



Insights from inclusive participatory fieldwork with learners with deafblindness and other marginalised impairments

Disability Inclusive Development TO12 Disability Inclusive Vocational Training and Youth Employment programme in Bangladesh

Jackie Shaw and Mary Wickenden

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Inclusive Futures

Promoting disability inclusion

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Acronyms and glossary

ADD	ADD International – an international NGO focussing on disability
BRAC	An international development organisation based in Bangladesh.
CDD	Centre for Disability in Development – NGO in Bangladesh
DID	Disability Inclusive Development programme (FCDO funded)
FCDO	Foreign, Commonwealth, and Development Office, UK
MCP	Master Crafts Person – providing a training placement for learners
SI	SENSE International – an international NGO focussing on people with deafblindness
STAR	Youth livelihood training programme run by BRAC in Bangladesh
TT	Technical trainer – providing regular classroom training for learners
TO	Task order (a project within the FCDO funded DID programme)
OPD	Organisation of People with Disabilities (these may be local, national or international)

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Summary

This paper describes and discusses a piece of inclusive and participatory fieldwork carried out at two sites in Bangladesh in close collaboration with local and international NGOs working on disability as part of the UK government (FCDO) funded Disability Inclusive Development (DID) programme. Informed by the UN Convention on the Rights of Persons with Disabilities (UN 2006), Task Order 12 (TO12) in the DID programme acknowledges disabled people's right to work and is based on the STAR youth employment programme run by BRAC in Bangladesh. Learners are given technical training and placed with a 'Master Crafts Person' to learn their chosen trade over six months. The specific intervention we explored was part of TO12 and set out to include people with more complex and or marginalised types of impairments in an adapted version of the STAR process. This involved learners being more specifically supported over six months and given additional support and training (by a **technical** trainer).

Our research fieldwork engaged two small groups of learners from the adapted STAR programme with specific identities (deafblind or young women) in a four-day workshop aiming to gather examples of and understand their experiences as young people with disabilities, both in general terms and about this work-focussed programme. Creative, visual and arts based multi-modal methods were used to encourage maximum participation, including from those with little or no spoken language or literacy. Some were accompanied by carers or supporters who also shared their perspectives. Local staff teams from collaborating INGOs and Organisations of People with Disabilities (OPDs) supported, participated in and learnt from the process. Detail about the workshop activities and data from the participants are presented and discussed. Recommendations from the participants and reflections on the methodological aspects are provided. We concluded that using inclusive, participatory and creative research methods generates rich insights into people's experiences, which can increase understandings about marginalised people's lives and inform future interventions to promote their inclusion. The adapted TO12 intervention has been broadly successful so far and the suggestions made by the learners will be useful to inform INGO implementers in further inclusive employment related projects, particularly for people who have had limited opportunities for education or training previously and are seen as 'difficult to **include**'.

1. Introduction

Globally people with disabilities, who make up about 15 per cent of the population, are disproportionately represented amongst the poorest in any community, as well as being discriminated against and marginalised in many aspects of life (Grech 2009). One of the key reasons for this poverty is the difficulty that people with disabilities have in gaining access to education and to safe and secure inclusive employment (Bruyere *et al.* 2011, ILO 2015, IDA 2022).

Stigma and negative stereotyping of people with disabilities are common, ranging from poor treatment and rejection at the individual level, to community level discrimination and exclusion. Often employers have negative attitudes and beliefs about employing people with disabilities (Bredgaard and Salado-Rasmussen 2021). Their families may also believe that they cannot work. Additionally there is structural discrimination at many levels of society. Often youth with disabilities have not been to school at all or not completed their education, and thus do not have the basic qualifications to enrol in trade-based or professional training. Consequently, they are excluded from job markets and are destined to remain dependent on their families or other financial support, rather than becoming active contributors to their communities.

People with disabilities are individuals with various skills and life situations, and different types and severities of impairments, which generate unique access and support needs (for example needing physical adaptations to the environment, communication support such as sign language interpreters or picture-based communication, a slower pace etc). Some face greater barriers than others due to economic, geographical, education, gender and other identity-related factors. People with disabilities with some types of impairments are more marginalised or stigmatised than others (e.g. those with intellectual, psychosocial, communication, deafblindness and multiple impairments) (Rohwerder 2019). These groups of people are more commonly excluded from mainstream interventions (addressing employment, poverty, access to services for instance). They are also very often left out of specific disability programmes, and research and evaluation processes - even those that aim to be inclusive of all (Lengnick-Hall *et al.* 2008). Bangladesh is no exception, and in a context where many people are poor, those with disabilities are usually the most disadvantaged.

This paper reports on in-depth and small-scale qualitative participatory research fieldwork in Bangladesh with two groups of participants (one group with deafblindness and one with women with various impairments in two different settings). The fieldwork aimed to learn about the participants' experiences in general, and during an employment initiative which involve training youth in specific trades, as part of Task Order 12 in the Disability Inclusive Development (DID) programme.

Programme background

The DID programme, funded by the UK government's Foreign, Commonwealth, and Development Office (FCDO), aims to promote disability inclusive development and tackle systemic barriers to improve the long-term inclusion of people with disabilities¹. Task Order 12 in Bangladesh, the Disability Inclusive Vocational Training and Youth Employment programme, is led by BRAC in collaboration with other consortium partners including the Centre for Disability in Development (CDD), SENSE International (SI), ADD International and the Institute of Development Studies (IDS). It is exploring how to include learners with disabilities in BRAC's established STAR² training programme, and additionally how to adapt the standard STAR programme to include those who need more input from trainers and supporters, as well as different approaches, to achieve meaningful inclusion in the workplace.

IDS is a DID consortium research partner, and our role across the wider DID programme is to promote and support the use of participatory, inclusive and reflective approaches (Chambers 1999, Bradbury 2010, Burns *et al.* 2021 Shaw *et al.* 2020, 2022) during programme intervention, research and learning activities. We focus particularly on including people with disabilities who are often the most marginalised due to their impairment types (e.g. intellectual, communication, psychosocial multiple and complex as above) (CBM 2012, Wickenden and Lopez Franco 2021). Our input in Bangladesh therefore explored how creative participatory and inclusive methods can be used to learn about the experiences of the more marginalised learners in the TO12 programme.

Fieldwork outline

After a considerable delay due to the COVID-19 pandemic, we visited Bangladesh to conduct fieldwork in February 2022. The overall objectives of this fieldwork were:

- To develop, introduce, model and assess participatory approaches, methods and tools suitable for research and learning activities with young people with deafblindness, intellectual impairments and complex disabilities.
- To convene and run targeted participatory research activities to explore the lived realities and programme experiences of the participants and build insight on their perspectives on the barriers and enablers to their inclusion with the aim

¹ To achieve this ambitious brief DID has brought together a consortium of 11 organisations, who are working in collaboration with international and local partners, including Organisations of Persons with Disabilities (OPDs), in five countries over six years (2018-2024). There are over 50 Task Orders in the global DID programme, which address three key areas of disability inclusion (livelihoods, health, and education) and the overarching issue of marginalisation and stigma.

² BRAC's STAR programme provides training in 17 trades for disadvantaged youth in Bangladesh, through technical training and placement with a master crafts person, so that they learn their trade during a practical placement lasting three months.

of understanding their perspectives and also informing future programming about inclusive employment and skills development.

Our fieldwork included two in-depth and small-scale participatory research processes, four-day workshops with targeted groups of learners from the TO12 programme in Rangpur and Rajshahi. The workshop in Rangpur included five participants who are deafblind and their family members, and in Rajshahi in seven women learners, and four family members participated.

In this report we synthesise our findings in relation to the two main objectives – to gather: what was learned about the approaches and methods used; and the insights about participants' and carers' programme experiences and perspectives on how to build inclusive processes and practices. There are six sections plus an annex which provides examples of our workshop plans. For key insights go to section 6.

2. Overview of the research process

2.1 Project partners and fieldwork settings

To plan, organise and run the research process we collaborated actively with a subset of TO12 consortium partners – the Centre for Disability in Development (CDD), and with SENSE International (SI) and ADD International (ADD). These organisations have recruited a wider range of youth with disabilities into their TO12 activities than are involved in the main BRAC STAR programme. Specifically, in Rangpur, CDD, SI and the local TO12 implementing organisation *Dristy Sangstha* have focussed on providing opportunities for learners with deafblindness, and in Rajshahi, ADD in partnership with the OPD *Rojoniganda* also aimed to recruit from groups that are usually more excluded from both mainstream and disability programme interventions either due to impairment type or other marginalising factors.

2.2 The research team and fieldwork roles

The two IDS researchers (Jackie Shaw and Mary Wickenden) co-designed the research processes and methodologies, provided orientation and training for the wider team in the approach and support roles, and led the workshop activities in collaboration with local colleagues.

This wider team included staff members from CDD/SI or ADD and the local supporting organisations (e.g. OPDs) who provided logistical support and extra facilitation input during the workshops. Our team also included communication supporters/interpreters and documenters. Although the needs varied for individuals in the two groups this communication assistance included two Bangladesh-English translators in each setting, as well as sign-language and tactile communication interpreters as appropriate (professional in Rangpur and a family member in Rajshahi). It also included other personal support to accommodate participants' individual needs. In these contexts, in many cases, local partners decided that carers (predominately family members – e.g. mother or sibling) were best placed to provide the needed personal support. This was especially for participants with limited prior educational opportunities, who had not had the opportunity to learn standardised sign-language or tactile communication, and therefore relied on locally adapted or family-based communication strategies used by those who knew them best.

Finally, the team included two documenters in each setting. In participatory research processes research data is generated through a variety of group activities and discussions. The documenter's role is vital in ensuring that this interactional data is comprehensively captured. The documentation role includes recording and

transcribing verbal evidence that is generated. It also involved gathering written information produced by participants and carers during activities, and photographing visual materials including maps, visual templates and a diverse variety of other creative products (see below). Some translators were experienced, others were relatively inexperienced in this kind of role. Training was therefore an important part of the fieldwork process (see below).

2.3 Introduction to the workshop participants

We had developed specific recruitment criteria for the in-country partners to follow, in order to support our aim of including participants from the more excluded disability categories. We wanted to develop, model, pilot and assess suitable approaches for those learners who need more tailored inclusive support. Participants were invited to take part by the two INGOs local staff and we were guided by their knowledge and perceptions of individuals' suitability. Those invited were a subset of a larger group of trainees enrolled on the training programme (in the case of Rajshahi). Recruitment took into account gender, impairment type, poverty and other socioeconomic aspects.

Overall, the participants in the two research workshops comprised about half the total number of learners in the first cohort on the adapted TO12 programme in each setting (i.e. there were about 15 in each cohort). The participants also included five accompanying family members in Rangpur and four in Rajshahi.

