

Stories of Citizenship

Let's just do it

Accessibility and inclusion, why does it matter? Involving people with learning disabilities in research.

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Introduction

People with learning disabilities face an array of challenges in the workplace. These challenges include a lack of understanding of their abilities, a lack of reasonable adjustments, and discrimination. In this chapter we will discuss the rights of people with learning disabilities in the workplace and outline ways to promote their successful employment, particularly as part of a research team. Firstly, we will briefly explore the background to the RIX Research and Media Centre and describe how our Inclusive Research team was formed. Secondly, we will share our reflections on the Covid-19 pandemic and how this impacted on our Inclusive Research team. Next, we will share the personal stories of employment from four of the authors with lived experience of learning disability. Then, we will discuss our experiences in the context of rights to employment, equality, and recognition. Finally, we will conclude with our tips and ideas that can help other groups to support inclusive research and provide paid employment opportunities for people with learning disabilities. In sharing our work, we hope that people will see that people with lived experience can be involved in academic work. We hope our story will inspire others.

Background

RIX Research and Media (RIX) is a research and development centre based at the University of East London (rixresearchandmedia.org). The Centre was established by Prof. Andy Minnion in 2004 and was named in honour of Lord Brian Rix. The aim of RIX is to improve the lives of people with learning disabilities through the use of new media technologies. The academic author of this chapter, Gosia Kwiatkowska, joined RIX in September 2004 and leads on the development of the Multimedia Advocacy approach and the Inclusive Research team. Multimedia advocacy means the use of words, pictures, videos, sound, art, and other forms of media to

communicate thoughts, ideas, feelings, preferences, and viewpoints (Kwiatkowska, 2012).

RIX has also developed accessible software called the RIX Wiki. The RIX Wiki is an online, password protected, accessible and easy to use tool that enables people to use pictures, videos, sound, text, files, links, maps, and other media, and organise it in a way that is meaningful to them. The software enables people to share selected parts of their Wiki with different people in a secure way. RIX Wikis are used by many individuals with learning disabilities to develop and support their self-advocacy.

About us

Ajay Choksi is a person with lived experience of learning disability. Ajay joined the RIX Centre in 2007 in the role of technical assistant. Ajay works alongside Gosia and Andy and contributes to the development of RIX Wiki. Ajay, aka the Wiki Master, uses the RIX Wiki not only for his self-advocacy but also for organising his work, capturing his achievements, and documenting our research. Ajay is passionate about accessibility and technology.

Baljit Kaur is a self advocate and a co-researcher. She joined the RIX Centre Inclusive Research team in March 2021. Baljit is passionate about art and equality. She believes that everyone should be paid for work.

Roselyn Weinberg (Ros) is an advocate for people with learning disabilities and a co-researcher. She sits on many partnership boards and fights for the rights of people with lived experience. Ros is passionate about easy read standards.

Satvinder Kaur Dhillon (Kiran) is a self-advocate and a co-researcher. She is passionate about graphic design and equality.

Kanchan Kerai is a Senior Administrator and a co-researcher. She is passionate about accessibility and inclusive research.

Gosia Kwiatkowska is a Senior Lecturer and a co-researcher. She is passionate about inclusion, accessibility, and she believes in equality for all.

Covid-19 Pandemic and its impact on our inclusive research team

The Covid-19 pandemic was a challenging time for everyone. For people with learning disabilities the pandemic meant restrictions on their usual activities and the support that they rely on. One of the main challenges for people with learning disabilities during the pandemic was the disruption to their usual routine. This was often due to the closure of day services and reduced access to support.

This presented an opportunity for the three of the contributing authors with lived experience of learning disability, Baljit, Kiran and Ros, to be involved in RIX projects as co-researchers without their support staff. We soon realized that without the support from their usual staff, and working online, our co-researchers could work at their own pace. We noticed that this practice greatly increased our co-researchers' confidence, self-esteem, and sense of achievement. We were able to meet more often for shorter periods, which worked well for everyone.

The pandemic also provided extra opportunities for Kanchan. Working remotely during the pandemic meant that Kanchan was much more involved in all the work of RIX, not just as an administrator, but also as a research assistant and coordinator for many of the research projects we were doing at the time.

