**Executive Summary**

Ten percent of the total population of Bangladesh is known as differently able, often called People With Disabilities (PWDs) or disabled people. It is worth saying that, they are often treated with disregard, and so far they are the most vulnerable of the society. Yet their role in homes, places of work and communities is often underplayed. So the question should be raised that, what about the differently able people in the issue of Youth Employability related with accessibility in IT sectors. So the research proposal prepares the social mapping of how we can integrate and mainstream the out stream Differently Abled through accessibility in IT.

There are over 1.1 billion young people in the world who need to be able to find good jobs, start and grow businesses, gain access to appropriate financial services and participate in the global economy. Given the size of the youth bulge and the current lack of economic opportunity for young people around the world, youth development stakeholders recognize the imperative of scaling their initiatives but what about Differently Able?. However, there is a significant knowledge gap about how to scale effective youth programming, with the default strategy being simply ‘using more money to reach more people’ but again it is a concern about how to deal with the issues whom we have excluded especially when the crisis is severe in global north.

Advancing youth economic inclusion at scale is a global priority but in a country like Bangladesh where both the mainstream and out stream are struggling to be a part of it is the question to be answered.

Traditionally, society has viewed people with disabilities as recipients of charity and welfare. As a result, many disabled people tend to expect help from society, instead of making attempts towards self reliance. A change of attitude has to take place in disabled people as well, to encourage them to become self-reliant and not to be dependent on others. In order to prevent the further marginalization of disabled people in the future, it is important to take a pro-active stand to enable them to become contributing productive members of society. By doing this, disabled people will be enabled to lead their lives with dignity and self respect. Besides, the financial burden on the families, society and the scared resources of the nation would be reduced and the disabled people will become asset to the economy.

Lastly I do acknowledge the support of CDD, Access Bangladesh, Mohammad Jahidul Islam from Action Aid, BPKS, Creative IT, Asif Anwar Dhaka Deaf high School, Democracywatch, American Center, Channel I, Dot3Prd and my mentors Khan Ferdousour Rahman and Charu Haque.

Sincerely

****

Natasha Israt Kabir

**Specific Objectives:**

1. To find out the progress and actions so far have been implemented for the people with disabilities (PWDs) related with the accessibility in IT
2. To discuss on the inclusive and exclusive policies of the Government of Bangladesh and find out the causes of limitation to implement these efforts through the plan and further action can be taken for an inclusive “Digital Bangladesh” and also for vision 21
3. To observe the assurances we have that action will be taken to increase the employability of the Youth from Differently Able Group through IT

**Literature review**

The existing literature (both Govt. and Non-govt. policy brief and action plan) for the “Differently Able People interlinked with Youth Employability Policy and Development" give view that:

(a). So far the research had been initiated only does discuss about mainstream people.

(b). The differently able people have not been included in any negotiations and policy level discussion.

(c). The gender based issues have been averted especially who are differently able.

**Research Methodology**

The methods to be followed for the research are interviews, group facilitation, and field observations to observe the actual tool, activities, knowledge, and/or technology used to implement the effective CBA ( Community based Approaches) A visual report (such as photo-stories) will be established in addition to the dissertation as the report for such fieldwork. It would be qualitative and partially quantitative.

The methods that has been followed:

1. Literature Review (Govt. and Non-govt. Policy brief and Action plan)

2. Key Informant interviews

3. Consultation meetings with Disabled People’s Organizations (DPOs), NGOs and network organizations

4. Focus group discussion with community people, the employed differently able community and future employable

5. Field visits: Bangladesh Protibandhi Kalyan Sangstha (BPKS), Dhaka Badhir School (Deaf School), High Care, CSID, **The Society of the Deaf and Sign Language Users** **(SDSL** SDSL and Gulshan College

The study is qualitative, exploratory and descriptive in design. It utilizes the case study approach –selecting particular organizations based on a set of criteria .Expert interviews were conducted and Personal in-depth interviews were conducted in the search of case studies where positive initiatives have been started already. The report was preceded by reviews and information from the stakeholders who are engaged in these specialized sectors

**Target Population and Data Collection**

**Differently Able who are literally Known as Disable specially the group of people from Deaf and Sign Language Users**

**The following key questions are required to be sorted out:**

* Aside from spending more money, what strategies exist to scale deaf youth economic opportunities
* Is there a formula for reaching scale? What are the key principles and strategies any plan to scale should consider for the deaf youth?
* What resources and insights do you need to develop your strategy for achieving scale?
* How should the public- private sector get involved in scaling initiatives that increase youth economic opportunities?
* What key indicators can be used to determine if a program is fit to scale?
* What if what works in one place fails in another? Can large-scale programs address circumstances of youth with diverse backgrounds?

**Questionnaire:**

1. Name of the deaf trainee/employee:

2. Age:

3. Education:

4. Differently Able/Non Differently Able:

5. Gender:

6. Training and Expertise in IT in which sector? :

7. Employed/Non Employed:

8. Name of the Job Place:

9. Salary:

10. Working Hours:

11. Type of Job:

12. How do you evaluate language complicacy employee’s success comparing with non deaf/non language complicacy employee? Explain about her/ his special working hours efforts comparing with non differently able/ disable

