

NUFFIC Refresher Course

Community-Based Rehabilitation (CBR)

JOS

University of Jos
Department of Special Education and Rehabilitation Services



Ministry of Foreign Affairs of the
Netherlands



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Introduction

This course is offered approximately 6 years after the first course was given and funded by NUFFIC. During the first course, it was observed that several faculty staff were not aware of new developments and used outdated insights, models, and theories in their education. As such, the first course worked as an eyeopener for many faculty staff and was well-received for its content as well its highly interactive methodologies.

Several local as well as global developments have taken place since 2014 and continue to take place. It is timely to give lecturing staff an update about these developments. In so doing, their lectures will be updated/upgraded and become more meaningful for the students who will be trained. Information Technology plays an increasingly important role in helping populations living in remote areas and areas where access to services is limited to access vital/essential information. The developments of Apps for smartphones offers many new opportunities for professionals as well as field staff to access information e.g.: the RehApp; a mobile rehabilitation solution developed by a consortium of partners led by Enablement; and Rehabilitation 2.0 Digital Technologies Serving Quality, Transition and Continuum of Rehabilitation Care, Health, Participation and Wellbeing of Children with Disabilities at Home and in the Community as developed by Humanity & Inclusion (HI) promising developments in terms of tele-rehabilitation (e.g. Reachout in India) as well as an increasing interest in the use of Artificial Intelligence in rehabilitation.

New insights into the roles and tasks of rehabilitation field workers has been gained during a recent multi-country study looking into essential standards in community-based rehabilitation. The material of this study is giving a lot of clarity on roles and tasks of rehabilitation field workers and provides a lot of direction for new developments in the existing diploma course.

Course objectives

Teaching staff of SERS at UniJos will:

- Have insight into pertinent new developments in the area of disability inclusive development including attention for Community Based Inclusive Development (CBID) and Rehab2030 action plan of the World Health Organisation.
- Be familiarised with contemporary developments in the field of disability and rehabilitation that have proven to be successful.
- Appreciate the importance and opportunities to use innovative new technologies (software and Apps) in the area of inclusive development with specific emphasis on education, rehabilitation.

Course expectations

Participants will be asked to work on assignments after the training sessions as well as after the theoretical part of the training in order to work through and apply the knowledge learned in each session. The assignments may include for instance:

- Work on new lesson plans. Enablement will guide this process and make information, training resources etc. available.
- Develop new teaching materials on basis of the new insights acquired.

As training sessions will be adapted and upgraded, students at the faculty of special education and rehabilitation sciences (SERS) will directly benefit from the new knowledge lecturers gained, and this should become manifest in training sessions.

Post-course expectations

Faculty staff will be asked to introduce new existing technologies in their lectures and:

- make students familiar with these; give them assignments to use/apply these technologies in their practical work in community settings
- research the use of these in community setting settings in Nigeria and where possible, write publications on mobile rehabilitation.

SCHEDULE: Refresher course SERS of the University of Jos, Nigeria

Date/Time (Nigerian)	subject	mode	Lecturer; supervisor; or responsible person	remarks
Module 1: the role of community				
Tuesday 17-11 09:00 - 11:00	<ul style="list-style-type: none"> - Introductions - Explanation of course structure - Explanation of assignment 	Online via Zoom	Huib Cornielje Lea Guignard	The role of community in working towards an egalitarian society: focus on community participation. Is participation a means or an end?
Afternoon	Work on assignment: community participation	small groups		
Wednesday 18-11 09:00 - 11:00	<ul style="list-style-type: none"> - Discussion of assignment - Presentation about community participation - Explanation of assignment 	Online via Zoom	Huib Cornielje Lea Guignard	Community Participation: use PowerPoint presentation with questions in between in order to ensure reflection and interaction
Afternoon	Work on assignment: vulnerability focusing on determinants of exclusion.	small groups		
Friday 20-11 09:00 - 11:00	<ul style="list-style-type: none"> - Discussion of assignment - Presentation about strategies to overcome exclusion 	Online via Zoom	Huib Cornielje Lea Guignard	Vulnerability: ensuring that certain groups of disabled people are not left behind Attention for mainstreaming; intersectionality
Afternoon	Work on assignment: building an inclusive community	small groups		