Our criteria specified that the group in Rangpur should comprise of five or six deafblind learners with more than 50 per cent being women (e.g. at least three of them). This was a small group due to their additional support needs. In Rajshahi, the group was originally intended to be six to eight learners with intellectual or complex/multiple impairments. However, there were not enough participants satisfying this criterion within the current programme cohort, and instead it was agreed that this group would be young women only, so we could explore their gendered experiences, and to counter the tendency for more men than women to be included in disability programming. However, we still encouraged partners to identify learners with more complex or severe impairments. This was not however reflected in the young women who were recruited, who mainly had mild or moderate impairments (see further discussion below). The potential participant's types and levels of functional difficulties or types of impairment were not formally assessed as part of our fieldwork.

Table 2.1 shows more details of participants impairments as described by the local partners who know the individuals well, and their relationship with the carer who accompanied them. Participants' approximate ages are also shown. All were adolescents or young people (less than 30), apart from one deafblind woman who was included in the programme due to being completely deafblind (no hearing or vision).

Table 2.1 – Workshop participants – all names are pseudonyms

Place and group type	Learners (approx. age) (gender M or F)	Impairment	Impairment details (as provided by partners)	Accompanying Caregiver
Rangpur - Deafblind (young) learners	Khadija (35) F	Deafblind	Total deafblindness, no education	Betty - Sister
	Saad (17) M	Deafblind	Partial deafness (has hearing aid but doesn't like it), Low vision (glasses). Some literacy	Dula - Mother
	Maryam (20) F	Deafblind	Deaf, Low vision (can see with glasses), good signer, literate	Aalya - Mother
	Sami (16) M	Deafblind	Partial deafness (no hearing aid), low vision, mild intellectual impairment?	Safa - Sister
	Mamood (17) M	Deafblind	Partially deaf, blindness, mild visual and hearing impairments. Literate	Mayreen - Mother
Rajshahi – Young women learners with mixed impairments	Ariya (22) F	Deaf	No speech. Some sign language Recently provided with a hearing aid which is increasing her lip-reading capacity	Sabetri - Mother
	Ibtihaaj (17) F	Deaf	No speech. Limited/local sign language. Not literate	Fatema - Mother
	Aisha (18) F	Deaf	Good sign language Good literacy	Tasmina – Sister (and sign language interpreter for the 3 deaf young women)
	Badaya (15) F	Physical	Wheelchair user and restricted manual dexterity. Unclear speech Mild learning difficulties	Jhorna - Mother
	Dana (28) F	Partially sighted	Minor difficulties –blind in one eye Good literacy	
	Asma (29) F	Physical	Minor foot impairment Literate	
	Chemmolli (25) F	Psychosocial	Anxiety, Literate	

2.4 Outline of the workshop and activities

The IDS fieldwork visit involved five days' work with partners and participants in Rangpur followed by five days in Rajshahi. The first day involved training for staff and OPDs and fieldwork preparation, and this was followed by the four-day participatory research process with participants and carers. Table 2.2 outlines the workshop schedule and activity focus for each day.

2.4.1 Training and preparation

The training and preparation day involved 11/12 people in each setting: two/three key organisational staff and the translators, interpreters and documenters; and three/four OPD representatives. The primary aim was to prepare the research support team for their roles during the participatory research process with participants. We also aimed to raise awareness about participatory and inclusive approaches, methodologies and tools, and this was the rationale for involving a wider group of OPD members and peer leaders who were interested and might be involved in running participatory group activities or participatory peer-led research during future programme activities.

We wanted to give them a taste of our approach and to practice some of the activities so that they would both be familiar and comfortable with them and could support the learners, having done some of them themselves. Table 2.2 shows that after introducing the TO12 programme and the participatory research aims, the morning was spent modelling group-formation activities including a variety of participatory exercises, and also introducing the main communication approaches and tools. We anticipated that experiencing and reflecting on the kind of activities we would be using with the participants would be a good way to learn what they can offer in a practical way. We continued this approach -developing understanding through 'doing' in the afternoon, as we introduced the support roles, practised creative research activities, documentation and active listening and discussed the research ethics process. It was also important that the support team understood that these kinds of activities can be very emotionally powerful and can unlock or trigger strong responses from participants. We wanted to prepare them to expect some of these reactions and to deal with them appropriately if they arose.

2.4.2 The four-day participatory workshop

The participatory workshop activities with the learners were over four days and involved the participants and carers, the translators, the communication interpreters, the documenters and the key field staff all working together. Table 2.2 shows that Day 1 focused on group forming, establishing enabling and inclusive communication space and building participants confidence through preliminary creative and narrative participatory research activities. During Day 2, entitled the '*Road to Work*,' participatory research activities explored participants' vocational training and

employment experiences and their perspectives of the enablers and barriers to their inclusion. On Day 3 there was further exploration of disability inclusion and exclusion issues more generally, and participants also synthesised their recommendations to improve the programme. They finished creating an exhibition of their creative outputs and practised presentations in readiness for the final event.

The morning of the fourth day involved wider programme stakeholders in addition to the learners, caregivers and research team. Master crafts people (MCPs) and technical trainers (TTs) who are working with the learners in their trade placements and ongoing classroom training, as well as the OPD representatives who had attended the preparatory training day, and some key duty-bearers (from local government) were invited to celebrate what the participants had achieved and learn from their insight. After the event there were some evaluation and project ending activities with the team.

Table 2.2 lists some of the key activities (discussed further in section 3). For full session plans for the workshop in Rajshahi see Annexe 1 as example of the facilitation preparation.

2.4.3 Ethical processes

The qualitative research activities had been approved by the IDS research ethics process as well as through the Task Order research approval process in Bangladesh, administered by BRAC.

To ensure that all participants (learners, carers and staff teams) were safe, fully included and comfortable, we worked in deliberately ethical and inclusive ways. This involved making sure that everyone had received adequate information about the workshop (delivered to learners by the local staff in advance), so that people had a choice about whether to join in. Their right to opt out was emphasised and other key aspects such as privacy, confidentiality, acceptance and respect for each other. On the first day, each participant signed a consent form (or had it read/signed to them) to confirm that they understood what the workshop was and what would happen.

Additionally, during the first morning, an activity on 'group rules' generated ideas from the group about ways to look after each other, such as respecting others' needs and listening attentively. This then highlighted indirectly an ethos of inclusive ethical practice within the group and reminded everyone of the behaviour we would all expect of each other irrespective of our individual role, identity and status.

Table 2.2 – Outline of workshop activities

	AM	PM
Day 0: Training and Preparation Day for staff team and OPD reps	Introduction to participatory and inclusive methodologies	Fieldwork preparation including practising and reflecting on roles and key participatory activities Intro to the support roles
Participatory Workshop Day 1: Group forming and building communication confidence and capacities	Establishing enabling and inclusive communication space <ul style="list-style-type: none"> • Getting to know each - introductory exercises and communication aids. • Clarifying ground rules and consent • Building expressive confidence • Exploring 'Who am I' through progressive creative activities – making big, decorated paper outline of themselves avatar 	Preliminary participatory research activities 1 <ul style="list-style-type: none"> • The story pot – participants tell stories of a significant event. • Finger puppets - focused on 'My training/ employment world'. • Emoticon evaluation using sticker chart.
Participatory Workshop Day 2: The road to work.	Participatory research activities - Exploring participants vocational training and employment experiences in the programme. <ul style="list-style-type: none"> • Dice game – Who am I? • Embodying work –drama/mime exercise to illustrate work tasks. • My road to work - drawing exercise incorporating multi-modal communication – modelling my work tools. • Telling 'road to work' stories 	Participatory research activities- focused on enablers and barriers in the programme. <ul style="list-style-type: none"> • Group discussion Exploration of gender and disability – with visual supports • Helping hands - participant's perspectives on the enablers of inclusion in the programme • Roadblocks -participant's perspectives on the barriers to inclusion in the programme • Road to Work Exhibition production.
Participatory Workshop Day 3: Focussing in on exclusion and inclusion Participatory synthesis of recommendations and event preparation	Participatory research and analysis activities- exploring disability inclusion and exclusion. <ul style="list-style-type: none"> • Plasticine modelling -a time of inclusion/exclusion (as women in Rajshahi) and plenary storytelling • Evaluation Jigsaw -Answering evaluation questions. Synthesis of Recommendations for programme 	Event Preparation <ul style="list-style-type: none"> • Exhibition wall to share creative outputs that illustrate experiences and perspectives. • Practice presentation (including recording video of 'road to work' stories in Rangpur • Re-visit consent
Participatory Workshop 4: Celebratory event with VIP visitors, MCPs, TTs and team reflection	Celebratory Event <ul style="list-style-type: none"> • Intro to learners and carers • Roads to work – learners tell their story. • Workplace visit - mime • Gallery walks of Road to Work • Celebratory feedback 	Research Team Reflection <ul style="list-style-type: none"> • What was learned (methods and evidence) • Implications for the programme • what next?

In the next two sections, we discuss the ‘findings’ from our research fieldwork both about the methods used and about the content that was generated:

The perspectives gathered are of course only from the selected participants from the first TO12 learners’ cohorts, and some of the carers who accompanied them. We draw on evidence that was generated through the participatory activities and discussions, which was recorded in the documenters reports and IDS researchers’ field diaries. We additionally drew on the creative and written outputs that were produced by participants and carers during the workshop, and on documented discussions with the wider research team.

We also highlight that in both the Rangpur (CDD/SI) and Rajshahi (ADD) groups there was a wide range of abilities, communication styles and support needs. Thus, some people were confident to talk and write, others were more comfortable with/or needed visual communication support, such as sign or tactile language, pictures, symbols and gestures. The data collected is therefore in a number of forms (written, spoken, visual images).

2.4.4 Outline of the Analysis process

Our analysis is our compilation and combining, summarising and reflection on the information we saw and heard from the participants and the extensive notes made by the documenters and ourselves. We use a broad and flexible version of the ‘thematic analysis’ approach. This means that in addition to taking note of views and experiences of individuals, we were looking for recurring themes and patterns, emerging from different people or across the two groups which might tell us significant things about people’s lives and about the programme overall.

It is important to note that when working with people who may have poor or no literacy and who are using alternative forms of communication (such as sign or tactile language, visual methods such as drawing or mime), and working across languages (Bangla to and from English), there is always the possibility of misinterpretation and misrepresentation. As far as possible we checked with participants (and those translating) to ensure that our understandings were accurate. However inevitably some nuance and detail may have been lost in the processes.

