

1b Timeline of disability and CBR activities in the area

Objective: to get an overview of disability related activities and the development of the CBR programme over time (over roughly the last 10 years). This may include both national and local events or actions.

Material:

- *Two pieces of flipchart paper stuck together (landscape double) either on a large table or stuck on a wall. This needs to be accessible to everyone to see and write/stick on.*
- *Cards of two different colours (about 15 each colour).*
- *Coloured pens & pencils*
- *Glue/ tape*
- *Notepad – to take detailed notes of the discussion and useful issues that come up.*

Time: 1 ½ hours

Procedure: *This is done with the same core group of people as the Big Mapping exercise: the evaluator(s) with the CBR manager and people they work closely with. This should be 4-7 people including at least one representative of people with disabilities (eg DPOs) and possibly other staff in the CBR office/ centre, CBR volunteers or volunteer coordinator, chair of management community or similar*

1. *First ask: what are the earliest activities related to disability and the CBR programme that you can think of? Write the date and the event on the left hand of the flipcharts, and at the same time draw a horizontal line in the middle of the paper, with the current year at the right. Encourage them to think 10 years back at least, they may think of significant things as far as 20 years back. This is okay.*

Timeline of disability related events in the area

2000 _____ 2005 _____ 2010 _____ 2015 _____

2. Next ask them to brainstorm: What have been critical events/ turning points in the development of the CBR programme in the area?

Explain: you do not need to mention all the activities of the programme. Try to mention activities that have been really important for disabled people and the development of the programme. This can be events that are directly related to the CBR programme, but also other events like ‘ratification of the UNCRPD’ or some national legislation or formation of a DPO or some other big event that happened etc. It could be a positive or a negative event (passing of law protecting rights, reduction in funds).

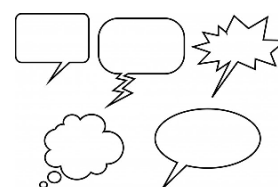
Each of the events will be written on a card (one event per card!). Use one color for the CBR programme related events and another color for the other disability related events at national level or other context related events (eg change of government, arrival of new INGO, new policy etc).

3. Next: ask them to start arranging them on the timeline. Don’t stick them down too quickly as there might be some discussion about the dates and the order things happened! You can arrange them at both sides of the line, making sure that you leave sufficient space for adding comments later (they could put local events above the line and national/regional ones below).

4. When arrangement of the cards has been done ask: do people want to add additional events? Or any of these ones not so important? Some of the cards might be taken out because they are less significant. It is quite common to weed some out if there are a lot that seem less important things once people consider the whole. After this step the cards will be glued or taped to the paper.

5. When all the cards are stuck down, ask: During our discussion some of you have already mentioned why these events were critical and important to the development of the CBR programme or for PWDs. Let us add some of this information to our timeline.

6. Now ask everyone: Let’s add some text and picture balloons or speech bubbles with text to some of the events to represent more about how you feel about these events. It is not necessary to do this for all the events, but it is good to do it for most events. The balloons can be designed in a creative way (e.g. like a smiling face or angry face), or colour coding could be used (eg for positives and negative, local vs national events or whatever people suggest).





7. *As a last step you could ask the group: **Look at the timeline again and pick out 3-5 events that were most significant for the development of the CBR programme.** These events can be highlighted with a colored marker or a big tick or star.*

8. *To close this exercise, ask the whole group: **how did you experience doing this exercise? What did you learn from doing it?** You might also make some of your own observations about the timeline and check whether these observations are right. (eg It seems more positive things have happened in the last 5 years? Do you agree?)*

9. *Take a photo of the timeline (see an example of a timeline below) – and keep your detailed notes to add into the final evaluation report in the section on background context and history*

10. *The timeline chart can be stuck on the wall to be kept there during the evaluation. It can be referred to during other consultations. People can add extra events on if they think of them later.*

NB. If you are doing a longer more detailed evaluation, you could complete a similar exercise with the strategic partners or even with other community stakeholders, and groups of people with disabilities/parents and their timelines can be compared with this one and with the CBR mapping task (1a). This will help to see different groups' perspectives and possibly causes for significant changes in the CBR programme and might identify untapped resources or opportunities.



Example of a timeline