Monday 23-11 09:00 - 11:00	<ul style="list-style-type: none"> - Discussion of assignment - Presentation about developing sustainable models of care and rehabilitation 	Online via Zoom	Huib Cornielje Lea Guignard	Building an inclusive community: the need for systemic change
Afternoon	Work on assignment: introduction to disability rights and advocacy	small groups		
Module 2: the role of university				
Wednesday 25-11 09:00 - 11:00	<ul style="list-style-type: none"> - Top down or bottom up development - The role of local government 	Online via Zoom	Huib Cornielje	Distribute the Advocacy for Disability Rights Course
Afternoon	Work on assignment: Case study about the role of field workers in advocacy	small groups		
Friday 27-11 09:00 - 11:00	<ul style="list-style-type: none"> - Advocacy: a role for fieldworkers?! 	Online via Zoom	Huib Cornielje	
Afternoon	Assignment: Influencing local government by field workers	small groups		
Monday 30-11 09:00 - 11:00	Presentation by participants; discussion and review of assignment			
Wednesday 02-12 09:00 - 11:00	<ul style="list-style-type: none"> - Presentation: Essential standards in CBR 	Online via Zoom	Huib Cornielje	Distribute Articles on CBR Essential Standards and those interested can have the report prior to training
Afternoon	Work on assignment: defining what is	small groups		

	essential in the Nigerian context and what consequences it has for training and the UniJos			
Friday 04-12 09:00 - 11:00	- Essential standards in CBR training	Online via Zoom	Huib Cornielje	
Afternoon	- Define the consequences of the essential standards study for the UniJos and roles/tasks of fieldworkers	small groups		
Module 3: the role of (qualified) students				
Monday 07-12 09:00 - 11:00	- Presentation: recent developments students need to know	Online via Zoom	Huib Cornielje	CBR-CBID Rehab2030
Afternoon	Work on assignment: what are the consequences of these developments for the UniJos curriculum?	small groups		
Wednesday 09-12 14:00 – 16:00	Discussion of assignment			Define the consequences and decide on discussion points for last day
Friday 11-12 09:00 - 11:00	- The role of IT in Disability and Rehabilitation: presentation and demonstrations	Online via Zoom	Huib Cornielje Lea Guignard	The role of IT in Disability and Rehabilitation in Nigeria. Attention for developments in mHealth, telerehabilitation, the RehApp
Afternoon	Work on assignment: - how can IT be used in the Nigerian	small groups		

	setting by field workers and others - what requirements should mHealth solutions meet (e.g. for the Nigerian context specifically). The RehApp: critical review about use of IT			
Monday 14-12 09:00 – 11:00	Discussion of assignment	Online via Zoom		
Module 4' planning actions				
Wednesday 16-12 09:00 - 11:00		Online via Zoom	Huib Cornielje Lea Guignard Mike Idah	
11:30 - 12:30		small groups		
14:00- 16:00		Online via Zoom		

The following table offers insight into the various modules and subjects which will be discussed during the 4-week online training.

THE ROLE OF COMMUNITY

- The role of community in ensuring an egalitarian society where disabled people are respected and have access to essential services and equal opportunities
- Contemporary developments in the field of Disability and Development
- Building inclusive societies: moving beyond personal needs of disabled people only – looking for systemic change including attention for the role of field workers in creating enabling environments
- Vulnerability: ensuring that certain groups of disabled people in society are not left behind which includes a focus on determinants of exclusion and ways/strategies to overcome exclusion; placing disability in broader perspectives.

THE ROLE OF UNIVERSITY

- CBR: bottom only or steering from the top? The role of (local) government with specific attention to access to justice, the implementation of Nigerian disability legislation and role of field workers in advocacy.

- The need for evidence-based advocacy with specific attention for personal advocacy roles of field workers.
- Essential standards in CBR and consequences for training

THE ROLE OF (QUALIFIED) STUDENTS

- Responding to recent developments: the SDGs; CBID; the Rehab2030 Action Plan of the WHO and the consequences for the role of field staff.
- Reaching the unreached: the role of IT in building inclusive societies
- Influencing local government as a primary role of the work done by field workers

PLANNING ACTIONS

FIELD VISIT TO ELIM CBR PROGRAMME (4 days)

Relevant literature and links

Module 1: the role of community

17-11 – The role of community in working towards an egalitarian society

Required:

- New Scientist (2012) Inequality: why egalitarian societies died out, <https://www.newscientist.com/article/dn22071-inequality-why-egalitarian-societies-died-out/>

18-11 – Community participation

Required:

- Manoj Sharma (2007), Community Participation in community-based rehabilitation programmes, https://www.researchgate.net/publication/228345580_Community_participation_in_community-based_rehabilitation_programmes

Recommended:

- Pim Kuipers et al (2001), Developing a rural community-based disability service: (I) service framework and implementation strategy <https://onlinelibrary.wiley.com/doi/epdf/10.1046/j.1440-1584.2001.00333.x>

20-11 – Vulnerability

Required:

- BBC News, (3rd of October 2020) Why some Nigerian families lock up children and the mentally ill? <https://www.bbc.com/news/world-africa-53893271>
- Cleaver S et al (2018) Exploring the concerns of persons with disabilities in Western Zambia, AJOD, <https://ajod.org/index.php/ajod/article/view/446/947>

Recommended:

- Smythe T et al (2020) Early intervention for children with developmental disabilities in low- and middle-income countries: the case for action. <https://academic.oup.com/inthealth/advance-article/doi/10.1093/inthealth/ihaa044/5891235>

23-11 – Building an inclusive community

Required:

- Aljazeera (2016) It takes a village to kill a child: Uganda's hidden children, <https://interactive.aljazeera.com/aje/2020/uganda-hidden-children/index.html>

Recommended:

- Bruijn P et al (2012) Count Me In: include people with disabilities in development projects <https://enablement.eu/wp-content/uploads/2020/11/Count-Me-In-Include-1.pdf>
- Implementation of Community-Based Rehabilitation in Nigeria: The Role of Family of People with Disabilities <https://pdfs.semanticscholar.org/4c2d/e9ace8eb0570b4ce71f0694e3d18d5dba7a6.pdf>
- Road to Inclusion Toolkit, <https://enablement.eu/tools#roads-to-inclusion>
- International Principles and Guidelines on access to justice for persons with disabilities <https://www.ohchr.org/EN/Issues/Disability/SRDisabilities/Pages/GoodPracticesEffectiveAccessJusticePersonsDisabilities.aspx>
- Hashemi G et al (2020) Barriers to access primary health care services for people with disabilities in low- and middle-income countries: a meta-analysis of qualitative studies. <https://www.tandfonline.com/doi/full/10.1080/09638288.2020.1817984>

Module 2: the role of university

25-11 – Disability Rights and Advocacy

Required:

- INTRAC (2020) M and E of Advocacy <https://www.intrac.org/wpcms/wp-content/uploads/2020/07/ME-of-advocacy.pdf>
- Toke Custers and Willem Elbers (2019) Advocating for inclusive education in North-West Cameroon, Realising behavioural change in a resource scarce environment <https://www.barriersfree.org/uploads/media/5dfb51d4e5e69/sheet8-realising-behavioural-change-in-a-resource-scarce-environment-en.pdf>

Recommended:

- Advocacy for Disability Rights course manual <https://enablement.eu/publication/adrc-manual>
- Review the website with lots of interesting resources about advocacy in low-income countries. <https://www.barriersfree.org/downloads>

26-11 – Advocacy a role for field workers?

Will be sent to participants prior to the session.

30-11 – Presentations by participants

02-12 – Essential standards

Required:

- Essential standards full report
<https://enablement.eu/publication/cbr-essential-standards-report>

04-12 – Consequences of Essential Standards study for UniJos, their graduates and the CBR field in Nigeria

Required:

- Gindorfer A and Cornielje H, Guest Editorial DCIDJ Issue no 2, 2020 , Essential Standards for CBR field workers <https://dcidj.org/articles/abstract/10.47985/dcidj.367/>

Module 3: the role of (qualified) students

07-12 – CBR-CBID, Rehab2030

Required:

- Humanity & Inclusion, Rehabilitation for the realisation of human rights and inclusive development
https://handicap-international.de/sn_uploads/document/Study2019_Rapport_rehab_human_rights_v4_Web.pdf

Recommended:

- CBR stories from Africa: What can they teach us?
<https://www.afri-can.org/CBR%20Information/CBR%20Stories%20from%20Africa.pdf>
- WHO, Rehabilitation in Health Systems (2017)
https://web.archive.org/web/20181022030427/http://www.who.int/rehabilitation/rehabilitation_health_systems/en/

11-12 – The role of IT in Disability and Rehabilitation in Nigeria

Required:

- <https://enablement.eu/tools#rehapp-mobile>
- <https://enablement.eu/publication/rehapp-flashcards>
- The Covid19 outbreak: a catalyst for digitization in African countries
<https://link.springer.com/article/10.1186/s42506-020-00047-w>

Recommended:

- Sub-Saharan Africa—the new breeding ground for global digital health
<https://www.thelancet.com/action/showPdf?pii=S2589-7500%2820%2930027-3>
- Can Digitization of Health Care Help Low-Resourced Countries Provide Better Community-Based Rehabilitation Services?
https://www.researchgate.net/publication/337020624_Can_Digitization_of_Health_Care_Help_Low-Resourced_Countries_Provide_Better_Community-Based_Rehabilitation_Services

Module 4: Planning actions

16-12 – Presentation of action plans and discussion about implementation