



LEARNING AND DEVELOPMENT NOTE

Participatory Approaches to Development

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1. Purpose of this Learning and Development Note

This Learning and Development Note is an attempt to capture the approaches, lessons and reflections of participatory development practice shared during the ACFID University Linkage Conference held at the Australian National University from 28-29 November 2012.¹ The Note seeks to apply the knowledge gained through the conference to particular areas of the ACFID Code of Conduct.

An incredible range of expertise and experience of participatory approaches to development were presented during the Conference, which cannot be discussed in their entirety through this Note. However, it does highlight a few examples of programs relating to three key themes from the Code of Conduct that featured prominently during the conference discussions:

1. Children and Youth;
2. Gender Equality, and
3. People with Disabilities.

More information about all conference presentations including plenary sessions is available through the conference website.² All case studies and comments used in this Learning and Development Note have been footnoted and referenced for those who wish to follow up on a particular story, and further reading is provided.³

2. Participatory development, again?

ACFID has long recognised and understood the importance of participatory development having incorporated it into ACFID's first charter (now replaced by the Code of Conduct) in 1966. Professor Robert Chambers of the Institute of Development Studies from the University of Sussex also popularised the term in the 1980s with his book *Putting the Last First*, which set out a methodological approach towards participatory development. While a working definition of participatory development remains contested, the concept and practice is widely recognised as an effective, meaningful,

¹ ACFID would like to acknowledge the volunteers who generously contributed their time to this conference, and who served as rapporteurs: Alex Di Giorgio, Binod Champagain, Elizabeth McCrudden, Laura Baines, Melanie Poole, Melissa Bulzan, Rachel Phillips, Sunny Rutherford, Tim Kerr, Peter Weekley and Trudy Brassell-Jones. The details from their notes provided the basis for this Learning and Development Note. Prior to the conference, all presenters were notified of the presence of rapporteurs and the intention to produce this Learning and Development Note (previously conceived as a Practice Note).

² *The Challenges for Participatory Development in Contemporary Development Practice*, all information and video clips from key note addresses are available on the website of the ANU at: <http://archanth.anu.edu.au/events/development-studies-conference>.

³ A vast number of case studies were presented at the conference from which to select and the decisions were difficult. Case study selection was based on programs or researches which have either been completed, or where the findings have been finalised.

empowering process for poor and marginalised people, used in many fields beyond international development including health, social work and education.

However, participatory development has not been without its critics. For instance, participatory processes and language can be gender-blind and thus overlook women's concerns and realities. It has also been seen as a resource and time intensive exercise which only has impact on a small range of beneficiaries. In a time of where standardised demands and frameworks are expected of development agencies, the ethos of participatory methods and practice seen to be in tension with these objectives.

This begs the question of "What is the value of Participatory Development here and now?" Is it a nostalgic reminder of a bygone era, or is it still new and relevant?

Current trends

During the keynote address of the ACFID-University Linkages Conference, Professor Robert Chambers identified four key trends in the current aid context:

1. The rapid advancement of telecommunication technologies and usage, which means that people's experiences – especially the marginalised – are changing at an accelerated pace.
2. Development professionals are increasingly isolated from poor people and remote areas drafting policies and programs which bear no reflection upon the realities "elsewhere".
3. While concepts such as accountability, empowerment, ownership and transparency frequently appear throughout development documents and websites, there is very little mention of checks and balances to address inequality and power relations which underpin those catchwords.
4. Participatory methods and practices have proliferated and practitioners have adapted and improvised them to suit specific contexts and needs.

By highlighting these four key trends, Professor Chambers argued that it is important for practitioners, policy makers and academics who are interested in participatory development to not only adapt to these changes, but recognise the new opportunities they bring.

Children and Youth

"Signatory organisations are committed to the safety and best interests of all children accessing their services and programs or involved in campaigns, voluntary support, fundraising, work experience or employment and, in particular, to minimising the risk of abuse."

*"Signatory organisations that work with children will seek ways to incorporate the voices of children in shaping the development programs that affect them."
ACFID Code of Conduct Program Principle B.3.4 Protection of children*

All too often, programs and policies which focus on children do not engage with children or listen to their needs and opinions. There is a perception that children lack the skills to participate effectively or to give meaningful feedback. The power dynamics between adults and children, which are influenced by context-specific hierarchies and cultures of how children are perceived and treated, is also an issue. The challenge for a participatory development approach with children is that it requires an attitude shift in how development agencies have traditionally viewed and engaged with children.