**LIST OF ACRONYMS**

 ADD Action on Disability and Development

APCD Asia-Pacific Development Center on Disability

 BftW Bread for the World

BPKS Bangladesh Protibandhi Kallyan Somity

 CSCMP Civil Service Change Management Programme

CDPF Commonwealth Disabled Peoples’ Forum

CWDs Children with disabilities

 DPI Disabled Peoples’ International

DPO Disabled People’s Organization

 DPOD Disabled People’s Organization to Development

 EU European Union GO Government Organization

GDPOD Grassroots Disabled People’s Organization to Development

IAF International Abilympic Federation

IFHOHYP International Federation of Hard Of Hearing Young People

JICA Japan International Cooperation Agency

NADPO National Alliance of Disabled People’s Organization

NGO Non-government Organization

PSID Persons with disabilities Self Initiatives to Development

 PWDs Persons With Disabilities

 UNCRPD United Nations Convention on the Rights of Persons with Disabilities

UNDP United Nations Development Programme

UNESCAP United Nations Economic and Social Commission for Asia and the Pacific

UNHCR United Nations High Commissioner for Refugees

WDDF Women with Disabilities Development Foundation

WHO World Health Organization

WWDs Women With Disabilities

**Social Mapping of Youth Employability among the Differently-Abled Community in South Asia: A Case Study of Deaf and Sign Language Users through Accessibility in IT Sector of Bangladesh*’***

**Preface:**

Over the past few decades, the world witnessed significant economic transformations and shifts in the labour market as a result of globalization, regionalization and technological advances. The reach of globalization runs deep and wide, leaving indelible impacts on societies in multiple areas and at all levels. The pathways from education to employment are more twisted and complex. Lifelong tenure and job security can no longer be taken for granted. New forms of employment and contractual agreements have emerged, in some cases favouring the employers, and in others allowing individuals to have greater flexibility to meet their family responsibilities and pursue other interests. An area of substantial change is the shrinking of agriculture-based employment. According to Dobb et al. (2012), between 1990 and 2008, more than 1 billion non-farm jobs were created worldwide, of which 84% were in developing countries, thus helping to lift 620 million people out of poverty. At the same time, advanced economies saw their service and technology industries expanding to provide millions of new high-paying jobs for highly skilled workers. The financial crisis in the late 2000s, however, slowed the growth and created a situation where the demand for high-skill workers remains high, but low-skill workers are having difficulties securing gainful employment.[1] Data from the Asia-Pacific region showed similar trends with the service sector increasing its share of employment (from 37.1% in 2010 to 39% in 2013) against a drop in the agriculture sector (38.4% in 2010 to less than 35% in 2013).[2]

**[1]**

**Objectives:**

* To empower the disable ( Which we literally use) but in this era we do consider them differently able
* To follow the inclusive policy for promoting the sign language users and the people who are physically disable
* To enrich them through the IT , i. e-Graphics, Internet Marketing and Word Press
* To make them communicative in English content writing and find out other resources to get them engaged in IT Industry where they can contribute
* To make them engage in self-employment
* To organize the social connectivity and networking
* To investigate whether the class and access to information affect the inclusion or exclusion men and women being differently able from digital participation in terms of access to devices, access to Internet connections, computer and language skills and social network support.
* To understand the individual characteristics (sex, age, education, occupation, civil status, etc.) that enable a community member’s access and usage of ICTs.
* To make policy recommendations to improve deaf youth’s inclusion in digital Bangladesh

The study is about deaf youth’s inclusion in Digital Bangladesh. It argues that enabling policy environments instituted by the Government of Bangladesh over the past six years have not necessarily improved digital inclusion of employ-ability, particularly with respect to differently able. Rather, the digital inclusion of differently able is facilitated by both the individual’s socio demographic context (age, education, occupation and civil status) .

**.[2]**

**IIISTUDY FRAMEWORK**

**[3]**

**[4]**

**Background**:

Deafness is a major public health problem in Bangladesh. The country has a population of over 130 million, and about 13 million people are suffering from variable degrees of hearing loss of which 3 million are suffering from severe to profound hearing loss leading to disability [3]

In addition, the BPKS report noted that of the total number of disabled persons recorded in 1998 by the Bangladesh Bureau of Statistics, 31.3 per cent were visually disabled, 27.5 per cent were physically disabled, 28 per cent were hearing and speech disabled, 4.9 per cent were mentally disabled, and 8.3 per cent were impaired with Leprosy or Goiter (BPKS 13-17 Feb. 2004). With regard to persons with hearing disabilities, according to Ethnologue, a language reference Website sponsored by SIL International, as of November 2003 there were approximately 7.6 million deaf persons in Bangladesh (Nov. 2003).[4]

 In 2014 report by BPKS has shown disabled people’s diversity and income status.

**Baseline survey on the grassroots has been conducted in 12 Unions of 12 DPOD.**

1. Dakkhinkhan Sub District: It is of Dhaka District under Dhaka Division (Central Region) situated to the southern part of Dhaka. Baseline survey has been done in **Dumni union.**
2. Shivpur Sub-District of Narsingdi: It is of Narsingdi District.Survey is done in **Sadarchar Union**
3. Melandoho Sub-District: It is of Jamalpur District under Dhaka division. Survey is done in **Durmutth Union.**
4. Sadar Sub-District of Nilphamari: It is of Nilphamari district under Rangpur Division (North West Region). Baseline survey is done in **Tupamari Union.**
5. Sadar Sub-District of Kurigram: It is of Kurigram District under Rangpur Division (North Region). Survey has been done in **Shimulbari Union**
6. Sadar Sub-District of Chapainwabganj: It is situated under Rajshahi Division (North Region). Survey has been done in **3no Jhilim Union**
7. Nandigram Sub-District of Bogra: It is of Bogra district under Rajshahi Division Survey has been done in **1 no Kusumbi Union.**
8. Sadar Sub-District of Narail: It is of Narail district under Khulna Division (South West Region). Survey has been done in **Muliya union**

**[5]**

1. Sadar Sub-District of Moulvibazar: It is of Moulvibazar district under Sylhet Division Survey has been done in **12no Giasnagar union.**
2. Sadar Sub-District of Chittagong: It is of Chittagong district (South Region). Survey has been done in **Kadurkhil union**
3. Faridganj Sub-District of Chandpur: It is of Chandpur district under Chittagong Division Survey has been done in **8no Paikpara union.**
4. Companiganj Sub-District: It is of Noakhali district situated under Chittagong Division. Survey has been done in **Charparboti union**

\_ sign language-using deaf people have limited access to interpreting in situations involving the police and courts

\_ Communication access, and using a different mode of communication, is what makes deaf people different from other people with disabilities. Lack of access to communication often means that deaf people are not included in broader cross-disability coalitions and organizations. This lack of access stymies the participation of deaf people in disability movements.

