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Development and verification of the effectiveness
of a CBID education program
– case study of the “Let’s Collaborate” card game
for inclusive society in Japan –

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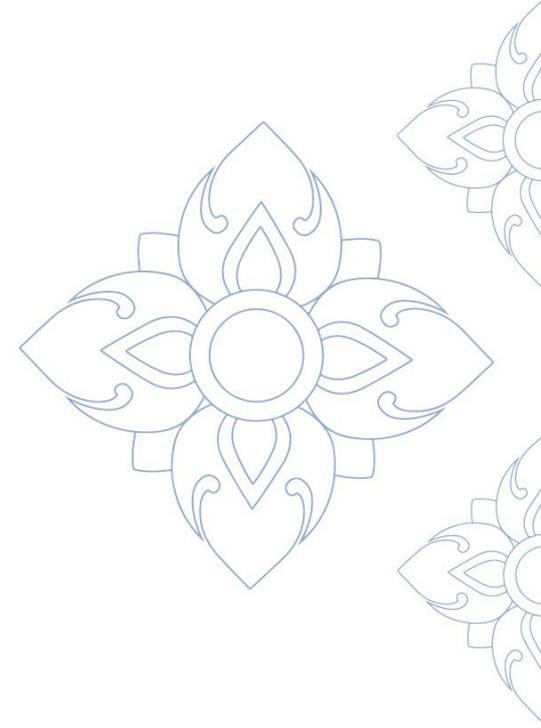
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Presentation Contents

- Background and purpose
- Method and process
- Introduction of “Let’s Collaborate”
- Results
- Conclusion and recommendation





Background

- Before WWII, there were mutual support functions such as communities, homes, and workplaces. However, as the population ages and shrinks, the mutual support infrastructure is weakening.
- And social minorities such as people with disabilities, foreigners, and single-parent household face problems which span multiple fields, and are gradually being left behind by society.
- Depopulation is leading to a decline in the number of people sustaining the social economy in many communities. As a sense of crisis develops about the continued existence of local communities, overcoming the boundaries between social security, industry, and so on to sustain local communities in their entirety is becoming more important than ever.



Background

The following needs have been identified in these circumstances:

- Public support, which was set up separately for different target recipients, needs to become comprehensive support in order to respond to the current, increasingly complicated situation in which problems in various fields are intertwined.
- We need to go beyond relationships of “supporter” and “recipient” to build inclusive local communities linking people with each other and with resources across generations and fields, and in which local residents and diverse agents from the community to participate.



Purpose

- The Japanese Society for the Rehabilitation of Persons with Disabilities (JSRPD) has promoted CBID, and developed a CBID education program using the “Let’s Collaborate” card game as a tool for the realization of an inclusive society.
- “Let’s Collaborate” enables people to learn about the concept of CBID and the nature of collaboration through workshops and reflection.
- This presentation will consider the effectiveness of the educational program which has been implemented by several organizations.



Method/Process

- Carry out a verification of effectiveness with organizations where the program has been implemented through discussions with and questionnaires to participants.
- The educational program has been organized with
 - (1) councils of social welfare,
 - (2) hospitals,
 - (3) NPOs, and
 - (4) school social workers.



Introduction of “Let’s Collaborate”

“Let’s Collaborate” is a card game using “Needs Card/ Issues Card” and “Support Card”.

3-1 Foreigner

Since I do not understand Japanese, I experience difficulties in work and daily life.

Education

Livelihood Health

Needs Card/Issues Card
(18 cards)

Education B-3

Study support outside school, childcare, and Japanese education by volunteers.

Support Card (15 types)
(Health, Education, Livelihood, Social, and Empowerment: 5 Categories * 3 Types)



CBR Matrix

Health	Education	Livelihood	Social	Empowerment
Health promotion	Day care and early childhood education	Skills development	Personal assistance	Advocacy and communication
Prevention of causes	Primary education	Income generation (including self-employment)	Friendships/ marriage/ family	Getting the community moving
Medical care	Secondary and tertiary education	Paid employment	Arts and culture	Political participation
Rehabilitation	Non-formal education	Financial services	Recreation/ leisure/ sports	Self-help groups
Assistive devices	Lifelong education	Social welfare	Legal	Groups of disabled people

The components of the CBR Matrix are used in the Let's Collaborate.



