6a Draft outline of the Validation and Action planning meeting

Participants: 45 – 60 people (including guides/assistants/facilitators)

(likely participants: PWDs, parents/carers, district officials, local leaders, service providers, NGOs, INGOs, DPO/SHGs, community organisations, government reps, local politicians)
(make sure sign language interpreters, physical access and other access needs are provided)

Objectives
•   Share and Validate the Findings of the evaluation with the community
•   Reflect on the findings and explore whether people agree with them (Validation of the findings)
•   Generate recommendations for future CBR activity and identify specific aims and actions for a variety of stakeholders in order to improve the lives of people with disabilities and their families

Program (but invitations will mention 8.30 AM as starting time)

10.00 – 11.00	Welcoming remarks and introductions Presentation of the key findings
11.00 - 11.30	Refreshments
11.30 – 13.00	Validation and discussion of the findings (in mixed groups - per component)
13.00 - 14.00	Lunch
14.00 – 15.15	feedback from the groups
15.15 – 16.00	Action planning (in role/situation specific groups
16.00 – 16.30	Conclusions and closing
16.30	Refreshments available

Note: when people enter they will be given a card with a color representing the group they will be in. There will be 5 colors (1 per component). The persons giving out the cards will make sure that PWDs are well divided over the groups and that groups or teams who know each other well are split into different groups (ie if they arrive together give them different colours!). This way people will mix up and discuss with new people and hear different views.
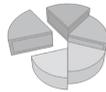
Session 1: Presentation of the findings

After the opening and introductions the evaluation team will present the findings of the evaluation. The presentation will be no more than 25 slides including:

i.   Objectives of the meeting, including an explanation why recommendations are not part of the initial presentation (because you want the community to come up with the recommendations)

ii.   Some basic information on CBR - how it is organised in this area?

iii.   What kind of evaluation this is,: It aimed to ask a wide range of different people for their views. disabled people/families/organisations/service providers etc organization of the CBR programme (chapattis diagram/SPs to show different stakeholders), difference between core team and network of SPs and findings from 5Cs - (showing how the core team see their work) include some quotes and not just figures

iv.   2-3 slides per CBR matrix component (for each focusing on -access, quality, quotes) and some figures on ratings per component

v.   Impact through telling a story, and focusing on changes in living conditions, empowerment and inclusion. Quotes and pictures are really important to include as it makes the findings more real and engaging. Some time for questions for clarification -> without going into discussion now!

Session 2: Group work

Groups will split up in 5 groups according the colors they have been given.

 (1 group per component; each group one color, Each group will have mix of people including least 2 PWD and others with different roles and situations. Do check that the groups are well mixed and be prepared to guide to make them appropriately mixed.)

Each group will have an A4 sheet with summary of findings for their component, including examples of impact and also examples of quality or access issues and a story relevant to that component (eg a health story, or an empowerment story etc). In order not to miss out on the findings on the (5Cs) capacity of the CBR core team these findings may need to be added to the summary sheets too. However, you may want to consider a separate group to review the 5C findings as it may be too much to review when added to the component findings.

Make sure all findings are read out loud so that visually impaired people can follow and also translate from English to local language as necessary. 'so it seems that the education component is doing well in these ways....., and not so well in these ways.... What do you all think? Do you agree?

Identify one person in each group to be a facilitator and note-taker. This person can report back later.

Evaluation Team – do not be in groups yourselves – but move around from group to group – listening and noting anything interesting you hear. If you notice that one person is dominating the conversation – encourage the facilitator to bring others in more actively.

Make sure that any hearing impaired people are in groups that have one of the 2 sign language interpreters.

A: Reflection questions

For each question focus on the component your group is working on.

•	Do the findings reflect your own experience and knowledge about the CBR program and the local context?

•	Can you identify any important information that is missing?

•	What should be done to address the issues raised by this evaluation? How? (these will be recommendations)

Facilitator- Note on a flipchart under separate headings points that are:

1) In Agreement with the findings

2) In Disagreement with the findings

3) Anything missing/to add to the findings

4) Recommendations for the future

A: storytelling and analysis

Before the meeting the team will have selected one story from each of the components that are relevant to CBR in this context. It could be a positive or a negative story. Give one relevant story to each group.

(One person reads the story (make sure that everyone can follow the story including deaf people)

They listen to the story and make note of factors that are mentioned that made a good change happen (positive story) or factors that are mentioned that brought lack of change or negative change. The factors that are noted down by the group will be listed on separate cards.

