areas in developing countries.

This recognition of CBR is reflected in the 2004 joint position paper of ILO, UNESCO and WHO, the newly released WHO CBR Guidelines and two (2) key articles (Article 26 and Article 19) of the UN Convention on the Rights of Persons with Disabilities.

CBR Guidelines

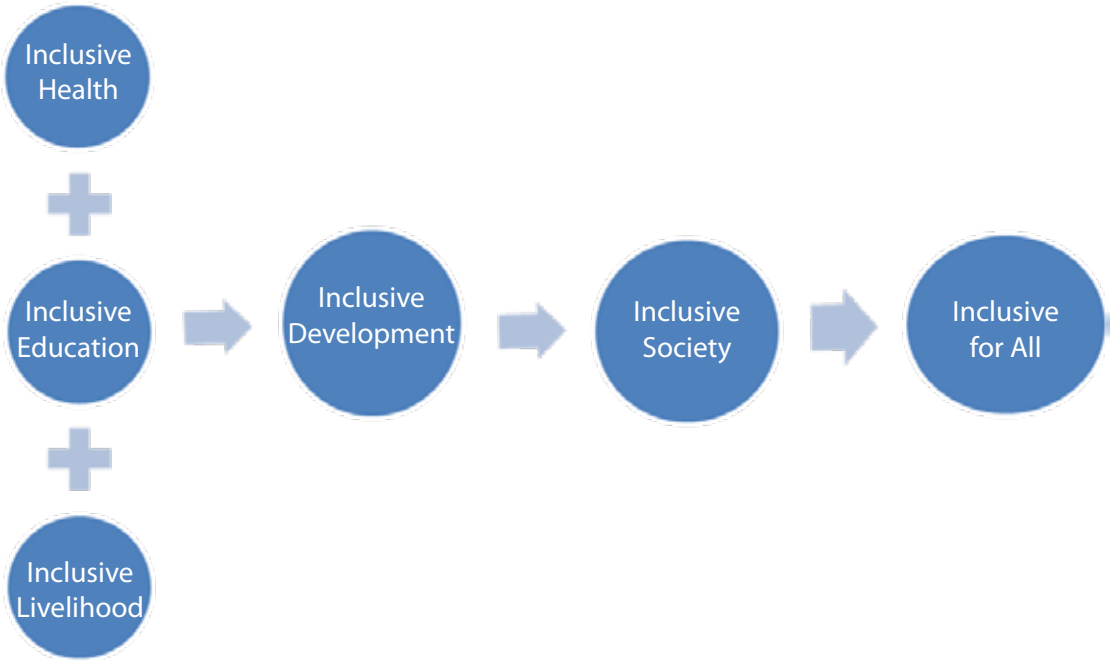
The CBR Guidelines are an attempt to address the need felt for a document that would synthesise experiences from across the world and provide a unified understanding of the concept and principles of CBR. The Guidelines provide a structure for CBR planners and practitioners, based on which they can develop activities according to their local context, needs and resources.

The CBR Guidelines are not presenting 'a new way of doing CBR'. The Guidelines have synthesised CBR experiences from different regions of the world to illustrate several existing, and some new, concepts, and are an attempt to endorse and build on field-level practice. The Guidelines are a good example of balancing differing needs, positions and perceptions in the disability sector, for example, in relation to the understanding of a 'rights-based approach'. For persons with disabilities in resource-poor communities, the need for and the right to, health care and medical rehabilitation services is as important as any other right. Measures for 'rehabilitation' and 'impairment correction' are an important part of CBR, especially from a developing-country perspective, where there are still areas with minimal services for persons with disabilities.

CBR and Community-based Inclusive Development

Community-based Inclusive Development, is a term that is increasingly being used today in connection with some programmes for persons with disabilities; and is sometimes taken to mean the same as CBR. There is a need to clarify the meaning of Community-based Inclusive Development (CBID).

CBID is an aim or goal or an end result to be achieved – of making communities and society at large inclusive of all marginalized groups and their concerns, including persons with disabilities. The rationale is that no one in a community should be excluded from development for any reason, be it gender, disability, ethnicity, sexuality, or any other issue. All development schemes and programmes should be inclusive, and the end result is the creation of a society that is inclusive of all, as the figure shows in the next page.



Source: Presentation by Khasnabis C. "CBR and Community based Inclusive Development". 1st Asia-Pacific CBR Congress, Bangkok, February 2009

CBR is the tool or strategy to achieve the goal of CBID for persons with disabilities, just as other interest groups in the community (gender etc.), use their own strategies to make development inclusive of their constituents. The principles of the UN Convention on Rights of Persons with Disabilities are the framework to be used in promoting community based inclusive development.

In communities where there are different stakeholders working with varying marginalized groups for the same goal of community-based inclusive development, CBR needs to build partnerships with those groups in order to maximize resources and opportunities, and to develop a bigger collective voice in advocating inclusion. In communities where the needs of other marginalized groups are unaddressed, CBR will need to consider how to include such groups in some of the activities, such as Livelihoods, for example.

Goal and Role

Community-based Inclusive Development means that no one in a community is excluded from development, for any reason.

To achieve the goal of Community-based Inclusive Development for persons with disabilities, CBR uses the principles of participatory community development - Social justice, Self determination, Participation, and Reflection – in an attempt to make development inclusive of all persons with disabilities.

At the ground level, CBR uses a 'twin-track' approach:

- Working with persons with disabilities to build their capacity, address their special needs, ensure equal opportunities and rights, and enable them to become self-advocates for their inclusion in all development processes.
- Working with the community and society at large to remove barriers that exclude persons with disabilities, and ensuring that persons with disability have access to all development benefits in the same way as others in their community.

Role of Stakeholders and Need for Partnership

As stated in the 2004 joint position paper of ILO, UNESCO and WHO, "CBR is implemented through the combined efforts of People with Disabilities themselves, their families, organisations and communities, and the relevant governmental and non governmental health, education, vocational, social and other services". Participatory and inclusive development in the CBR context means that partnerships and alliances are necessary between different stakeholders. CBR stakeholders include persons with disabilities and immediate families, neighbours, extended families, friends living nearby, Disabled People's Organizations (DPOs), NGOs, village and community leaders, personnel in health and education institute (hospitals, schools), potential employers, local, provincial and national government.

Because of its over-arching, broad and multi-dimensional nature, community based inclusive development needs networking and building of partnerships at different levels and across different sectors. The goal of community based inclusive development cannot be reached if there is 'territorialism' or dogmatic, 'either-or' stances on the part of key stakeholders. Instead of territorialism, all stakeholders need to understand the importance of working together to capitalize on each other's strengths and work in a complementary manner to fulfill the goals and principles of Community-based Inclusive Development through CBR.

From a CBR perspective, it is particularly important to develop strong partnerships with DPOs and the government at different levels in the interests of sustainability.

Case study from the Field

Case study from the Islamic Republic of Iran – partnership between different stakeholders

In 1991, the WHO manual 'Training in the Community for Persons with Disabilities' was translated into Farsi, and a pilot CBR programme was initiated in two (2) regions. By 2006, CBR was being implemented all over the country and about 167,400 persons with disabilities had been identified and covered: about 49,000 family members were trained; about 9,500 children with disabilities are attending inclusive education; about 33,000 persons with disabilities were provided assistive devices; 1,720 persons with disabilities received income generation support; and national, cultural and sports festivals were conducted in rural areas from 2006.

The key strategies for CBR in the country are

- Developing local CBR Committees;
- Strengthening DPOs and community-based organisations to take responsibility for CBR activities;
- Cooperation between Ministry of Health and the State Welfare Organization for the use of Primary Health Care systems to implement CBR;
- Linkages between CBR and other community based organizations;
- Utilizing local educated Facilitators for CBR implementation;
- Awareness raising about CBR in rural areas through media;
- Providing micro-financed livelihood support in cooperation with banks.

The CBR programme is managed by the State Welfare Organisation working in partnership with the Ministry of Health (Primary Health Care Unit), the Ministry of Welfare and Social Security, the Interior Ministry (Municipalities and rural government), NGOs, universities, and Disabled Persons' organizations.

The CBR programme has led to positive outcomes in terms of increasing participation of persons with disabilities in their communities and bringing about positive changes in their quality of life. There is good collaboration between CBR and its partners, and active governmental support for the programme. Challenges faced include continuing negative attitudes towards persons with disabilities, difficulty in finding and retaining volunteer facilitators, and problems with the referral system at higher levels.

This programme exemplifies the potential for useful partnerships between government and other stakeholders, and the shift from a medical focus to a comprehensive one.

Source: Modified from 'Partnership and Alliance-building in CBR' in Thomas M, Ninomiya A and Aizawa E (Eds) CBR and Inclusive Development in Asia and the Pacific, APCD, Bangkok, 2010

Case study from the Philippines - Partnership between local government and NGO

Breaking Barriers for Children is a project of Katipunan ng Maykapansanan sa Pilipinas, Inc. (KAMPI), and the Danish Society of Polio and Accident Victims. The project provides free comprehensive rehabilitation services to poor children with disabilities through the Stimulation and Therapeutic Activity Centres. One of the objectives of this project is the promotion of inclusive education, initiated in 2007 with a Memorandum of Understanding with the Department of Education.

KAMPI coordinates with the local offices of the Department of Education for activities such as teacher training, symposia, and in some cases, the enrollment of children from the KAMPI centres into regular classes. More than 600 teachers and day care workers have been provided with basic knowledge and skills on how to support children with disabilities in regular classrooms. In coordination with local government units and/or local Department of Education offices, orientation on inclusive education has been provided to division heads, school administrators, teachers and local government representatives. Other activities include preparation of children with disabilities to enroll into schools, school visits to monitor the progress of the children and to support teachers, home visits to promote school-home collaboration, educational assistance for children with visual impairment, parent education and training.

Source: Modified from 'Partnership and Alliance-building in CBR' in Thomas M, Ninomiya A and Aizawa E (Eds) CBR and Inclusive Development in Asia and the Pacific, APCD, Bangkok, 2010

Challenges and Suggestions

- Poverty is the biggest challenge and barrier to the inclusion of persons with disabilities in rural poor communities;
- Attitudes of family and community members are another factor, largely due to ignorance and low awareness about what can be possible;
- Diversity and differing priorities of the community can lead to low priority for the needs of persons with disabilities, who tend to be a minority group in the community ;
- Mindset and expectations of charity and benefits on the part of the community, including some persons with disabilities, can prevent them from working towards their own development and inclusion;
- Low level of skills and lack of capacity of persons with disabilities living in poverty in rural areas is another barrier.

Idea for Application

- Promoting comprehensive rights-based CBR, based on the CRPD framework, including basic rights/needs;
- Consultation with, and involvement of, persons with disabilities from the inception of any programme- 'Nothing about us without us';
- Collaboration, networking, listening and tolerance between all stakeholder groups – 'nothing about us without all of us';
- Poverty alleviation through promotion of livelihoods and access to all existing entitlements;
- Advocating with and involving government in the programme at different levels;
- Using the CBR Guidelines as a framework for planning activities to work with persons with disabilities; and to make the community and society inclusive;
- Capacity building of persons with disabilities, and family members, to become advocates for their own development and inclusion;
- Sensitisation and capacity building of DPOs to address concerns of persons with disabilities living in poverty in rural areas;
- Promoting activities to address the needs of vulnerable groups of persons with disabilities (due to age/ gender/ impairment);

- Promoting comprehensive accessibility options for all impairment groups;
- Building partnerships with other marginalized groups in the community to maximise resources and opportunities, and to develop a bigger collective voice in advocating inclusion;
- In communities where the needs of other marginalised groups are unaddressed, promoting activities to include such groups in, for example, Health care, Education and Livelihood.

Further Resources

APCD. Community based Inclusive Development. Principles and Practice. APCD, Bangkok, 2010.

Hartley S, Okune J (Eds). CBR: Inclusive Policy Development and Implementation. University of East Anglia, UK, 2008.

Thomas M, Ninomiya A, Aizawa E (Eds). CBR and Inclusive Development in Asia and the Pacific. APCD, Bangkok, 2010.

World Health Organisation. CBR Guidelines. WHO, Geneva, 2010

Reflection of the Chapter

Three key points you must know

- CBR and CBID; CBR is a tool or strategy to achieve the goal of CBID for persons with disabilities.
- CBID is an aim or goal or an end result to be achieved - of making communities, and society at large, inclusive of all marginalized groups and their concerns, including persons with disabilities.
- The rationale behind CBID is that no one in the community should be excluded from development for any reason, be it gender, disability, ethnicity, sexuality or any other issue.

Three points to link to the Field

1.

2.

3.

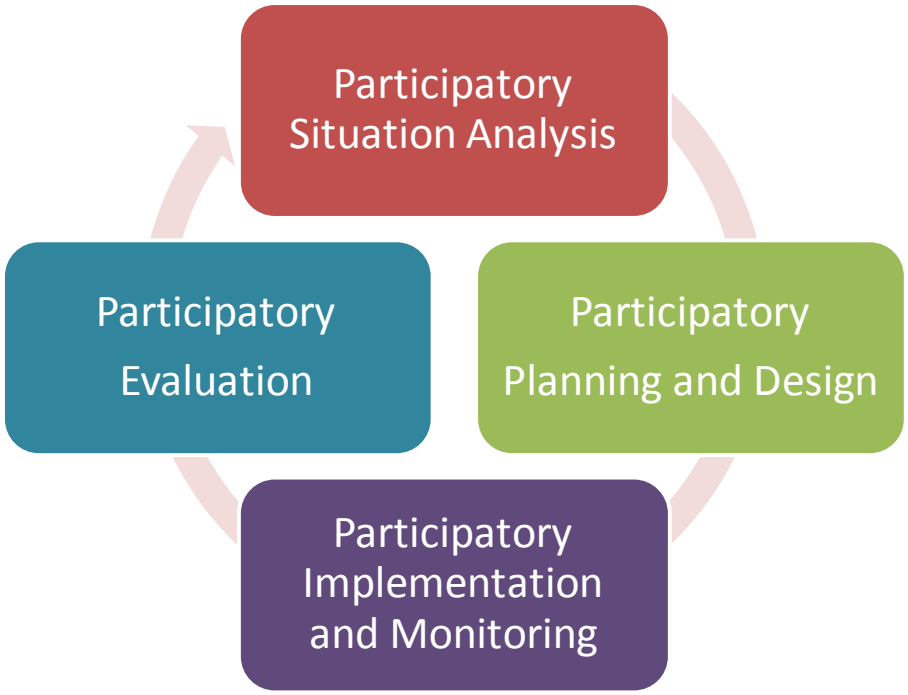
CHAPTER
6

Program Management and Sustainability

Key Concepts

CBID Program Management

The **CBID Program** is set up to address existing problems which excludes someone in a community from development due to various reasons such as disability, gender, ethnicity, and etc. Although each program will decide its own management structure, most stakeholders understand that the CBID program management is participatory and that the ownership of persons with disabilities are essential throughout the process.



