



## **4b Topic guide for Focus Group Discussions with groups of PWDs, or Parents/Carers of children/adults with disabilities**

*(Remember this is structured mainly around what people think of the **EFFECTIVENESS (access, quality, coverage), and IMPACT** of services and support provided by the CBR programme (CBR core team and network of strategic partners). It also seeks their **RECOMMENDATIONS** for change in the CBR programme's work.*

### **Welcome and Introduction**

*Introduce yourselves and briefly the purpose of the focus group discussion*

**We are trying out new ways to find out about what difference CBR makes to PWDs and their families lives. We are asking different people in meetings and interviews about what CBR does and what they think of it.**

**We want to hear everyone's ideas and opinions and there are no right or wrong answers, so please feel free to express your ideas. You do not have to agree with others. We are interested in your ideas about what goes on around here. Things that help or don't help you and your families and others with disabilities.**

**When we use the information you give us we will keep it anonymous, so your name will not appear anywhere.**

**Also everyone in this group should remember to keep what is said in this meeting private and should talk about it outside afterwards. Do not share people's stories or opinions with others using their names.**

### **1. Current services:**

*For these questions the evaluator will need the photocards representing the five CBR components and to prepare the impact table (p3) as a flipchart for the whole group to look at.*

**1a. First we are going to think about health services and how people with disabilities get health care around here (show the group the photo card e.g. about Health) From your perspective how would you rate current services in the area of health (use smiley face charts). Probe why did you rate it like that?**

*(we are looking for a group consensus rating here – so encourage them to discuss and decide which smiley face they can all agree on – but if there are some different views record these too. There may be some discussion about different types of health care but they need to decide on a rating overall)*



**We can think about two different aspects of services you use: access and quality (but rate them together – one smiley face rating for the whole of health, or education, livelihoods etc)**

- **Let's think about Access to services? (actually getting services)** (this means things like cost, getting to the place, getting in, attitudes, adaptations to help you, information and communication being suitable – like sign language/brail) **again can you give examples?**
- **And what about Quality of services? (how good the services actually are);** is there enough attention given to the special needs of PWD, did you feel satisfied, did they do what was needed for you?

**1b Which smiley face would you have given this service 3-5 years ago?**

**What changes have you experienced in the past 3-5 years in the area of... e.g. Health (group to discuss and facilitator to complete impact table) There may be positive or negative changes or maybe no changes at all.**

**1c. What IMPACT have these services had on your life/your family's life? (what difference did the CBR activities make?)**

*Encourage people to specify what kinds of impact/changes they have noticed – (e.g. the ways things have changed). They will fall into 3 main categories (empowerment, inclusion, living conditions)- it is the job of the evaluator to categorise them and put them in the impact sections in the 5e data workbook. You will be looking out for these different types of impact.*

- **changes in Feeling empowered** - *how PWDs themselves feel: (freedom of choice and action, realising rights, self-esteem, control over resources and future, decision making, self-efficacy, and ability to effect change)*
- **changes in Feeling included in the community-** *sense of belonging: ( In the context of disabled people it refers to having access to service, social events, recognition of special or specific needs, being welcome and appreciated and not discriminated or stigmatized)*
- **changes in Living conditions** – *practical aspects of life (e.g. Physical: material conditions of health nutrition, environment incl. housing, WASH etc. Emotional: feeling more at ease and comfortable with everyday life)*



Repeat the same process with all other photocards of the components entering on the **IMPACT TABLE** so that everyone can see. So one row for each:

- Education
- Livelihood
- Social
- Empowerment

When you have completed the table say >

**1d. Do these changes apply to all people with a disability or only to some people?**

(this is about **coverage** – see under **EFFECTIVENESS** in the 5e data workbook)

**Probe:** who experienced these changes and who was left out? specific examples?

(Think about women and men; people of different age groups; people living in rural or urban areas; people with different types and severity of disabilities).

This relates to **IMPACT** in the evaluation matrix

Impact Table – get people to focus on the difference the service made to their life and how this has changed

An example is shown here in yellow

	Group Access & Quality Rating Now 1-5	Group Access & Quality Rating Before 1-5	Examples of Positive changes	Examples of Negative changes	Examples of No changes	Person or organisation responsible for making changes	Impact on person with disability & family
<b>Health</b>	4	2	e.g. the health centre has a sign language interpreter now	There are no epilepsy drugs now whereas there were before	Building has stayed the same. It is a bit difficult to get a wheelchair inside	CBR trained up the health team in sign language  They tell us there is a shortage of drugs in the country	I (deaf person x) am happy I have greater independence as I am now able to use the health centre by myself Often my child has to go without drugs and it is so hard for us to watch him in pain I am scared he will get really ill.
<b>Education</b>	3	4	More disabled children are going to school now	The teacher of the deaf has left	Children with learning difficulties are not going to school	CBR did some awareness raising with the schools about admitting all children	Children with physical disability more included in community activities because they go to school & everyone knows them. Children with other difficulties are still left out.
<b>Livelihood</b>							
<b>Social</b>							
<b>Empowerment</b>							



## **2. Organisations which are bringing about change**

**2a. Which people or organisation(s) are responsible for making changes for people with disabilities and how? Probe: Can you think of any examples?**

*(This is about their awareness of a NETWORK of orgs involved in CBR. Compare with organisations mentioned in your stakeholder mapping exercise. Are they all mentioned?)*

## **3. CBR activities**

**3a. What other CBR activities are you aware of? (If not all the CBR activities are mentioned)**

**3b. Did the CBR programme's activities make any difference to you your family's life?**

Probe: If yes – in what ways? examples. If not - what could be done differently?

**3c. What do you like most about the CBR programme?**

*You could write these on another flipchart for everyone to look at.*

**3d. What do you like least about the CBR programme?**

Probe: is there anything missing or not good enough or needs a different approach?

## **4. Future changes (This is about SUSTAINABILITY and future planning)**

**4a. What changes would you like to see for people with disabilities and their families**

Probe: can you prioritize these changes? What is most important for you? What comes second? What comes third?

*(make a list and discuss. Note if there is difference of opinion or if everyone agrees)*

**4b. Who could make these changes happen?**

Probe: Which people or organisations? (it could be government or ngo or community?)

**4c. How do you see your own role in making these changes happen?**

Probe: What is needed in order to make these changes?

## **5. Role of Government**

**5a. Are you aware of how the government (locally or nationally) supports CBR?**

Probe: Explain how?

**5b. Would you like to see the government doing anything different about CBR?**



## **6. Stories about change**

**We would like to learn about your experiences of having a disability or having a disabled child through telling stories. We are interested in stories where things changed for the better or got worse or stayed the same in the last 3 years.**

**Probe: This could be anything – e.g. something in your family or in the community?**

*All listen to the story: Record the story on the 4d Story record form.*

*Ask the follow up questions about the story from the story form.*

## **7. Close session**

**Thanks to everyone for your time and participation. You have told us a lot of very interesting things which will help us understand what CBR does and what needs to change or improve. All the information from different people will be collected up and written as a report. We will be holding a community meeting to discuss what we have found in a few weeks' time. You are very welcome to come to the meetings and help to make recommendations about what the CBR programme might do in the future to improve things for people with disabilities and their families.**

**(Note to evaluator: summarise this focus group discussion on excel sheet 5e)**