Introduction of “Let’s Collaborate”

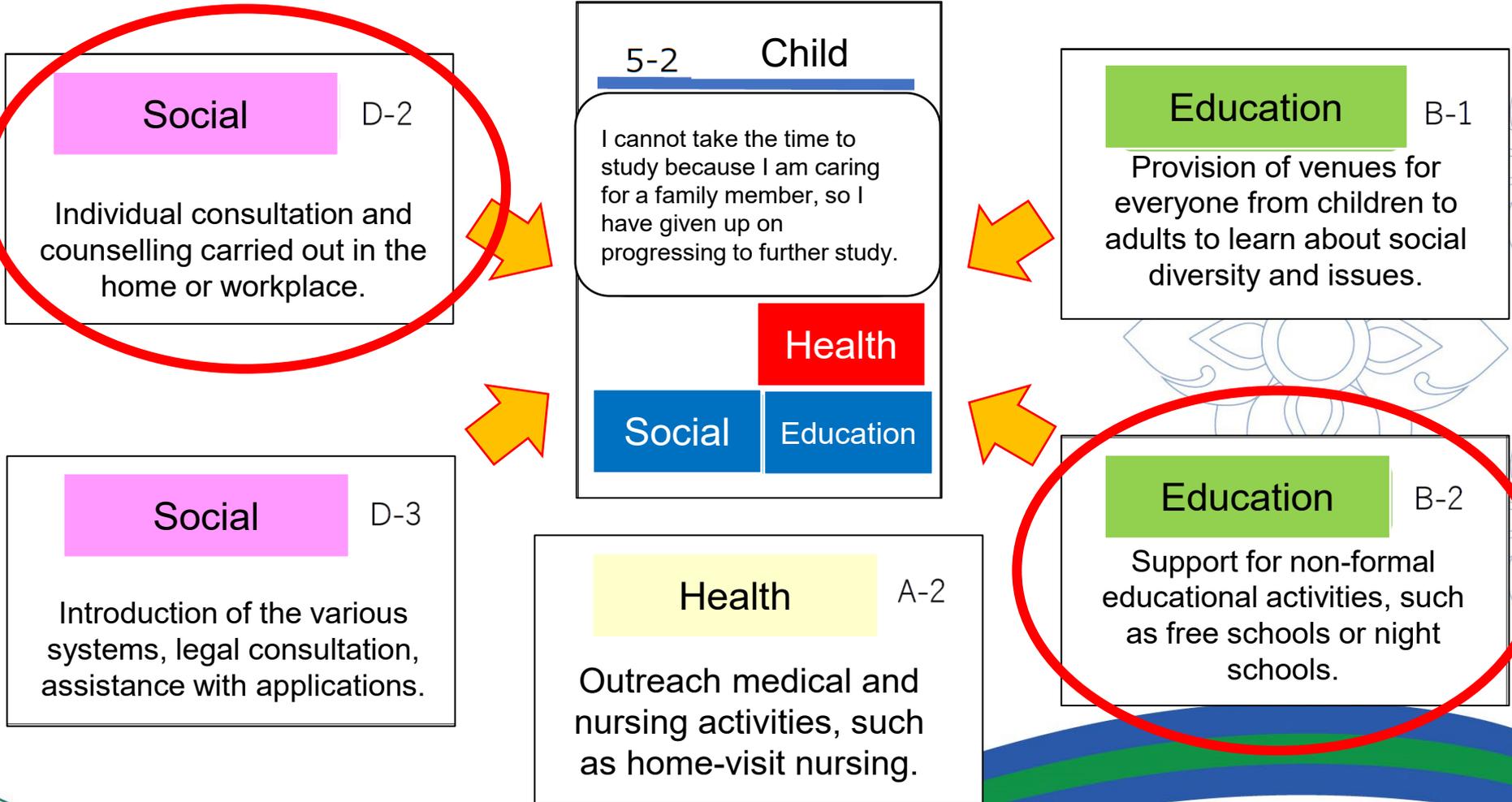
Divided into two steps.