Why Participatory?

(1) Persons with disabilities have a great amount of experience and insight into what works, what does not work and why.

(2) Involving persons with disabilities helps to increase the resources available for the program process.

(3) Considered as most effective to ensure sustainability.

(4) Considered to promotes ownerships of persons with disabilities.

Goal and Role

CBID Program Management basically means having tools to guide CBID programs to initiate, maintain and achieve their goal. Program Management basically means having tools to guide programs to initiate, maintain and achieve their goal. Each organization has a management structure, but there are a sequence of stages that are collectively referred to as management cycle process and are comprised of (1) Situation analysis (2) Planning and design (3) Implementation and Monitoring and (4) Evaluation. Situation analysis stage looks at the current situation in the community for persons with disabilities and identifies the problems and issues that need to be addressed. The planning and design stage involves deciding what the CBR program should do to address these problems and issues, and planning how to do it. Implementation and Monitoring is the stage of putting the plan into action, and ensuring that all necessary activities are carried out as scheduled and produce the required outcomes. The final stage of the management cycle is evaluation. Simple evaluation procedures can produce a great deal of useful information.

Case Studies from the Field

Case Studies from CBR Center in Indonesia

In Solo center in Indonesia, the role of CBR field worker is to bridge communication and bring disability issues into the local perspective of the culture. The facilitator invites local stakeholders and organizes workshops (2-3 days depending on the needs) to stimulate people to explore their opinions on what's happening with persons with disabilities. The CBR field worker also invites persons with disabilities and let him/her to share experiences as a person with disabilities. Then the CBR field worker brings people into the discussion on disability issues from real cases. During this step, the CBR field facilitator is careful with the possibility of different opinions that cause conflict between persons with disabilities and non-persons with disabilities, particularly government staffs. They have different opinions and arguments regarding services and government policy. The facilitator needs to advocate that local people not only able to identify problems and needs, but also to say "yes" for action needed. How can the CBR field worker be such an effective facilitator? Consider that the communication skill of participatory rural appraisal (PRA), small group discussions, in depth interviews, individual interviews, and home visits & family seminars are necessary.

Case study of Participatory Implementation and Monitoring

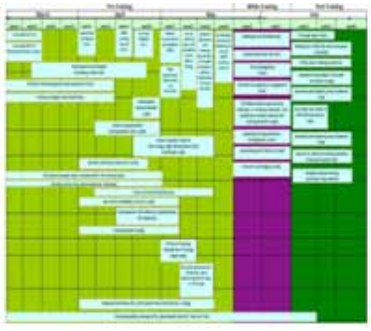
The first part of the implementation stage is to develop more detailed work plans to make sure (1) **WHAT** specific tasks are required to complete each planned activity (2) **WHEN** each task will be need to be undertaken and (3) **WHO** is responsible for each task. One of the effective tools to develop a work plan is to make it participatory and visual. Regular monitoring based on the work plan (time frame) is essential.

Visual Participatory Work Plan Development

(example by the APCD International Training Department)

Break down all Tasks

Grouping



Time Frame
(What, by When, by Who)

Regular Monitoring

Story from Bangladesh Protibandhi Kallyan Somity (BPKS);
BPKS has a sequential mechanism called Persons with Disabilities' Self-Initiative to Development (PSID) approach. A three-year intervention package has been designed for the effective implementation.

12 types of PSID Package training by BPKS

Disability Understanding; Self Confidence Building; Country Status; PSID Orientation; Leadership Development; Gender Equity; GDPOD Development and Management; PSID Orientation; Lobbying and Advocacy; Program Accelerating Fund; Localization of Power and Program to persons with disabilities

During the intervention period, persons with disabilities develop the skills necessary to independently manage and develop their own organizations that allows for a gradual transfer of ownership through the development of persons with disabilities and their representative organizations.

Persons with disabilities make decisions and manage implementation at every level: BPKS operates at the national level while its member organizations operate at the district levels. These member organizations are created through the PSID "Seeding" Process and are called Disabled Peoples' Organizations to Development (DPODs). Each DPOD sends two representatives to the BPKS National Assembly. The BPKS National Assembly elects twenty-seven representatives to the BPKS National Council. Provisions are put in place to ensure the equal participation of women in leadership roles. The National Executive Council is then elected from these National Council members. This mechanism guarantees that BPKS is an organization made up of persons with disabilities.

Women leaders with disabilities in Bangladesh

Goat raising
(Deaf)

National Council members
(Blind and Physical)

Design & Sewing
(Physical)

The final stage of the management cycle is evaluation.

Simple evaluation procedures can produce a great deal of useful information. Not only quantitative data, such as measurable surveys, but qualitative data such as participatory observations and interviews by several evaluators to crystallize the realities of the lives of persons with disabilities in various contexts in the Asia-Pacific region.

Challenges and Suggestions

There are some common factors influencing the sustainability of management in which CBID managers should be careful. There are some strategies CBID project managers can keep in mind during the process.

Factors influencing sustainability	Strategies to improve sustainability
Establishing accountability Studying feasibility before initiating strategies Establishing efficient administrative systems and structures Establishing personnel management systems.	Improve transparency through frequent communication Effectively use available infrastructure Describe roles & responsibilities for personnel Institute appraisals Establish consensual decision making Regularize monitoring and participatory planning exercises Respond to consumer feed-back Avoid high staff turnover Institute career planning for personnel Enhance training of appropriate skills.

Source: M.Thomas MJ, eds. Manual for CBR planners.
http://www.aifo.it/english/resources/online/apdrj/Manual%20for%20cbr

Ideas for Application

Using local culture and values to talk about the reality of persons with different abilities is an efficient tool. Drama, watching a film, fashion show, music/dance performance with dialogue, etc.

Further Rtesources

Downloadable resources
CBR Guideline Introductory booklet provides various references available
http://www.who.int/disabilities/cbr/guidelines/en/index.html
BPKS Website; http://www.bpksbd.org/

Reflection of the Chapter

Three key points you must know

- Program Management Cycle comprise (1) Situation Analysis (2) Planning and Design (3) Implementation and Monitoring and (4) Evaluation.
- CBID program management is participatory and the ownership of persons with disabilities is essential throughout the process.
- There are some strategies to improve the sustainability of management such as improving transparency through frequent communication, describing roles and responsibilities for personnel institute appraisals, establishing consensual decision making, regularizing monitoring and participatory planning exercises, responding to consumer feed-back, and avoiding high staff turnover.

Three points to link to the Field

1.

2.

3.

CHAPTER
7

Empowerment Issues

Key Concepts

Although a lot of work was done in more than three decades of experience prior to the CBR Guidelines, there is still a lot of potential to learn lessons from the huge amount of documentation that has been compiled and that is available on CBR. In preparing for the training of trainers, priorities have to be decided upon what is needed now to train the trainers, and therefore we acknowledge that it is not possible to focus on all the key aspects of CBR in the same depth but choose topics that have can put a lot of impact. APCD believes that there is still a huge potential to further analyze, summarize and extract lessons of experience and to compile this information for communities, persons with disabilities, NGOs and governments at all levels to learn from such trainings and field experiences. We also acknowledge that this is a very ambitious task. The empowerment issue is most important in CBR and that solution of most of the questions asked in CBR. There is a need that CBR Matrix also reframed from five to five Matrix. And there is a need that the topics those are missed in CBR Matrix should be included like Environmental Component as sixth components of CBR Matrix.

Goal and Role

Goal

- Persons with disabilities should be empowered to make choices and take responsibility as agents of change for changing their own lives, supporting families and developing their communities through their wisdom and tacit knowledge.

- "Nothing about us without us" should be implemented in its true spirit, just not as a slogan but doing by action as persons with disabilities are empowered to speak or communicate on their behalf for raising awareness and making advocacy.

- All barriers should be removed as obstacles in the way of empowerment of persons with disabilities through effective community mobilization and education to achieve the ultimate goal of Community-based Inclusive Development (CBID).

- Persons with disabilities, empowered through an inclusive political process, should be mainstreamed at the decision making level.

- At the grass roots level, self help groups of persons with disabilities are strengthened as they share, discuss and find solutions to common issues and problems they face in the shape of discrimination in everyday life within their communities.

- To organize persons with disabilities in a larger scale as they should lead to achieve their rights in accordance with the Convention on the Rights of persons with Disabilities (CRPD) under the slogan "Make the Right Real".

Roles

- To play the role of facilitator/supporter to empower persons with disabilities as they gain self esteem and confidence to become agents of change.

- To empower persons with disabilities through the Capacity Development and leadership development process as they become able to raise voices on behalf of themselves and their fellows with disabilities.

- To promote the Community-based Inclusive Development (CBID) approach within communities by alliances with organizations of persons with disabilities. In this way, the community will become supportive and will take ownership for initiatives taken in this regard.

- To develop collaborations of community based organizations (CBOs) and Organizations of persons with disabilities at community level to achieve the purpose of CBID.

- To facilitate persons with disabilities to become part of the political process and develop their capacities and mainstream them at the decision making levels through the participation in the political process.

- To support and initiate programs with persons with disabilities at the community level so they may develop self help groups to start sharing information among themselves. In this regard, a peer counseling process can be started.

- To facilitate organizationsm of persons with disabilities to be mainstreamed in the developmental process and to adopt strategies as these organizations should become sustainable.

- To include the Independent Living (IL) philosophy in CBR programs in collaboration with organizations of persons with disabilities.

Case Study from the Field

Because of stereotypes, charity and medical models of disabilities mostly persons with disabilities are playing the role of seekers. The community of persons with disabilities is, silent and invisible in the society. They learned from their early childhood or environment surrounding them stereo types like that they are a burden to society or a product of a curse. They never realized that they are discriminated or surrounded by barriers. Mostly of them are happy in their own discriminative situations because the lack of education, information and awareness. Organizing persons with disabilities into self help groups serves different purposes, depending on the situation and the need. The CBR can help people to become visible members in the larger community. Members of self help groups can support one another through sharing information through referral services and other available resources; this action helps to make decisions on family and individual matters. Self-help groups of persons with disabilities with the support of other similar groups can advocate jointly obtaining services, aids and equipment, and integrating into the larger community as an organization of persons with disabilities.

In the 1980s news started spreading on the Radio and in the newspapers about disability issues. The echo of such news was very weak and did not have a bigger impact, but individuals with disabilities started to struggle and started talking with their fellows with disabilities on common issues. In this way informal self help groups developed. Most of them were not sustained on the long term basis because lack of capacity and management skills. But committed persons with disabilities kept their struggle going on although their vision was not much broader and had no understanding of rights, barriers or discrimination. In this way needs were analyzed and devoted people, groups and organizations were invited to unite on a joint platform on self help basis. Later it became the Sindh Disability Forum (SDF).

During the formation of the Sindh Disability Forum (SDF) in 2003 & 2004, the initial data of organizations of persons with disabilities was collected from social welfare departments and from referral sources and meetings started with different SHOs/DPOs. Most of them were struggling to be developed. Senior leadership with disabilities was reluctant to join this new network and avoid providing information.

So many young leaders joined the network, many among them were from the grass-root level. In 2005 APCD organized Capacity Development Training Seminar for Self Help Organizations (CDSHOD) in Pakistan. During and after CDSHOD those SHGs/SHOs were supported through continuous meetings and trainings. They became aware of what was happening in the disability movement around them in the world, what their rights were and how they could contribute and become agents of change. In this way many grass root leader developed and are playing their role at International level. There is an example of very few SHOs like the All Sanghar Handicaps' Association (ASHA) Nawabshah Disability Forum (NDF), Disabled Welfare Association (DWA) Karachi and Danishkadah Karachi. Before network of SDF these organizations were struggling to be sustainable but now these organizations are contributing to the community and developing day by day. Initially 6-8 SHOs were empowered and now they are empowering many others like them.

Challenges and Suggestions

After the above experience, we found that these organizations were empowered with knowledge and skills but there is the challenge of economic and organizational sustainability. Most of organizations are running with members' support or some with local government's support in rural areas and one-time support from corporate sector in urban setups. Because of such situations, members of these organizations are disheartened and frustrated as they see how SHOs of persons without disabilities were established before them and how they developed rapidly compare with organizations of persons with disabilities. This is one of the main challenges, we found in the SHOs movement. The second challenge we observed is that there is a need of good governance and team work in SHOs of persons with disabilities. We found that mostly SHOs were controlled by one person for life time and new leadership didn't grow up. In case a new leader developed in an organization, that leader was thrown out, so both economic and human resource sustainability is important in SHOs.

There is a need to support such SHOs through CBR/CBID to have economic and human resource sustainability and empowerment. A fund can be developed for such purposes or a program can be started in this regard. The key element is the capacity development of SHOs within SHOs, not just inviting their leaders for capacity development. If we see cost effectiveness, then it is easy and cost effective working at the grass-root level with SHOs at their door steps.

Ideas for Application

- To identify potential human resources with disabilities in your working area through conducting surveys or the collection of data.
- To collect potential persons with disabilities on a single platform and facilitate them to organize a self-help group.
- To find SHGs/SHOs in your working area if those exist to save effort and time.
- To find such SHG/SHO nearest around your working area if SHG/ SHO If persons with disabilities does not exist in your working area.
- To start the capacity development of SHGs/ SHOs of persons with disabilities, organized by you or existing SHGs/ SHOs of persons with disabilities in your working area.
- To mainstream potential leaders with disabilities at decision making levels.
- To mobilize the community for the inclusion of persons with disabilities in daily affairs of the community, through removing all types of existing barriers for social inclusion and inclusion at the decision-making level.

- To encourage persons with disabilities for raising their voices on their own issues and problems.
- To develop the self esteem of persons with disabilities through different inclusive events.

