

Part 1. Impact by CBR component on the lives of People with Disabilities & their families: What is experienced by them or perceived by others? **Assessment criteria/performance questions:** What are positive and negative changes (IMPACTS) in the lives of PWD and their families in the past 3-5 years in relation to CBR components? (Include ex. of impact on people with different types of disability, gender, age urban/ rural). Take note of consensus and divergent opinions among participants. What do people agree on and how and why do experiences differ?

Source of Information Evaluation Criteria	People with Disabilities and their families	CBR Core Team	Strategic Partners in the CBR Network	Examples of evidence to look for: Changes in
Impact of Health Empowerment (freedom of choices and action, i.e realising rights, self-esteem, control over resources and future, decision making, self-efficacy and ability to effect change) Inclusion: (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) Living Conditions: Physical: material conditions of health eg. nutrition, environment incl. housing; Emotional: feeling more at easy and comfortable with everyday life.	Individual interviews 4a FGDs with People with Disabilities, Parents, Carers 4b	Individual interview with CBR manager 2b FGD with CBR team 2b Document review: as relevant to components 1d	FGDs with different Strategic Partners in the network 3a e.g. health team (hospital/ primary health care) staff; rehabilitation staff, gov or (I) NGO providing medical/rehab services;	Access to medicine/ assistive devices/ services/ transport/ health information, physical & impairment specific access Attitude & capability of staff, recognition of/adaptation to specific needs Consequences on knowledge and behavior; change in living conditions; self-esteem and motivation
Impact of Education Empowerment Inclusion: Living conditions: pshysical/emotional	Children with disabilities 4c		e.g. teachers; head teachers; local education officers/authorities (I)NGO providing (in)formal educational services;	Available adapted learning material; trained teachers & volunteers; attitude of staff, volunteers, peers, family, Available services, school activities, clubs, non-formal learning; Changes in Self-esteem & motivation, achievements, performance. Impairment specific access to education, education related costs eg; transport, WASH
Impact of Livelihood Empowerment Inclusion: Living conditions			e.g. Local businesses, Micro-finance Institutions; Saving Groups; (I)NGOs implementing IGA, vocational & business training; local authorities (grants, employment);	Available/accessible financial services/support, IGA, micro loans, saving groups etc. Training/support; decision-making & control over income, self-esteem and motivation; Changes in physical & emotional state

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Source of Information Evaluation Criteria	People with Disabilities and their families	CBR Core Team	Strategic Partners in the CBR Network	Examples of evidence to look for: Changes in
Impact of Social Empowerment: Inclusion: Living conditions: physical/emotional	Individual interviews 4a FGDs with People with Disabilities, Parents, Carers 4b	Individual interview with CBR manager 2b FGD with CBR team 2b	e.g. sport clubs, cultural and community groups, faith-based groups; (I)NGOs implementing or providing leisure activities and social interventions	Participation in family and community events; interaction with community & family; awareness & respect by family/community Changes in Self-esteem, decision-making and control over personal life, self-esteem and motivation; Changes in emotional state
Impact on Empowerment Empowerment: Inclusion: Living conditions: physical/emotional	Children with disabilities 4c	Document review: as relevant to components 1d	e.g. involvement in community decision making, lobbying, single issue or general political groups	Participation and representation in public life; Control over personal life Decision-making power, self-realization; self-esteem and confidence

Part 2. Other evaluation criteria related to organizational/structural aspects of the CBR programme, which may explain positive or negative impacts

<p>Source of Information</p> <p>Evaluation Criteria</p>	<p>People with Disabilities and their families</p>	<p>CBR Core Team</p>	<p>Strategic Partners in the CBR Network</p>	<p>Examples of evidence to look for:</p> <p>Changes in</p>
<p>Relevance (the extent to which the objectives of the programme interventions are consistent with beneficiaries' requirements and relate/adapt to the specific context of the programme area.)</p> <p>Are the right things going on?</p>	<p>Individual interviews 4a</p> <p>FGDs with People with Disabilities, Parents, Carers 4b</p> <p>Children with disabilities 4c</p>	<p>Stakeholder Mapping 1c</p> <p>Timeline 1b</p> <p>Individual Interview CBR manager 2b</p> <p>FGD with CBR Core Team 2b</p> <p>5C assessment (I, III,& V) 2a</p> <p>Document Review 1d</p>	<p>FGDs with different Strategic Partners in the network 3a</p>	<p>Are the needs of disabled people/families being addressed by CBR programme and network? Is the CBR programme sufficiently adapted to the particular local context and conditions? Examples of how the CBR programme has been able to adapt to changes in context</p>
<p>Efficiency (measure of how economically resources/ inputs such as time, funds, expertise, etc. are used and converted into results)</p> <p>Are the resources used wisely?</p>		<p>Individual Interview CBR manager 2b</p> <p>5C assessment (II & III) 2a</p> <p>Document review 1d</p>		<p>How does the programme plan and monitor efficient use of resources? Examples of which systems are in place to plan and audit expenditures in relation to the outputs</p>

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<p>Effectiveness (judgment of performance, coverage and reach of the programme and of the extent to which interventions have achieved aims and objectives) How well are things done? Is everyone reached and is this done fairly? Quality: how good is the support or service? (including: respectful attitude, recognition of specific needs, active involvement & consultation) Accessibility: are services/support accessible? (affordable, physically accessible, geographically reachable, providing information that all disabled people can use and easily understand?) Coverage: Are services/support accessible to all people? (eg all ages, impairments, ethnicities, location gender, language groups etc?)</p>	<p>Individual Interviews with PWDs, parents & carers 4a</p> <p>FGDs with People with Disabilities Parents, Carers, Children 4b</p>	<p>Individual Interview with CBR manager 2b</p> <p>5C assessment (I & II) 2a</p> <p>Document Review 1d</p>		<p>Quality and accessibility of services provided by the CBR team to PWD and their families (per CBR component) Capacity building services (like training/ coaching) to the CBR network Performance in the field of Programme management and data management Performance in relation to co-ordination of/collaboration with the CBR network, and enhancing complementarity, shared mandate Quality of relationships in the CBR network Coverage of the programme (rural/ urban, types of disability, age, severity, gender)</p>
<p>Sustainability Will the benefits from the programme intervention continue in the long term? Will the service/support continue?</p>	<p>Individual stories 4a, 4b</p>	<p>Individual Interview with CBR manager 2b 5C assessment (IV) 2a Stakeholder mapping 1c Doc Review 1d</p>		<p>Capacity of the CBR core team to sustain the CBR programme in the longer term, i.e. how consistent and lasting are the benefits? Use of existing resources and capacity in the programme areas</p>