Stage 1. Correspond to the priority needs

Stage 2. Collaborate to build a comprehensive support system



Introduction of “Let’s Collaborate”

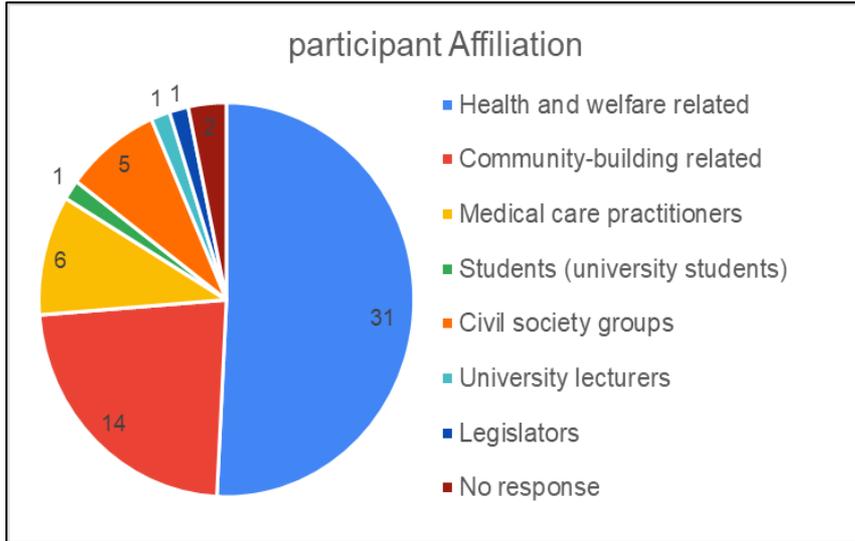


Introduction of “Let’s Collaborate”

Players do not compete to achieve the highest level of support, but rather deepen their understanding of those receiving support and learn about the nature of comprehensive support and partnerships in the process of considering how to put together support.



Results



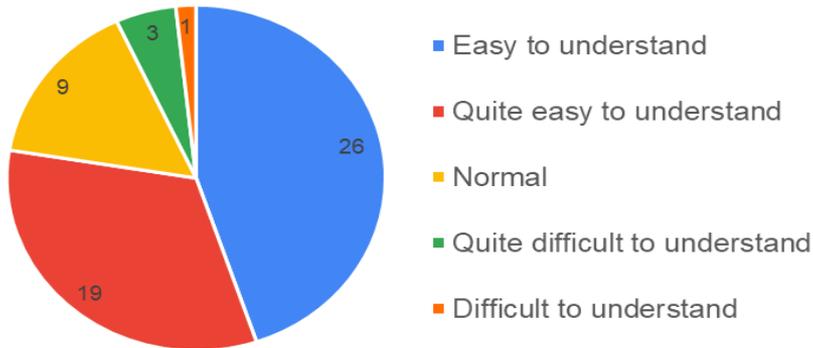
* Questionnaire respondents: 58 people (however, as some gave multiple answers, the total number of responses is different)

The training program has been organized with (1) councils of social welfare, (2) hospitals, (3) NPOs, and (4) school social workers.

A wide range of participants, including **people with disabilities**, those who involved in health and welfare, community-building, and medical care, took the training. By paying attention to ensure that working groups were made up of people with a variety of affiliations, participants were able to learn from each other's different perspectives.