3. Findings on the participatory processes, approaches, methods and exercises/tools used

3.1 Introduction

Overall, the learners and INGO partners and OPD reps reported enjoying the activities, techniques and approaches used by the IDS team and experienced these as unique. These were based on principles and ideas well known in PAR – Participatory Action Research, Emancipatory research, Appreciative enquiry, inclusive research and others. For example: treating everyone as equal and having a right to self-expression, accepting everyone's contribution however it is made, factoring in enough time for even the 'slowest' person to contribute, giving choices, using multi-modal approaches so that there is less reliance on talking and literacy skills (e.g. drawing, modelling, miming, creative methods), timetabling in 'fun breaks' such as energisers, games, dancing and light-hearted interaction. In fact during Day 0 the preparation day, the support team were so keen on the reflective activities they learnt about that they wanted to do more of them themselves, telling their own stories of inclusion and exclusion. Sadly time for this was limited.

3.2 Generating inclusive communicative contexts

In discussing action research, Wicks and Reason (2009) suggest that the success or failure of the overall process often lies in how the interactive context, or *communicative space* for group inquiry, is established at the beginning of the research. Spending enough time establishing inclusive dynamics and interactions, is important to all participatory research with marginalised groups, to avoid the most confident or powerful group members dominating the process (Shaw *et al.* 2020). However, it is particularly important to generating inclusive, equitable and enabling research processes with the most marginalised people with disabilities, who may have less confidence, self-efficacy or agency, or may need more time for their needs to be accommodated. This section discusses our strategies for building inclusive communication space as the first stage of the fieldwork.

Our facilitation approach – We took deliberate steps to ensure that everyone could participate in the best way for them, and that activities did not depend on skills or capacities that only some group members had or were adapted (e, g through verbal description for visually impaired participants). We endeavoured to provide enough time for contributions from those whose communication style was slower, without them feeling time-pressured. It was also important to emphasise to the carers/supporters/family members who were accompanying some participants, that

although there would also be opportunities for them to tell their own stories and perspectives, our main focus was the person they were there to support. Thus, the idea of ‘talking for’ or instead of someone was not encouraged. Indeed, sometimes the local partners had personal information about a participant, because they know them well through their community support work, but we made it clear we didn’t want to hear this information unless it was volunteered by the person themselves. This idea of being supported to talk for themselves was clearly new for some.

In this report we do not describe all the activities in detail, but we consider some to illustrate what they aim to do and what types of data they generate.

Initial activities - *Icebreakers/getting to know each other exercises and establishing group rules:*

Each session started with an icebreaker – aimed at relaxing everyone and hearing everyone’s voice before the more ‘serious’ content work began. Generally, we stood or sat in a circle, and each person said something following a prompt, e.g. *What is your favourite food?* This indicated that the workshop was perhaps different from school, work, or other trainings, in that it had a freer agenda. It also provided a structure to ensure that everyone had the opportunity to speak, and have their views heard and equally valued. It also established through ‘doing’ that there were no right or wrong answers or styles/modes of communication.

As mentioned above, early on in the workshop, we also asked the groups to brainstorm ‘group rules’. These were written on a flip chart and agreed to be used as guide for the workshop. They included, for example: listening to and respecting each other; good timekeeping; not using phones during sessions; and keeping information shared confidential within the group.

Reflection activities - Similarly, the day always **began** and **ended** with a reflection/closing activity with the whole group, to provide an opportunity for feedback and sometimes to confirm or invite suggestions for the following days programme. Reflections at this point may form part of the evaluation. It is also a way of bringing people together as part of group building.

Group-building – We aimed to build group cohesion, and a sense of group belonging, through our ways of working, as well as by encouraging the acceptance of differences between people, and by stimulating group interaction. In Rajshahi, most of the learners knew each other, as some were on trade placements in the same location, and ADD had also brought them together in other ways. In Rangpur, the participants had not worked together in person beforehand, and building relationships was a valued aspect of the workshop.

Generating a sense of a group identity was deliberate and emphasised that everyone is different, but all had things to contribute.

You are a part of big team (Mary, IDS)

Some activities were joint and required participants to work together as a large group (e.g. when constructing a 'road to work mural'). Most energisers, singing and dancing was done altogether –with no particular attention to one individual, and were designed so that all could join in (e.g. those with deafness, blindness, physical and intellectual impairments). However volunteers sometimes were asked to come forward to lead an activity (e.g. Maryam and Ariya–leading dancing). To ensure this did not advantage only the most confident or capable group members, we made sure that everyone had opportunities to take on individual responsibilities. There were various tasks that aided this – such as ticking off activities on the visual timetable and ringing the bell for the beginning and end of sessions, which were rotated tasks.

Badaya ring the bells again and she is really enjoying it. (Rajshahi, documenter's report)




There were also many situations which required everyone to listen to other individuals, hearing their stories and examples, such as 'The story pot' activity, which gave each participant an opportunity to tell their own story about exclusion and inclusion. Alternatively, other activities involved participants working in small groups or on their own or with their carer such as 'Who am I', and 'Finger puppets'. These activities are outlined in the next section.



Photo (authors' own): Modelling experiences with plasticine

We used various other types of tailored support/accommodation methods during activities. For example, we used the visual communication (coloured shapes) 'traffic lights' system (green circle for good, yellow triangle for not sure, red square for bad/stop). The shape aids those with or are blind or visually impaired as they can select by touch. This provides an alternative opportunity for people to express how

they are feeling without using words, and when they are not confident to speak up in a group.

<p>Yes! or Good!</p>	
<p>I am not sure! or I have a question</p>	
<p>Stop/bad Or No, please!</p>	

We practiced using the traffic lights early on by asking for example:

“Does anybody feel hungry now? Anyone feeling thirsty?”

We then asked:

“Is it okay for the workshop to go on till night-time?”

It was surprising how many participants held up the green shape, but Badaya in Rajshahi put up the red one (to indicate this was not okay for her).

3.3 Inclusive approaches exploring lived experiences

Marginalised people often lack confidence to say what they really think initially, and participants in participatory workshops are generally unlikely to arrive with fully formed perspectives, especially if they haven't been asked what they think before (Shaw and Lind 2022). We therefore used an iterative approach to generating knowledge, which involved sequencing progressive research activities that went progressively deeper into the research topics over the four-day workshop. Overall, the shape of each day and the workshop as a whole, was therefore to start with something easy and non-sensitive, and then as confidence grew, progress to activities which dug further into peoples' experiences and gave them opportunities to talk about things in more depth. Thus, we collected increasingly nuanced, rich and sensitive material as people felt more relaxed and comfortable with us. The following sequence of exercises provides an illustration of how this process developed in practice.

Arrival activity: small wooden figures – each person coloured one in to represent themselves and their name. Pins were attached so that these became name badges, and people could use them to introduce themselves one-by-one round the circle during the first group exercise.

Creative activity: Who am I? – each participant made a much larger body outline of themselves on large sheet of cardboard, and decorated this with coloured pens, fabric and other creative materials to represent themselves. The life-sized pictures were displayed on the wall. Learners then added on extra details on sticky notes such as their likes and dislikes, dreams, and also made a 3 D model of something to represent their trade out of pipe cleaners. E.g. beautician – mirror, lipstick, brushes, tailor – tape measure, scissors, sewing machine, computer technician – monitor keyboard.



Photo (authors' own): A learner modelling the tools of her trade with pipe cleaners

During a gallery walk around the display, this helped prompt each learner talked about themselves, including their chosen trade and their dreams for the future. This brought all the individuals into focus and gave each the floor to speak about themselves in front of the group.



Photos (authors' own): Young women in Rajshahi decorate their large figures

I made a dress from the start; I am also good at Mehedi design. (Ariya, Rajshahi)

Rangpur participants: figures, likes and dislikes, pipe cleaner tools and dreams

Rangpur figures	Likes and dislikes
	<p>Likes:</p> <ul style="list-style-type: none"> • I like mango and sweets. <p>I also like playing football.</p> <ul style="list-style-type: none"> • I wish I could be a doctor. • But, I want to do business in future. I want to be a businessman <p>Dislikes:</p> <ul style="list-style-type: none"> • I don't like books. • I also don't like playing cricket.



Likes:

- I like to eat mango, banana, apple and sweets.
- I like to stand before mirror. I like mirrors.
- I want to do business. I want to have my own tailor shop and do tailoring business.

Dislikes:

- I don't like bitter gourd and olive.

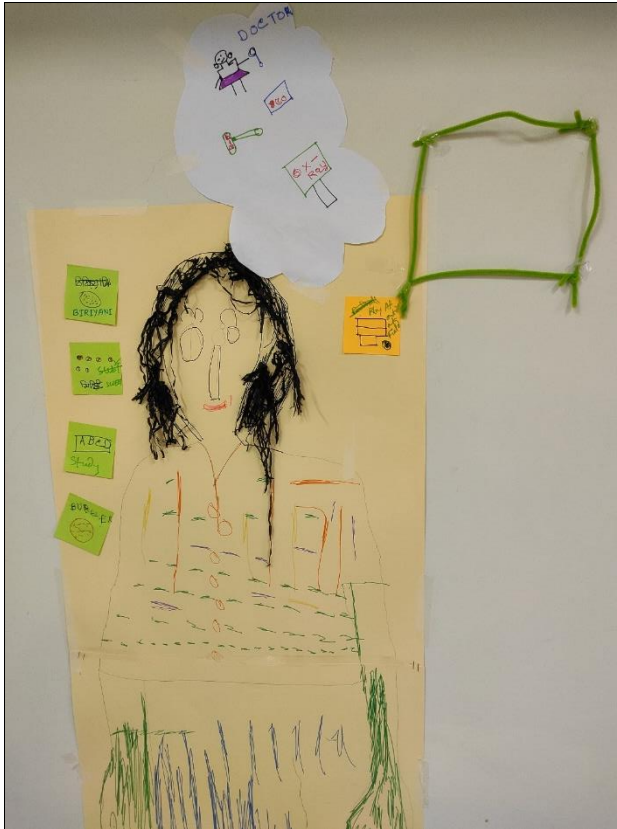


Likes:

- I like apple and sweets.
- I like to draw and watch television.
- I also like to act. I love acting.
- I want to learn the work of a beautician and want to have a parlour of my own in the future.

Dislikes:

- I don't like grapes and oranges.