Rather than passive aid recipients, a participatory development approach requires viewing children as individuals and as a collective with rights, valuable perspectives and insights we can learn from.⁴

Incorporating children's voices in relevant programs and working with children often necessitates a longer timeframe and creative, different approaches (child-centred, while not treating children as students).

EXAMPLE: ChildFund Australia presented a project where children in Laos were involved in the design of a new school in the Nonghet district of Xieng Khouang Province. The consultation process involved both children and adult community members, and the children's opinions were asked for their desired school location and the reasons, as well as the design of the school. The main method used to engage with children throughout the project was drawing. Children were asked to draw their ideas of where they would like their school built, its layout, colour etc. The children then explained their drawings to the group and to the facilitators. Some of the drawings were done in small groups and some were done individually.

The result of consultations with children was presented to authorities and technical officers at all levels. Comparisons were also made between the children's views and comments and those of the adults in the community. The final decision around location and design of the school was based predominantly on technical expertise. However, where children didn't see their suggested outcome they were informed about the final decision and why that decision was made.

Anonymous feedback revealed that children found they had more confidence as result of their involvement. Additionally, the process of feedback to the children about the outcome of the consultation resulted in a feeling that their participation had achieved change and that they had been included in every aspect of the process.⁵

One way to gather children's views is to ensure that a safe space is provided for children. Dr. Sharon Bessell's participatory research on children's education in Fiji illustrated what this involves.⁶

EXAMPLE: Dr. Sharon Bessell's research was conducted over 2009-2010, using a forum to bring together 28 boys and girls between the age of 12 and 16 (including three with disabilities and one 19 year old). The children were encouraged to provide feedback through a variety of mediums – graphics, written text, or oral/story telling. Through the creation of a "safe space" for children to freely express their views, the project enabled the children to develop a list of recommendations addressing issues within the school, such as the banning of corporal punishment, increasing teachers' professionalism, and establish children-friendly processes so that complaints by schoolchildren can be made without fear of reprisal at home or school.

ChildFund Connect presented details of an ongoing five-country program in Australia, Lao PDR, Timor-Leste, Sri Lanka and Vietnam which aims to create an innovative platform for youth expression and connection:⁷

EXAMPLE: ChildFund Connect is a global education program that connects children in communities in Australia, Laos, Sri Lanka, Timor-Leste and Vietnam, with the aim of exchanging cultures and learning about each other's lives. Each year approximately 1000 children take part and create photo stories, short films and stories on topics that are important to them. For example, last year children

⁴ Georgia Noy and Fatima Soares, Save the Children. "Children's Clubs and Participatory Activism in Timor Leste." Conference session 1.2

⁵ Jackie Robertson, ChildFund Australia and Sally Asker, University of Technology Sydney. "Child and Youth Participation – A Methodology Guided by Moral Values or a Firm Evidence Base? Exploring the Linkages between Child and Youth Participation and Development Effectiveness." Conference session 1.5

⁶ Dr. Sharon Bessell, Australian National University. "Participatory Research with Children in Fiji." Conference session 1.2

⁷ Kelly Royds and Raoul Caceres, ChildFund Connect. "Child-centred Participatory Videos." Conference session 1.2

created over 60 short films for ChildFund Connect's Water World Film Festival. One of the finalist films, created by four boys from Nonghet District in Laos, tells the story of a boy who becomes ill after drinking dirty water. He recovers when he returns home and is able to drink clean, boiled water. Here, the use of video provides children with a new vehicle for creativity and communication, as well as helping to dispel preconceived ideas about 'other' cultures.

In a similar vein, **Cathy Vaughan's** participatory research with young Papua New Guineans utilised Photovoice as a means of engaging youth and enabling their voices to be heard:⁸

EXAMPLE: Photovoice involves the use of participatory photography for research and advocacy, with photographs highlighting social issues and raising awareness. Through this method youth took photographs of things which had a positive or negative impact on their health, and used them to advocate on social issues with adults in the community. A key outcome of the project was that the youth's knowledge was legitimised, because their concerns and issues were documented in photographic evidence and proactively used within the community. Furthermore, the young people gained the community's respect for doing something positive. The project also highlighted an important gender dimension: more women dropped out from the project because it took time away from their daily responsibilities. While the project sought to compensate participants through transport and food, it is important to bear in mind that participatory projects will affect women, men, girls and boys differently because of prevailing gender inequality and the gendered division of labour. Enabling effective participation in this context will require attention to the different social and economic contexts, roles, responsibilities and constraints of women and men, girls and boys.