**Figure 1: Circle of Poverty and Disability**

**[6]**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1: PWDs in 12 DPODs** |  |  |  |  |  |  |  |  |  |
| **Areas** | **Total Surveyed House** | **Total Population** | **Identified Households with PWDs** | **PWDS found** | **Grand Total** |
| **15+** | **Total** | **Under 15** | **Total** |
| **M** | **F** | **M** | **F** |
| Dhaka | 2800 | 13641 | 138 | 66 | 46 | 112 | 22 | 21 | 43 | 155 |
| Jamalpur | 5324 | 22568 | 489 | 208 | 193 | 401 | 60 | 52 | 112 | 513 |
| Norsingdi | 5065 | 26422 | 396 | 178 | 120 | 298 | 62 | 56 | 118 | 416 |
| Moulvibazar | 4013 | 29100 | 464 | 209 | 136 | 345 | 92 | 60 | 152 | 497 |
| Chandpur | 4551 | 29096 | 338 | 138 | 91 | 229 | 81 | 62 | 143 | 372 |
| Noakhali | 4874 | 31217 | 376 | 158 | 105 | 263 | 81 | 39 | 120 | 383 |
| Chittagong | 3287 | 22563 | 325 | 158 | 94 | 252 | 63 | 47 | 110 | 362 |
| Kurigram | 4018 | 17561 | 325 | 133 | 130 | 263 | 47 | 31 | 78 | 341 |
| Nilphamari | 5749 | 30533 | 493 | 203 | 146 | 349 | 89 | 55 | 144 | 493 |
| Bogra | 6640 | 28442 | 391 | 192 | 124 | 316 | 63 | 44 | 107 | 423 |
| Chapai.N.Gonj | 5545 | 26030 | 525 | 252 | 184 | 436 | 66 | 50 | 116 | 552 |
| Norail | 2036 | 8742 | 158 | 82 | 53 | 135 | 17 | 12 | 29 | 164 |
| **Total** | **53902** | **285915** | **4418** | **1977** | **1422** | **3399** | **743** | **529** | **1272** | **4671** |

|  |
| --- |
| **[7]****Types of Disability**There are 6 types of disabled people found in the survey. The types are included in the data analysis, as per as uniqueness of needs of reasonable accommodation or assistive devices is concerned. Physical disability is the dominating figure, whereas speech and hearing are less common. **Table 2: Types of disability** |
| **Areas** | **Total population** | **Total PWD**  | **Visual** | **Physical** | **Hearing** | **Speech** | **Intellectual** | **Multiple** |
| Dhaka | 13641 | 155 | 28 | 45 | 4 | 24 | 17 | 37 |
| Jamalpur | 22568 | 513 | 113 | 212 | 60 | 36 | 44 | 48 |
| Norsingdi | 26422 | 416 | 56 | 226 | 21 | 25 | 36 | 52 |
| Moulvibazar | 29100 | 497 | 78 | 212 | 56 | 45 | 68 | 38 |
| Chandpur | 29096 | 372 | 61 | 118 | 31 | 52 | 50 | 60 |
| Noakhali | 31217 | 383 | 72 | 164 | 24 | 49 | 24 | 50 |
| Chittagong | 22563 | 362 | 22 | 161 | 18 | 35 | 46 | 80 |
| Kurigram | 17561 | 341 | 60 | 155 | 33 | 39 | 26 | 28 |
| Nilphamari | 30533 | 493 | 54 | 213 | 28 | 54 | 44 | 100 |
| Bogra | 28442 | 423 | 54 | 173 | 23 | 73 | 53 | 47 |
| Chapai.N.Gonj | 26030 | 552 | 103 | 239 | 51 | 39 | 51 | 69 |
| Norail | 8742 | 164 | 42 | 70 | 15 | 9 | 10 | 18 |
| **total** | **285915** | **4671** | **743** | **1988** | **364** | **480** | **469** | **627** |

**Income status**

The survey determined PWDs of 15+ age range, as income population. The income level is in 4 categories, in which 2.47% PWDs at the moment are earning some BDT 3000+. On the other hand, a significant part (50.2%) of this population is out of any income generating activities. Type of employment was not considered in the survey, but 2.47% is mostly involved in some kind of informal income at their own village or self-employed.