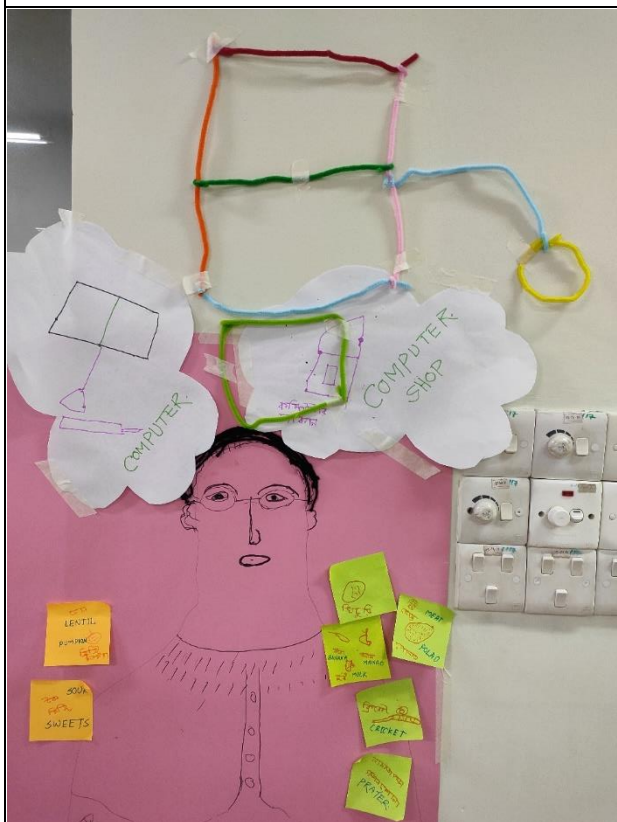


Likes:

- I love Biryani and sweets.
- I also like to eat burgers.
- I like to study.
- I would like to be a doctor one day.

Dislikes:

- I don't like going out on fields to play.



Likes:

- I like to eat hotpotch, beef and pulao the most. Besides, I like to have banana, mango and milk as well.
- I love to play cricket.
- I like to say my prayers regularly. I listen to religious songs often
- I like computer a lot. I want to have a computer shop in future.

Dislikes:

- I don't like lentil, pumpkin and sweets.

Photos (authors' own)

Miming game: an imaginary ball of some flexible material is thrown around the group. When they receive it, each person moulds it into something and demonstrates its use: Ibtihaaj makes a rice pot, Aisha makes bread and acted to eating it, Ariya makes watch, Dana makes earrings, Asma shows Shidur, Chemmoli acts to wake up early and brushes her teeth, Badaya makes scissors. So each person gains confidence in expressing themself in front of others but in a nonverbal way.

The Dice game: this provides an inclusive way of asking questions. A large felt dice, with buttons for the numbers (so that they can be felt by a visually impaired participant) is thrown around the group. Members take turns to throw the dice on the floor and answer the corresponding numbered question. These could be general questions about the person: i.e. names of their respective villages, favourite foods, seasons, festivals, or animals, or can be used for more focussed questions, such as for evaluation of the programme.

Story Pot: having a specific object to hold while telling a story, helps to emphasise who is talking and remind others to listen, giving legitimacy and importance to the teller. If the story is difficult or sensitive, the teller can look at the pot rather than the audience and this enables them to speak. We used it here as an introductory activity – asking them to tell a story about something good that had happened recently. However with the staff group – we used it to facilitate them telling a story of exclusion or inclusion. This generated some difficult stories – however the group enjoyed and appreciated the methods, and found it cathartic being witnessed, despite experiencing the challenges of expressing unpleasant experiences they had.

3.4 Inclusive methods for understanding programme experiences

As the workshop progressed, we used a number of more focussed activities to encourage the learners to reflect on their experiences in learning a trade within the programme. This included exercises that focused on what the programme has been like so far in relation to the preparation for joining, the process of choosing a trade, the technical training, the support from MCPs, and their future visions for their work roles after the programme.

Finger puppets with small symbols for each trade/role. In groups each person decorated a felt finger puppet with their face and stuck on a symbol of their trade/role (e.g. tailor, computers, beautician, OPD member, disability worker, teacher, translator, etc). Then each put the puppet on their finger, and this prompted them as they discussed their job, what they like or don't like about it, what they have learnt in the programme, and what they plan to do in the future.



Photo (authors' own): Making a finger puppet to represent their trade and talking about it

Road to Work metaphor. Throughout the four days we used this metaphorical idea as a focus for activities. A large green 'sticky' wall was first placed on the floor, with Jackie miming the idea of the road to work. The whole group, then held an edge of the 'road' and the group walked together to visit different areas of the workshop space, which were set up to represent different workplaces, e.g. a beautician or a tailor's or computer shop. A miming activity followed:



Photo (authors' own): The 'road to work'

Miming workplaces: Each learner showed the group the activities they do in their work setting with a few simple props. (This provided an embodied presentation of their transformation into someone doing that trade).

Even though Khadija is completely deafblind, and we did not visit her in her actual workplace, it amazed everyone to see how much she had embodied her role as she mimed using a sewing machine (demonstrating the action of peddling the machine and feeding fabric through). As she said:

I like operating sewing machines. I like the rhythm of the sewing machines.
(communicated by the touch interpreter)

The road to work individual drawings – using an adapted version of the well-known ‘rivers of life’ activity, each learner drew a road and marked on it various points on their journey towards work. They were encouraged to add drawings, symbols and words to show what had happened over time, and also to represent enablers and barriers to their progress towards work. Each person then described their ‘road to work’ to the rest of a small group. This was also a powerful activity, as each group is heard and valued as they tell their journey so far.



Photo (authors' own): A learner draws his road to work

During the initial orientation/training day, the staff group reflected on the possibility of this activity (and others) triggering difficult emotions and we discussed how these would be dealt with if this happens.

In Rangpur one OPD participant (during the training day) did get distressed as she told her story, because her life had been very difficult since the death of her father, and the activity brought back strong emotions. It is important to have enough facilitators to enable one person to individually support anyone who is upset, if necessary, while the rest of the group continue. Alternatively the group itself may stop their activities to comfort and support the person. It is important to allow the expression of negative emotions, and to resist the temptation to try to stop the person from crying or expressing these feelings. If handled supportively most people who do experience some distress during such activities, recover their composure and are glad that they have had the opportunity to tell their tale.

Enablers and barriers to inclusion/exclusion

We used other creative activities aiming to understand enablers and barriers to inclusion/exclusion. Three more activities encouraged learners to reflect on their experiences.

Modelling with plasticine – each person modelled a moment of inclusion or exclusion in their lives, and this acted as a prompt for them to share the story in a small group. Participants could choose to depict their experiences either in a very representative way (e.g. showing different figures in relation to each other), or in a more abstract and metaphorically way with colour and shapes. Modelling with plasticine is a good method for working with those with visual impairments, as it can be done with touch.



Photo (authors' own): Women in Rajshahi making their models about inclusion and exclusion

Helping hand gloves – drawing and writing on white gloves – things that have helped me



Photo (authors' own): A learner writes on the gloves what has helped her

Roadblock activity – drawing rocks and writing what the barriers have been.

Gender focused activity - thinking about gendered experiences: in the Rajshahi workshop we had a whole group discussion supported by symbols (of a woman, inclusion, exclusion, disability), about the experience of being a woman with a disability and how this experience might be different from men’s experiences.

3.5 Activities aiming to influence future interventions and dialogue with stakeholders

As the workshop progressed the focus moved from personal reflection on their experiences so far, towards generating suggestions on how programme activities could be improved and about the future directions for this programme and other possible projects promoting disability inclusive employment.

The metaphor of the road itself lent itself to the idea of ‘what next?’

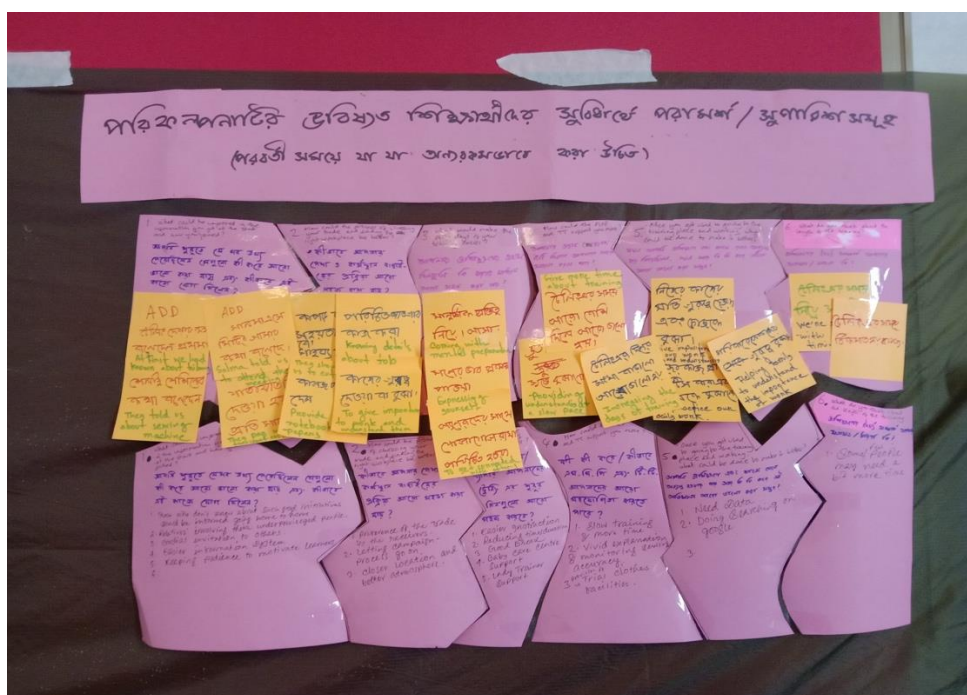


Photo (authors’ own): jigsaw activity

Jigsaw activity - a specific recommendation exercise involved answering six questions (discussed in small groups). Answers were written on jigsaw pieces, which created for whole synthesis.

Exhibition preparation - we had stuck the road (e.g. the green spray mount material) up on one wall of the room. Each participant had their own coloured path on the road, and the different creative outputs from the process were stuck to it or around it (e.g. the individual ‘roads to work’, the helping hands, the trade symbols. This along with the large figures created on the first day, provided a visual (mainly nonverbal)

representation of the participants and a synthesis of what we had learned about everyone's journey to work. This became the exhibition for a final event.



Photo (authors' own): The completed Road to work mural. Each coloured strip represents a different participant. Includes: trade symbols, helping hands, barriers, road to work drawings.

The celebratory event – influencing external stakeholders

On the final day, when all the visual outputs were on display around the walls, the learners had the opportunity to talk about their work and their situation with the VIP guests who had come to the celebration event. The guests included the MCPs and technical trainers and local decision makers and government. We conducted some of the icebreaker exercises with the guests, and then each participant introduced themselves through their figures, miming their trades, or telling the stories of their roads to work. They then showed the guests around the exhibitions. The visual representations helped prompt their presentations, and re-position them more powerfully in interactions with the influential stakeholders they would probably not usually talk to.



Photos (authors' own): A learner talks about her image. Welcoming visitors to the celebration event.

3.6 Overall experiences of workshop

There was great enthusiasm for the workshops from all the participants. Many of them commented that they had not experienced anything like this before and they greatly appreciated the opportunity to express their views in a variety of ways. For example, Badaya and Dana most liked the drawing activities whereas Ibithaaj said she loved everything especially the modelling, but it was showing her work to others that made her happiest. This may be because she had had very few opportunities outside the home, and people around her had assumed she couldn't do much, so she valued the chance to show otherwise. For others, the chance to exchange experiences in a group was important.