Further Resources

Asia-Pacific Development Center on Disability (APCD)
http://apcdfoundation.org

Empowerment E-café'
http://apcdfoundation.org/ecafe

Story-based Knowledge Management (SbKM) electronic and print material

New CBR Guidelines "Empowerment"
http://whqlibdoc.who.int/publications/2010/9789241548052_empower_eng.pdf

Disability Empowerment Center
http://whqlibdoc.who.int/publications/2010/9789241548052_empower_eng.pdf

UNESCAP document management of SGHs/SHOs
http://www.unescap.org/esid/psis/disability/decade/publications/z15006mg/z1500602.htm

Reflection of the Chapter

Three key points you must know

1. "Nothing about us without us" should be implemented in its true spirit not just as a slogan but by action as persons with disabilities are empowered to speak or communicate on their behalf for raising awareness and making advocacy.

2. At the grass roots level, self help groups of persons with disabilities are strengthened as they share, discuss and find solutions to common issues and problems they face in the shape of discrimination in everyday life.

3. To support SHOs through CBR/CBID, it is important to have both economic and human resource sustainability and empowerment.

Three points to link to the Field

1.

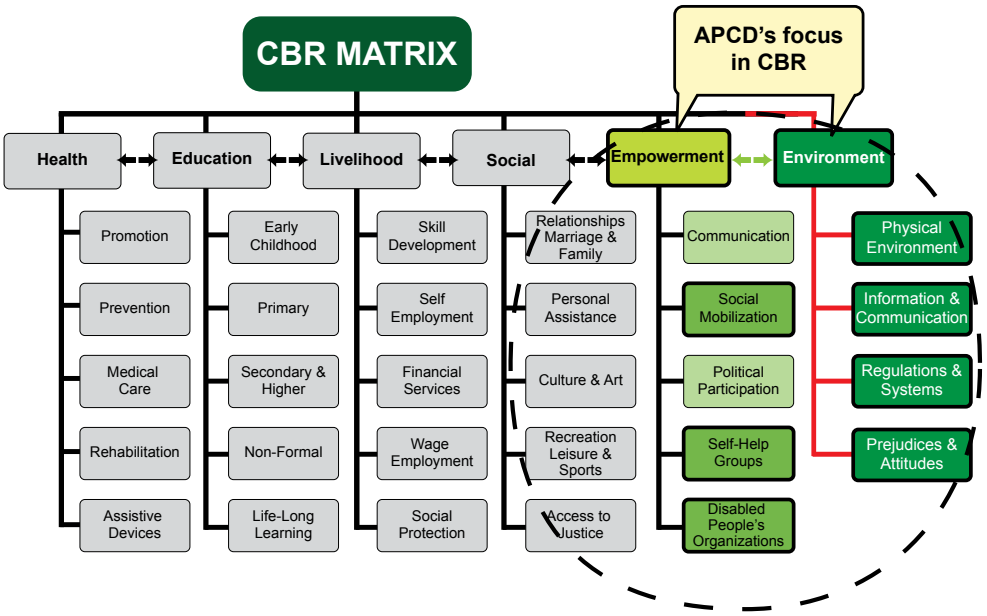
2.

3.

CHAPTER
8

Environmental Component

Key Concepts



The CBR Matrix shows the framework for inclusive development with the five key components (health, education, livelihood, social and empowerment) to promote full participation and equality of persons with disabilities in the community where they reside.

In the past, CBR was initiated from a medical perspective mainly individually focused on "interventions", such as medical, educational and vocational aspects.

CBR today is moving away from an individual approach, focusing on rehabilitation to restore one's functions, to a more participatory and social approach in which persons with disabilities are not seen as "objects / receivers" of interventions, but as members of a community who have equal rights as well as potential to contribute to the community.

The clear future direction of CBR is going beyond CBR and moving to Community-based Inclusive Development (CBID). Since the first to the fourth components focus on intervention which are based on different service providers, the fifth and sixth components on Empowerment and Environment (additional components from the Matrix) which were developed from the Social model of Disability, are focused on how to promote persons with disabilities to ensure that the person with a disability is the center of development and could change the society as "an Agent of Change". Persons with disabilities could change by removing the barriers in the society which are identified as barriers in the physical environment, barriers of information and communication, barriers in regulation and systems, as well as barriers of prejudices and attitudes. These two components (empowerment of Persons with disabilities and removing barriers in the society) are key components to make the goal of CBID come true at the community level.

Elements in the Environment Component:

- Component: Physical environment
- Information & Communication
- Regulation & System
- Prejudices & Attitudes

Goal and Role

The goal and role of this chapter is to introduce the additional key component (environment component) which has shown up and functioned in the CBR Matrix. The two key components (empowerment and environment) are focuses of APCD. APCD is the regional center for the empowerment of persons with disabilities and promoting a barrier-free society. Since CBR in the future is moving to CBID, empowerment and environment components will play important roles to achieve the vision of a Community for All.

Case Study from the Field

Many CBR programs are concerned with on all elements of the environment component. The physical environment (element1) is the most concrete aspect and is visualized by people in the community while other elements are seemingly to be abstract and take longer to process change in the community.

Most leaders of persons with disabilities who could play an important role in the community are persons with physical disabilities and the visually impaired while the hearings impaired still are followers. Information sharing and communication (element 2) to the hearing impaired are still challenging and need to be improved.

Regulation & System (element 3) are issues which need to be addressed authorities at the community level. Some projects in many communities in the Asia-Pacific region could develop local mechanisms, and agreements among community people about how to accommodate and make the community inclusive for all by conducting meetings and making concrete plan with active follow up. With this methodology, the inclusion mechanism or informal agreement is established; however making this instrument sustainable is still the most challenging.

Prejudices & Attitudes (element 4) are the long processes to develop success whenever people can see and be aware of the potential of persons with disabilities. The best way to remove this barrier is to project a real role model or show successful stories from other areas by any media (such as video, pictures, film, etc.); by method, it will be easy to make people in the community believe the potential of persons with disabilities and understand how they can live in the society as a contributor and not as a receiver.

Challenges and Suggestions

The environment components need to be introduced and included in the CBR Matrix. The elements of the environment which could be developed at the community level through the implementation of CBID include the following:

- **Physical Environment (element 1)**

The CBR Program has to develop the physical environment to be an accessible environment for all in the community including persons with physical disabilities, persons with visual impairment, persons with hearing impairment, the persons with intellectual disabilities, the elderly, pregnant ladies, people with HIV/ Aids, etc.

- **Information & Communication (element 2)**

All information could be shared with and accessed by all people in the community including the hearing impaired who need sign language, the visually impaired who may need Braille for reading with their fingers. Some information has to be made easier to understand in order to ensure persons with intellectual disabilities and others can understand it clearly.

Regulation & System (element 3)

All people in the CBR Program (staff, persons with disabilities, leaders in the community, etc.) must study and know about the international instruments, national regulations and local support systems in the society and should be able to apply those instruments practically to the grass root level in the community. Apart from applying external instruments, to promote disability-inclusive regulations in the community, community leaders and persons with disabilities could organize meetings and discuss how to accommodate and develop an inclusive community which includes vulnerable people at the community level.

Prejudices & Attitudes (element 4)

This issue is one of the most important elements which should be raised by all groups/sectors in the community regularly to make sure that community people have an understanding towards persons with disabilities and are aware of the potentials of the community. The role models for persons with disabilities, and good practice on how to include vulnerable people in the community through both media and real experiences will be very helpful for raising awareness among people in the community; however it will be a long process.

Ideas for Application

The CBR Matrix is the framework and supports the CBR implementers to see the overview and consider the coverage of key components and elements of each component which are based on the needs of the community. Empowerment and environment components will be applied practically to promote CBID in the community.

Suggestions for applying the empowerment and environment components are;

- Develop the dialogue and discussion among people in the community in order to make them aware and make sure that they can apply things at the practical level.

- Make sure all the processes of the CBR or CBID activities are considered, promote the lifting of barriers free and remove the four elements which is not easy. However it should be tried at the community level.

- The ultimate goal of the CBR or CBID project should be a society for all, barrier free, with those four elements (physical environment, information & communication, regulation & system, prejudices & attitudes).

These following ideas came from the participants of Training of Trainers on CBID by APCD in 2011. Application of Environment Component in practical situation;

1) Physical Environment
   1.1 Making sure that your office and organization are accessible.
   1.2 Working with local government and other stakeholders for accessible public place.
   1.3 Making the accessible toilet in the public place.
   1.4 Provide accessible bus in public place.
   1.5 Keeping follow up with all stakeholders on the accessible for all at the public place.

2) Information & Communication
   2.1 Making sure that all sign-boards in your organization are available, accessible, and put on the right place.
   2.2 Producing of audio book, braille for non-literature persons and the blind.
   2.3 Making sure that sign language interpreter is available for the deaf.
   2.4 Ensure that all information, publication, materials is accessible for all.

2.5 Ensure that all information services is accessible for all.
2.6 Making DET manual is accessible (making Braille, audio book).
2.7 Including Braille and sign language interpretation in general education curriculum and make it practical in public.
2.8 Training of teachers and rehabilitation workers on basic sign language interpreters.
2.9 Development of animation on the CBR Guidelines and dissemination through online media.

3) Regulation & System
3.1 Lobbing and advocacy on inclusive system.
3.2 Lobbing and advocacy on the rights of persons with disabilities through the CBR Guidelines.
3.3 Ratification of the CRPD by government of each country.
3.4 Dissemination of the CRPD to all stakeholders in community level.
3.5 Sending out the letters to all sectors regarding improvement of the environment for all.
3.6 Recruitment of persons with disabilities as staff of organization.
3.7 Develop proper monitoring system to ensure no one is being discriminated

4) Prejudices & Attitudes
4.1 Raising awareness about the barrier-free environment through various activities such as religious activities, puppet show, theater, etc.
4.3 Organizing public events and mainstreaming disability issue.
4.4 Campaign on the rights of persons with disabilities.
4.5 Sharing the concept of the CBID to related stakeholders.

Further Resources

Asia-Pacific Development Center on Disability (APCD) (2009). Inclusive Community Development: Future Direction of Community-based Rehabilitation (CBR) in Asia-Pacific, Bangkok

Asia-Pacific Development Center on Disability (APCD) (2010). Community-based inclusive Development: Principles and Practice, Bangkok

Maya Thomas, Akiie Ninomiya, Emi Aizawa (Editor) (2010). CBR & Inclusive Development in Asia and the Pacific, Bangkok

Reflection of the Chapter

Three key points you must know

- Two components (empowerment and environment) are key components to make the goal of CBID come true at the community level because the first empowers persons with disabilities and the second removes the barriers in society in order to make sure persons with disabilities can live in their family and community as one member in society.

- Elements in the Environment Component include;
  2.1 Physical Environment
  2.2 Information & Communication
  2.3 Regulation & System
  2.4 Prejudices & Attitudes

- The effective way to raise awareness among people in the community is to show the role model to persons with disabilities, and showing good practice on how to include vulnerable people in the community through both media and real experiences. However, it takes a long time..

Three points to link to the Field

1.

2.

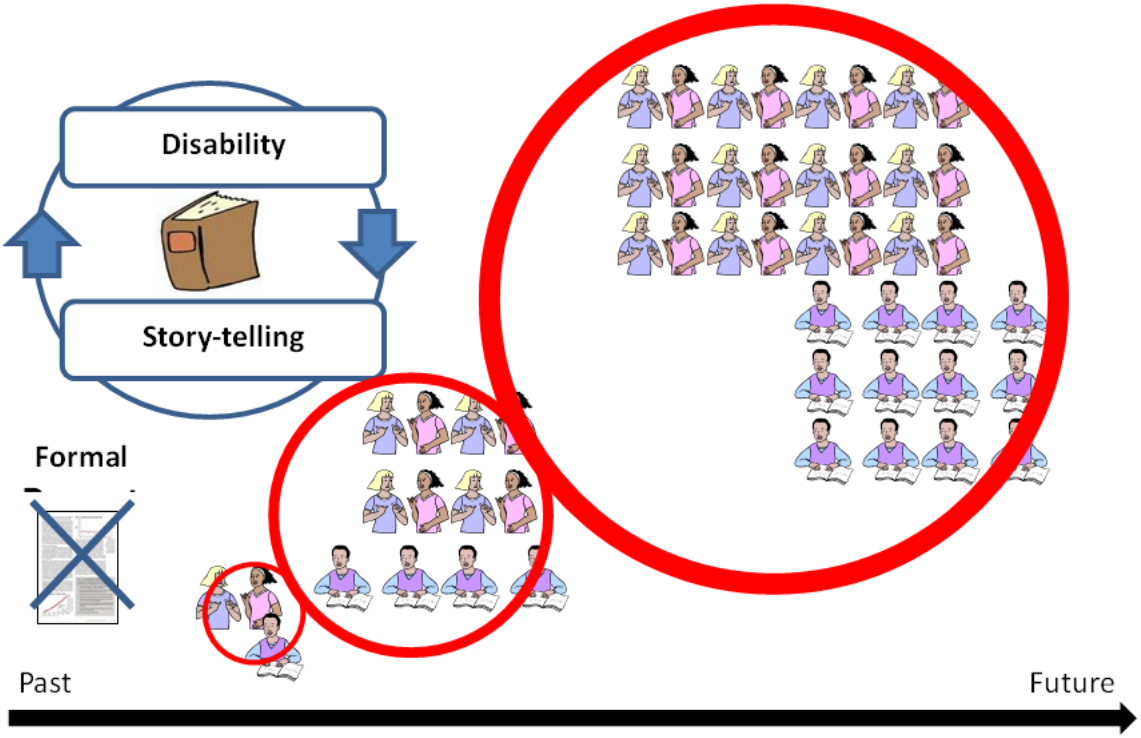
3.

Knowledge Creation and Management

What is Knowledge?

Key points on knowledge creation management will be shared to strengthen your practices. By utilizing knowledge assets from the perspective of capacity development, the session will explain the way of evidence-based documentation for community-based inclusive development.

New knowledge always begins with individuals in our life. Innovation may illustrate a movement between two very different types of knowledge. However, the starting point of innovation is another kind of knowledge that is not so easily expressible. It is tacit knowledge which is highly personal, hard to formalize and therefore, difficult to communicate to others. Tacit knowledge has been described in a variety of ways: rooted in action, experience and involvement in a specific context.



What is Knowledge Management?

A variety of prior studies have defined knowledge management. For creating and managing knowledge in any organization, the distinction between tacit and explicit knowledge suggests four basic patterns: socialization, externalization, combination and internalization.