How we wrote this chapter

When we found out that our proposal had been accepted, we were very excited. We met on a weekly basis both in person and online. Gosia facilitated the discussions as we talked about how we first got together, what happened before the pandemic, and what happened during the pandemic. We also shared our previous stories and experiences of employment, equality, accessibility, and inclusion. We talked about our feelings and our rights. These sessions were recorded and transcribed by Kanchan.

Together we looked at the guide for writing the chapter and talked about what we wanted to include in each part. Kanchan organised all the transcriptions and worked together with the co-researchers on the first draft. Gosia wrote the introduction and conclusion and researched the references. As a group we discussed the content and top tips. Gosia and Kanchan combined all the discussions together to produce this chapter.

Our projects

We want to ensure that our research is inclusive and accessible to people of all abilities. This means that we ensure that our research projects, findings, and recommendations are relevant, useful and accessible to people with lived experience of learning disability.

Our initial approach to all our research projects is the same. Firstly, we discuss what we already know about the given topic; then we research the topic online and try to find out what other people have written about the topic. We search the internet using Google Scholar and using specific key words. We do this individually and in pairs, learning as we go. We then meet together and look at what we have found - Gosia and Kanchan call this critiquing. We identify what is good, what could be improved, and what is missing from the current research. Secondly, we look at the research question: what is it that we want to or need to find out? We then agree as a group, what it is that we are researching and what questions we are trying to answer. Next, we identify questions for surveys, interviews, and focus groups. We often rehearse our approach with each other or other people with a learning disability within our networks. We then carry out interviews and focus groups, transcribing and analyzing our findings as we go along. Finally, we work on the report for the funder. This will usually include an easy read version of the report and a RIX Wiki website.

Discussions play an important part in our research process. We share our thoughts before and after each session. We find this extremely useful as it gives us confidence and helps us make sure we are up to date. Ajay helps us to document each stage of the research process for each project. He organizes all the information on a RIX Wiki website. For each research project, we have an associated project Wiki. Ros is responsible for jargon busting. We use the jargon buster role to help us understand what some of the words mean. It helps us all!

Our work

One of the projects that we worked on together with Ros and other co-researchers was Digital Unite, The Good Zoom guide (Digital Unite 2020). The timing of this project was interesting as it started before the pandemic. When the pandemic hit, Ros was involved in using the Good Zoom guide resources to train her peers, as well as staff from the day centre. Kiran and Baljit joined our group at this point and used the Good Zoom guide and the train the trainer resources to train their peers from the

day centre as well as their family members who lived locally, nationally, and internationally.

Ajay, Ros, Kiran and Baljit felt that everything they had learned on the Digital Unite project helped them at the beginning of the Covid Pandemic. They were able to deliver training to other people with a learning disability, staff, and family members.

'We absolutely loved it' (Ros)

'We were incredibly happy to receive our certificates in recognition of our work' (Kiran)

Our Rights: equality and recognition

We know that people with learning disabilities have the same rights as everyone else. They should be treated with respect and dignity and they should be given the same opportunities to access employment. But is this the reality? Our co-researchers share some of their early experiences.

Ros's story

Ros started her working career on a work placement with the fashion retailer C&A as part of the Youth Training Scheme (YTS). The YTS was introduced in 1983 at a time when youth unemployment in England was on the rise. The purpose of the scheme was to provide on the job training for school leavers, thereby upskilling them to find paid employment (ref). Ros completed three YTS placements, the longest of which was 18 months.

"I did 18 months, I used to pack bags, I used to help with Christmas, I used to put up all the Christmas gifts and I worked very hard there, and I couldn't understand why nobody would let me have a job there... I then did a further 3 months in Boots, still no job" (Ros)

The reality of the YTS as experienced by Ros was that although she could do the work and enjoyed doing it, the offer of a permanent paid position was never forthcoming. Ros believes this is because "nobody wanted to employ people with a learning disability, because they think we are not up to the job like everybody else".

Ros feels that employers thought they did not have to pay people with a learning disability and that they could carry on offering them unpaid voluntary or work placements.