Gender Equality

"Signatory organisations are committed to addressing the effect of gender inequalities and inequities as being fundamental to attainment of human rights for all and the effectiveness of their aid and development activity."

ACFID Code of Conduct Program Principle B.1.4 Addressing Gender

Empowerment, participation, power relations, rights – these concepts are all highly relevant for participatory development, yet conference discussions indicated that they may be in danger of becoming development "buzzwords", being used without a full understanding of their implications and meaning for development practice. The conference highlighted this challenge, as well as contemporary issues such as tokenism, the difficulties of engaging marginalised women, women's role (or lack thereof) in peace-building, and understanding the role of cultural-socio dynamics and frameworks. The following comments provide both good practices and lessons learned from a few case studies presented during the conference.

As Professor Gita Sen cautioned during her keynote address, while many acknowledge that women's participation and gender analysis in development is crucial, there remains a reluctance to look at gender equality as transformational, something more than 'adding women in', that can be translated into development policies and practice.⁹ In part, this reluctance reflects a tendency to avoid the issue of power, whether it is power relations between donor and partner NGOs or power relations exercised in the communities that we work in.

⁸ Cathy Vaughan, University of Melbourne. "Supporting Dialogue in Marginalised Settings: Young Papua New Guineans and participatory research." Conference session 4.2

⁹ Gita Sen. "Motherhood and Apple Pie? Being feminist in a development organisation." Conference Second Keynote Address

EXAMPLE: Sumera Jabeen's case study was based on her research of a Rural Support Program in Pakistan where six villages in the Punjab province participated.¹⁰ The program included mobilising both men and women to form their own community organisations, with activities such as: capital formation through savings and microcredit; and management and vocational skills trainings. While women members constituted 40% of the rural support program's participants, their involvement and ability to contribute to the outcome of the program were greatly restricted in practice due to unequal gender relations in the communities. For instance, some women were registered by their husbands in order to obtain the microcredit loans, but had very little control over how the money was then invested or used. The program staff also lacked understanding about the implications of gender relations or the local economy for the program. Rather they had been offering them trainings in traditional 'female' activities such as sewing, which did not offer much income. Ironically, instead of challenging prevailing gender relations, the program strengthened the status quo, as both men and women participants did not change their beliefs about gender norms and roles despite years of program implementation.

To avoid tokenistic participation of women practitioners need to acknowledge that gendered power relations exist, and analyse how they operate at various levels within a society and the consequences. This analysis starts at the individual, to the household (including marital, family and extended families), village/community, development programs, and development policies.¹¹

EXAMPLE: DAWN (Development Alternatives with Women for a New Era) project workers gathered food from every household (including *Dalits* or the "untouchables") in the village they worked in, and held a feast for everyone in the village. With the food donated from households including those that are usually marginalised and discriminated, the approach directly challenged the idea that the *Dalit's* food is "dirty".¹² If local leaders did not attend the feast because of the *Dalits'* participation, the exercise highlighted this as a discriminatory practice, and enabled DAWN to challenge such attitudes.

Professor Sen also cautioned that challenging norms and overcoming discrimination requires considerable time and NGOs must also be realistic about the time and resources they have. However, donors must also recognise that social bias and norms cannot be overthrown by two or three-year projects, and behavioural change by individuals, communities, and institutions require longer term planning and investment.

A key gender question relating to participatory development is: how does one know if levels of gender equality or women's participation have increased in a project? Clearly, building gender equality indicators into a project's monitoring and evaluation process is key to tracking change, but quantitative findings do not always reveal women's and men's experiences and perspectives. Views about how development projects affect gender relations (especially from women's perspectives) can and should be a part of a project's monitoring process.¹³

Ways of exploring and understanding how gendered power relations operate at household or community levels were illustrated in a presentation by **Joanne Crawford and Michelle Carnegie**. The research activities were valuable in creating space for communities to explore women and men's varied economic contributions, links between formal, informal and subsistence work, women's and men's roles and relationships and how these were affected by development and change:¹⁴

¹⁰ Sumera Jabeen, University of Melbourne. "Insignificant Inclusion and Tokenistic Participation of Women in Development: A case study from Pakistan." Conference session 2.1