I liked it most that I got an opportunity to share my feelings with everyone.
(Asma, Rajshahi)

Some of the local team expressed surprise at how much we had all learned about what participants liked, disliked, and their challenges and recommendations, through what seemed to be 'light weight' activities.

[we] have got more from these learners than I had observed prior to the workshop. Without even any sort of trainings, just through some play and fun they expressed themselves. I think they have expressed themselves in a profound way. They have something in themselves. (INGO staff, Rangpur)

Similarly, the local team members in Rangpur observed how much more confident some of the learners were on the final day, when they spoke in front of the guests.

Many became noticeably more talkative and expressive over the four days.

I am happy to be here in RDRS [the name of the venue], in the workshop... Now you can see, I have learnt a lot here, I am talking and sharing my stories in elegant ways. (Saad, Rangpur)

This is one of the ways that inclusive and participatory methods are not only about building knowledge but can also intervene to instigate change that is meaningful for those involved.

4. Findings from the data generated: Participants' lived realities and programme experiences

All the different individual and group activities across the four days with the learners contributed to us gaining an overall and in-depth picture of their perceptions of their experiences. These have been organised and combined into some key themes, drawing on data from the two groups and across activities. Sometimes points are made which are common to many of the learners, other times individual perspectives are highlighted. Where a quote is used, this is labelled with a pseudonym and setting, but not with details of their impairment. Information about individual learners can be found in Table 2.1 on page 12.

4.1 Lived experiences of exclusion

In this section we discuss insights on the learner's lived experiences of exclusion prior to the programme, as these everyday interactional experiences not only point to the functional barriers that need to be addressed during disability inclusion interventions, but also the enduring negative impacts on people's self-worth and sense of capacities/self-efficacy. These socio-emotional aspects must also be tackled to build inclusive opportunities for the most marginalised impairment groups.

For example, some learners did mention **physical accessibility as a barrier** to being able to go out-and-about safely in their locality e.g.

I don't hear the sounds in the roads or can't hear a train approaching in the railroad. We persons with disabilities don't have any pathways to even walk in Rangpur. (Maryam, Rangpur)

Both groups raised other **impairment-related barriers** related to their inclusion e.g.

I cannot speak or hear or express myself. This creates problems often. (Khadija, Rangpur)

These kinds of **communication barriers led to social isolation and consequent emotional affects such as frustration and isolation:**

I have no one to talk to. I want to stay happy, but no one can understand me. They don't understand my language. I feel pain. (Maryam, Rangpur)

Significantly, following our assertion above that it is necessary to address social-emotional barriers to achieve disability inclusion, it was striking that many of the stories that participants in this cohort chose to relate were experiences of exclusion, and overt

negative attitudes and behaviours they had faced and the emotional impacts on discriminatory attitudes and behaviours and their mental and emotional impacts.

Mocking and bullying

All the deafblind participants in Rangpur and about 50 per cent of the young women in Rajshahi told us about regular experiences of mocking or bullying or routine taunting or unkindness. In some cases, these were events from the past when they were younger or involved other young people e.g.

When I was younger, I couldn't join others. No one liked to play with me. They mocked me and called me a disabled person. Sometimes I used to think in anger why Allah has sent me this way! I wish I were a normal person.

(Mamood, Rangpur)

People often call me crazy when I go outside... When I was younger, people used to mock me and call me crazy. (Maryam, Rangpur)

However, bullying and taunting was also reported as a common occurrence in participant's current local environments - not only from children/young people. e, g.

My parents help me a lot. But my neighbours are too mean. (Badaya, Rajshahi)

Often people in the neighbourhood bully me a lot. (Khadija, Rangpur)

My neighbours used to tease me a lot, what made me feel extremely bad.

(Asma Rajshahi)

Social exclusion and isolation

Some participants also reported explicit exclusion from community social events e.g.

I was once going out of my home. I saw that one of my friends was going to a wedding ceremony. I asked him if I could join, but he said I was a disabled, crazy person. (Saad, Rangpur)

Other participants had retreated home after experiencing unkindness or stayed home to avoid it e.g.

One day I went to watch a play behind my house, but they called me names. So I came back and made sculptures with clay and played alone. (Khadija, Rangpur)

Either way, mocking or exclusionary behaviours from others seemed a key factor in participants becoming isolated from social contact outside home, as illustrated by one deafblind participant:

My cousin was bowling in a cricket match. I wanted to join, but they refused to take me in. I again asked them, and then again. But they didn't allow me to join.

If they let me in, I could play and have friends... For the last one month or more, I haven't been out of my house after that incident. (Mamood, Rangpur)

The difference between the attitudes they encounter at home which are generally positive (although there were a few exceptions) and supportive compared with those outside the home were very noticeable. Thus expecting to have negative experiences outside the home would understandably be a disincentive to joining in with educational opportunities or seeking work, unless specific support (such as this programme) is on offer.

Exclusion at organisational/systemic levels

Some learner's reported no experiences of exclusion within organisations:

I was well greeted either by my teachers at school or by my colleagues at workplace. So I have no exclusion anywhere. (Chemmoli, Rajshahi)

Here perhaps it should be noted that Chemmoli has psychosocial difficulties which were not visible and perhaps were not evident in her behaviour and interactions at these times. Those with more noticeable difficulties which had been present since childhood were more likely to report regular negative attitudes from others.

There was some evidence of discriminatory attitudes being manifested within prior educational settings, thus impacting on participants' future work opportunities as they failed to continue at school and so did not achieve literacy or qualifications.

For example, after the plasticine modelling exercise, Aisha explained her story of exclusion in sign language:

I have made a school madam with a bag on her shoulder, from whom I also got scolded. (Aisha, Rajshahi)

She also made a hearing aid, which she received from ADD to represent inclusion.



Photo (authors' own): Model of exclusion and inclusion



Photos (authors' own): Rajshahi learners modelling their experiences of exclusion

Ibtihaaj (Rajshahi) who is deaf, had attended school initially but stopped going after consistent experiences of bullying from other children. It seemed from what she communicated, and additional information from her mother, as if the teachers didn't necessarily intervene, or offer educational input tailored to her needs.

I am really good at cooking. I was admitted to school, but teachers weren't that much helpful. (Ibtihaaj Rajshahi)

Ibtihaaj soon left school for these reasons, despite her mother wanting her to have an education.

We might speculate that some teachers have discriminatory attitudes towards people with disabilities, and this can manifest in negative behaviours towards pupils in school. Teachers may not believe that these young people can learn or achieve alongside other students without disabilities, or at very least do not know what to do to accommodate their needs. We only had a few examples of stories from school days, probably because this was not the main focus of the activities.

Emotional effects

The kinds of discriminatory experiences that participants reported at social and system level and the consequent social isolation can have enduring emotional impacts and affects such as sadness

So, I am now stuck in my house. I feel sad. (Mamood, Rangpur)

I feel sad often. (Khadija, Rangpur)

or engender other strong emotions such as anger as expressed by one participant:

While coming back from the place, I saw one person was staring at me. I got angry, and we couldn't find a rickshaw as well. We had to walk. (Sami, Rangpur)

Sami's sister went on to explain that he doesn't get angry often outside the house, but inside the house, he takes out his negative experiences on her by pulling her hair or

hitting her, (whilst emphasising that he always apologises afterwards). Thus we can see the stress he feels when out, is directed to his family when at home.

Internalised impacts - identity, and agency

It is important to understand that long-term and regular experiences of discrimination and stigmatisation have deeply felt and ongoing effects on people's identity and agency. For example, it can be demoralising to face repeated rejection from peers.

I was dancing. My friends told me that I couldn't dance. ... They refused to include me in their teams. I was demoralised. (Maryam, Rangpur)

As Maryam expresses, this can knock self-confidence, and make it harder to keep persevering socially and this is also relevant to having the confidence to take up training or work opportunities. Self-confidence can also be dented by undermining reactions from family or neighbours.

My surrounded people tell me that I'll not able to work and taunt me a lot. This is another obstacle in my life. (Chemoli, Rajshahi)

Chemoli in particular talked a lot about the negative attitude of her husband who had no confidence in her as someone who could manage in a workplace or social situations. This was very frustrating for her as she was keen to succeed in running her own beautician business.

Following these kinds of persistent, negative interactions about their perceived capacities and potential, people with disabilities may internalise negative attitudes, which effects their *power within*, or their self-esteem, self-efficacy, and agency. Thus they are conditioned to believe that they are not of value. In this way, negative external attributions about an individual's personhood (value as a person as seen by others) influences their internal 'selfhood' (picture of themselves).

For example, Safa, Sami's sister explained following the plasticine exercise:

in the model, I made some children playing around our home. There is Sami as well. But nobody wants to play with him. They call him 'mad'. He returns home and asks me, 'Am I mad?' He is very sad and starts crying. (Safa, Rangpur)

In this case, Sami needed to be reassured he wasn't mad. Maryam also told a compelling story of how she had come to the awareness that she wasn't actually crazy as other people had been telling her over the years:

Rezwan bai [INGO worker] helped me a lot throughout those difficult times... I realised further that crazy and people with deafblindness are not the same. I am not a crazy person at all... now, when people call me such, I rebuke them... I asked them whether a craze can go to school or cook or act. I am not a crazy person. (Maryam, Rangpur)

Maryam appears as an intelligent, capable, outgoing, assertive and friendly young woman with the love and support of her family behind her. Given that she had internalised negative conceptions of herself, it is clear that many people with disabilities, especially those with more severe, complex or less socially understood impairments, need considerable encouragement and support to feel a sense of 'can-do' both before and during disability inclusion interventions and in life. Analysis of our data also identified how crucial supportive relationships are to this.

As most of the learners had supportive families at home, it is not surprising that home becomes a kind of refuge, where they can feel safe. Additionally, family members, knowing about the negative experiences that their relation often has outside the home, are understandably about them going out and can sometimes be very protective (we resist the trend towards calling this overprotection). Some of the carers said that they worried when their child/sibling went out, as they knew this might be another bad experience for them.

Relationships, social dynamics and interactions as barriers and support

The evidence presented so far makes it clear that other people's expectations, and negative attitudes and behaviours are a key barrier to disability inclusion. This includes relationships with some peers (in education or work settings), neighbours and occasionally family members.

My in-laws didn't want me to work too. I faced so many struggles to come here but I did it by myself. (Asma, Rajshahi)

Some people like Asma, (who has a relatively mild physical impairment), may through sheer determination follow opportunities and succeed without family support. This of course may lead to conflicts within the home, and Asma reported this. However in contrast, there was evidence, that for others, support from family members was an important positive factor in feeling valued and challenging exclusion.