“If we are working, we should be paid for it. We should be paid like anybody else, we should be paid the minimum wage, we are as good as the next person, if not better. We might have a different way of doing things than everybody else. We should be able to be paid if we are working... it was when people with a learning disability were not really thought of as having jobs... I didn’t feel happy, I felt that I should have been able to do what everybody else could do and I wasn’t given a chance.” (Ros)

Ros was not given that chance, and even after successfully completing three different YTS placements, she still ended up without a paid job. The right to employment and equality promoted by legislation and the UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) does not guarantee paid work for people says Ros. There seems to be an attitudinal barrier that stops people getting work.

“I would probably say to all the employers, it doesn’t matter what organisation or whatever, but all employers they should give people with a learning disability a chance to have a job and to prove their worth.” (Ros)

Kiran’s story

Kiran’s story is different, as after leaving college she had better luck getting a job.

“I used to work, like doing the shelving, the cash, I found it fun, fun to do... but as my health deteriorated, I couldn’t use my legs and had to use a wheelchair...they were just like, get the job done... I was like, I can’t do it. I don’t have the confidence to do it. So I quit the job. I didn’t want to work in Tesco no more ... I was like, I just want to retire now. I retired at age 24.” (Kiran)

Kiran feels that what happened to her was wrong. She wanted to work and keep working, but the tasks she was expected to do were no longer suitable for her changing needs. In hindsight, she feels that her employer should have given her appropriate tasks and made reasonable adjustments as described in the Equality Act (2010), so that she could continue working. Her rights to employment were violated at this point.

“I’m like, my feet don’t work, my hands do work, hello. Any disabled person in a wheelchair can work. Let them try, give them a chance...” (Kiran)

Baljit’s story

Baljit’s early work experiences started when she was still at school and she started volunteering at the nurse’s office. Her role varied from organising files, updating records on the computer system to interpreting for parents who spoke Punjabi or Hindi.

“I had one year work experience when working with my school nurse, making sure all papers were all right with all the school children... because we had to use their own first names with the files and making sure it’s all up to date. Sometimes we were on the computer, depending on what she needed me to do...picking up the phone and answering the phone and if she needs help with speaking different languages, Punjabi, whether its Hindi or if they (parents – native speakers of other languages) needed help.” (Baljit)

Unfortunately, although Baljit liked her work experience at the nurse’s office, there was no real prospect of her getting paid employment there. She then went on to volunteer at a local charity shop to gain more experience before finding paid work. Sadly, this employer did not offer or make any reasonable adjustments for her to fulfil her role and unreasonable demands were made on her to do tasks that were beyond her physical capabilities.

“I was actually, working in a charity shop for free...I had problems getting up the shelves and with my chair, it’s quite hard to do things like that like getting things up on shelves and down from shelves...I wasn’t able to do what I was supposed to be doing because of my chair, because they told me to lift things up off the shelf, how do you expect me to do that?” (Baljit)

Ajay’s story

Ajay can recall his earliest experience of looking for work after he finished college. He was not able to find a job himself, so he went to seek help and support from a Job Centre.

“So, I went to the employee services, went to the Job Centre. I asked them to help me out with getting ready for work skills. Doing the preparation, interview, making a CV and helping with job role skills. I went to the Job Centre Plus every day, I took a piece of paper, a card, signed the card and then looked for what my skill area is. I do like using the computer, using software, using MS Word, Excel and Paint. And then I found a different job in a different area and went on a work placement in London, doing customer service, till and typing in a clothing retail setting.” (Ajay)

Ajay found the Job Centre support useful as it helped him to prepare for interviews, make his CV, look at his skills and knowledge, and think about his dream job. Ajay was able to identify his love of technology and computers and knew that this is what he wanted to do in the future.

“I don’t like writing, I prefer using the computer. I can do illustration and have other skills and I prefer using these skills.” (Ajay)

However, the first work experience that Ajay was able to secure, in a factory doing manual work, he found unpleasant and difficult to do.