Outline of Evidence-based Documentation

Key points on knowledge creation management will be shared to strengthen your practices. By utilizing knowledge assets from the perspective of capacity development, the session will explain the way of evidence-based documentation. Particularly, the session will clarify the following:

- Introduction
- SECI Model
- Ba
- Interview Techniques
- Social Media

CHAPTER
10

Participatory Training and Principles of Adult Learning

Training is a learning process, which involves learning new skills, concepts and behavior. Participatory training engages adults and as such, has its theoretical base in the principles of active learning and adult learning. more of a hindrance than his or her impairment and disability.

Principles of Participatory Training

- Participant-centered.
- Learning includes both imparting new knowledge and generating awareness and building new skills.
- Learning is derived from the experiences of the learners. Experiential learning is important to participatory training.
- Requires a learning environment where learners and their experiences are valued.
- Participation of learners in the entire training process is valued. Thus, they develop their own norms, values and take responsibility for their own learning.
- The role of the trainer is very crucial. The trainer has to believe in the participatory principles as well as demonstrating it as a way of life.

Involvement can take many forms, such as discussions, exercises, project work, simulation and stories. Adults learn most effectively through "learning by doing". This means that you should not explain too much at the beginning of the session. Give only a brief introduction to the topic and explain the activity. Let the participants do the "work" and wait for input from them to see which way the discussion should go. Try to link your points/ examples to their experience at work and in life.

As a trainer and facilitator, it is very important that you to:

- Give a brief introduction at the start of each training session on aims and outputs. Try to give enough background information, but be clear and brief.
- Provide a summary of main findings, conclusions and suggestions for future work at the end of each session or before the start of the next one.

Implications of Adult Learning Principles and Training Plan

Adult Learning Principles	Training Plan
Adults learn best when they perceive learning as relevant to their needs.	Provide "real life" situations and emphasize the application of learning to real problems. Identify learners' needs and what is important to them.
Adults learn by doing and by being actively involved in the learning process.	Provide activities, which require active participation of learners. Provide activities, which involve the learners as whole people, with their ideas, attitudes, feelings and physical being.
Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences.	Use a variety of training techniques. Establish an atmosphere of respect and understanding of differences.
Adults bring relevant and important knowledge and experiences to the training.	Provide opportunities for sharing information. Discuss and analyze participants' experiences. Use participants as a resource and encourage them to share their experiences.

Source: www.rhrc.org/resources/general_fieldtools/toolkit/

Adult Learning is best facilitated in an atmosphere which

- Encourages people to be active, open and respectful.
- Promotes and facilitates the discovery of personal meaning.
- Recognizes people's right to make mistakes.
- Encourages friendships with other adults
- Is as cooperative process
- Accepts Differences.

This training type actively encourages training participants (adults) to see themselves as a source of information and knowledge about the world. It recognizes the value of knowledge, life experiences and encourages training participants to participate in their own learning process. When encouraged to work from their experience, people are promoted to develop strategies to change their situation and the learning process is controlled by the training participants, not by the trainer. As a result, training participants will be more open to seeking and creating new knowledge, through their experiences and the group process.

Steps in Participatory Training

The participatory training process emphasizes a systematic and comprehensive effort to design, conduct and evaluate the training. Three phases, the pre-training phase, the during-training phase and the post training phase are included.

Pre-training

- Designing the training
- Conducting needs assessment
- Formulating objectives
- Identifying and sequencing content
- Choosing Training Methods.

During-training

- Facilitating
- Debriefing
- Encouraging conducive an adult learning environment

Post-training

- Monitoring
- Evaluation
- Follow up
- Report writing
- Methods.

1. Pre-training Phase: Designing the training is the most critical and creative component of the training program.

- Five key steps are

1. **Conducting a learning needs assessment**
   What does the participants / organization want and need?

2. **Formulating Objectives**
   Based on the above needs.

3. **Identifying content from the objectives**

4. **Sequencing the content**
   How to start and end the program?
   How to sequence the various contents to develop the learning pace?

5. **Choosing the methods**

Inter-relationship between training Objectives and training Methods

Imparting Knowledge	Developing Skills	Changing Attitudes
Lecture	Demonstration	Discussion
Reading	Practice	Practice
Case study	Case study	Case study
Audio visual	Simulation	Simulation
Presentation	Role play	Role play

2. During-training Phase: The Focus is on facilitating, debriefing, consolidating and encouraging a conducive learning environment.

3. Post-training Phase: The focus is on monitoring, evaluation, follow-up and report writing. Monitoring and evaluation are processes of collecting and analyzing information in order to assess the effectiveness of the training.

Monitoring and Evaluation activities are conduct to improve the quality of the training and to determine whether the participants have acquired the knowledge, skills and attitudes necessary to perform the jobs as indicated in the training objectives. In addition, the result of the training will be used to plan future training.

Monitoring is an on-going process to ensure that the training program is on track and that the pace and content are relevant to the learners. It can be done daily or weekly and conducted in a structured and formal manner. The monitoring process can take several forms such as 1) an exercise done by the trainers 2) a group of learners reflecting together 3) a steering committee formed to review the day's proceedings.

Monitoring by trainers and facilitators can be done by observing the learning processes as they occur during the training program. The observation will focus at either the specific individual level or small group level in order to ensure that they are actively participating in the learning process.

Evaluation in the participatory training sense includes systematic feedback elicitation whether training has created change or not. In evaluation of participatory training, we assess changes in the learners, and the overall effectiveness of the program, including the trainers. The goal is not to be judgmental but to identify strengths and weaknesses, helping to revise the program and strengthen future training programs. Methods of Evaluation: there are several methods, depending on the purposes. A few examples include oral sharing, questionnaires, interviews, observations and records.

Characteristics of Participatory Evaluation

- Shared Control: Both facilitators and learners share control over the process of evaluation.
- Developmental: It helps in strengthening the training program by working out the difficulties as a developmental intervention.
- Awareness Raising: It leads to a process of collective awareness raising. Both the facilitators and learners are aware of the problem that they faced in a given point in time.
- Empowering: Information is shared with the group and the learners maintain control over the process of the evaluation. As a result, it turns to be an empowering experience.
- Mobilization: Learners are motivated to contribute to the effectiveness of the training program through an evaluation process.

Monitoring and Evaluation at a glance!

When?	What?	How?	Process?
Daily	Content, processes, session flow, logistics	Mood meter, Recap, Large group discussion, Steering committee, Observations	Monitoring
During-Training	Pace of learning, groups dynamic, stages, design	Using questionnaires. Large group discussion with different group participants.	Monitoring and Evaluation
Post-Training	Achievement of objectives, Learning, Materials and logistics, Trainers, Understanding awareness and skills developed.	Using questionnaires. Large group discussion, Open space	Evaluation
After some time	Impact of training, Attitudinal and behavioral change and Follow-up support	Field Visits, Impact Assessment Study, Organizing meetings and workshops	Evaluation

Methods of Follow up

Follow up can be conducted in different ways, can be planned differently for each learner or the entire group of learners. It can be done for selected-sub groups as well. Methods of follow up depend on its purpose and the group of learners. Some options are described below:

- Face to face interactions among learners and trainers. Example are field visits by other learners and trainers to a |site, meeting a learner, and meeting a group of learners. It may include conducting advanced training, offering additional learning materials, and providing opportunities for internships

- The choice of following also depends on the needs of the learners and resource availability. Rural, urban, different disabilities will generally require different support and follow up.

- It is important to plan for follow-up deliberately and consciously. It does not happen automatically. Concrete follow-up plans should be considered at the time of developing the training program design. The details of the follow up can be worked out at the end of the program with the learner.

To be effective, it is important for the trainer to have a firm grasp of how to use each of these training techniques. These techniques will help to actively involve participants in the learning process, and demonstrate to future instructors what can be done to make learning interesting to adults. To aid the trainer in understanding these techniques, brief descriptions of the following techniques are included below:

Technique	Process	Advantage
1 .Brainstorming This technique encourages active and imaginative input from participants and taps the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or generate information that can help begin a topic.	The facilitator asks a question on a topic to be investigated. The participants are asked to draw upon personal experience and opinion and to respond with as many ideas as possible. As participants put forward their ideas, each idea is recorded on the board without rejecting any. Thereafter the group analyses the information collected.	It promotes creativity in finding solutions to problems. It is particularly effective in opening sessions to establish goals, objectives and norms for training programs.
2. Case study This technique encourages participants to analyze situations they might encounter and determine how they would respond. A case study is basically a story written to show a detailed description of an event that is followed by questions for participants to discuss. Stories of people with similar problems in other villages make ideal subjects for case study analysis. The case study should be designed in such a way that the story is relevant to participants and they have enough time to read, think and discuss.	The facilitator hands out a case study that describes a relevant situation or problem to be addressed (facilitator writes one or uses one that has already been written [...]). Participants read the case study. Participants are either broken up into small groups to discuss this or may stay in the large group to discuss the story. The instructor facilitates questioning and approaches to alternative solutions.	It encourages participants to identity alternative behaviors and solutions to situations and problems they might experience in the community.

Technique	Process	Advantage
3 .Demonstration This technique is used to allow participants to see how something should be done. A demonstration brings to life some information that has been presented in a lecture, discussion or explanation. For example, a discussion of how to apply fertilizer may not be nearly as effective as a direct demonstration of how to do it which participants can both see and try for themselves.	The facilitator should explain the purpose of the demonstration. The facilitator demonstrates the procedures or new behavior. Participants are encouraged to ask questions and engage in discussion. The participants practice what has been demonstrated.	The participants' actual participation in trying what was demonstrated by the facilitator shows if they have correctly understood making this information that they cannot easily forget.
4. Drama When people come together and act out parts they are often able to say more than they might in a normal discussion. Drama can be an interesting, entertaining and, most of all, effective way to get people to discuss and solve problems.	Once a problem has been identified, participants can come together and write and act out a play for either the class or the community. The drama they depict should present the main ingredients of the problem, but no solution. After (or even during) the play, they can ask the audience (people watching) for advice on what to do. Following the play, actors and audience alike discuss the problem and come up with ideas for action they can take to solve it. Problems might be as simple and local as people coming late or talking so that it disrupts the entire class, or as complicated as the different kinds of sanitation and nutrition problems that affect village health and ultimately development.	All trainers/instructors will generally have to do is encourage a small group of participants to try this technique with the whole class. It is usually considered such fun that given the opportunity and a bit of encouragement, participants will begin to do these on their own. Trainers may even consider using this as a way to have participants help to present new material from a lesson.

Technique	Process	Advantage
5. Field trips This technique allows participants to see first and how something is done. The facilitator finds a place outside of class in which participants can see, in real life, something that has been discussed in class. Field trips should be well planned and help stimulate the interest of the participants. The kitchen concept discussed below is an example of a special type of field trip that helps learners to see things as done by people in their community.	Participants should be briefed on the field trip, the location, the time and purpose of the trip. The participants and the facilitator should make up a list of questions or observations that participants can use during the field trip. Following the field trip, participants should discuss and analyze what they have seen.	Field trips show participants how information discussed in classes can be applied in real life.
6. Film shows Film shows and videos can be specially arranged for participants to view.	Trainers should select films according to the interests of participants and topics under consideration. Participants should be introduced to the film and viewing should generally be followed by a discussion of the film and the information it contained.	Film shows are generally quite entertaining and easily capture the interest of participants. If well done, films can capture, in a short amount of time, information that might take months to cover. It can capture, in moving pictures and words, images that make stronger points than an instructor or resource could ever do in a lecture.
7. Fish bowl This technique allows participants on the 'outside' to see something being done on the 'inside'. Participants may observe a role–play or an actual event such as a discussion or a planning meeting.	Trainer helps break participants into two or more groups. A small group performs some action or activity in the centre of a larger group. The larger group of participants is asked to observe and analyze the interactions of the inner group.	As with a fish placed in a bowl of water, participants can see what is happening and discuss what they see. Note: A fish bowl is both similar to and different from a role–play (discussed below). A role–play focuses on the feelings and reactions of the role–playing participants, whereas in a fish bowl the focus is on the observation and feedback that is done by the outer group to the information supplied by the inner group.

Technique	Process	Advantage
8. Games Games are structured activities that have 1) a certain number of players 2) working in a special situation 3) to accomplish a task 4) according to certain rules.	Trainers can easily invent games that help participants to learn information or practice skills learned, as a way of review. If you do decide to develop a game, make sure that it has all of the components described above. As you develop a game, here are some tips to remember: 1) To be good and useful, a game must be well thought out, so set aside some time to develop and test the game. 2) If you decide to award points, do so for right answers, but do not take away points for wrong answers – this can discourage adults from participating. 3)Try to involve participants in developing the games (e.g. let them come up with the questions). 4)Keep participants working in teams so that quick learners play alongside slower learners and no one individual ever wins.	Games are generally fun and effective ways for participants to learn new skills or practice skills they have recently learned. Good games can be challenging and an effective way of involving even the most hesitant of learners.
9. Ice–breakers This technique is used to introduce participants to each other or help them to relax, wake up or recapture their wandering interest. As its name implies, the ice–breaker warms the learning environment to the point that the 'ice' keeping participants from interacting with each other is broken up.	This technique is usually short and has no specific form. It is how it is used that makes it an ice–breaker. A joke, short game or physical activity of some sort can all be icebreakers. For example, to begin a class with new participants you might randomly pair off participants. Have participants work in pairs and find out as much about each other in five minutes as possible. Each participant then introduces his/her partner to the rest of the group. Other examples of ice–breakers include: having participants draw a picture which describes something about themselves and then explain it to the group; solve a puzzle together; or take a "blind walk" in which one person (whose eyes are closed) is led by a partner's verbal instructions.	An ice–breaker involves all participants in an active role. Ice–breakers should be fun and should create an initial bond between the facilitator and participants.

Technique	Process	Advantage
10. Jigsaw technique This technique is used to help participants master pieces of information, that when put together, cover a complete topic.	To do this, the large group is divided into smaller groups which are each assigned different aspects of the chosen topic to learn. Each group spends time working together until every member of their group has mastered the topic assigned to the group well enough to teach it to others. One member of each of the original groups now serves as an "expert" for a second group. The second groups are formed by assigning one representative from each of the first study groups to a second group. The group stays together until each member has had a chance to teach his or her subject to the group. The entire group meets together briefly to reflect on the process.	The jigsaw technique provides an opportunity for people to learn a topic and then immediately afterwards to teach it to others. This technique encourages cooperation rather than competition. It is an effective way to give individuals training experience and to bolster participant confidence in their own knowledge and teaching skills.
11. The kitchen concept This technique was given this title as it was used and developed in Nigeria. It involves using local community resource people to share knowledge with learners about something they have actual experience with. It is a variation on a field trip or guest speakers, but with a particularly effective twist.	For example, if learners in a literacy class are studying about keeping livestock, it may actually be better if they were to hear from someone in their own community who has been successful at it. An extension agent might still come and follow up with more information, but it will be the neighbor who actually does what is being discussed that will make the biggest impression on learners as he/she will show them what is truly possible. Moreover, learners could even do more than 'talk' about a topic; they could possibly go on a field trip to visit the person and actually see how things should be done. In some cases, people in the literacy class may have skills they can share with other learners.	As has often been said of adult learners, we should both appreciate and use their knowledge and experience. The kitchen concept puts this idea into practice.

