



## 4c Topic guide for Disabled Children's Focus Group Discussion

**Objective:** to get disabled children's view of what helps them or doesn't help in the community. They may be less aware than adults of who different helpers are – so you will need to probe gently – without making too many suggestions. We want to know what makes their lives easier and what is difficult for the, how included they are and how equal they think things are (**IMPACT – INCLUSION, EMPOWERMENT, LIVING CONDITIONS & EFFECTIVENESS – QUALITY AND ACCESS**). We also want to know what their **RECOMMENDATIONS** are for the future. This needs to be done in their kind of language of course, and without letting them think that what they say will necessary happen in the short term.

**Who to do this with?** *Maximum 6 children in a group. (If you have more than 6 participants, group the children by age – e.g. younger 5-8 yrs, older 8-11 yrs, teenagers 12-18 yrs) (you might also group them by impairment type – e.g. if there is a school for the deaf, or blind kids club or similar – have a meeting with them together – they may have specific impairment related views and experiences).*

*Remember to get written consent from the parents and oral assent (i.e. their agreement to join in) from the children. No child should be made to join in if s/he doesn't want to, even if the parents have said yes.*

**Materials:** *Large flip chart sheets (at least 4), smaller A4 size pieces of paper – at least 1 per child. . Smaller cards or small pieces of paper. The CBR matrix photo sheets. Post-it notes in 2 different colours. Coloured Feltpens or crayons/pencils. Inkpad. Ball. Refreshments – ie drinks for all and a packet of biscuits/snacks.*

**Important:** *Remember that disabled children are at risk of being abused, bullied, teased, coerced or ignored. Make sure you are not putting them in danger of these by joining in with your activities. If they want to be accompanied by a parent, sibling or friend that is fine, but try to make sure that the disabled child does most of the talking! Ideally you want groups of children without teachers/parents present as they may influence what children say too much just by being there. Make sure everyone has a way to join in. eg provide sign language interpreter if necessary, give extra time and use simple language for those with learning difficulties, don't depend too much on pictures if there are blind children in the group (then you will need to describe with words or use tactile materials).*

**Time:** *maximum 90 mins*



**1. Introduce yourself and what the project is about: We want to find out about who and what helps children with disabilities around here and what could be done better, we want to know what you children think. This is not like school. There are no wrong answers. You can say what you like. We will keep your name a secret but we will collect up all your ideas and tell people who organise things what you have said. We hope this will lead to improvements and we want to know what you think needs to be improved.**

**2. Warm up (ball game for younger ones). We are going to pass the ball around. When you get the ball say your name, your age and one thing that you like doing or you are interested in. (a hobby, something they do at home, favourite subject at school etc) Okay – I will start – My name is Mary and I like meeting my friends – who is next?**

**3. Now we want you to draw a picture of yourself and your family (or if you don't want to draw tell us about you and your family)**

*(put out individual pieces of paper and pencils etc) (think about whether this is suitable for everyone in the group – if a child has physical or visual impairment and can't draw you can draw for them or they can just talk?) (If they can't talk – give them choices of drawings and ask them to point eg picture of man/woman, boys/girls, house etc. or encourage them to sign/gesture)*

**Tell us about you and your family – who lives in your house? What does everyone do?**

**Who helps with what? Who comes to visit?** *(this is to get people chatting – its not a test!)*

**4. Your village - Together we want you to draw your village and places you go to. Everyone can help. What are the important places for children in your village?**

*Group drawing (put out a big piece of paper –start the picture off by writing name of village/town at the top and maybe drawing one key building –eg school). Encourage them to add other places/things eg church/mosque/temple, road, lake, shops, sports ground etc (doesn't matter about the quality of the drawing the accuracy) (when they have put on quite a few places: Have a discussion.*

**Tell us about your village and places you go to.**

**Are there places in the village you like to go or don't like to go?** *Give out postits- 2 colours*

**Let's stick pink stickers on places you like going to (eg maybe the playground?)**

**Blue for ones you don't like or are difficult to go to (eg maybe the well or river?)**

**Are there places that are easy or hard for you to go to?**

*(discuss their reasons – look out for whether these are disability related or just general – they could be either – this is about **INCLUSION AND ACCESS**)*



**5. Tell us about people who are in your village?** *Get them to call out different people – eg pastor, teacher, doctor etc prompt **who else can we think of?** NB do not include family members here – just people outside their family – we have decided family is too sensitive and potentially difficult to deal with. If they don't mention CBR staff or equivalent – Probe for specific people –**what about '.....'?** (use name of CBR team member/volunteer)*

**What does s/he do? When do you meet him/her?**

*On a big sheet make a grid of these people – write names down the left hand side and maybe a small picture for each. Then draw smiley faces along the top.*

People	I like what s/he does 😊	Okay 😐	I don't like what s/he does ☹	Don't know/ Can't say
Police	John Sally		Paul Mary	
Teacher	Peter	Sue		
CBR worker				
?				

Use coloured stickers or use thumb prints or write names on the grid.

Ask them to put thumb prints or write their name on different people in the relevant smiley box. Then discuss their reasons.

**So why do you say that X is helpful to you? Why is Y not helpful? Do you all agree?**

*Have a look at what everyone has done and discuss.*

**So which people around here are helpful to children like you?**

Probe: Do you think they are helpful to all children, or just children like you?