My father, uncle, brother everyone is very nice to me. (Badaya, Rajshahi)

I couldn't move alone. People used to mock me a lot. Then my father supported me. He faced those people who bullied me and made them understand my circumstances, and they understood. They then apologized for their actions. They became friends of mine afterwards and supported me always from then on. (Saad, Rangpur)

Saad's brother also helped him make friends. However, family members are also negatively affected by their children's exclusion.

Everybody is playing here... My son, Saad, is also here. But nobody is taking him to play with them. Saad is standing alone. He is sad. I have made a cake for him. I am giving the cake to Saad and try to console him not to be sad over the events. (Mayreen, Rangpur)

Additionally some relations may dedicate themselves to a support/carer role, which takes a personal toll, as Sami's older sister expressed.

Alongside my parents, I am really close to Sami. As parents do for their children; I have done for Sami. He shares everything with me. I have supported him throughout his life. I have endured a lot for him. (Safa, Rangpur)

Whilst family members play an important support role in many cases, it is easy to see that they might fear for their relative being further hurt in the wider world and need to be convinced that programme opportunities will be beneficial. At the same time they may need support themselves. Safa for example was struggling to continue with her own life aspirations, such as studying for a master's degree and getting a job, as she had a strong sense of love and duty towards her brother.

Insights from participants 'stories of exclusion'

As well as focusing on their programme experiences, participants had the opportunity to tell stories about incidents of inclusion/exclusion (not necessarily related to the training) that were significant to them.

There is a need to tackle the impacts of experiencing long-term and ongoing negative attitudes and exclusionary behaviour and the social isolation that may result even before programme recruitment. Otherwise it is possible that a programme will only manage to include participants who are already more confident or have higher social capital or family support. This suggests a need for interventions to increase learners' self-confidence, self-belief and agency either before or as part of the programme.

Whilst confidence can increase through developing technical skills within a programme, it is important not to neglect the social- emotional aspects that may constrain agency such as the fear of leaving comfort zones (such as home) or the anger that can be turned inwards when challenged to learn. These kinds of barriers exist for many marginalised learners but may be exacerbated for those who have always been told they are incapable or not valued as our participants have experienced.

Our analysis also highlighted the vital role of other people around the person with disabilities and the interactional dynamics between them in preventing or supporting inclusion of the most marginalised people with disabilities.

This points to the need encourage and support family members in their support to participants, and to provide direct support where family dynamics are a barrier. This was anticipated by CDD and ADD at the outset of the TO12 project, and OPDs and local implementing organisations had clearly spent much time and effort on these aspects. Building peer relationships can also be a way of increasing power-within and collective agency, which was a key aspect of OPD input to the programme activities. Some friendships and support networks were evident within the groups, but there were

also clearly some individuals who were more isolated, sometimes because of geographical distance from their peers.

4.2 The ‘road to work’: participants’ programme experiences and perspectives on the barriers and enablers to their inclusion

Learners were invited to join the programme following a prioritisation exercise carried out by the INGO partners in collaboration with the OPDs locally.

Overall, participants in both Rangpur and Rajshahi greatly appreciated the opportunity to join the TO12 training programme and being given a chance to learn a trade; and all had enjoyed all or part of their apprenticeship experiences. As one said:

We don't have many opportunities for work here in Rangpur. (Maryam, Rangpur)

Some were also keenly aware of the need to earn a living and contribute to household budgets:

I have a future. I have to work. Don't I? My parents won't live forever... (Badaya, Rajshahi)

This not surprisingly seemed a particular concern for the participants from lower income families, such as the women in Rajshahi.

I need to go out and work on my own to lessen the family burden. (Aisha, Rajshahi)

Recruitment as an interactional/micro-level process – the importance of tailored support from the implementing and support organisations

ADD members told me they would make futures for disabled people. They told me to learn well about work. (Badaya, Rajshahi)

All the local stakeholders including some of the carers and participants emphasised the enormous need for programmes like this, with many more people eligible for the training and apprenticeship activities than there were places. The consortium partners in both settings worked closely with the local OPDs as well as the local implementing organisations, to decide who to invite to join the programme. In Rangpur the focus was deafblind participants, who are often excluded. In Rajshahi partners emphasised that they were only able to choose some of the OPDs in the district to suggest people for the first cohort, and there were conversations with them to prioritise who got a place. They stressed that the other OPDs would get a chance later. Their criteria included not only the type of impairment, but also financial/household income and family situation, housing, dependency and or dependents, willingness to commit to the whole training,

eagerness, and gender (biased towards women 60:40 – as men with disabilities are more likely to find work than women).

It was obvious from participant's responses that their personal contact with particular individuals from Dristy Sangstha, Rajanigandha (OPDs), ADD and CDD (NGOs) were important to their involvement.

At first, I met Sharmin apa. Then she took me to Rojonigandha, another NGO. Then Rasel bai helped me to come to DPO. (Chemoli Rajshahi)

I met Salma madam. In the beginning I attended the meeting only. They told us that they would put our name on a list and call us for the training programme. (Aisha, Rajshahi)

In some cases, relationships had been built over an extended time period, which was a crucial foundation for encouraging some participants to join the programme.

In 2006, I met brother Rasel and got to know about the organisation 'Rojoniganda'. Then I met brother Akib, sister Nahida and Salma. Then I came to ADD and took the training about tailoring. (Asma, Rajshahi)

Recruiting participants was also not about a having a one-off interaction with INGO staff or OPD reps. As we discuss further below, it might involve encouraging potential recruits, or persuading family members the programme would be beneficial.

Support from individuals in the partner organisations was also important to choosing a trade and finding an appropriate workplace. Invitees were given some choice of trade to enter and were informed about the terms of the training, including technical training sessions (around once weekly), placement with a master crafts person in a workplace for six months, support and follow up after the training.

They wanted me to learn about computers. I like to type my name a lot. The keyboard thing mesmerizes me. I am happy to have this organization helping me to learn something. (Sami, as translated by his sister)

[I] told him [Rezwan] that I want to learn to tailor and want to see myself in higher position in future. Then he took me to a tailoring shop. The owner of the shop had a disabled sister in his family, so he happily took me in. (Saad, Rangpur)

Staff and members of Dristy Sangstha, ADD, Rajanigandha, and CDD continued to support learners and monitor their progress throughout the programme.

they continued visiting my house in order to help my son. They taught him exercises and even helped in bearing medical expenses. Dristy Sangstha has helped me since. My son has developed a lot, thanks to the organization. (Mayreen, Rangpur, Mamood's mother)

Like Mayreen, overall, learners and carers in both settings were keen to express great appreciation of the organisational support they had received.

Now, I feel very happy. ADD helped us in many ways. (Aisha, Rajshahi)

This organization has helped my daughter consistently in her journey, how far she has come so far. We owe this organization a lot. (Aaliya, Rangpur, Maryam's mother)

What helps in navigating the barriers on the road to work?

Family members as help or hindrance

As identified, family members' and neighbours' attitudes can be a key facilitator or barrier to participation, the latter sometimes being due to their beliefs and expectations about people with disability working, or their fear as to what they will face in the working world.

My family was always in fear about my safety outside. My neighbour did never want me to be independent. (Aisha, Rajshahi)

For many of the women there was a gendered aspect to both the safety fears and the support for taking part in the work apprenticeship

My husband even beat me for this. Still I'm doing my work struggling. (Chemoli, Rangpur)

In some cases, allies within the family were crucial in participants being able to take up opportunities:

Very first time, family members didn't agree to let me go to the training programme. But my sister helped me to convince my parents and then I got the permission. (Aisha, Rangpur)

In other cases, organisational supporters were important in raising awareness and persuading family members to enable participation:

Neighbours and family members demoralised me. Rezwana bai tried to make others understand. Then everyone agreed. There were some impediments, but eventually, they allowed me to work and learn to sew. (Khadija, Rangpur)

However, as identified in section 3, potential learners themselves also needed encouragement due to the fear and lack of confidence that come from internalising negative attitudes.

I didn't want to work but after some thought I agreed. (Khadija, Rangpur)

Addressing fear and lack of confidence

One participant communicated well their own internal tension between the desire to do things alone, and the need for support:

I cannot do everything; go everywhere I want. I face troubles. My mother never leaves me alone. I want to study; I want to travel alone. I want to stay with my family indeed, but at the same time, I don't want them to interfere in my daily activities. Yes, I have problems, but I want to go to the parlour alone... As I am deaf and blind, my mother/father always accompany me. (Maryam, Rangpur)

General encouragement was important:

Sister Nahida [INGO worker] encourages me a lot. Brother Akib [INGO worker] always inspires me. (Dana, Rajshahi)

Thus it is clear that when people are lacking in confidence and have had negative experiences before, the preparation stage is key. There needs to be plenty of information, explanation, choice and support, so that people feel confident about going into a new situation. For some learners this seems to have been a first example of a positive environment for them and they were very reliant on the INGO/OPD encouragement to join and to continue.

Overcoming safety fears and learning to travel alone.

As discussed in section 3, potential learners are often isolated at home:

I used to stay in my house. (Saad, Rangpur)

There were safety fears from traffic and busy roads for many due to their impairments.

I have troubles when I walk also when I want to cross a road. Often people and vehicles seem (like) barriers to me. (Mamood, Rangpur)

Ariya (Rangpur) also spoke about

not hearing the traffic coming close

Indeed, the risks of traveling was a major barrier to families wanting their relative to join the programme.

My mother and my sister discussed how I would be able to go to the parlour. They were afraid that I would become ill. (Maryam, Rangpur)

Perhaps however, this translates more as getting hurt?

Some participants had learned to travel alone with the support of parents or other family members, and this was a source of confidence and pride:

I used to travel with my parents as I was unable to do so (alone). But now I can do so. My parents have taught me. I was a bit afraid initially, but I started to gather some courage day by day, and now I travel alone most of the time. (Mamood, Rangpur)

However, family members had more general safety fears about the women being alone in public, in addition to the cultural barriers.

My family was always in fear about my safety outside. (Aisha, Rajshahi)

Some didn't feel or were not able to travel alone as women. This seems to be a more general gendered concern for women with disabilities. In the discussion it emerged that concern about women travelling alone was common for many women, but perhaps it is exacerbated for women with disabilities?

I can't go out by my own. I have to go with someone. This is really important thing for me to be a part of ADD. (Ibtihaj, Rajshahi)

Some learners had benefitted from the provision of assistive technology, such as Badaya getting a wheelchair and Ariya getting a hearing aid. These devices had made a big difference to both of them, both in functional ways and also had boosted their confidence.

We also observed a strong bond between the individuals in the group, with some strong peer friendships and supports, however these were reliant partly on geography (some people lived more remotely – out of town) and also to some extent on them learning the same trade. E.g. three of the four young women in Rajshahi who were learning tailoring seemed to be a supportive group, especially as they were all deaf, or able to sign. One woman (Badaya) who had physical and cognitive impairments was not so clearly included in their group.