Technique	Process	Advantage
12. Lecturettes Lecturettes are short forms of a lecture which are used to highlight key points of content. They differ from traditional lectures in that they often incorporate participants' interactions and, at times, give the impression of a discussion. They are useful as introductions to topics and to experiential activities. Lecturettes seldom last longer than 15 minutes.	Review or read through the information that you want to present. Write out an outline of the key points that you want to cover. Consider what visual aids could help your presentation and prepare them in advance if possible. Identity points where you can involve participants through questioning, discussion or other activities. Practice and time your lecturette to make sure that you have not prepared either too little or too much for the time allotted. As you present your lecturette (or any lecture) keep an eye on the participants and make sure that you are holding their attention. If people start to drift off, do something. A lecturette is only effective if you are able to keep participants listening, involved, and aware of the points you are trying to share.	Lecturettes can provide detailed and specific information in a short time.
13. Role–plays This technique encourages participants to explore solutions to situations or problems under discussion. A role–play is a small, often unrehearsed drama where participants are given roles that they are supposed to act out. There is no "script" or particular words that participant–actors must say, but there is a description of the situation, the positions they should take, what they might do or opinions they should express.	Roles may be set up by the facilitator or participants may make up their own roles. The description of a role–play can be given orally or by handout. Participants acting in the role–play should be given some time to prepare. Participants act out role–play as the character they are portraying. The facilitator facilitates discussion and analysis of what was seen or felt by participants. 'Actors' are given a chance to describe their roles and what they were doing to see if it matches with what participants observed. Participants then discuss how what they saw relates to their own lives and situations they encounter.	Discussions following the role–play can centre on the role, opinions, and actions of characters as presented by the participants and thus avoid criticism of the participants themselves. This technique is entertaining as well as educational, and improves participants' skills of expression and observation.

Technique	Process	Advantage
14. Panel discussion This technique allows participants to gather information on several new topics at a time from visiting 'experts' or 'authorities' on the topics. It encourages critical and informed questioning from participants and interaction between guest speakers and participants in exploring a given topic.	'Experts' or 'authorities' are identified and invited in front of the group. The trainer (or predestinated participant) acts as moderator (facilitator) of the panel discussion by asking initial basic questions of panel members and/or encouraging participants to ask questions of panel members.	This can be a good opportunity to invite quest speakers (up to 3 or 4 at one time) into the training setting. It offers participants a different format for information transfer and a change from the trainers as the focus of attention. Also, it can give participants contact references for future work in the field. If you design your sessions in such a way that the participants become the 'resident experts' on a given topic, they can experience a distinct feeling of involvement and accomplishment on the topic.
15. Peer training This technique allows participants with expertise in a certain field to help in the training process and gives participants a chance for hands–on training of their peers.	Trainer solicits participant assistance in training, asks for areas of participant expertise and/or assigns participants topics to be researched, prepared and presented. Or participant(s) might work together with the trainer to conduct a training session. During the presentation other participants are encouraged to participate actively as in any other session, respecting their fellow participant as the 'trainer' and lead facilitator of learning during that session	Peer training can help participants to network for future cooperation, collaboration and support. It takes the role of "expert" away from the trainer and gives the authority and control of learning to the participants. Note: though rewarding, the preparation for peer training activities can be especially time–consuming.

Technique	Process	Advantage
16. Pictures Many training activities can benefit from incorporating a creative component to participant expression of ideas. Drawing pictures (as a group or individuals) encourages participants to express their opinions and feelings symbolically.	The trainer identifies a focus for the drawing and breaks participants into groups, telling them how long they have to complete the drawing. The trainer explains that the quality or technical expertise of the drawing is not important; it is the ideas that are contained in the drawing that are of importance. As long as participants can explain what they have drawn to the group, it need not be even recognizable. They should think of the drawing as shorthand notes that record their discussion. The trainer goes around to groups, encouraging them. The trainer calls participants back together and ask them to post, share and explain their drawings to the large group The trainer keeps comments and discussions light–hearted and down–plays negative criticism.	If this is done well, it helps trainer/participants to overcome their aversion to drawing. It can be a lighthearted and enjoyable activity that can get at affective (feeling) dimensions of participant response. Since future trainers/ instructors should be willing to make additional support materials, they should also have practice drawing in a non–threatening situation. (Note: there is usually hesitation in participating in this activity. Placing participants in groups allows them to choose an artist to render their ideas or work together to draw them out. If trainers are careful to encourage and help participants get over their initial hesitation, this activity can be quite rewarding.)
17. Simulations This technique is used to involve participants directly in an experience. A simulation is a model of reality created so that participants can see the effect of certain actions on a given situation. This can be done through a carefully prepared board game or an expanded fish bowl/role–play activity which involves all participants.	Identity a situation that you wish participants to experience. Consider the main issues that you want them to understand. Think of a number of actions that could be taken to respond to these issues and possible outcomes of such actions. Use these as guidelines to prepare a board game or extended role–play activity that will actively involve the participants in the situation you have identified. Try the simulation out to see if participants are truly experiencing the essence of the situation as you had hoped. Adjust your simulation accordingly.	By simplifying and simulating real–life situations, participants can discover the relationships between various forces and the effect of different actions on those forces. They can develop a feeling for how to act in certain situations. It can be a very good mechanism for introducing information (about development activities, etc.) and developing problem–solving skills.

Technique	Process	Advantage
18. Songs and dances Song and dance is a vital part of our traditional culture and has long been an entertaining learning tool.	Words from songs carry messages that can stay with learners for years and dances offer activity that can add an element of fun. An instructor can easily encourage learners to create songs and dances that capture a message, key sentence, or even the way letters should be written. These songs can then be shared with other learners. A class may even have an informal competition to see who can come up with the best–liked song and dance.	
19. Small groups It is often necessary to break a large training group into small groups in order to facilitate discussion, problem–solving, or team activities and tasks.	A specific task is assigned to smaller groups (the task may be the same or may be a different task for each individual group). The purpose of the task is clearly stated and a time limit imposed. How the group's work is to be presented is clearly defined and shared responsibility for presentation is given to all members of the group. Following these instructions, the task is carried out. The small groups come back together and results are presented to the whole group.	The smaller the group, the greater the chance of individual participation. The more small groups you have, the better your chances of coming up with interesting information and solutions to problems.
20. Buzz session This is a special type of small group activity that is used when participants need to discuss a topic, express opinions and come to some sort of consensus.	As with any small group, the main activity and/or questions are introduced in a large group. The facilitator then divides the participants into smaller groups of 3 or 4 each. Each participant then shares his or her view in the small group and it is recorded. Participants' views are then consolidated within small groups and shared with the large group.	It gives each person a chance to "talk through" a topic. Buzz sessions allow participants to become more actively involved in describing their opinions in small groups before bringing those ideas to the larger group. They help to build self–confidence.

Forming small groups

There are many different ways to break participants into small groups, and most of these are quite simple and straightforward. The most important thing to remember is that you should continually change the way you do this. Since small groups are used quite a bit during the training, the more variety you can use in breaking people up, the more interesting you can make this process for the participants. Here are a few examples of different ways to break a large group into smaller groups:

Count off

Have participants count off, one after another, by number (1, 2. 3,...), letter (a, b, c,...) or any other grouping labels that you identify (super visor, instructor, learner,...; [...] etc.). Give them an example or help them to begin by explaining carefully how many groups they should form.

Use cards

Prepare cards that can be passed out face down or selected by participants to help them form small groups. Write numbers, letters or group names on the cards or use different color cards. This technique provides varied and more random groupings than counting off and is particularly necessary when forming groups for jigsaw, where each participant from the first part group must be in a different second group.

Use found objects

Bottle caps (different types), sticks, stones, pencils, pens, beans, corn kernels and many more small objects can be collected, placed in a basket, hat or small box and passed around to allow participants to pick an object. Make sure to count carefully and evenly the number of objects included so that there are sufficient objects for each participant and groups are of the correct number.

Use areas/seating arrangements

Divide participants into small groups according to where they are seated. Unless you are able to keep participants from changing seats, do not use this technique too often as you will end up with similar groups.

Use team forming strategies

Ask for volunteers, elect, or otherwise identify individuals to serve as team leaders. Have these individuals choose other participants to join them on their team. You may even choose to provide guidelines for each round of selection (someone you know, someone you don't know, someone wearing blue, someone tall, etc.) or have each new team member choose the next team member.

Use personal characteristics of participants

Divide participants according to where they come from, their background and experience, sex, or other relevant characteristics. Use these characteristics to create small groups with similar participants or a balanced mixture, depending on the task and purpose of the small group.

Source: Reprinted with permission of the Society for Participatory Research in Asia (PRIA) from: Training of Trainers

Facilitation Skills

"A facilitator is like a conductor. Great music emerges when everyone is communicating together. Good communication, just like good music, is about listening than talking. If everyone plays all the time, there is nothing but an unpleasant noise. It is the conductor's job to help each player to listen to the others, to keep quiet until it is the right time for them to play."

Facilitation: a process of leading groups toward agreed - upon objectives in a manner that encourages participation, ownership and creativity from all involved. Facilitation skills are essential for anyone seeking to guide a group of people through a process of learning or changes in a way that encourage all members of the group to participate.

Each person has a unique viewpoint and valuable knowledge to share. Without their contribution, the group ability to understand or respond to a situation is reduced. The facilitator role is to draw out knowledge and ideas from different members of a group. They can help them learn from each other and think and act together. Facilitation is about empowering others. It involves letting go control over the outcome of a process and giving that responsibility to the group.

In other words, facilitation is a skill that encourages the members of a group to express and discuss their ideas. It requires the use of questions that elicit ideas and probe and that encourage everyone to participate and express views. It also requires paraphrasing and summarizing. It demands the attention to the process of the group, including encouraging quiet and reticent people and controlling dominant or disruptive participants.

Purpose of Facilitation

A facilitator's role is to encourage the group to process by asking questions that encourage new ways of thinking about and analyzing the situation. The facilitator doesn't always know all the answers.

The role is to help the group think critically about their own needs and interests, and to make decisions for themselves. A balance between offering ideas to the group and patiently listening and questioning is necessary.

The facilitator role is to encourage the group to contribute to the best of their ability, to build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

Some Useful Definitions

Facilitator:

"A facilitator is a person who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they achieve exceptional performance. "

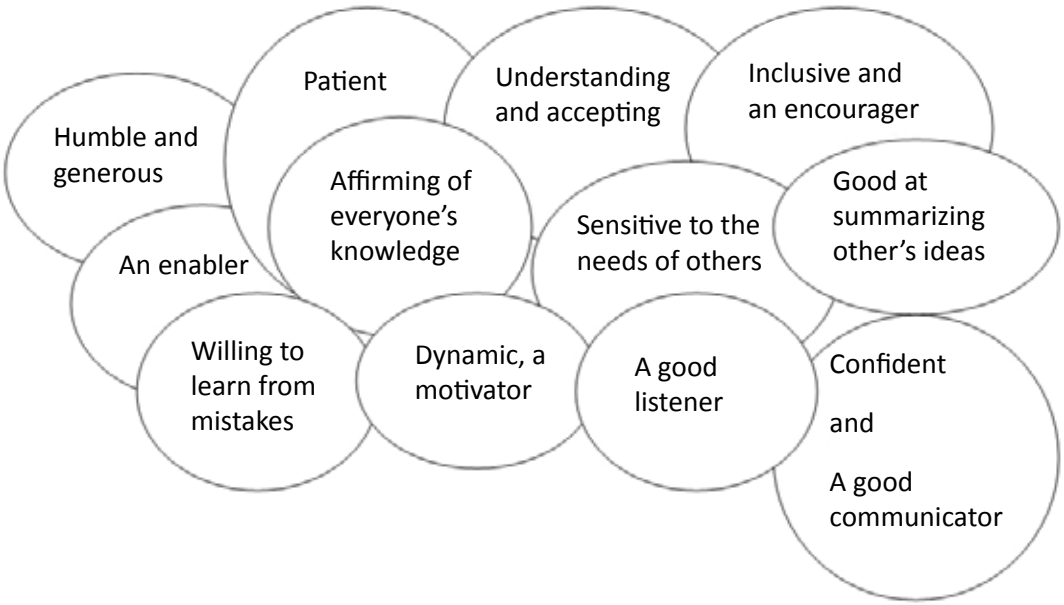
Content:

"The topics or subjects under discussion at any meeting; also referred to as the task, the decision made, or the issues explored."

Process:

"The structure, framework, methods and tools used in interactions. Refers to the climate or spirit established, as well as the style of the facilitator."

Characteristics of Good Facilitator



What does a facilitator do?

- Guiding group discussion to keep it on track.
- Helping the group define its overall goal, as well as its specific objectives.
- Helping members assesses their needs and create plans to meet them.
- Providing processes that help members use their time efficiently to make a decision.
- Making accurate notes that reflect the ideas of members.
- Helping the group understand its own processes in order to work more effectively.
- Supporting members in assessing their current skills, as well as building new skills.
- Providing feedback to the group members so that they can assess their progress and make adjustments.
- Managing conflict using a collaborative approach.
- Helping the group communicative effectively.
- Creating an environment where members enjoy a positive, growing experience while they work to attain group goals.
- Fostering leadership in others by sharing the responsibility for leading the group.

Core Practices

- **Stay neutral on content :** use questions and suggestions to offer ideas, never impose opinions on the group

- **Listen actively :** look people in the eye, use attentive body language, paraphrase what they are saying, make eye contact with people while they speak, when paraphrasing what they have just said and when summarizing their key ideas. Also, use eye contact to let people know they can speak next and to prompt the quiet ones to participate.

- **Ask questions :** this is the most important tool. Invite participation, gather information and probe for hidden points

- **Paraphrase to clarify :** involving repeating what people say to make sure they are being heard, to let others hear their points a second time and to clarify key ideas (e.g. "Are you saying….? Am I understanding you to mean….?