**Does anyone ask you what you think will help you? Who does that? Do they do a good job?**

**Do you ever have a choice about what happens?** Probe: examples of when they had a say

*(some children might have trouble understanding this – it is about EMPOWERMENT)*

**Are there any children who need help and don't get it? Who is left out? Who are they?**

Probe: boys vs girls, different ages, different types of difficulty, people who need different help? *This is about COVERAGE*



6. Now we want to find out more about what disabled children do and how much they join in with things in this village (INCLUSION & ACCESS).

Now we want to talk about all the things you usually do or would like to do, then we will talk about whether they are easy or hard for you to do?

(Make another big chart: across the top: easy, middle, hard, don’t know, never tried it, don’t want to do it) Ask the children to suggest activities:

Can you suggest things that you do or would like to do – for instance something like playing with friends or helping your parents... what other things can you suggest?

(write the activities they say down the side of the chart and a scale of easy>hard etc at the top – if they don’t suggest many – you can add on things like those below in the example)

Now let’s discuss who finds these activities easy or hard

Probe: maybe you don’t know or have never tried it or don’t want to do it?

Everyone will have different ideas – that is okay

(show them the options at the top - help them to put thumb prints/stickers/names in the boxes)

Discuss why certain things are easy or hard.

What would make things easier? Who could help with that?

	Easy ☺	Not easy or hard ☹	Hard ☹	Don’t know?	Never tried it x	Don’t want to do it xx
Meeting friends						
Helping in the house						
Helping outside						
Going to school						
Studying						
Going to other places						
Joining in with community events						
Doing sports						
etc						



**7. Now we want to know more specifically what the CBR programme or the network (of strategic partners) has done for them:**

**Who do you know in the CBR programme (or use the local name for the programme)?**

**Probes:** Do you know the names of people who work there?

Do you know any organisations or places that help people with disabilities?

Who? What do they do?

**Who has helped you or your family or other people you know the most?**

*Write the names of the people/places/groups on separate cards/small papers and collect up . For each one:*

**Okay let's think about what X (say name –) does? Can you tell me more about that?** (make notes about whether they all agree, any examples they give, what is good, not good about that

person or organisation. Particularly note which children say what –e.g. maybe the visually impaired child feels differently from the deaf child etc). Maybe some children know about some people/organisations and others don't?

**8. Now we want to think about other children around here, who have not come to this meeting. Think about who else you know. Do you think everyone who needs help gets what they need around here? (COVERAGE)**

**Can you give examples?**

*Show the CBR photos of different activities.*

**Which of these activities happen around here? Which ones are easy to get/do?**

**Are there any that would be helpful but are not available around here? Why is that?**

*Note what activities /services they mention and any comments about them.*

Is there anything else you think should be done for children with disabilities around here?

What would make your life or your family's life better? (*don't suggest things – see what they say!*)

**(RECOMMENDATIONS)**

**9. Lastly we want to get an idea of what they think about their future**

*On another big sheet of paper – draw a big face of a child in the middle and then lots of dream bubbles around him/her.*

**We have nearly finished now, but we just want you to dream for a minute.**

**What is your dream about the future?**

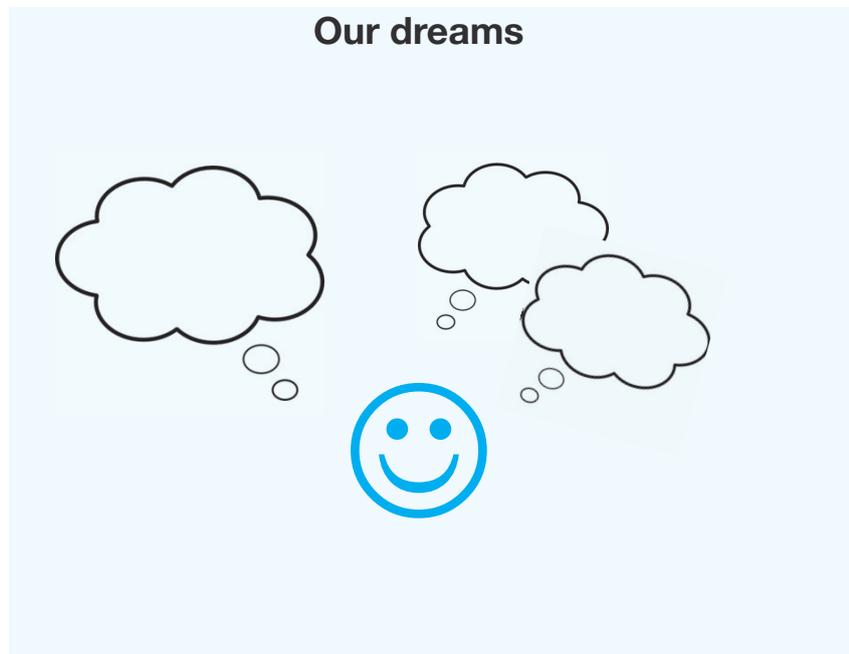
**What would you like to happen to you as you get older?**

*(try to get at least one dream from each child).*

**What would help you to do what you want in the future?**



*Draw or write their ideas on the dream sheet one idea in each bubble or let them draw or write*



**10. Close – thanks everyone for coming and giving such interesting information**

*Hand round snacks. Provide travel money to parents as appropriate.*

*Remind parents and children that they will be invited to the community meeting in a few weeks time.*