<u>Make sure that people write only one idea per card</u>, blue cards for positive factors, pink cards for obstacles to change! The cards will be given to the facilitator who will order the cards on two different flipcharts: 1) positive factors 2) obstacles to change. After part 2 the group might want to add some recommendations to their list made in part 1.

Lunch break

Warn everyone that they will come back to sit in different groups! In the lunch break the room will organized in such a way that people come back in a different seating arrangement.

There will be small groups of people with similar experience or role:eg. NGOs, health, education, CBR core group, CBR workers, DPOs/ PWDs/ parents, local administration - depending on what you think and who is there.

Session 3: feedback by the morning (component) groups
(although they won't be sitting with those people now – but doesn't matter)

One person per morning group will be asked to present the findings back to all. Each group will have 10 minutes to present. Only the results of part 1. Facilitator lists all the recommendations while the presenter is talking.

Session 4: analysis of contributing factors and obstacles to change (drawing on stories)
Facilitator will take the plenary group through the positive and negative cards that have resulted from storytelling. Ask for feedback from the everyone in the group:

• What can we learn from these stories?
• What did you think of the experience of analyzing the stories together in a group?
(Make some reference to how the different components are related if relevant - did similar or different things arise from the different stories?)

Session 5: action planning in new groups
Each group (who all have similar role/situation) will be asked to refer to the overall list of recommendations and discuss the roles they can play as CBR team/ FBO/ NGO/ DPO/parents etc. to follow up on some of the recommendations and take action.

Make it clear that each group has to list their OWN goals/actions to do and not actions that they think are important for others to do. <u>What changes are they going to make?</u> They can list a maximum of 4 priority goals that they can commit to. The actions should be feasible/doable within the present context and possibilities, be appropriate to the group's mandate and within available resources <u>(SMART objectiv4).</u>

2 actions should be related to a short term goal (expect to see) (3-6 months)
1 should be related to an medium goal (like to see) (9-12 months)
1 should be related to a long term goal – (Love/hope to see) (3-5+ years)

Groups will document their priority actions on a card and discuss in their group how they can take these forward.

Date **Goal**	**Action (what change will be made?)**	**Who will be involved? (will make a change)**	**Who will be responsible (only one actor, not many)**	**Target date**	**How will you know if it is done? (progress markers)**
1. Short term within 3-6 months					
2. Short term withing 3-6 months					
3. Medium within 9-12 months					
4. Long term within 3 or 5 years (choose)					

If possible briefly discuss when and by whom these group action plans will be generated into a comprehensive action plan so that it can be followed up and be used as a basis for monitoring.

Feedback on meeting
Put up three flip charts by the exit – titled:

• **Things I liked about this meeting**
• **Things I didn't like about this meeting**
• **One thing I learned from today – a take home message – one sentence only!**

Ask people to write their comments on stickit notes and stick them on the three posters

Close of meeting and thanks

Reminder that the results and findings and discussion from this meeting will be included in the evaluation report. This will be available in a few months time and will be circulated. It may be helpful here to agree on a way to disseminate the findings to make sure that participants/stakeholders actually receive the report or a shorter summary available in English and local languages.

Examples of methods that are often used and could be adapted for the PIE validation meetings:

•   World Café is an interesting methodology and works well with large groups: tables for 5-6 people are set up like in a café and "guests" move from table to table exploring and discussing –in this case- the findings of the evaluation under specific issues/questions (relating to e.g. empowerment, inclusion, improved living conditions) and recommendations for the future. The results of the discussions can be captured on the paper tablecloths in form of key phrases or graphics, depending on the preference and literacy of groups and then fed back to the entire group.

•   Drama is another possibility especially in cultures that have a tradition of storytelling and drama. Groups can present change in short sketches (before, now, the future), highlighting the most poignant/important aspects and meanings of the changes in real life, perhaps focusing on different aspects, e.g. empowerment, inclusion, improved living conditions.

•   Most Significant Change Story selection – if you have collected a number of stories then this meeting is also the forum where you can do the selection process of the Most Significant Change stories to explore everyone's values of what constitutes significant change and what impact means to different people and groups. Based on this, it may be possible to think ahead about what the CBR programme should be doing next: what is essential to do (must) – what would be important to do (should) – and what would be nice to do (would/could).
(For more information on MSC see Appendix)