- **Synthesize ideas :** don't just record individual ideas of participants. Instead, get people to comment and build on each others' thoughts to ensure that the ideas recorded on the flipchart represent collective thinking. (e.g. Somchai, what would you add to Yoko's comments?")

- **Offer clear summaries :** a great facilitator listens attentively to everything that is said, and then offers concise and timely summaries. Summarize when you want to revive a discussion that has ground to a halt or to end a discussion when things seem to be wrapping up.

- **Label sidetracks :** it's a facilitator's responsibility to let the group members know when they are off-track. They can then decide to pursue the sidetrack, or stop their current discussion and get back to the agenda (e.g "we are now discussing something that isn't on our agenda. What does the group want to do?")

Skills of a good facilitator

- Be well prepared while remaining flexible.
- Think and act creatively.
- Deal with sensitive issues and manage people's feelings.
- Encourage humor and respect.
- Negotiate with and influence others.
- Keep to time without being driven by it.
- Encourage each participant to contribute fully to the different training activities to the best of their abilities.
- Challenge the participants to take responsibility for their own learning.

A facilitator is best when people barely know that he or she exists….

"Facilitation is an art, not putting ideas into people's heads, but of drawing ideas out."
-Anon

A good facilitator is one who talks little. When the work is done, the aim fulfilled, they will all say, "We did this ourselves."
- Lao Tzu 500 BC

Differences between Teaching and Facilitation

A TEACHER	A FACILITATOR
Teacher starts from their own knowledge.	Facilitator starts from the knowledge of the group.
Teacher follows a pre-set curriculum.	Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group.
Teacher presents new information from the front.	Facilitator uses practical, participatory methods, eg group discussion and activities in which all members of the group participate.
Information flows in just one direction, from teacher to students.	Information flows in many different directions between the facilitator and individual group members- a genuine exchange of ideas.
Teacher brings extensive knowledge of the subject.	Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject.
Teacher is concerned with students understanding the right answer.	Facilitator encourages and values different views.
Teacher has a formal relationship with the students, based on their status as a teacher.	Facilitator is considered as an equal, and has a relationship based on trust, respect and a desire to serve.

Source: Facilitation Skills Workbook: Tearfund 2004

How? The initial sessions of the training involve a certain amount of presentation by those facilitating. These presentations do not involve the active participation of the trainees, and it may be appropriate to use energizers-short games or activities-to get people moving again. If people's energy levels are high, they will not only enjoy the training more by they will also learn more effectively!

Much of the training centers on group activities and discussions. These will give participants an opportunity to act both as facilitators and group members. They will be encouraged to take responsibility for different aspects of the training. This will increase their awareness of the advantages of working together through direct personal experience. The role of the training facilitators is to make these tasks easier for the participants, and to help them learn and work together.

TIPS

Dealing with difficult questions

Prepare for group discussions by reading through the discussion material and becoming familiar with the concepts and language.

Anticipate people's questions where possible and think of possible responses.

Do not be afraid to say that you do not know the answer to a question! Instead say you will get back to the group with more information.

Managing Conflict

Acknowledge the conflict.

Try to establish the cause of the conflict.

If it is related to the topic in question, help lead the participants to a place of agreement, encouraging mutual respect.

If it is unrelated to the topic, and only involves several group members, encourage them to resolve this disagreement later, outside of the group setting.

Handling dominant people

Give them responsibility within the group.

Reinforce alternative behaviour.

Place them with other similar types or in the same group as the facilitator.

Limit the number of times each person can speak, so that each member is treated equally.

Working with shy people

Encourage them individually within and outside of the group.

Establish reasons for their silence.

Give notice of the topic before the discussion so that they have time to prepare.

Give them responsibility for note-taking and feedback.

Place them in a supportive group.

Give them time.

Use role-play to build up their confidence and skills.

Empowering others…….

Be patient.

Listen to others and show that their opinions are valued.

Be open to learning from the group so that information-sharing is multi-dimensional.

Encourage the group to discover solutions for themselves and take responsibility for their own learning and progress.

Future Development of CBID

Throughout history, the lives of most persons with disabilities have been dominated by the ignorance, fear and superstition held by others. The direct result of these beliefs has been the "neglect" of persons with disabilities. This neglect manifests itself through the relative invisibility of persons with a disability; exclusion from normal economic, social and political activities in their families and communities.

Persons with disabilities are usually left out of development as a result of a lack of awareness among the people who design and manage developmental programs. People who manage development programs are often not aware of the extreme difficulties faced by persons with disabilities and most do not have access to the skills and knowledge that would enable them to include persons with disabilities and their families in development programs. The neglect that results from this lack of knowledge reinforces and multiplies the effects of the negative attitudes that already exist within families and communities. The attitudinal, environmental and policy barriers for persons with disabilities are more of a hindrance than his or her impairment and disability.

Key Concepts

Inclusive Development

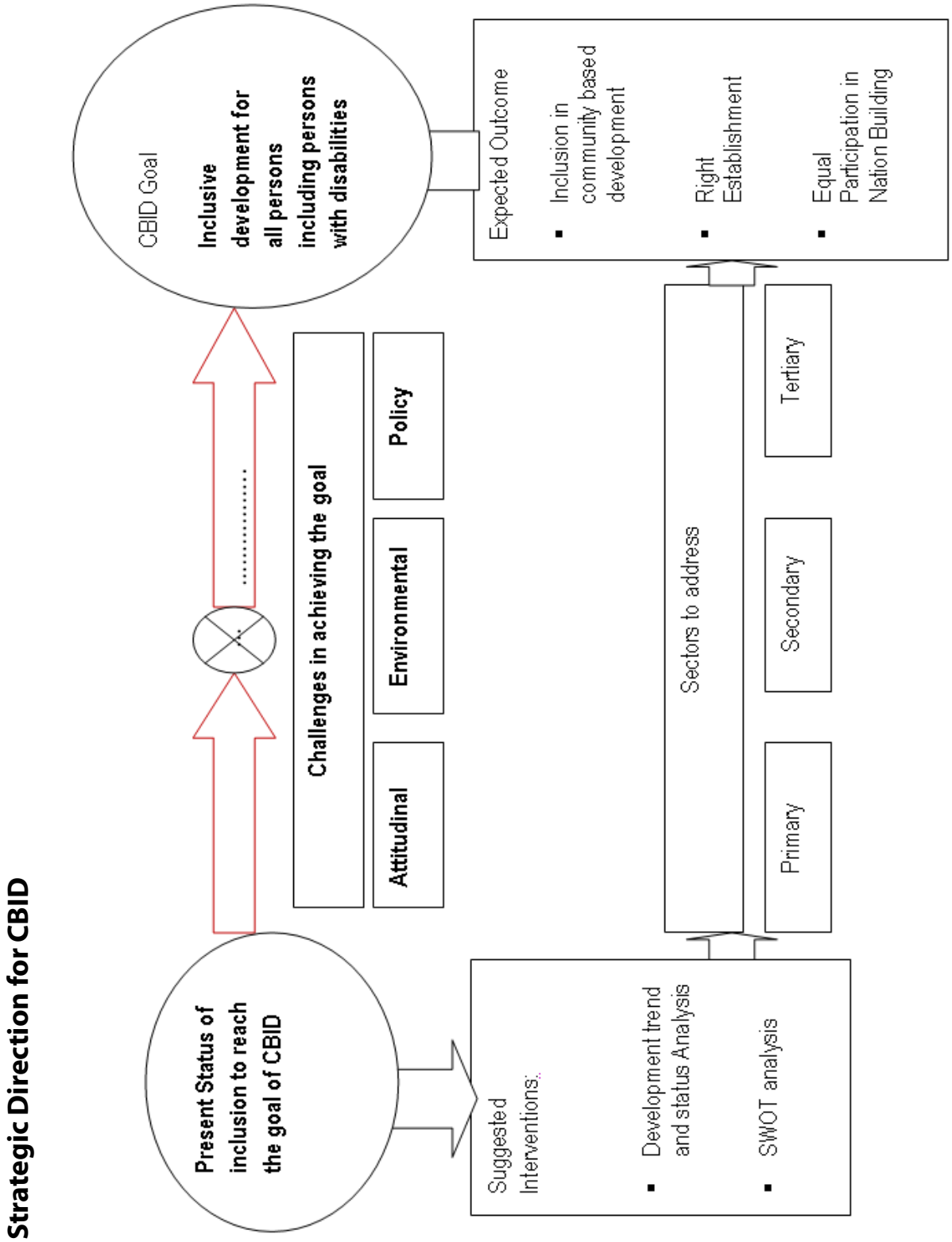
Inclusive development is that which includes and involves everyone, especially those who are marginalized and often discriminated. Persons with disabilities and their family members, particularly those living in rural or remote communities or urban slums, often do not benefit from development initiatives and therefore disability inclusive development is essential to ensure that they can participate meaningfully in development processes and policies.

A fundamental problem in achieving the Millennium Development Goals (MDGs) has been the lack of an inclusive strategy to include persons with disabilities in social and economic development initiatives that could integrate and support its "human development" ambitions. Sustainable development is a common agenda for global concern, which everybody agrees upon, but bringing this global concern into public policies is a difficult task. There are about 650 million persons with disabilities in the world; 80% live in developing countries. Depending on the context, living conditions and the definition of disability used, 10 % of the population is with a disability. Mainstreaming (or including) the rights of persons with disabilities in the development agenda is a way to achieve equality for persons with disabilities.

Current Status of Inclusion

The situation and the trend of development generally vary by countries and is related to the strategies for inclusion of disability issues. The CBR Guidelines has elaborately suggested CBR principles, components and elements for introducing programs in a different context. CBR has made a paradigm shift from a concentrated model to a holistic strategy to include disability in all spheres of development. The strategy should involve policies and its implication at the primary, secondary and tertiary levels. A thorough analysis of the situation of the context of CBID initiators is required and based on the findings; a detailed strategic plan should be developed.

Strategic Direction for CBID



Goal and Role

The goal of CBID is to ensure the implementation of the Convention on the Rights of Persons with Disabilities through strategic intervention at the primary, secondary and national levels.

The CBR Guidelines provide a way forward for CBR programs to demonstrate that CBR is a practical strategy for the implementation of the Convention on the Rights of Persons with Disabilities and to support community-based inclusive development. CBR activities are designed to meet the basic needs of persons with disabilities, reduce poverty, and enable access to health, education, livelihood, social and empowerment opportunities. CBR programs provide a link between persons with disabilities and development initiatives. The CBR Guidelines target the key sectors of development that need to become inclusive so that persons with disabilities and their families become empowered.

Challenges and Suggestions

- **Attitudinal Barriers**

After having given birth to a baby with a disability, the family, along with relatives and even neighbors, falls into embarrassment with a fear of being blamed. Persons with disabilities, with some assistance and treatment, could live and lead decent productive lives, but in most cases are excluded from normal life. Many people in developing countries of the world consider persons with disabilities as a curse from God upon the family, which ultimately turns into a negative attitude.

Parents find it extremely difficult to acknowledge the disability of their child. They are usually looked upon as a burden on the family and people perceive that they have little or no prospects and can never be contributers in the family. They may be the last one to receive basic requirements in the family. The family even keeps them out of the development process.

Environmental Barriers

Social discrimination on persons with disabilities is a common phenomenon in almost every context. They are left out of social affairs and face inactivity, curses, fear, hatred, etc. They are mistreated and exploited in all spheres of social life and are relatively invisible in social life due to environmental barriers.

Their access to education is very limited and often inaccessible. There are very few specialized schools, but these can be offered to a limited few. The common education system and materials are not enough or appropriate. Limited efforts exist in reforming the educational approach to make that more accessible for the disabled.

Access to economic scopes for persons with disabilities is very scarce. After attaining education, persons with disabilities have to encounter many barriers in their efforts to find income opportunities. Many employers deny them access to jobs. Lack of practical experience and vocational skills also obstruct their access into income generation scopes. Access is also denied in the business sectors. It is hard to get access to credit facilities and enter into markets. Exploitation and discrimination is also widely experienced in these areas.

An inaccessible physical environment is one of the vital factors in the exclusion of persons with disabilities in every sphere of life. Accessibility demands consideration of common impairments, mobility and ability, physical environment etc. They have been isolated from the mainstream development initiatives. As an effect, persons with disabilities are in a sense losing the opportunity of establishing their inner potentialities. On the other hand, society and the community has a negative attitude and of the credibility and potentialities of persons with disabilities.

Poverty plays a significant role in terms of disability. It is now well accepted that poverty is both a major cause and consequence of disability. Poverty and disability reinforce each other contributing to increased vulnerability and exclusion. Negative attitudes and practices reinforced by poverty and external causes create impairments. These factors also create barriers which results in a lack of assistance leading to impairments to disabilities followed by exclusion. A lack of assistance at this stage results in isolation and marginalization.

Policy Barriers

Disability is still considered as a segregated issue but an integral part of mainstream development. When the term development is used for a certain component like, health, education, livelihood, social, empowerment etc, it implies this in its totality. Any progressive movement with the exclusion of a specific section can never be comprehensive development.

Interventions are essential to address and minimize the negative effects of disability issues. This movement also needs to be supported and participated by persons with disabilities, the Government, NGOs and also civil society organizations.

The inclusive development intervention requires effective and appropriate policies and legislation. Government is the sole authoritative body of a nation. Only their involvement can ensure proper application of existing policies and legislation and development of new requirements. Government can also facilitate a coordinated and comprehensive program intervention in partnership with NGOs.

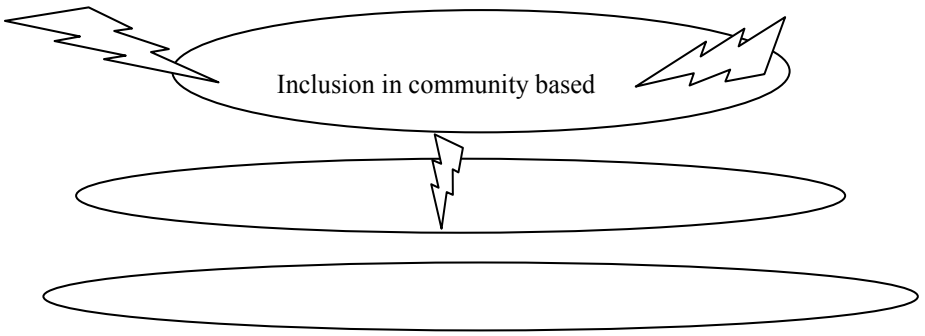
Most developing countries have not adequately included issues of disability in concerned policies and legislation. Many countries have enacted specific legislation and national policies but need to update based on the CRPD. The state parties who have signed and ratified the CRPD are committed to including and addressing specific disability concerned issues in all development policies and national strategic guidelines but there are insignificant practices.