¹¹ See reference 8

¹² See reference 8

¹³ Cathy Vaughan, Nossal Institute, University of Melbourne and Eileen Darby, World Vision Australia. "Method in the Madness: Using participatory approaches to research gender change across diverse country contexts." Conference session 1.1

¹⁴ Michelle Carnegie, Claire Rowland, Katherine Gibson and Joanne Crawford. "Measuring Change in Economy and Gender Relations in Semi-subsistent Communities in Melanesia: Concepts, indicators, and tools." Conference session 2.1

EXAMPLE: The research project was undertaken with university and local NGO partners in the Solomon Islands and Fiji. The aim was to better understand the gendered impacts of economic development initiatives on semi-subsistence communities in Melanesia and work with communities to develop community level indicators for monitoring change in gender equality and in the economy. Staff from local NGO partners participated in methods training with academics before facilitating participatory activities with communities, with groups divided by age and sex to minimise power hierarchies. Each group brainstormed the different work they do, whether unpaid, waged, or self-employed, within the home or elsewhere. Results were mapped by work type and whether it was done by women or men, providing an entry point to discussing gender roles and how work is valued. Groups also explored who benefitted from particular activities for example: who benefits from gardening work; how are the benefits used and distributed; and how are these decisions made? Groups also role-played ideas about how gender relations could be in the future, clarifying local aspirations for gender equality.

NGO staff and academics collaboratively analysed the research results and shared them at feedback workshops for NGOs, academics, government agencies and community members. Insights from the lived experience of women and men informed the development of a resource kit (manual of indicators and associated participatory and quantitative data collection tools) to monitor change in the local economy and in gender equality.

Making participation work is also about situating gender development programs in the local context, and critically examines how one's own knowledge and cultural basis affect the process. As Emele Duituturaga observed: "Whose development if not mine?". She challenged researchers and practitioners to not only appreciate the local context, but also understand how their own cultural framework and background will affect both people and project.¹⁵ Additionally, meaningful participatory development requires accountability, which can exist in various forms: sanctions, policy and legislation changes, and monitoring. CARE spoke about the importance of a good complaints mechanism so that communities can raise concerns about development projects and practices. Good complaint mechanisms are also required through the ACFID Code of Conduct, and are one way to ensure that communities can raise concerns about development projects and practices.¹⁶

From a gender perspective, accountability must be addressed at multiple levels - at the individual level, within relationships and communities, and in development organisations and programming. While the conference presented case studies of NGOs seeking to build more equitable gender relations between women and men, the dilemma of how NGOs can measure behavioural changes objectively as well as empower women and men to challenge patriarchal attitudes and behaviours remained an ongoing discussion.

People with Disabilities

*Signatory organisations are committed to including and addressing the rights of people with disabilities and their representatives in their aid and development activity.
ACFID Code of Conduct Program Principle B.3.3. Working with People with a Disability*

Living with disability has a profound impact on a person's experience as a citizen, a family member, and as an individual. For example, mobility issues can restrict people with disabilities' access to public forums, and therefore limit their access to information, services and other people, and their participation in development initiatives and community life more generally. Societal stigma about

¹⁵ Emele Duituturaga, "Whose Development if Not Mine? A glass ceiling look at participatory development." Second conference keynote.

¹⁶ Section D.6 of the Code of Conduct 'Complaint-handling within signatory organisations' and raised by Julia Newton-Howes, CARE Australia. Final plenary session.

disability – either seen as a burden or a form of “punishment” on the individual – creates further isolation. As a result, people living with disability may also have restricted expectations, either about themselves or the rights and services to which they are entitled.¹⁷ They are also often more vulnerable to physical or sexual abuse from people they know, or from strangers.¹⁸ People with disabilities often experience exclusion from projects and services, whether because organisations lack the capacity to provide appropriate access and support, or they see disability as a “health” or “welfare” issue rather than a development issue.