**[8]**

**Table 3: Monthly Income of PWDs**

|  |  |  |
| --- | --- | --- |
|   | **Income range** | **Area** |
| S.L | **of age 15+** | **Dhaka** | **Jamalpur** | **Norsingdi** | **Moulvibazar** | **Chandpur** | **Noakhali** | **Chittagong** | **Kurigram** | **Nilphamari** | **Bogra** | **Chapai N.gonj** | **Narail** | **Grand total** | % |
| **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** | **F** | **M** | **Total** |  |
| **1** | **0** | **29** | **21** | **50** | **152** | **87** | **239** | **59** | **83** | **142** | **98** | **45** | **143** | **62** | **50** | **112** | **46** | **67** | **113** | **68** | **62** | **130** | **77** | **42** | **119** | **112** | **54** | **166** | **81** | **111** | **192** | **133** | **85** | **218** | **42** | **43** | **85** | **959** | **750** | **1709** | **50.28%** |
| **2** | **1-1500** | **14** | **34** | **48** | **33** | **104** | **137** | **58** | **87** | **145** | **26** | **128** | **154** | **25** | **76** | **101** | **52** | **76** | **128** | **23** | **81** | **104** | **47** | **69** | **116** | **30** | **134** | **164** | **40** | **73** | **113** | **50** | **156** | **206** | **6** | **26** | **32** | **404** | **1044** | **1448** | **43%** |
| **3** | **1501-2999** | **2** | **9** | **11** | **6** | **12** | **18** | **3** | **5** | **8** | **10** | **30** | **40** | **4** | **9** | **13** | **5** | **8** | **13** | **2** | **8** | **10** | **3** | **5** | **8** | **2** | **9** | **11** | **2** | **6** | **8** | **1** | **8** | **9** | **3** | **6** | **9** | **43** | **115** | **158** | **4.65%** |
| **4** | **3000+** | **1** | **2** | **3** | **2** | **5** | **7** | **0** | **3** | **3** | **2** | **6** | **8** | **0** | **3** | **3** | **2** | **7** | **9** | **1** | **7** | **8** | **3** | **17** | **20** | **2** | **6** | **8** | **1** | **2** | **3** | **0** | **3** | **3** | **2** | **7** | **9** | **16** | **68** | **84** | **2.47%** |
| **Total** | **46** | **66** | **112** | **193** | **208** | **401** | **120** | **178** | **298** | **136** | **209** | **345** | **91** | **138** | **229** | **105** | **158** | **263** | **94** | **158** | **252** | **130** | **133** | **263** | **146** | **203** | **349** | **124** | **192** | **316** | **184** | **252** | **436** | **53** | **82** | **135** | **1422** | **1977** | **3399** | **100.00%** |

**[9]**

**[10]**

**[11]**

**[12]**

**[13]**

**Government Initiatives: Bangladesh Association of Soft wire and Information Services (BASIS)**:

 **BASIS Students' Forum:**

BASIS deems it as a Social contribution towards the long term national vision of becoming a technology driven knowledge economy, particularly through engaging with the young generation for motivating and guiding them for becoming future technology leaders. THUS BASIS STUDENTS' FORUM is the NEED of the hour because the students of today are the future leaders and anchors of the country. This pool of talented youth or young generations needs to be mentored for the future.

BASIS Students' Forum's Moto: "Show your commitment to the ICT sector or profession - provide a voice for the future" where they have been providing Training services for the Deaf youth

**Advocating for Inclusion through Bangla Sign Language in Bangladesh: Case Study of The Society of the Deaf and Sign Language Users** **(SDSL)**

The Society of the Deaf and Sign Language Users (SDSL) in Bangladesh is raising public awareness about the importance of sign language, specifically, Bangla Sign Language. This is no easy task in a country like Bangladesh, the most densely populated country in the world and one of the poorest. Lack of productive employment and widespread illiteracy are problems for the majority of people in Bangladesh. Deafness further compounds the problem for over two million people.

Most deaf children grow up in hearing families and do not have access to good quality hearing aids or other amplification devices. Most deaf schools are oral schools in which children are taught to lipread and speak verbally, often with very poor results. Deafness is a substantial educational barrier and creates challenges for achieving literacy.

**[14]**

Most families of deaf children do not learn sign language and there are no official educational programs where sign language is taught. Deaf people learn sign language from each other as it provides them with a means of communication, and therefore, a means of obtaining access to education and independence.

Access to communication and information is the cornerstone of SDSL’s work. Recognizing the importance of communicating about the CRPD, SDSL has also created a version of the CRPD in sign language. As a result, deaf people can learn about this important law and human rights tool in their native language.

SDSL is also promoting communication access at events that do not, on the surface, have anything to do with deafness, such as those addressing women, education, or political issues.The goal is to include deaf people in all aspects of life and give them choices that allow them to participate fully.

SDSL imagines a world where a deaf person can go to any kind of event and be included.[7]

**NGO Driven Activities: Self Help Initiatives based on Vocational Training**

**Trend and Practices:**
PWDs’ Self-help endeavors were initiated in the country in early sixties through the formation of Bangladesh National Federation of the Deaf (BNFD) in 1963 and National Federation of the Blind (NFB) in 1964. Those organizations were mainly comprised of deaf and blind people respectively.

**Challenges and Consolidation:**
Self-help organizations were established here by a spontaneous process even under restricted conditions in terms of resource availability, common understanding and proper coordination. Apart from National Disability Forum, NFOWD, spontaneous emergence of `National Alliance of Disabled Peoples’ Organizations (NADPO)’ having 66 members and National Grassroots Disabled’ Organization (NGDO)’ having 92 member organizations clearly indicates that coordinated efforts of DPOs/self-help organizations is a burning need towards empowerment of people with disabilities in Bangladesh.

**[15]**

In this situation there have been observed a mixed impression and keen interest among PWDs and others working on disability. Strong enthusiasm as well as distortion of understanding has also been observed among them. As the self-help

organizations of people with disabilities has got utmost importance to promote rights, dignity and an inclusive society for all there remains a strong need for proper information, communication and consolidation of all self-help endeavors.