The development priority for addressing issues of rights and privilege of persons with disability does not exist due to the absence of appropriate policies of different development agencies, ministries and departments. The national development plans of such agencies do not emphasize the needs of persons with disabilities that result in isolation from strategic intervention.

A Suggested Strategic Structure for Inclusive Development

The role of different stakeholders at different levels to facilitate Community Based Inclusive Development

Tertiary Level	Secondary Level	Primary Level
Ministry, Directorates, Departments & National Committees, NGOs and DPO federation	Sub national Government and Local Government Administration, DPOs and NGOs involved in development program implementation etc	Persons with disabilities, families, communities, SHGs
Policy formulation and execution	**Creation of scopes and facilities**	**Facilitate execution**
Identification of discrimination in existing policies	Adaptation of local policies	Sensitization
Policy Formulation & Adaptation	Creation of environment and other required facilities	Identification and assessment of persons with disabilities
Development of national execution plans and budgets	Technical resource integration at the local level	Counseling and motivation at all concerned levels
Adaptation in national budgets	Sensitization and awareness raising	Local level advocacy to support special needs
Development and adaptation of Human Resource development packages	Information exchange at various levels	Resource linkage for technical assistance
Human resource development	Monitoring and evaluation	Monitoring and evaluation



Sustainable Factors of CBR and CBID

There are many key factors which will make the CBR and CBID projects become sustainable situation as follows:

1) Awareness and belief: The awareness and belief towards potential of community people and marginalized people.
2) Basic knowledge and skills: Necessary knowledge and skills to manage and meet the needs of the community in term of development of person with disabilities in their own community.
3) Management, co-ordination, mechanism: There are many areas including in this context such as:
   - Linking among international, national and grass root levels.
   - Effective management
   - Effective co-ordination
   - Mechanism – networks, forum
4) Participation: Participation of both community, marginalized people and stakeholders are very important. Full participation will develop ownership of the projects or programs.
5) Resource mobilization process: 5 key resources are composed by : Money, Man, Materials, Mechanism and Mobilization of information. The skills to mobilize the resources are important to sustain the project.
6) Policy and support from government: It is very important to get permanent support from government. Lot of intervention activities need to implement to encourage and motivate government in different levels to support on CBID activities such as lobbying, sharing good practice, and producing evidence-based documentation.

Strategies for Future Development of CBID

Following suggestions are key strategies to implement effective CBID in the future

- Application and utilization of International Instrument : CRPD, Decade of person with disabilities
- Working closely with the business sector which are the one of important stakeholders
- People participation
- Development and dissemination of evidence-based documentation
- Getting support from government with concrete policy

Reflection of the Chapter

Three key points you must know

- Inclusive development must include everyone especially marginalized citizens.
- person with disabilities face attitudinal, environmental and policy barriers.
- Future stakeholders should emphasize the sustainability for CBID and the barriers and inclusion of disability issues.

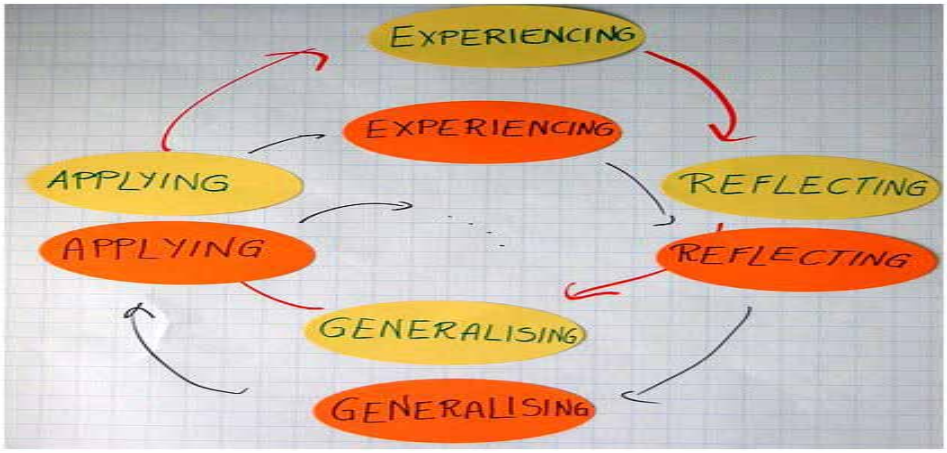
Three points to link to the Field

1.

2.

3.

A Guidelines for Experiential Learning Cycle



The learning process is a circular process which goes on and on, repeating the same stages again and again, always increasing skills and knowledge. Experiential learning provides activities that have the potential to involve the whole person in the educational process.

Experiential learning is a well-known model in education. Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

Experiential learning occurs when a person engages in some activity, looks back at the activity critically, draws some useful insight from this analysis, and puts the result to work. We all experience this process spontaneously in ordinary living.

Kolb's Experiential Learning Theory presents a cycle of four elements

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

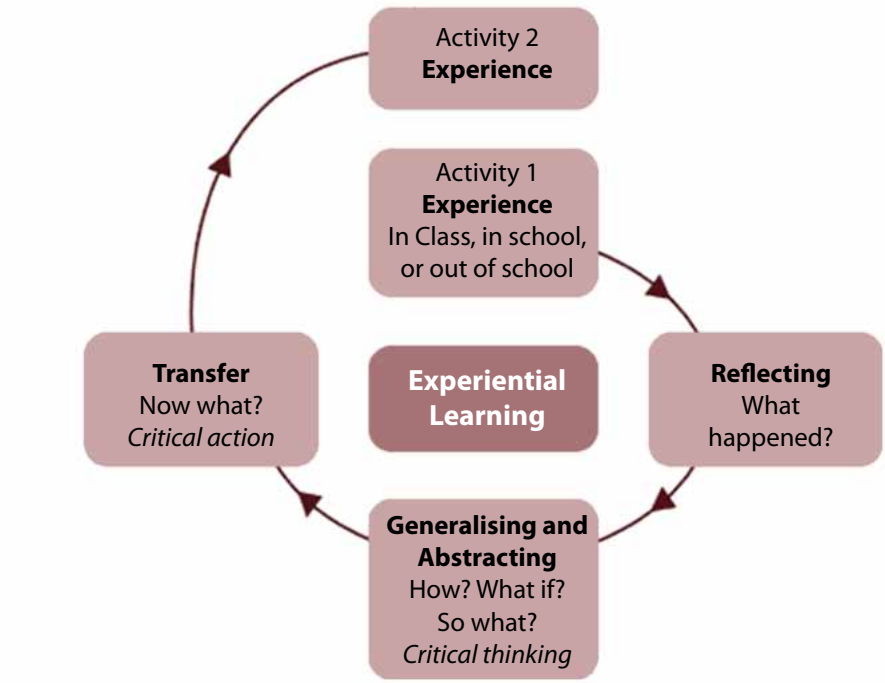
The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the cycle anew as students have new experiences based on their experimentation (Oxendine, Robinson and Willson, 2004) . Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors.

Differences between experiential learning and conventional training and teaching might be represented simply as:

Conventional training	Experiential learning
training-centred/focused - theoretical	learner-centred/focused - really doing it
prescribed fixed design and content	flexible open possibilities
for external needs (organisation, exams, etc)	for internal growth and discovery
transfers/explains knowledge/skills	develops knowledge/skills/ emotions via experience
fixed structured delivery/facilitation	not delivered, minimal facilitation, unstructured
timebound measurable compo-nents (mostly)	not timebound, more difficult to measure
suitable for groups and fixed outcomes	individually directed, flexible out-comes
Examples: powerpoint presentations, chalk-and-talk classes, reading, attending lectures, exam study, observation, planning and hypothesising, theoretical work, unreal role-play.	Examples: learning a physical activity, games and exercises, drama and role-play which becomes real, actually doing the job or task, ' outward bound' activities, teaching others, hobbies, pastimes, passions.

Diagram **The Experiential Learning Cycle**

The experiential learning cycle encourages new ways of knowing constructed from multiple experiences



The Essential Components of Experience-Based Learning Cycle

- The goal of experience-based learning involves something personally significant or meaningful to the learners.
- Learners should be personally engaged.
- Reflective thought and opportunities for learners to write or discuss their experiences should be ongoing throughout the process.
- The whole person is involved, meaning not just their intellect but also their senses, feelings and personalities.
- Learners should be recognized for prior learning they bring into the process.
- Trainers need to establish a sense of trust, respect, openness, and concern for the well-being of the students. Andresen, Boud and Choen (2000)

Some examples of experience-based projects include role playing, service learning, internships, studying abroad, open-ended projects (guided discovery), group projects and field study.

The more open-ended and non-formulaic an assignment is, the more likely students will rely on their own experience and reflection and immerse themselves in the topic.

Experiential learning activities –concept and principles

The conceptual basis of the process of experiential learning is commonly related to *Kolb's Learning Cycle* (Kolb and Fry 1975)[1]. This model can be developed for experiential learning and summarized in the diagram below.

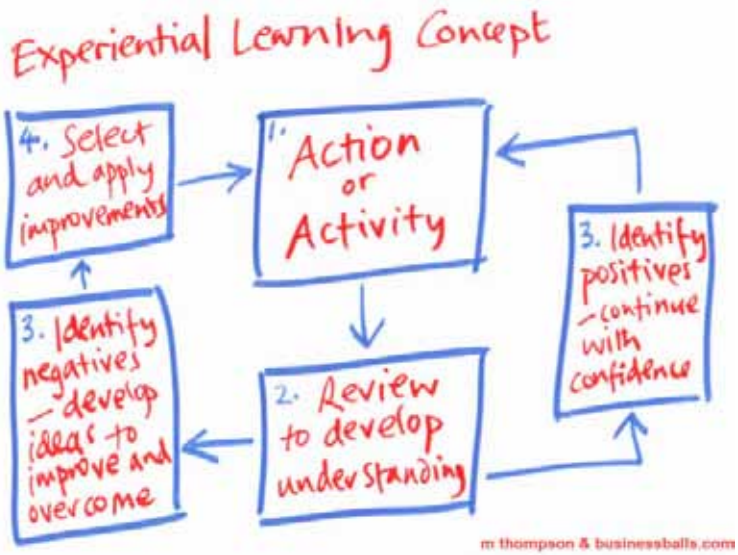


Diagram adapted from *Kolb's learning styles and process theory*[1] as it might be applied to experiential learning.

This 'Learning Cycle' provides a helpful simple diagram of the process of experiential learning, which is broadly:

1. do
2. review
3. develop and implement ideas for improvement.

1 http://www.businessballs.com/kolblearningstyles.htm

Here follow the principles of experiential learning on greater detail, especially as they relate to organised activities, events and games, etc.

1 - Learner is central

The learner is central to the process throughout, the facilitator provides the learner with a service. The principle that the success of the experiential approach to learning depends on the learners is fundamental. Therefore the facilitator must understand that learners can only make best use of their opportunities if they are ready, willing and able to become personally involved in the learning process: learners have to be prepared to actively develop their understanding, critique and evaluate the messages in their context and then work hard to apply appropriate learning.

2 - Facilitation must be light and subtle

Principle 2 Individuals can and do learn without facilitation. Learners learn experientially by reflecting on their experiences, developing personal insights and understandings through involvement in intellectual, emotional and physical activity. This can be (and often is) done by an individual without any external help. A facilitator is not a prerequisite. Experiential learning involves people in working things through for themselves and developing their own understanding, so facilitators should always be seeking ways to enable this to happen. Although effective facilitation can add tremendous value, facilitators should remember that inappropriate facilitation can hinder, rather than help learning; they should not instruct, proffer knowledge, prescribe or offer personal wisdom.

3 - Find/create experiential learning opportunities

A facilitator should help create learning opportunities and enable others to recognise and make good use of these opportunities. The facilitator can provide help during each element of the learning cycle by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere and framework conducive to constructively critical review, (guiding thinking and challenging to developing understanding) ensuring that any conceptual thinking is progressed to meaningful conclusions and opportunities for improvement identified. Facilitation is a complex and skilled process.

4 - Reactions to experiences vary so don't pre-judge

You cannot predict the learning an individual will take from an a ctivity. Because individuals are personally involved in experiential learning individuals can take very different messages from a single event. An obvious example is one where a person fails to listen to another. If they are to learn, both individuals need to understand their part in their failure to communicate, but the causes could be numerous and therefore each persons learning very different. So for example, behaviors seen in an individual who isn't heard could be; does not express ideas clearly, doesn't check the 'listener has understood', speaks when the other person isn't ready to listen, doesn't help the listener understand the significance of the information, fails to develop the idea, backs down when challenged, etc. Similarly example reasons why a 'listener' doesn't listen could be; doesn't see the issue as being important, had prejudged the issue, is distracted by personal thoughts, doesn't respect the other person (and or their views). Therefore one event can provide the individuals involved with quite different or even diametrically opposed learning.

5 - Single events can enable several different learning effects

There is potential for the learning to be at several levels. In the example used in note 4 above I gave behaviours for not being heard, but reasons for not listening. Typically addressing and developing behavioural change is less challenging than addressing the reasons. Taking the example from above, it can be seen that there is a hierarchy of challenge that the facilitator can encourage the learner to address: realising the need (e.g. I won't be listened to if the other person is speaking) developing the skill (e.g. speaking clearly and concisely) developing the confidence or self esteem (e.g. believing that I and my views are of value) challenging personal attitudes (e.g. questioning personal drivers and belief systems).

6 - Build confidence before addressing attitudes and behavior

Developing basic skills in a supportive environment is relatively simple; changing day to day behaviour is another matter. After having read this note it might be tempting to go straight to the fundamentals and target attitudes first. (If you have a positive attitude and personal confidence it is easier to implement personal change.)

However remembering that the learner has to want to learn, it is far safer to build the learners confidence through success with skill development and behavioral change in simple or superficial areas first. When some progress has been made you can consider raising and tackling more fundamental issues like personal confidence and attitudes to others. It's worth being aware however, that a knock on effect of individuals beginning to use new skills and realize their benefits can be a growth in self esteem and personal confidence.

