Training Notes in CBR

A TOOL TO ASSIST TRAINERS FOR CBR
Evidence from a DFID Study in India

2002

PRUDENCE CHALKER & SHEILA WIRZ

Institute of Child Health

University College London Medical School

30 Guilford Street, London WCIN 1 EH, UK
Email: ChalkerP@compuserve.com   S.Wirz@ich.ucl.ac.uk

Authors:

Prudence Chalker
Sheila Wirz

2002

Contents

TOOL TO ASSIST TRAINERS PLANNING CBR TRAINING COURSES

INTRODUCTION

The suggestions made here are based upon a project entitled:

"To identify factors which promote effective training of trainers and planners of Community Disability Services"

Funded by DFID and undertaken in India, Jan 1999 - April 2001.

This project explored training issues. The methodology used is based on the premise that courses for managers and mid level workers (MLWs) would always have a management component, and secondly, that Community Disability Services (CDS) was a preferred term as some agencies prefer not to use the term Community Based Rehabilitation (CBR).

The project methodology had two phases.
In **Phase 1** informal interviews were conducted with a range of informants engaged in CBR.
- The sample was opportunistic and all the interviews took place in London, and India, in and around Chennai, Bangalore, Calcutta and Delhi.
- Semi-structured interviews were also conducted with ten community disability service personnel from six countries, who had all undertaken post-graduate training overseas.
- The purpose was to elicit the views of interviewees as to what factors contribute to effective CBR training.
- The information collected informed the design of the questionnaire.

In **Phase 2** the questionnaire was distributed and the returns analysed. The questionnaire has three sections:
Part 1 aimed to establish a profile of a CBR manager.
Part 2 sought to discover more about the conduct and content of trainings.
Part 3 asked about training materials used.

- The questionnaires were distributed to 47 programmes.
- The respondents reflected the diversity of activity and organisational structure involved in community disability services, from large organisations that started as institutions and currently promote CBR, to grass roots organisations that have always worked in the community.
- The data reported is based on 32 returns from the 47 sent.

THE TOOL

This tool is based on the survey findings.

It suggests 9 stages that should be followed by trainers planning CBR Training Courses:

Stage 1.

Consider the nature of the trainees' experience.

Stage 2.

Is the CBR training course for Managers and MLWs?

Stage 3.

If this course is for Managers and MLWs, is the course RCI accredited?

Stage 4.

Consider the training priorities for the trainees.

Stage 5.

Which personnel are available as trainers?

Stage 6.

Consider the Training Methods that you will use on the course.

Stage 7.

How will you assess trainees' performance?

Stage 8.

How do the participants evaluate the course?

Stage 9.

What Training Materials are available?

STAGE 1

Consider the nature of the trainees experience

1. Are the trainees all from the same CBR programme?

2. Are they from a CBR programme with an emphasis on Human Rights and Community Development?

   or

   Rehabilitation, Home Based Programmes, Parent Support?

   or

   Advocacy and Public Education?

3. The trainees' experience is an important factor in deciding the course content. If it is a group of trainees with mixed experience, the course will need to start with an overview of different CBR experiences.

ACTION

Background papers

1. Read, "Training Issues in Community Based Rehabilitation in South Asia" in Selected Readings in CBR Series 2: Disability Rehabilitation Issues in South Asia. APDRJ Group Publication, Bangalore 2002, pages 111-127.

2. Read, "Training of Personnel for CBR" in Friday Meeting Transactions 2002, Vol. 4 (1) pages 26-40.

STAGE 2

Is the CBR Training course for Managers and MLWs?

1. If so, complete the rest of the 7 stages.

2. If the programme is for grass roots workers from a single programme it might still be useful to read and consider the next stages in your planning.

STAGE 3

If this course is for Managers and MLWs, is the course RCI accredited?

1. From 2001, all courses will need to have accreditation from the Rehabilitation Council of India.

2. Without this, trainees who complete a course will be unemployable in many settings.

ACTION

1. Obtain details of accreditation procedure from RCI:

Rehabilitation Council of India
23-A Shivaji Marg (Near Karampura Complex)
New Delhi - 110 015

India

STAGE 4

Consider the training priorities for the trainees

1. Complete the following Table 1.
2. Discuss this with training colleagues and other stakeholders. The DFID study found a mismatch between those skills, that CBR managers deemed to be highly desirable, and those skills, which were taught on courses. We suggest that by completing Tables 1 and 2 you can avoid this pitfall.

Table 1. Skills listed by respondents for CBR managers and MLWs

Programme supervision

Training of CBR workers

People management

Community organisation

Community development

Record keeping

Financial management

Counselling for
PWDs and families

Disability assessment

Advocacy

Organisation of
self-help groups

Public education

Educational rehabilitation

Fund raising

Income generation

Therapeutic interventions

Vocational training

STAGE 5

Which personnel are available as trainers?

1. Consider who are available as trainers by completing Table 2.

Table 2. This list of possible trainers was drawn from respondents to the DFID study.

Physiotherapist
Speech therapist

Comm. Worker
Person with disabilities
Occupational therapist
School teacher
Special educator
Health worker
Parent
Doctor
Senior CBR personnel
Social worker
Psychologist
Vocational guidance
Government official
Nutritionist
DPO representative
Rehab. Specialist
Inclusive educator
Orthopaedic specialist
NGO personnel
Funding body
Lawyer
Theatre personnel
PRA expert
Radiographer
Prosthetic Orthotic engineer
Med. social worker
Rehab. Nurse
Management/ Admin.
Personnel

Add other possible trainers and topics

....

....