The conference provided a number of critiques and good practices on the issue, and one of the key focuses was on participatory research methods to increase engagement with people with disabilities, as well as using the research process and training as way to overcome bias and stigma within the community and service providers. This is illustrated from case studies presented by IWDA and Banteay Srei, a Cambodian women’s organisation¹⁹ and the CBM-Nossal Partnership²⁰ in Cambodia and Papua New Guinea:

EXAMPLE: The case presented by **IWDA** was a collaborative research project²¹ involving women with disabilities as researchers, trainers and implementers. The project sought to understand women with disabilities and their experiences of gender-based violence. Involving local partners with a focus on gender and disability respectively built in local expertise and understanding of context and strengthened awareness of the issues and barriers that arise at the intersection of disability and gender. Data collection was undertaken by pairs of women, one with a disability and one without. This was important for the quality of the research, creating a space in which women with disability felt safe and understood and able to share their experiences, contributing to accurate data about the nature and prevalence of violence against women with disability. It also served a wider development purpose, challenging perceptions of and discrimination against women with disability by employing them in professional roles.

For the **CBM-Nossal Partnership**, the research project in Papua New Guinea was to identify the needs of people with disabilities regarding access to road infrastructure and road planning processes, and impacts of road projects on their lives. Some of the ways to ensure full participation include the use of photos and posters as visual tools to make it easier for children and those with communication difficulties to convey their likes and dislikes about particular road features. “Moveabouts” took participants “on the road”, so they could directly demonstrate or point to various aspects of the roads which they found problematic. Separate group discussions were organised for people with intellectual or hearing impairment, and additional support given to assist them to communicate their concerns and priorities.

Development agencies interested in further information about disabilities and development may find it useful to connect with disabilities services or peak bodies that run workshops on understanding the challenges experienced by people with disabilities, and how to effectively include them, in addition to contacting other development organisations with relevant experience.

¹⁷ Please refer to the references list for reports and documents which highlight people with disabilities’ experiences and issues. See also Inclusion International’s 2006 report, *Hear Our Voices: A Global Report People with an Intellectual Disability and their Families Speak Out on Poverty and Exclusion* http://www.handicap-international.fr/bibliographie_handicap/4PolitiqueHandicap/hand_pauvrete/Hear_Our_Voices_II.pdf

¹⁸ Groce, N., and Trasi, R. (2004). “Rape of Individuals with Disability in the Age of AIDS: The Folk Belief of Virgin Cleansing.” *Lancet*, 363(9422), 1663-1664. http://africacampaign.december.fr/uploads/media/virgin_rape_and_hiv_01.doc

¹⁹ Heing Seka Tith, Banteay Srei. Nina Vallins and Joanne Crawford, IWDA. “Triple Jeopardy: Participatory action research with women with disabilities experiencing gender-based violence in Cambodia.” Conference session 4.1

²⁰ Kathryn James, Nossal Institute for Global Health. “Participatory Research Processes – Partnering with People with Disabilities (PWD) and their organisations.” Conference session 4.5

²¹ The Triple Jeopardy research was conducted through a partnership between five organisations—Banteay Srei, the Cambodian Disabled People’s Organisation (CDPO); CBM-Australia, IWDA; and Monash University.

The Code of Conduct requires Members to address disabilities in their aid activities. This process can start from including disability in organisational policies and practices regarding employment and volunteering, or the accessibility of offices and meeting places. It can also involve agencies documenting (with consent and confidentiality) the number of people with disabilities who access their services or involved as staff/volunteers, segregated by age, sex, and potentially types of disabilities.²² Gathering statistics of service access and people with disabilities' participation on a daily basis is another way for organisations to track whether their inclusion policies and practices are effective. However, it is also important to combine statistics with stories from individuals and communities in order to better understand how access might be improved.

Making existing programs inclusive involves consultation with local disability advocates and the prospective participants themselves on what would work, as well as integrating disability-specific aspects into those programs. Where special programs are needed, organisations must work in coalition with other agencies to support people to participate in broader community-based development programs and activities.²³

Conclusion

In the introduction, this Learning and Development Note outlined four key trends in the current aid context identified by Professor Chambers: advancement of telecommunication technologies; increasing isolation of poor people and remote areas; the absence of checks and balances to address power relations and inequality; and the improvisation of participatory development approaches to suit local contexts and needs. The case studies presented in this note demonstrate that participatory development researchers and practitioners have been improvising their methods and strategies to adapt to this new aid context. Researchers and NGOs have also been fearless in asking difficult questions about gender, class, and other power relations which exist in communities they work in, and challenge stakeholders where possible.