We are a big family. We get to know each other through ADD. (Asma, Rajshahi)

5. Discussion and recommendations

Here we revisit our aims which were:

- to learn about the about the lived experiences and programme experience of the learners and their carers/supporters.
- to develop, introduce, model and assess participatory approaches, methods and tools suitable for research and learning activities with young people with deafblindness, intellectual impairments and complex disabilities.

5.1 Overall insights on lived experiences and the programme.

In a sense, our findings are not very surprising, however provide in depth and compelling evidence from individuals and from the groups about the level of stigma and discrimination that they have experienced in the past, and the social emotional impact this has had on their confidence to embark on a new venture – training for a trade.

As well as having had limited access to education and training, the effect of a long-term rejection and negative attitudes and pessimistic assumptions, mainly from outside the home, but also sometimes within their own families, is to damage people's confidence that they can be productive and independent members of their communities. The support of the INGOs (CDD and ADD) and the local OPDs has been crucial in reversing this vicious cycle and encouraging these young people to try something new and challenging. However, clearly there is a process involved in transforming individuals into skilled and confident workers. This starts from recruitment onwards and needs time. This is not only due to people's impairment related needs for adaptation and perhaps due to slower learning and a need for more practice time.

Generic awareness-raising has its place, however, there is a need for the programme and the support provided to be very well tailored to each person's impairment needs. This was evident in the data and has been achieved to some extent, however there is more to be done in making sure that master craftspeople, technical trainers, peers and others have positive attitudes and sufficient knowledge about disability and impairment specific accommodations that people need to feel really equitably included. There were very few examples given of physical adaptations being made, but many instances of the need for communication and attitudinal changes to enable true inclusion in the workplace. It is important for skilled master craftspeople and technical trainers who may have plenty of experience of training other young people to have appropriate expectations of youth with disabilities. These need to be both positive and optimistic but also realistic and able to provide the right kind of support when needed.

This will develop as the MCPs and TTs meet more people with disabilities, as contact theory tells us that direct personal relationships work best at changing attitudes.

Arguably, changes of attitudes in the broader community are still needed, as ultimately depending on disability friendly allies will not necessarily tackle the endemic discrimination and disadvantage they experience. For example if potential customers are not willing to use the services of a trader with disabilities this will limit the success of the entrepreneur. This kind of habitual discrimination generates lack of confidence, isolation and sometimes sadness, as these young people are often not enabled to progress with their work aspirations or participate socially with their peers. This suggests that input is needed to address the emotional and identity related barriers, and support the building of new positive relationships. Education and workplaces are important sites for socialisation and friendship building, and it was clear that the learners were gaining some of these opportunities in their training placements. The fear that they had initially was being transformed into more positive self-images and expression of agency and choice. Positive peer relationships can be a road to developing more group support and collective agency (power within).

Gender is an important aspect – and so far, it seems that choice of trade is quite gendered along traditional lines – i.e. men go into computer work, women into being a beautician, although there is a cross over in tailoring as both men and women are doing this. The women’s confidence with working outside the home was low, however this may well reflect how Bangladeshi women feel more generally. Public travel and workplaces are seen as risky places. There were examples of bullying and possible sexual harassment outside the home which understandable make both young women and their families anxious.

Expectations of others about the learners’ capacity to learn a skill and have a job are also a key issue. Many of the learners came across as competent, ambitious and organised people who were motivated to do well. However this was not always the perception of those around them. Overcoming these negative assumptions needs the support of allies, such as families and INGO/DPO workers.

5.2 Recommendations

A separate detailed report about the recommendations made by the participants about the programme has been prepared and circulated internally. It is available from the authors on request. The key recommendations in summary form are:

- People with less severe impairments and fewer accessibility needs should join the main STAR programme where it is available or similar trade and vocational trainings - ensuring programmes like TO12 are inclusive needs to involve more than bringing these people with mild impairments into these existing programmes.

- Vocational training should be in place for people with disabilities with a variety of impairments including those that are more complex or severe to help them become confident, skilled and work-prepared.
- Including and providing for those marginalised learners who have more severe impairments and greater access needs, requires considerable adaption of approaches, adjusting training processes to individual needs, and positive ongoing support for individuals and their families.
- Staff, trainers, master craft people and supporters all need specific training and support in order to be sufficiently disability aware and inclusive.

5.3 Methodological insight including what worked and what did not.

Here is a summary of the insights we gained from using a very participatory, creative and inclusive approach using multi-modal approaches, which do not depend solely on verbal skill, with two groups of people with disabilities who are often very marginalised and not consulted:

- Participants (learners and their carers/supporters) and the local support teams (INGO staff, interpreters, documents, OPD representatives) all fed back that they had enjoyed the approach used and felt that it enabled everyone to participate equally. Many learners said that they had not been asked for their perspectives before and felt encouraged to be more confident by the methods used, as well as discovering new skills such as drawing, modelling and speaking out in a group.
- The methods were designed to build up confidence over the four days, so that participants were able to talk about difficulties in their lives, and express both positive and more critical views of the TO12 programme. This objective was clearly achieved as the participants became visibly more vocal and confident and generated a rich and varied amount of data in different formats and modes. Participants had plenty to say about their training experience and about what would make it even better for subsequent cohorts. Some were keen to be involved in orientating the next cohort themselves or being a mentor to others.
- INGO staff reflected that their expectations about what some participants could do had been challenged and exceeded. They had not imagined that so much could be done with the groups in the workshops and in the time available. They expressed an intention to use some of the methods used (e.g. using visual methods such as drawing and modelling, icebreakers and energisers, an appreciative approach to all) in some of their own internal meetings and activities with groups of people with disabilities and OPDs.

- Specific approaches which enable the most marginalised impairment groups to participate were understood and appreciated. E.g. careful pacing, repetition, using a variety of modes (art, mime, modelling, drawing), using visual supports, avoiding over dependence on verbal only tasks, encouraging participants responsibility for aspects – e.g. timekeeping, recording, evaluation, presentation etc.
- Although in both groups there was a strong feeling of mutual support and respect between participants, there were also a few situations where the well-known hierarchies between people from different impairment groups did arise. Thus it was clear that we needed to model/demonstrate an equal and respective approach not just to staff and the support team but also to the participants in relation to their attitude to each other. This perhaps echoes the need to breakdown impairment-based hierarchies which are known to exist within OPDs as well as in the society at large.
- It is important to allow plenty of time in initial sessions to get to know participants and their skills and support needs. However these often change over time as people become more confident.
- There may have been some ‘courtesy bias’. This is when people give the answers that they think are expected in order to ‘please’ the audience. Because the INGO staff were mainly present in the room, it may be that learners felt hesitant to mention more negative aspects of the intervention. They may also have felt shy to mention more sensitive and personal experiences in a group forum.
- Participants were very grateful to the INGOs for providing support for them and for recruiting them into the programme. This sometimes felt awkward as they appeared loath to criticise the INGOs or the programme initially. It was important to have part of the recommendations session without the INGO staff present so that participants felt free to express their views.
- It was clear from the feedback from the support team (e.g. interpreters and documenters) (who were mainly new to working with people with disabilities) that being part of an inclusive process had both surprised them and had a profound effect on their assumptions and expectations about people.

To see the use of sign language – is really overwhelming. (Documenter)

- This demonstrates how unfamiliar people with disabilities are to a ‘lay or non-specialist’ audience and vice versa that people without disabilities or a connection with disability have limited perspectives about what is possible. It reminds us how much awareness raising, training and preparation is needed in order for people to join inclusive projects and expect to hear opinions and see skills from people with disabilities, given appropriate support and accommodation.

- The method we used for the final evaluation of the workshops was easily understood by the participants, but we are aware may have been open to influence between participants and also ‘reached ceiling’. They stuck individual stickers on a grid to grade different aspects of the programme, but this resulted in them grading everything as excellent. We need to rethink the final evaluation method.

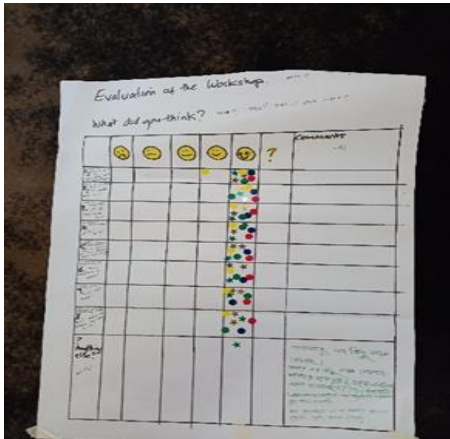


Photo (authors' own): Evaluation matrix with emotion scale



Photo (authors' own): Learners placing their individual stickers to rate different aspects of the workshop

- As foreign researchers visiting Bangladesh, we reaffirmed two things about working across cultures and inclusively: first that strong and positive relationships and trust can be built quickly with groups of people across cultures. When facilitators and participants have varied experiences and skills sets, it is important to deliberately flatten power gradients through use of equalising body language and gestures and showing genuine interest in people's contributions.
- Secondly and conversely there is a limit to the amount of in-depth understanding that can be gained across language barriers, and so there is a heavy reliance on translators/interpreters and documenters. We learnt a considerable amount about the briefing and explaining needed for these team members (who were mostly inexperienced) about what was needed from them,

in order for us to gather in-depth data and true representation of what the participants were saying.

6. Conclusions

In conclusion, we briefly revisit our two aims, firstly gathering insights from the learners about their training programme on the 'Road to Work', and secondly focussing on learning more about participatory, inclusive methods that could be used in disability related research.

Learners' experiences and perceptions We learnt a great deal about the drivers of stigma and discrimination for young people with disabilities and how these block their aspirations to be productive contributors in their families and communities. Participants offered some ideas about how these barriers could be removed. It emerged unsurprisingly that experiences of work are gendered in Bangladesh, women having a more difficult time entering training and work, balancing safety and their aspirations and allaying the concerns of their families when they want to work away from home. The learners were becoming skilled in their new trades but there was a sense that a longer period of training and practice was going to be needed, especially for some.

Methodologically Sadly we had little opportunity to see how these methods would work with people with cognitive impairments as they were in main not recruited into the programme. This is still work that needs doing so that the views of the most marginalised can be heard.

However, we experienced that working directly and in person with participants over a few days had great advantages over more indirect methods or short periods of interaction (e.g. four days as opposed to one day). We were able to confirm that there are creative ways to adapt some well-known activities for groups of people with a variety of impairments, so that everyone can join in. Use of the theme of *Road to Work* and then building on this with the groups' expressions of their experiences and perceptions provided a clear focussed way to go from surface to in-depth reflections.