At the same time there remains a good number of organizations that have been making their worthy contributions to promote self-help groups and organizations. consolidation of each and every such initiative through sharing of experiences, exchange of resources and information and establishing a coordination mechanism at local, national and regional level will strengthen PWDs’ self-help initiatives within this region by many times.[8]

**Bangladesh Reform Initiative for Development, Governance and Empowerment Foundation and project “IT for Differently Able”**

The project which BRIDGE inaugurated funded and supported by ‘U.S State Department” under the entitled initiative of “AEIF” (Alumni Engagement Initiative Fund) in 2013.The project entered into the first phase which started from 26 April 2014 and will be continued till December 2014. At present the BRIDGE team is consisted with 5 people for Friday and Saturday classes along with 5 advisors in the committee along with 4 trainers and 1 Interpreter. Internet Marketing and Word Press.

Here both the sign language students and physically differently able are doing classes altogether. The afternoon shift is only for physically Immovable.

**[16]**

**Findings:**

1. We did expect to have more female students but the concern is the guardian expected to have separate classes for female students which is not feasible.
2. The female students participation from the physically differently able is low, out of 7 female students 6 are from sign language users. The reason behind this is their immovability and lack of support from the parents
3. Some of the students do have lack of access to the Internet due to their financial capability and lack of support, so they are less in contact through email and networking, now most of the communication do happens via mobile or through their concerned contact person
4. Some of the students have been dropped out due to their accommodation support during summer vacation as they do stay in hostel and mostly from outside of Dhaka**.**
5. Regarding English class there are two ways of conducting the classes, one for beginners and another for advanced level
6. More drop outs from the male students and female are continuing with 99% of ratio as there is only 1 drop out from Female students and she is from physically immovable group and currently pursuing her study in JahngirNagar at the department of Geography which has become the factor for her to be irregular and finally to quit

**Achievement:**

 Confirmation of Internship for 2 deaf students out of 23

**[17]**

|  |
| --- |
| **Jannatul Ferdous Srity (22)-Deaf Female****After graduation from the training she immediately got selected by one of the leading organizations, Democracywatch as being an intern. Mostly her job was based on desk. Apart from that she used to prepare the report through IT section. The evaluation from her supervisor has given the impression that her working speed was faster apart from other non-deaf.** |

|  |
| --- |
| **Shafayath Hossain Asif (22)-Deaf Male****After graduation from the training he immediately got selection by one of the leading advertising agencies, Dot3Prd as graphic designer. Before joining here he used to work as a trainer in Creative IT for the deaf students and in a buying house as well. While talking to his supervisor Mohammad Rakibul Hasan Khan clearly stated that his output is far better than non-deaf employees. It is obvious that it would take time to make him understand but at the end it is his maximum output which makes him special** |

**.**

|  |
| --- |
| **Case Study from Bangladesh Protibandhi Kalyan Sangstha (BPKS) from Non IT perspectives and IT training evaluation for Deaf Youth:** **Case Study(1)**1. Name: Enamul Hoque2. Age: 453. Education: SSC4. Differently Able/Non Differently Able: Differently Able5. Gender: Male6. Training and Expertise in IT/Technical? : Welding and lathe machine operation7. Employed/Non Employed: Employed8. Name of the Job Place: Workshop for making disability assistive devices9. Salary: BDT 10,000 10. Working Hours: 9 AM to 5 PM11. Type of Job: Technician**Case Study( 2)**1. Name: Altaf Hossain2. Age: 273. Education: SSC4. Differently Able/Non Differently Able: Differently Able5. Gender: Male6. Training and Expertise in IT in which sector? : Welding and lathe machine operation7. Employed/Non Employed: Employed8. Name of the Job Place: Workshop for making disability assistive devices9. Salary: BDT 8,000 **[18]**10. Working Hours: 9 AM to 5 PM11. Type of Job: Junior Technician |

### Obstacles of Good Practice: Including Deaf People in access to information movement

* Lack of Provision for the UN Convention on the Rights of Persons with Disabilities (CRPD) in country’s sign language so that deaf people have access to it
* Creating opportunities for employment of key workers in organization to learn some basic signs; this shows that majority is not aware of the importance of sign language
* Negligence to conduct outreach to deaf organizations about events of relevance to all persons with disabilities
* Awareness to familiarize with the process of finding sign language interpreters
* If deaf people will attend any event, importance of understanding that there is a qualified sign language interpreter present at all events; provide reserved seating near interpreters so that deaf people have clear site lines to the interpreter
* Less priorities to be accustomed to work to include deaf rights and deaf communication issues within other disability issues
* Less focus on creating an united disability movement in which deaf people can contribute and participate

**[19]**

**What can We learn from Ghana and Uganda:**

The project “Training and employability for the deaf communities in Ghana and Uganda” is a joint initiative with the University of Ghana, Kyambogo University in Uganda, and deaf organisations in both countries, and aims at capacity building in the areas of applied sign language studies.

Course and curriculum development includes a sign language interpreter training course at the University of Ghana, a 2-year diploma course for deaf students in Applied Sign Language Studies in Uganda, and summer courses in academic skills development for deaf students. All of these are first-time initiatives, and are realised in close partnership with local deaf organisations.We expect this project to impact positively on literacy, employability, and access to work for talented deaf participants in these programmes.[9]

**DEAF Information and Communication Access ImprovemENT (DICAP)**

DICAP is part of the Mwananchi – Ghana Programme, an evidence based research project funded by UKAID through the Overseas Development Institute (ODI) of the United Kingdom, and managed in Ghana by the Participatory Development Associates (PDA). There are over 8 NGOs across Ghana implementing interventions to remove information and communication barriers to governance i.e. the ordinary people (Mwananchi) holding government/leadership accountable to the tenets of good governance

The GNAD intervention is a project titled “Deaf Information and Communication Access Improvement Project – DICAP” which seeks to bridge the communication barrier between the hearing and the deaf for the purpose of the total inclusion of the Deaf in the socio-economic development process of the nation.