7 - The activity must be real and engaging - not based on artificial impact

A learning activity is a means to an end, not an end in itself. The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal leaning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense. All activities must be designed, managed and facilitated carefully so that the activity has impact, but it isn't so memorable that these 'activity memories' override the impact and memory of the learning. If this happens the lasting memory may be an aspect of the activity, not the learning that was realized.

8 - Ensure activities allow adequate and meaningful reviews

An effective activity provides the opportunities for learning with as few distractions as possible. It can be great fun to run 'big activities' (although some people hate them) and there is no doubt that 'ropes' courses (as 'outward bound' activities are referred to in some parts of the world) and outdoor team challenges can generate real learning opportunities, but take care. Besides the risk of big events overpowering their intended lessons, the duration of these activities often means that many learning opportunities are lost; valuable incidents can get forgotten or over-looked or submerged in the complexity of the task. Although less memorable in themselves, running several short activities (10-30 minutes) each followed by its own review will often have far greater long term impact that one big activity.

9 - Carefully reviews of activities are crucial

The learning review is a vital stage of every activity. It should be planned as part of the design, not left to chance. Reviews can take many forms but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to some form of conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. If it is to be of real benefit, the review must be an honest critique of what happened and the contributions of each individual. Real issues should not be swept under the carpet, but equally criticism must be constructive.

10 - Accentuate the positives

Concentrate learning and reviews on the positives more than the negatives. It is all too easy to focus on the negatives but this can seriously undermine confidence in the whole idea of learning and development if the negatives are over-emphasised, especially for people who are not especially robust. It's obvious that if something goes wrong, or just doesn't go as well as we hoped, there will be benefit in review and change. It can, however, be equally beneficial to review what's gone well. It's not only motivating to recognize and focus on success, but finding out what caused the success and seeking ways to make greater or wider use of it can reap tangible rewards.

11 - Use stimulating questions in reviews, especially for groups discussions

A review discussion is an opportunity for learners, helped by the facilitator, to develop their own understanding and draw their own conclusions. The role of the facilitator is to enable others to learn by drawing out the issues and developing the learning that is relevant to the individuals. The facilitator should ask questions that will stimulate thought about relevant issues and enable the group to use answers given to develop further thought and learning.

12 - Resist temptation to give answers - ask questions only

Don't tell people what they should learn. An observer is in a privileged position, often seeing aspects that are not obvious to others. If you observe a point that isn't raised during a review it is legitimate to raise it,

but only through questioning. If, despite questioning, individuals don't relate to the point, there is no benefit in pursuing as any 'learning' will not be theirs. A better option is for you to run another activity designed to focus more attention on this specific point. Whatever happens, don't be tempted to provide a 'professional analysis' as this approach takes the ownership of the learning away from the individual.

13 - Have faith in people's ability to learn for themselves

Believe in the learners: they can and will make experiential learning opportunities work for them. To be an effective facilitator of experiential learning you have to believe, really believe, in others. You have to believe that they have the potential to make progress and be committed to the fact that your role is to provide opportunities for others to learn and progress.

14 - It's about them not you

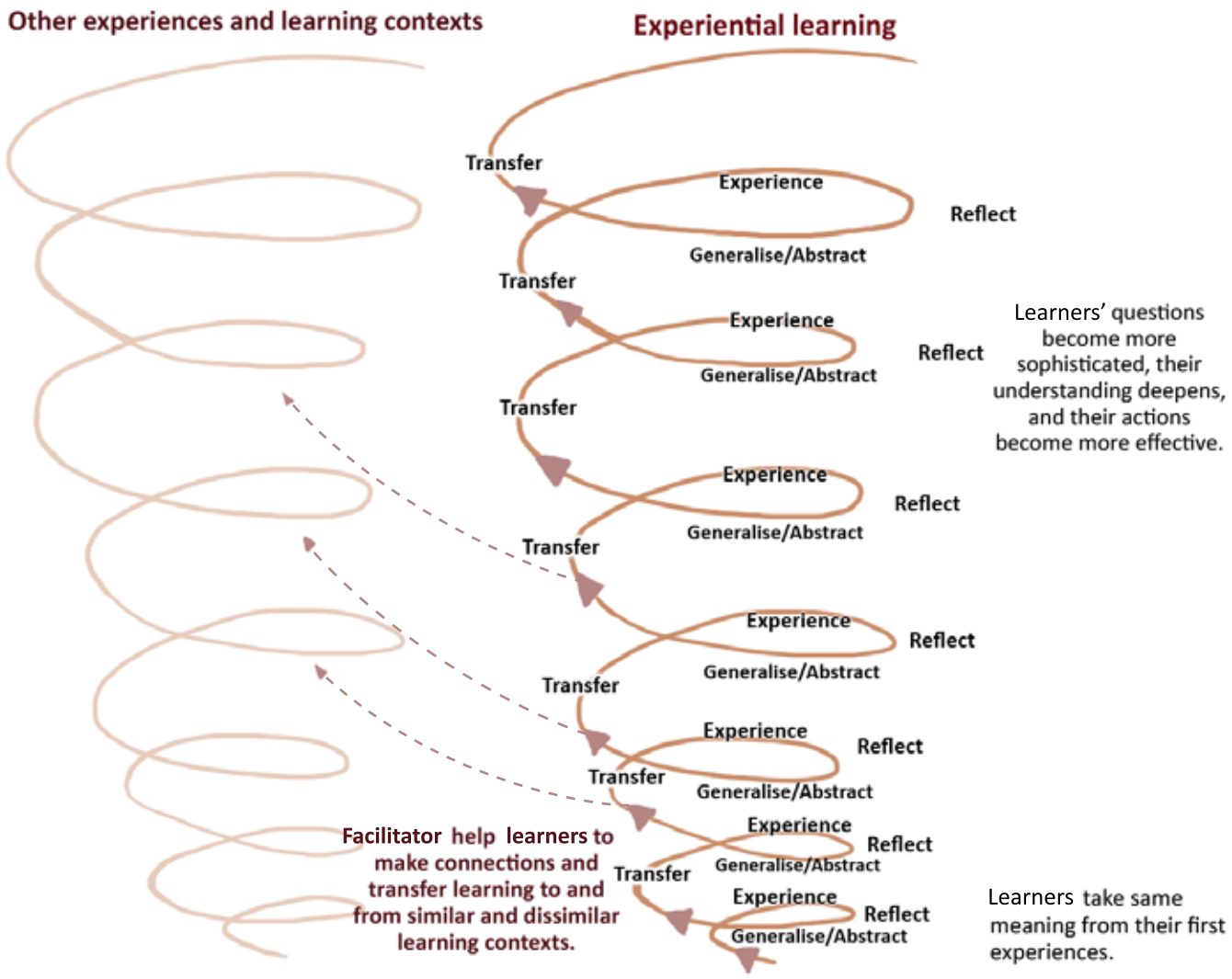
Forget your ego. Your success is individuals capitalising on their personal learning. As an effective facilitator you have to be satisfied with the knowledge that you offer and develop opportunities for others to learn, many of which will go unused or undervalued. You have to accept that you are not offering 'tangible and technical' contributions and therefore will not be able to look back and say 'I taught this person x or y'. If you're lucky however, every now and again in the years to come you will hear of some far-reaching consequences that will go way beyond what you might have hoped or imagined.

15 - Getting started

Perhaps not surprisingly the best way to start is to experience facilitating - actually have a go at it: experience the process. Find a group of people who are happy to be 'guinea pigs' and just try a simple activity that is tried and tested. Think about the activities you've experienced yourself in the past. Talk to other people. Ask the potential delegates if they have ideas and preferences or recommendations.

Source : © Experiential Learning Activities - Concept and Principles, Martin Thompson and MTA, 2008.

Diagram **How experiential learning relates to other experiences**



Explanation of Diagram

The conscious attention to processing learning develops in an upward or outwardly expanding spiral, so that with each new experience, the learners not only develop greater ability to generalize, abstract and transfer learning, but also recognize how each level is linked and interconnected to the other.

Source: Ministry of Education of New Zealand

B Guidelines for Field Experiences

Why Field Experiences?

The contents of training courses would be significantly enhanced by related field experiences. Field experiences are designed to provide you with opportunities to both observe and practice the concepts and ideas you are exploring in your course work. These experiences provide varied opportunities for you to put "theory into practice" in ways that cannot be replicated in a training room.

In addition, through visiting field sites in Thailand, you will experience "making familiar strange" which means, visiting field sites in Thailand makes you to realize the strength and uniqueness of your own sites and/or organizations.

Character of APCD's field experiences

- The appropriate fields are chosen based on trainees personal and organizational goals
- The experience provides opportunities for interaction with persons with disabilities and other stakeholders working on CBID in Thailand.
- Specific information and field experiences will be provided by the resource persons and APCD and guided by the APCD professional facilitation team. In addition, new knowledge will be acquired through the reflective process.
- APCD considers reflection as a critical component of all field experiences, and is an important step on the road to becoming a "reflective practitioner."

Flow of field experiences

- Prior orientation about the field sites and methods for field experiences are provided by the APCD facilitation team
- Field experiences; approach is a combination of **participant observation, an informal/unstructured interview with stakeholders, a focus group interview and a group discussion (debriefing)**. The resource persons and APCD facilitation team will guide you to utilize your potential to be an effective field worker!
- Reflection/Debriefing session of field experiences is provided by the APCD facilitation team and/or by assigned training participants, using the experiential learning cycle as a reflective tool.

C Guidelines for Project-based Learning

Project-based Learning (PBL) involves bringing project participants and key stakeholders together in a guided learning program or to a project site. Project-based learning, problem-based learning, and inquiry-based learning are all three closely related to the information processing approach. Training participants go through an extended process of inquiry in response to a complex question, problem, or challenge. Their "voice and choice" will emerge as projects are planned, managed and assessed.

In addition, the focus of the learning environment is the participant's excitement about solving a problem or addressing an issue they find meaningful. The activity is bases on real world issues and practices.

In practice, PBL sets the stage for the inquiry to take on a life of its own.

- The participants work together in groups and collaborate on project activities.
- A real world problem that affects the life of the participants is presented for investigation.
- The participants discuss findings and consult the trainer for guidance, input, and feedback.
- Final products resulting from PBL can be shared with the community-at-large, thus fostering ownership and responsibility in addressing real world problems.

Project-Based Learning At A Glance

- **Is organized around an open-ended Driving Question or Challenge.** These focus learners' work and deepen their learning by centering on significant issues, debates, questions and/or problems.

- **Creates need to know essential content and skills.** Typical projects (and most instruction) begins by presenting participants with knowledge and concepts and then, once learned, gives them the opportunity to apply them. PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.

- **Requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead participants to construct something new – an idea, an interpretation, a new way of displaying what they have learned.

- **Requires critical thinking, problem solving, collaboration, and various forms of communication.** Participants need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".

- **Allows some degree of learner voice and choice.** Participants learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase participants' engagement.

- **Incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.

- **Results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

(Source http://www.bie.org/about/what_is_pbl)

Visiting community learning center

Group reflection and discussion

Advantages

- Building relationships between project participants, fieldworkers and officials
- Recognizing and validating different types of knowledge and expertise - local knowledge, expert knowledge, so called soft and hard skills and enabling interaction between them
- Learning leads directly to action
- Providing motivation for the learner to engage in learning that is self-directed and based on their own interests.
- Aiming to develop many of the skills including the ability to work well with others, being thoughtful and reflective in decision-making, taking initiative, and solving complex problems

Group introduction and information sharing

Example of Project-based Simulation

PROJECT-BASED LEARNING

This is a final piece of an application exercise

You will create "the project".

Context: interview one training fellow from others country in order to find out, as much as possible, about his/her challenges and to come up with a solution (the project!).

Rationale: when you are in an unfamiliar context, you will be push out of your comfort zone and will naturally embrace an ability to expand the world views and the breath of your vision. A person will learn to think outside the box and imagine the new possibilities.

In this context, your analytical, critical and syntheses thinking skills will be enhanced.

In order to achieve the above theme, you will be asked to interview one training fellow as a starting point of your departure. The result from the interview will guide you to a new ground-breaking, but realistic, disability-related/community-based inclusive development project.

Instructions on Preparation

Day 10, 09.00-12.00 (Preparation)

1. Interview one training fellow from a different country. You are encouraged to ask good questions in order to elicit and to understand the challenges that your training fellow from the others community/organization is /are facing.
2. Summarize and analyze the information that you have gathered from step 1.
3. Design a Project which includes all relevant details, based on the information from step 1-2. If you like, you can try to construct a project model using available materials in the training building and etc…..
4. Prepare a 10 minutes presentation of your project design. Please try your best to include visual and real materials to illustrate your project design and engage the audience.

Instructions on Presentation

1. Each presenter will be given 10 mins to present the project (Please use whatever means to ensure the highest quality of your presentation.)
2. After 10 mins presentation, a group will provide input to a presenter. The input will be composed of the followings:

Presentation Observation Checklist

Knowledge:

a. Did a person's summary and situational analysis from the interview capture the real challenges from the interviewee? Yes or No. Why or Why not?

b. Did a proposed project solve the existing challenges? How?

c. Did a proposed project capture the CBID aspect? Please be critical and thoughtful.

Skills:

d. What a presenter didn't do in a presentation?

e. What could a presenter have done differently in a presentation?

f. What did the presenter do well in a presentation?

Presentation Schedule

Day 10, 13.00-16.00

13.00-13.20	13.20-13.40	14.00-14.20	14.20-14.40	14.40-15.00	15.00-15.20	15.20-15.40	15.40-16.00
1……..	2…….	3…….	4…….	5…….	6……..	7……..	8……..

Day 11, 08.40-11.00

08.40-09.00	09.00-09.20	09.20-09.40	09.40 - 10.10 (30 mins with interpretation)	10.30 - 11.00 (30 mins with interpretation)
1……..	2…….	3…….	4…….	5…….

Project Design Guideline

Project Title:

Summarize the theme of this project. *Why do this project?*

State the essential question or problem statement for the project.
The statement should encompass all project content and outcomes, and provide a central focus for inquiry.

List the important milestones (timeline) for this project.

List knowledge and skills needed for this project
(e.g. Staff needed to be trained on basic accounting and etc…...)

List preparations necessary to address the needs for this project.
(e.g. tasks that needed to be done before the project can be implemented such as contact a government officer, survey the market prices and etc…..)

How will related stakeholders reflect on and evaluate the project?

Trainee Notes

Trainee Notes

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