It was clear that tackling the impacts of social isolation that arise from long-term experiences of stigmatisation, discrimination and inclusion are an important aspect of disability inclusion. This research also highlighted the vital role of people and relational dynamics in preventing or supporting inclusion. Bringing our two aims together, this research has suggested that inclusive and participatory methodologies can contribute to exploring and tackling these aspects. They can build power-within, or a sense of confidence, self-belief, and self-value as a precursor to increased individual agency. They also focus on generating group cohesion and collective identities across difference. This can build positive peer relations and ultimately greater collective influence for marginalised groups. This suggests their use not only for inclusive research, but as a productive way of instigating transformational in themselves.

Annexe 1 Example of Workshop programme

IDS-TO12 Fieldwork Plans Rajshahi - Day 1

Day/Time	Roles	Session	Activity	Resources/Notes
Day 1 9.30-12.30 1.30-4	Jackie & Mary	Objectives:		AM - Establishing enabling and inclusive space for research PM - Participatory research activities 1 Participants Carers Interpreters/ communication supporters and translators
9.00 Arrivals	JS and MW	Welcomes	Brief intros and hellos Colour paper figures – everyone including carers. Put badge pins on back.	Set up in circle –clusters of tables to work on later
9.20	JS MW	Group forming Introductions, icebreakers	<ul style="list-style-type: none"> Introductions – Name and small paper figure, ball game + names, sign language names Spectrums birth month, how far travelled, sweet/savoury, rural/city, 	
9.50	JS	Introductions	Intro to why we are meeting and what we are doing today allocate someone to tick off when we finish each activity. Maybe one person in morning one in afternoon? - repeat each day	Visual agenda

	MW JS-		How we will work together - Ground rules group generate rules -discuss in 3s Write on flipchart Introduce communication tools e.g. Traffic lights, visual timetable, bell	
10.30	MW	Consent	Someone explains – information re the project and the consent forms. Consent process for participants and learners	
11		Tea break		
11.20	JS MW	Participatory research activity 1 - Who am I	Working with cardboard cut outs stage a - Build a representation/model of themselves – draw round self on two flipcharts sheets in portrait, and decorate the head/face – hair, mouth, eyes, stick on fabric for clothes etc Stage b) likes doing, eating, etc. write on stickers	Can also work with head as thinking, heart as feeling, etc
12	MW	Energiser	As appropriate to the participant group in the context - Sports centre	rainstorm, hats, inkblot, Throwing faces, crinkly paper Local song/dance?
12.10	JS MW	Participatory research activity 1 – who am I continued work focus	Continue Working with cardboard cut-out– stage 2 Stage d) pipe cleaner tools – to represent job – example - carpenter hammer etc. e) dream bubbles – to put above cardboard bodies	Carers won't do this
			If time a reflection activity—or presentation	
1		LUNCH		

2	BT or Min	Post lunch energiser	Dance - Head, shoulders, knees or OK cokey	
2.10	JS	Presentation	Each present to others – depending on communication modes/capacities. Good practice for later in workshop Maybe carers can ask questions – or at least clap the presentations?	
2.40	MW	Participatory research activity 1	My story pot. Person holding the pot tells a story – the best thing I have done recently. Everyone else listens carefully. Carer do own big paper self in other room (JS)	Will take longer as more participants Carers in other room now if comfortable
3.20	MW	Finger Puppets <i>'My training/ employment world'</i>	On tables choosing appropriate trade/role symbol Draw Faces on puppets and stick symbol on Talk about specifics of job – how you chose that training, how does it go now, what you like about, what don't you like about it? Discuss	Flip chart without Bangla questions
3.50	JS	Closing activities	Emoticons – if time Final circle	
4/4.15		End		

Day 2

Day/Time	Roles	Session	Activity	Resources/Notes
Day 2 9.30- 12.30 1.30-4	Jackie & Mary	Objectives: <ul style="list-style-type: none"> To explore participants vocational training and employment experiences during the programme (and past) To explore participant's perspectives on the enablers and barriers to inclusion and barriers (stories of) To continue modelling and testing 'basket of creative participatory research activities' 		Participatory research activities Documenters Participants Carers Interpreters/ communication supporters and translators
9.00		Arrivals		Set up in circle –clusters of tables to work on later
For 9.15	MW JS	Icebreaker Theme journey	Dice game Each say one journey they have been on Allocate visual plan ticker and bell ringer	
9.45	JS	Walking to workplaces	Use green material Walk around workshops – act out Tailoring x 3 Beautician Computer shop	BIG symbols of trades
10.30	MW	Participatory research activities 2 Vocational training and employment experiences- stage a	Focus on participants vocational training and employment experiences in the past and during the programme (last 6 months) Road to work exercise (rivers of life)	

		My road to work	Stage a – draw road – usual represented passage time – bend in road change direction, bumpy difficult, straight and fast, hills, rivers to cross. What happened? - main milestones on their road to work	
11		Tea break		
11.20	MW	Energiser	Heads, shoulders and toes	
11.30	JS	Telling groups	Stage b – walk along and talk about their journey along the road What happened?	
12.10		energiser		
12.15	JS	Helping hands	write things that helped on their journey – what people did or what was	
1		LUNCH		
2	MW	Post lunch energiser	Okey cokey	
2.10	MW	Roadblocks or barriers	On road to work mural ½ A5 sized paper – tissue paper	
3	JS	Start making wall	Stand by big bodies and explain dreams. Road plus hands, plus rocks/ barriers Individual journeys – around big mural	
		end		

Day 3

Day/Time	Roles	Session	Activity	Resources/Notes
Day 3 9.30-12.30 1.30-4	Jackie & Mary	Objectives: <ul style="list-style-type: none"> To synthesis Recommendations To prepare for celebratory event - Prepare outputs/presentations to share and re-visit consent. To Practice presentation 		Participatory research activities Documenters Participants Carers Interpreters/ communication supporters and translators
9.00		Arrivals	Start sticking again – decorate the road to work mural	Set up in circle –clusters of tables to work on later
9.15	MW	Icebreaker	Holiday news Allocate duties for the day. And intro to day – focus today on you as women and you as people with disability	
9.30	JS	Participatory research activities 3	Plasticine modelling exercise - individual Time you felt included/excluded as a woman with disabilities	
10	+MW	Tell stories	Tell stories from modelling in plenary	
10.45		Something light before tea	Dancing	
11.00		Tea break		
11.20		Energiser	Okey cokey	

11.30	JS	<p>Programme recommendations</p> <p>(work in 2 groups)</p> <p>Jigsaw</p>	<p>Another group will go through this.</p> <p>What can you tell Rezwan and Sazzad to help make things better for next groups?</p> <p>What could be done differently?</p> <p>1 –What could we improve in how you join and the information you get?</p> <p>2 – How could the process of choosing the trade and finding the right workplace be better?</p> <p>3 – What would make the early days of the apprenticeship be easier?</p> <p>4 – How could the technical trainer and MCP support you more?</p> <p>5 – Once you are used to going to the workplace and going to work, what could be done differently to make it better?</p> <p>6 – What do you think about the length of the programme?</p>	<p>Group 1</p> <p>Mickey</p> <p>Tuku</p> <p>Dana</p> <p>Ariya</p> <p>Chandana</p> <p>Badaya</p> <p>JS</p> <p>Group 2</p> <p>Saad</p> <p>Soreya</p> <p>Aisha/(Tania)</p> <p>Ibtihaaj</p> <p>Asma</p> <p>MW</p>
12.30	both	Finalising display		
1.00		LUNCH		
2.00	JS	Post lunch energiser	mosquitos	
2.10	MW	Intersectionality	Symbols of Muslim woman and of disability – Whole group discussion. How do these two things go together? What is it like to be a woman with a disability? Is it different for men?	

2.30	JS	Visual plan for event		
2.45	JS	Go to big bodies	Just remind of what can say - Practice	
3.15	MW	practice	Workshop Maryam Road to work - give choice max 3 – if more lucky dip	
3.45	JS	Revisit consent	Re materials	
4	MW	Final evaluation		
4.15		Tea break		

Day 4

Day/Time	Roles	Session	Activity	Resources/Notes
Day 4 9.30-1 2-4	Jackie & Mary	Objectives:		
		<ul style="list-style-type: none"> • Celebratory event • Evaluation and what next 		
9		Arrivals	Last minute preparations	
10		Visitors and Tea		We have MCPs and technicians from 10

10.30		Opening circle	Ball (dice) and name Sign language name	
10.45		Intro blurb	Speeches	
10.55		Intro to learners (and carers)	Each learner stands in front of large figure and introduces self, What likes/dislikes? Trade and tools (also introduce carers)	
11.20		Roads to work	5 mins explain road, and different elements. 2 learners and 1 carer stand in front of 'road' and tell story	
11.40		Workplace visit	1 – beautician's shop 1 – Big Tailors shop (4 learners in same workshop)	
12.10		Gallery walks	Explain hands and models and people walk round exhibition	
12.30		Questions and end	AND PHOTOS, CHOCS, POSTCARDS ETC.	
1		Lunch		
2		Packing up and final		
2.10-2.40		Meeting review		
3		SHARP LEAVE		

Annexe 2 - Examples of Rangpur participants narratives about their workplaces

Mamood: I tried to switch on the computer. I liked computers at first glance. My MCP taught me how to operate a computer. My mother helped me bring my lunch to my workplace. I have trouble getting into buses/autos/rickshaws. I asked the drivers/conductors, and they usually help me. I also liked the classes of Bithi Madam.

Saad: Rezwan Sir helped me a lot. He helped me to get work. My instructor/MCP helped me. He showed me what to do and how to do that. When I had difficulties, my MCP encouraged me. My mother helped me as well. He moves with me. My elder brother encourages me. Ashik Iqbal Sir supported and encouraged me.

Sami: I like to go shopping. Rezwan uncle took me to the shop. At first, I couldn't open the computer. I was uncomfortable at the beginning, but gradually I overcame the fears and started enjoying. My MCP began helping me to learn computers. People in the workshop began understanding me, which helped me a lot. When I got bored, My MCP often directed me to perform other work available. I cannot continue for long. Hence my MCP gives me breaks. My attraction for computers has increased. I am having difficulties learning to type Bengali, but I like it and will learn it. My MCP helped me to locate alphabets on the keyboard.

Khadija: I discussed sewing with the elders. Neighbours and family members demoralised me. Rezwan bai tried to make others understand. Then everyone agreed. There were some impediments, but eventually, they allowed me to work and learn to sew. I couldn't understand anything at the beginning. My MCP helped me to through this. She taught me everything.

Maryam: Rezwan bai admitted me into the parlour. My mother and my sister discussed how I would be able to go to the parlour. They were afraid that I would become ill. But I refused to take meals and then my mother agreed. Chandni Apu helped me. My other colleagues in the parlour helped me with how to makeover a bride. I like to go there. I like Bithi apu; she helps me always. She inspires me to do what I like to do. Urmi apu helped me to learn how to do facials.

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