The project beneficiary areas are the Ghanaa East Municipality and the Ho Municipality. DICAP seeks to bring Interlocutors (i.e. the media, civil society, elected representatives, traditional authorities, and government) together for the purposes of good governance.

**[20]**

Under DICAP, a delicate combination of Advocacy (at both national and local level) and sign language training and development will be used to empower the deaf to be able to fully take part in the national development process. The project duration is a year i.e. from August 2010 to July 2011 during which; sign language will be developed (i.e. improve the level of members, and teach the staff of key institutions in the target municipalities to improve access), advocate for deaf rights both at the national and local level, partner with the media to educate the general public deafness and its related issues, train the executives of the beneficiary municipalities in advocacy etc.[10]

**Prospects for Differently Able:** **Choosing Internet Marketing as a Career**:

* You can work and learn from home
* Can be pure desk job
* Tools and resources are available online
* Almost all tools and resource are accessible via accessibility apps for differently abled

**What Do You Need**

What do you need to be a professional internet marketer?

* Science (e.g. Code)
* Arts (e.g. Content)
* Commerce (e.g. Consumer Behaviour)

**Science:**

* To Understand Logic
* Some HTML Knowledge
* A bit of programming
* Understand and Predict Visibility or Ranking Algorithm
* Google Algorithm for SEO
* Edge Rank for SMM

**The Arts:**

* Develop quality contents
* Show extraordinary talent in content delivery
* Create great creative

**[21]**

**The Commerce**

* Analyze Qualitative and Quantitative Data
* Understand Consumer Behavior
* Target Marketing or Market Targeting
* Understand the target market
* Make Business Decision based on Data, Survey and Fact**s**

**Web Marketing Fields**

3 major tactics:

1. SEO (Search Engine Optimization)

2. PPC (Pay Per Click)

3. SMM (Social Media Marketing

**Careers in Internet Marketing**

* Email Marketer
* SEO Consultant
* PPC Consultant
* SMM Consultant
* Business Analysts
* Ad Creatives Designers
* Traffic Analyst
* Bloggers
* Content Developer
* Content Marketer
* Journalists
* Web Marketing Engineers
* PR Specialist

**[22]**

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**[23]**

**Businesses with Internet Marketing**

* Product and Service Sales
* Site Farming
* Brand Farming
* Affiliate Marketing
* Blogging
* Content Marketing
* PR Agency
* Traffic Exchange
* Content Media
* Strategic Sponsorship
* Training, Workshops, and Seminars

**Case Study From Creative IT: Stride towards Promoting Deaf and Sign Language Users Youth**

Creative IT Ltd. is serving clients since 2009 with Software development, Web design and development, Network design & installation, IT security management services including provides various kind of IT based professional training. Creative IT Ltd. is renowned for innovative concepts, integrity of quality of workmanship. They have started promoting deaf and sign language users from 2015 on the basis of employment.

**[24]**

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| --- |
| **Case Study of Creative IT**1. **Project Name**: Graphics Designing in Outsourcing2. **Age Group**: 16-303. **Educati**on: SSC- Honors**4. Differently** **Able/Non Differently** Able: Differently Able5. **Gender**: Male and Female6. **Training and Expertise in IT/Technical**? : Graphics Designing7. **Employed/Non Employed**: Employed8. **Number of Employed Deaf**: 15, Male= 14 and Female=19**. Salary**: BDT 10,000 10. **Working H**ours: 9 AM to 5 PM11. **Type of Job**: Junior Graphics Designer |

The coordinator of this project herself stated that the maximum output and comparison between non-deaf and deaf is amazing where the deaf are more serious and do have anticipation as well.

**IT and Non IT Job opportunities campaign by the local NGOs**

**Center for Disability and Development :( CDD) Non IT based Job Initiatives and Future Plan for IT based job creation**

The Centre for Disability in Development (CDD), along with 24 partner organisations in Bangladesh, marked “International Ear Care Day” on 3rd March. “Make Listening Safe” was this year’s theme. CDD produced posters and leaflets with information aiming to educate people about how to take care of their ears.

Thanks to CDD efforts, over 10,000 people received information on better ear care whether through attending an event or through accessing printed information. CDD targeted teachers and students through awareness raising sessions in schools and the wider community through a large rally. It is hoped that through accessing basic vital ear care information, the number of cases of deafness through preventable causes will be reduced.

**[25]**

Deaf Child Worldwide started working in Bangladesh earlier this year. With an estimated 4 million deaf children in Bangladesh, it is no surprise that deafness is the second most common disability in the country. Limited support and a lack of services means deaf children face many challenges and often struggle in their daily lives. Over the next 3 years, the Centre for Disability and Development (CDD) will be working to increase the social inclusion of deaf children and young people in the south-eastern, south-western and central regions of Bangladesh. CDD will work with families to improve communication with deaf children, as well as educating deaf children and their families about their rights, and supporting them to access education, employment and health services that will increase their life chances. [11]

The Centre for Disability in Development (CDD)[12] with the support of PSES, GIZ[13] is working together since November 2013 with the purpose to sensitize and build capacity of 50 Ready Made Garment Factories (RMGFs) to create an inclusive and enabling work environment which will encourage inclusion of persons with disabilities in their workforce.