There are also common themes recurrent in all the case studies presented in this paper and during the ACFID University Conference including:

1. The need to not only consult with frequently marginalised groups such as children, women, and people with disabilities, but also presenting the findings and outcomes back to them so that the consultation process or research is inclusive and not extractive.
2. The creation of safe spaces for discussion is critical in establishing trust, and the safe space is both physical (such as a room) and emotional (such as dividing discussion groups according to age and gender so people converse amongst their peers).
3. In each case study the participants are seen and treated as people, rather than as a "target group" or program output. In this sense, humility and respect from practitioners and NGOs are crucial, as they themselves acknowledge that it is the community that they need to learn from and work with.
4. Where local capacity building is needed so that people can participate on equal footing, the skills and support that are given is appropriate for the context and delivered with sensitivity.

The purpose of this Learning and Development Note is to summarise the ethos of and present a few case studies from the ACFID University Linkages conference in the context of the ACFID Code of Conduct and its approach to participation. However, it is also useful to remember Professor

²² Cindy Lewis. (2004). "Microfinance from the point of view of women with disabilities." *Gender and Development* Vol. 12, No. 1, May 2004. Pages: 28-39.

²³ Tina L. Singleton, Mary Lou Breslin, Cindy Lewis and Robert L. Metts. 2002. *Gender and Disability: A Survey of InterAction Member Agencies. Findings and Recommendations on Inclusion of Women and Men with Disabilities in International Development Programs.*

http://www.handicapinternational.fr/bibliographiehandicap/4PolitiqueHandicap/groupes_particuliers/Femmes_Genre/GenderDisab.pdf

Chambers' argument that participatory development is not just about methods and techniques, but about how individuals and organisations transform themselves and what they do: "In seeking answers, experiential learning, critical self-awareness and reflection all help. And it matters who we are and what we become. But in the end it is action that counts most, and good effects from what we do."²⁴

The chart below was used by Professor Chambers and is reproduced here to illustrate some of the nuanced shifts in our approaches that can make participatory development effective and meaningful for all.

*Professional, institutional and personal conditions, values, norms and roles: shifts for a grounded pro-poor realism*²⁵

	From	Towards
Paradigm of and for	Things	People
Orientation	Top down	Bottom up
Valued achievements	Targets, Disbursements	Empowerment
Modes/Approaches	Standardised	Diverse
Roles, behaviour	Teacher, Supervisor, Controlling	Facilitator, Coach, Enabling
Accountability to	Donors, Taxpayers	All stakeholders, esp. the poor
	Upwards	More downwards
Sources of understanding the realities of poor people	Bookish, Workshops	Direct, Immersions
Learning and change	Didactic, instructions	Experiential learning

Note: the shift is not absolute, but a change of balance, to give more weight to the people side.

²⁴ Robert Chambers. (2004). *Ideas for Development: Reflecting forwards*.
<http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/669/Wp238.pdf>

²⁵ See reference 20, pg. 30.

Further resources:

Participatory Learning and Action (PLA) has been publishing practical and informative articles about participatory methods for the past 25 years on a wide range of issues, from how to conduct participatory mapping to case studies of how to increase children's participation. You can browse through the website's back issues for specific titles and issues: <http://www.planotes.org/backissues.html>

A UNESCO *Finding a Voice Project* finalised in 2008 examines how the participation of marginalized communities can be achieved through creative engagement with digital ICTs. Two useful reports are available with themes, case studies, outcomes and evidence which emerged from this study:

- Participatory Content Creation for Development: Principles and Practices – available: <http://www.findingavoice.org/files/FAVPCC4Dev.pdf>
- Finding a Voice: Themes and Discussions – available: <http://www.findingavoice.org/files/FAVThemes&Discussions.pdf>

SIDA publication, referred to by Robert Chambers as a useful guide on how to quantify data collected from participatory qualitative research: Dee Jupp et al. *Measuring Empowerment? Ask Them Quantifying qualitative outcomes from people's own analysis Insights for results-based management from the experience of a social movement in Bangladesh*. Available: <http://www.oecd.org/countries/bangladesh/46146440.pdf>

Challenging Discrimination Against Women with Disabilities: A Community Toolkit aims to bring about transformative change in attitudes and behaviours in both community members who can help women suffering violence and in the perpetrators of the violence Available at: http://www.iwda.org.au/wp-content/uploads/2013/02/20130204_TripleJeopardyTrainingTool.pdf

Inclusion Made Easy is a resource guide produced by CBM Australia that offers practical advice and case studies helpful for understanding how to make programs disability inclusive. The resource is available on the CBM website: <http://www.cbm.org/Inclusion-Made-Easy-329091.php>

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