Results

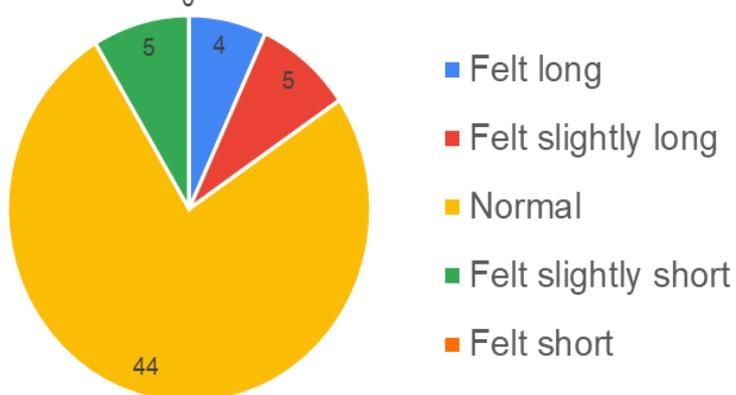
Were the rules easy to understand?



The training took place over two to three hours (including breaks), and consisted of an explanation of the rules, the game itself, and time for reflection.

45 people (77%) thought the rules were “easy to understand” or “quite easy to understand”.

How was the time allocated, from the game to time for reflection?



44 people (75%) thought the time allocated was “normal [just right]”.



Results(Comments from the organization)

- Councils of social welfare : Conducted as part of the staff training programs. “It was **useful for building connections between different departments within the CSW**. In the future, we would like to conduct this training inviting more staff”.
- Hospital : The hospital is involved community development and welfare of the elderly. “**We noticed necessary support that had not been provided yet**”.
- NPO: “We would like to have a better grasp of the challenges faced by local residents. Thanks to the card game, **we now know what kind of confusion they are having**, so we are going to launch a program that fits their needs”.
- A group of school social workers: conducted by those who have provided support to children with various needs in schools. “ **It helped to broaden the scope of support.**”



Results (Comments from participants)

- I was able to **learn to look from a comprehensive and complex viewpoint**, rather than just seek one solution (medical care practitioner).
- **Dividing issues into five perspectives(CBR matrix) in order to find solutions was very easy to understand**, and I feel that it broadened my field of vision (health and welfare personnel).
- Laying out the cards **enabled me to visualize the process of matching needs and support**. I understood what we are doing and what is missing (health and welfare personnel).
- I was reminded that **people are facing more than one issue** (medical care practitioner).



Results (Comments from participants)

- I was able to **understand that support is limited and to discover what is lacking**. I thought that this was precisely the job of councils of social welfare (health and welfare personnel).
- Community resources are important. This prompted me **to think about what to do when there are no community resources** (health and welfare personnel).
- We can see people suffering hardships in various positions in the community. There are limits to the ways in which we can support these people. I felt that we need a greater understanding than we presently have about **how difficult it is to listen and understand their needs and how best to match supporters and recipients** (community-building personnel).



Conclusion and Recommendations

This verification has made the following points clear.

- (1) CBID is an effective framework for thinking about an inclusive society in Japan.
- (2) Through the card game, participants broaden their viewpoints through mutual learning.
- (3) It becomes an opportunity to learn about strategies for supporting multiple and complex needs through simulations and connection between people in need and limited community resources.



Conclusion and Recommendations

- These findings reveal that the CBID education program using “Let’s Collaborate” is effective in Japan, which aims to realize an inclusive society and create multitiered support.
- In addition to the participation in the game itself, communication among participants after the game to reflect on the experience is also important.

Conclusion and Recommendations





Discussions

- Going forward, we aim to roll out the program to other city/town within Japan and, at the same time, to develop localized versions by modifying the cards to reflect the circumstances in each country.
- If you have any questions about or suggestions for this training program, I would welcome your comments.



References

- World Health Organization, *Community-based Rehabilitation: CBR Guidelines*, 2010
- JSRPD (Supervised translation), *CBR Guidelines - Japanese translation*, 2018
(https://www.dinf.ne.jp/doc/japanese/intl/un/CBR_guide/index.html) (accessed:2023.1.10)

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