Under this partnership, CDD and PSES, have held meetings with BGMEA, Bangladesh German Chambers of Commerce and Industries (BGCCI) and leaders of different RMG Factories. CDD have made physical visits to these factories. Based on the finding and assessed needs a resource package will be developed to guide factory managers to facilitate disability-inclusion. This resource package includes materials like ‘*Disability-Inclusive HR Policy*’ and ‘Disability-Inclusion Handbook’. As a part of project activities, Managers and staff members from RMG factories will also receive training.

The ‘inclusiveness-assessment’ is not intended in any way to measure social compliance status of the RMGFs. It was conducted as one of the steps of disability mainstreaming process in RMGFs. This mainstreaming process intends to sensitize leadership and managers of RMGFs on disability-inclusion, assist them to assess current situation in RMGFs, identify inclusion opportunities and undertake realistic and achievable plans on creating an inclusive work environment for persons with disabilities.

**[26]**

Inclusion of persons with disabilities in RMG Factories should not be seen as part of CSR or Charity but considered from human rights perspective. Reasonable accommodation measures might be needed to create an enabling environment for persons with disabilities to effectively and efficiently engage in RMG sector. These measures should be judged only from human diversity perspective and not as special needs for persons with disabilities. Besides, creation of enabling environment within RMG sector will benefit all workers and staff members of the RMGF and not only persons with disabilities. It is also essential to appreciate and recognize contributions of persons with disabilities as equal to any other RMG workers. One also needs to recognize that benefits and appreciation of equal opportunity based RMGFs are much more than ones that exclude people from its workforce because of their diversity.

**CDD along with their field level partners do have planned to create more opportunities in the IT sector for deaf youth.**

**Being their implementing partner ACCESS Bangladesh is now promoting self-help group of 64 Deaf youth and 2 youth have been selected to be the part of the training which has been promoted by Creative IT.**

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| --- |
| 1. Name of the deaf trainee/employee: Md. Mosabbir Hossain2. Age: 223. Education: B.A (1st Year)4. Differently Able/Non Differently Able: Differently Able5. Gender: Male6. Training and Expertise in IT in which sector?: MS Office, Graphics Design7. Employed/Non Employed: Non Employed8. Name of the Job Place: N/A9. Salary: N/A10. Working Hours: N/A11. Type of Job: N/A |

|  |
| --- |
| 1. Name of the deaf trainee/employee: Elora Obonti Banik2. Age: 203. Education: B.A (Hons.) 3rd Year, History, Jahangirnagar University4. Differently Able/Non Differently Able: Differently Able5. Gender: Female6. Training and Expertise in IT in which sector?: MS Office, Graphics Design7. Employed/Non Employed: Non Employed8. Name of the Job Place: N/A9. Salary: N/A10. Working Hours: N/A11. Type of Job: N/A |

**[27]**

-Being a female she does have some special barriers for access in IT but it takes time. Social barriers removal must be focused on to employ more deaf female and provide them more chances.

**Center for Rehabilitation of Paralyzed Resource Center for Job Info :(CRP)**

**Ultimate outcome:**

Improved quality of life and fulfillment of human rights of young women and men, boys and girls with disabilities by addressing: Insufficient understanding of disability; inaccessibility of health and education facilities; negative attitudes; lack of vocational services; lack of coordinated implementation of policies, programs and services; lack of trained personnel

**Access to Livelihood for People with Disabilities (ALPD)**

Access to Livelihood for People with Disabilities (ALPD) is a CRP project supported by the Manusher Jonno Foundation (MJF),since 2003. The goal of the project is “Creating an enabling environment for persons with disabilities to have equal rights, self-reliance and dignified life from the poverty line”.[14]

**Action Aid:** **A project which is called, “Removing Cultural Barrier”- RCB**

 Online outsourcing can be defined as a business process where people get the work from the client through online and then after completing that task service provider send back it to the client through online and get the payment. So, whatever the task is but for doing that task service provider and client do not need to meet physically and service provider can do the work from anywhere. “ I think this is the main reason that online outsourcing is most effective for the person with disabilities as they do not need to go any particular places to work. “-stated by Muhammad Jahidul Islam, employee of Action Aid

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**[28]**

Actionaid Bangladesh has taken a project which is called, “Removing Cultural Barrier”- RCB. In this RCB project along with education and rehabilitation we are working for creating employment opportunity for the person with youth with disabilities. There are various kind of skill development training is providing through the project partners. We are also giving emphasis on online base IT training, so that they can build up their skill on IT and can work as an online freelancer. In this project we are dealing with 300 people with disabilities.

|  |
| --- |
| Adnan (21) another deaf youth who used live in U.A.E and later shifted to Bangladesh. Now he is working at the IT department of one of the leading Medias in Bangladesh which is known as Channel I. Keya Cosmetics another leading factory of Bangladesh who initiated employing deaf youth and till now 1000 deaf youth have been employed so far and most of them are working at the security, factory production house and 4 are working at the IT department |

## What’s the solution?

1. **Aligning educational content with the skills young deaf people:**

Educational systems are focusing to prepare their curricula and teaching methodology to the rapidly changing requirements of government and but not on what aspiring mainstream and excluded youth need to be successful.In addition, a lack of career services prevents youth from recognizing those promising technology career opportunities. Education and training providers, funders, government and other youth workforce development actors need to understand the technology skills that employers in local markets demand and entrepreneurs require, and then translate this information into effective technology training content and delivery but these are mostly based on mainstream youth but none is vocal for sign language users and deaf along with few exceptions.