ACTION

1. Are these trainers available on a regular or one off basis?

2. Are they capable of teaching the topics that you and other stakeholders deemed to be highly desirable in Table 1?

3.   By comparing your responses to Tables 1 and 2 you can ensure that the trainers you use really teach what you consider to be important. This may seem obvious but many respondents taught

topics, which they rated as only "useful" or " not necessary" and did not teach topics, which they deemed "highly desirable".

STAGE 6

Consider the Training Methods to be used on the Course

1. Complete Table 3 on Teaching and Learning Methods.

2. Consider which topics would suit each method.

Table 3. Teaching and Learning Methods used by respondents to the survey

Teaching and learning methods	Topics
Group activity	
Demonstration	
Discussion	
Question and answer	
Assignments	
Observation	
Brainstorming	
Role play	
Lectures	
Tutorial	
Peer teaching	
Simulations	
Field visits	
Case studies	
Games	
Drama/song	
Visits to institutions and organisations	
Placements in the community	
Producing teaching aids	
Videos	
Quiz	
Sharing with PWDs	

ACTION
1. Consider if the trainers identified are capable of using these training methods?
2.   If not, is there a need for a workshop for trainers to improve their training methods?

STAGE 7

Assessing trainees' performance

1. Complete Table 4. This suggests how trainees could be assessed.

2. Consider what activities are best assessed by the different methods. This list was also derived from the DFID study.

Table 4. Assessment methods suggested by respondents in the DFID Study

Assessment method	Activity to be assessed
Demonstration of skills	
Observation	
Written assignments	
Presentations	
Follow-up in the field	
Examinations	
Pre and post assessment forms	
Participant's responses during feedback sessions	
By participant's employer	
Poster	
Leaflet for parents etc.	
Songs	
Role plays	

ACTION

1. Are all trainers familiar with the assessment procedure?

2. Do all trainers know how and when assessments will take place?

3. Do the assessment procedures comply with RCI needs?

STAGE 8

How do the participants evaluate the course?

1. Complete Table 5 that lists some ways in which participants can evaluate the course.

Table 5. Methods of evaluation suggested by respondents

Method of evaluation	Yes	No
Daily feedback - oral		
Questionnaire at the end of course		
Oral evaluation at the end of course		
Questionnaire at the end of each module		
Questionnaire mid-course		

Focus group discussions

Weekly feedback in writing

Written evaluation at the end of course

Other

ACTION

1. Consider how you use participants' responses to inform your courses.
2.	Do you need to consider making other methods of evaluation available?

STAGE 9

Training Materials

1. Examine Table 6 and consider which of these training materials are suitable for your course.

2. Note that the respondents to the DFID survey regularly used these three   manuals.

   • Disabled Village Children

   • Training in the community for people with disabilities.

   • Nothing About Us Without Us.

Table 6. The following list of materials was compiled from respondents' suggestions.

Manual/Newsletter

• Joint Position Paper
• The Standard Rules
• Persons with Disabilities Act
• Spastics Society of East India Publications
• Prejudice and Dignity
• Handicap International Physical Therapy Assistant Manual
• Helping Health Workers Learn
• Teacher Health Care Workers
• Training for Transformation
• WHO manual on Cerebral Palsy
• Where there is no doctor
• Special Education for Mentally Handicapped Children
• Child-to-Child Manuals
• Asia Pacific Disability Rehabilitation Journal
•   CBR News (Indian version)

ACTION

1. Are other materials needed?

2. Who will order them?

3.   Will they be available in time for the start of the course?

Useful web-sites

The following web-sites may provide you with useful materials for your trainings.

Add any more web-sites that you have found to be useful.

Action Aid	**www.actionaid.org**
British Council of Disabled People	**www.bcodp.org.uk**
Arab Resource Centre (ARC)	**www.mawared.org**
Child-to-Child Trust, UK	**www.child-to-child.org**
Child-to-Child South India Resource Group	**www.ctcsindia.org**
Disability World	**www.disabilityworld.org**
Enabling Education (EENET)	**www.eenet.org.uk**
Handicap International	**www.handicapinternational.org/english/index.html**
Hesperian Foundation news	**www.hesperian.org**
Inclusion International	**www.inclusion.com**
United Nations	**www.un.org**
UNICEF	**www.unicef.org**
UNESCO	**www.unesco.org**
World Health Organisation (WHO) - Disability and Rehabilitation	**www.who.int/hpr/rhb/index.html**
Child Rights Information Network (CRIN)	**www.crin.ch**
Humanscape	**www.humanscapeindia.org**
Teaching Aids at Low Cost (TALC)	**www.talcuk.org**
WHO's Global School Health Initative	**www.who.int/hpr/gshi**

Once you start searching on these web-sites you will find that they will lead you onto other sites.

Associate publications:

1. SELECTED READINGS IN COMMUNITY BASED REHABILITATION

Series 1

CBR in Transition

Series 2

Disability and Rehabilitation Issues in South Asia

2. ASIA PACIFIC DISABILITY REHABILITATION JOURNAL

3. FRIDAY MEETING TRANSACTIONS

Available at: http://www.aifo.it/english/apdrj/apdrj.htm

4. TRAINING NOTES IN CBR
2001

FRIDAY MEETINGS

'Friday Meetings' were initiated to improve access to knowledge for development organisations, particularly those involved in non-institutional forms of rehabilitation. These meetings which are held on the last Friday of every odd month, such as January, March, May and so on, are a get-together of like minded people to debate themes related to application of different methods and development of skills, in this field. All those who are interested are welcome to attend. The meetings are always conducted at the same venue on the last Friday of odd months, between 2 pm and 5 pm. After an initial presentation on a theme, the emphasis is on discussion between the participants. The opinions generated here can be useful to people who are decision makers, researchers and interventionists.