**[29]**

For example, online mentorship program based on “Steer Your Career” program harnesses the mentorship of aspiring young leaders to hone the work-readiness skills of university students in several countries in the Middle East and North Africa. Delivered over eight weeks in 90-minute sessions, this training develops leadership, time management, communication, teamwork and job search skills through hands-on classroom activities, personal assessments, role playing and reflection exercises led by trained corporate volunteers But here lies the question that who is going to take initiative for deaf youth along with sign language interpretation via YouTube and more tutorial session like khan academy.

**2. Scale and technology.** In today’s world, it’s hard to have one without the other. If technological advances are aiding companies across industries and transforming how economic development unfolds in developing countries — where most of the world’s youth population resides — technology should also be helping to connect youth to economic opportunity and sustainable livelihoods. Youth with disabilities who are deaf must be one of the primary concern to address for scaling and inclusion through the access in IT.

Using technology to train young people on technical, cognitive and noncognitive skills required for in-demand jobs is proving to be one of the best ways to address both aspects of the challenge: high youth unemployment and employers’ unmet talent needs. But while counting and policy making we don’t think about those who can be accommodated along with technology and skills being excluded and not vocal as well. In terms of policy making till now technology and IT has become a great part to lessen the gap of digital gap but what about “ Digital Literacy and Vocal for Non-vocal”? We must ensure that only access can’t ensure them into the world of “ Digital Economy”.

Anudip, a nongovernmental organization based in West Bengal, India, provides market-aligned ICT and business skills development to poor rural youth since 2006 and successfully transitions its graduates into technology-enabled employment or self-employment. Anudip partners with local employers and its sister company, iMerit Technologies, to understand skills requirements and translate them into training modules. Anudip assists the graduates in securing job interviews with partner firms. To date, Anudip has trained more than 15,000 beneficiaries and achieved a 75 percent job placement rate. Anudip’s DREAM program trains, provides financial assistance, mentors and offers multiple support to unemployed women in starting and running their IT-based microenterprises.[15]

**[30]**

1. **Coordination and collaboration.** Educators, governments, youth-serving organizations, companies and donors must work together to design, implement and manage effective, scalable and sustainable programs for youth workforce development that match employers’ changing skill needs not only for mainstream youth but also for excluded deaf youth.

Bridging the digital skills gap requires collaboration of all sectors to create well-functioning local and regional labor market ecosystems.

In the United Kingdom,[Microsoft](https://www.google.com/url?q=https%3A%2F%2Fwww.devex.com%2Fen%2Forganizations%2Fmicrosoft&sa=D&sntz=1&usg=AFQjCNGQyAlSgxhJXQTw3_2YuCrvSzsPdA) collaborates with ICT sector companies within its supply chain, training providers and the British government to train and certify young people aged 16-24 for apprenticeship in various ICT job roles. Apprenticeships are an effective approach for young people to develop relevant skills, while working and earning a living. Intensive one to two weekslong training modules are delivered online or in residential training centers, separated by longer periods of on-the-job learning. Microsoft regularly consults with its employer-partners to determine which skills and certifications are required for success in their ICT entry-level jobs. Over the past four years, this program has successfully trained more than 5,000 youth, with 94 percent retention rate.

To promote more of this kind of coordination and collaboration, [Making Cents](https://www.google.com/url?q=https%3A%2F%2Fwww.devex.com%2Fen%2Forganizations%2Fmaking-cents&sa=D&sntz=1&usg=AFQjCNF2YFa8bW-4YTSfZg7cLRQWBL91Mg) and Microsoft have developed the “[Understanding the Youth Workforce Development Technology Skills Training Landscape](http://www.google.com/url?q=http%3A%2F%2Fwww.youtheconomicopportunities.org%2FTechnologySkillsTrainingLandscape&sa=D&sntz=1&usg=AFQjCNH7BJUJAspjlCzNyPcb8VwrQeKxMQ),” released this week. It is a tool for understanding the unique role that education and training play in youth workforce development and how they fit together based on their primary training objective, market alignment and measures of success. The framework can be leveraged by practitioners, funders, youth leaders, government and others to foster a common language, greater cooperation and joint projects to increase youth economic opportunities.[16]

## Why now

For youth, developing technology skills that align with market demand greatly increases their chances of securing employment and achieving career or business success. For enterprises, having well-qualified, technology-savvy talent results in higher productivity, faster growth and expansion. And for nations, balancing the supply and the demand for technology skills leads to economic and social stability and overall prosperity.

**[31]**

If it is not now then never and in future the problem will be more severe as now it is. The exclusion and unemployment will deepen the crisis. Exclusion and discrimination never brings solution for sustainable development.

We must not ignore the facts about demographic challenges, rising unemployment, persistent poverty and widening inequalities, and expanding threats to peace and safety. In pushing forward, many countries are confronted with high unemployment rates or disengaged youth. Globally, about 200 million people were unemployed in 2013, of whom 74.5 million were between 15 and 24 years old. The global youth unemployment rate stood at 13.1 %, which was almost three times higher than adult unemployment rate. Viable solutions are needed urgently to address the unemployment issue and ensure that the millions of unemployed youth are not left behind. Entrepreneurship is attracting substantial attention from policy makers, educators and among the young people themselves as a driver of economic growth and innovations. In many ways, the march towards entrepreneurship is very much inspired by the likes of Steve Jobs and Mark Zuckerberg, and closer to home Jack Ma and other successful innovators. The questions often being asked are what made them so successful? Can we create more Steve Jobs and Jack Mas, and if yes, how can we do it? Notwithstanding the debate on nature vs. nurture, Peter Drucker said that entrepreneurship is a discipline, and like any discipline, it can be learned.[17] .For female deaf youth digital literacy we do need to adapt special plan as their exclusion perspectives are different than male youth

**[32]**

**End Note:**

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