“What happened is a bad experience, I went to the manufacturing place, there is a huge factory, they are making a table, it’s huge and heavy, but you see my hands, struggling with my hands. I was trying to fix them, sometimes my hand is little bit

shaky, my fingers, I couldn't do this work easily. So it was a little bit of a bad experience for me.” (Ajay)

Ajay was also concerned about the safety aspect of the role.

“No, it wasn't for me, manufacturing is not right for me, some huge table, its heavy, about 10 or 11kg. I needed to look for safer work, and was struggling with this.” (Ajay)

All the roles Ajay did at the beginning of his job search were voluntary. Eventually he did find paid employment doing something he enjoyed and wanted to do.

“They gave me experience in another job, as an Illustrator, in 2003-4. It was a transition project with Macintyre Care. There were two places, one in Hackney and one in Milton Keynes. I had a manager now and they gave me a job too and they gave me a pay slip.” (Ajay)

Discussions

Recognition

Our personal stories show us that although there may be a legal framework which champions the right to employment and promotes equality (for example, the Equality Act and the United Nations Convention on the Rights of Persons with Disabilities), people with learning disabilities are not given the same chances and opportunities as those without disabilities.

‘At every level of qualification, persons with disabilities are up to three times more likely than other citizens to be without a job yet wishing for work.’ (UN, 2022)

‘We can work, there is nothing wrong with me; my legs don't work but look my hands work. I can still work.’ (Kiran)

Why is it that people with learning disabilities are not offered paid employment? Why are their contributions not recognised, acknowledged and respected?

“I would probably say the biggest thing about employers is that they think we can volunteer. They don't think we should be paid...probably think that we can't, that we're not up to doing the job like everybody else... because they think we need time off if we're not well ... and we might need training, not like everybody else ... we might need a bit more training than anybody else.” (Ros)

We believe that the employment of people with learning disabilities should be based on their individual strengths, talents, and capabilities. People with learning disabilities should be given equal opportunities and respect, as well as support that can help them achieve their full potential.

'Recognition is very important to us because we should be paid for what we do.'
(Ros)

Equality and right to paid work

The group agreed that we have rights just like everyone else, but reality showed us that a lot of people with disabilities are not in paid employment, even though they want to be. We kept asking each other 'why'?

We discussed that just because we have the right, this doesn't mean we can all get paid employment. Some people with learning disabilities may not want to work and that is fine. But the ability to have the option to work and earn your own wages is important to our co-researchers and is at the heart of the Equality Act. Anyone who can do something or make something can work (Kiran). Everyone can do or make something (Baljit). Paid employment is important to us because that means people value what we do; they value us (Ros).

Our co-researchers agreed that apart from being valued, employment also offers us independence, freedom, and choice, all of which are essential aspects of a meaningful life. Everyone should have the chance to have a meaningful life but, to make this happen, we need employers to play their part too,. Employers are required to make reasonable adjustments to help people with learning disabilities have a job and stay in employment. Both Baljit and Kiran felt that their earlier experiences showed how employers did not make reasonable adjustments and this led to them leaving their jobs.

Looking back and sharing their stories of early employment, our co-researchers have realized that their families played a big part in helping them secure employment opportunities and provided them with the support they needed to do this. For example, Ajay talked about his sister and how her support enabled him to find his permanent position at the RIX Centre. For Ros, it was an opportunity offered by her parents to work with them at the family store. For Kiran, it was her brothers who offered her paid work designing CD labels.

Pay is not just about money, it is also about recognition, feeling proud, having independence and choice. The group recalled how it felt when they received their first pay packet, what it meant to them and what they did with it. Ajay clearly remembers the day his first pay slip arrived in the post:

"When the post arrived in the morning, postman came with a letter, and it had a pay slip inside. When I opened it up, wow, I got my first pay. I was so relieved, pleased and happy now. And it was, yeah, that was exciting... I didn't spend the money."
(Ajay)

Kiran also remembers her first pay packet and what she did with it:

"I gave it to my dad, I was like, take the money, I don't need it, you spend it. I gave it to my parents. I felt proud, at least I worked, and I gave them money. So, they can buy whatever they want." (Kiran)

Baljit remembers receiving her first payment from RIX for her co-researcher's role:

"If I remember, it was from the RIX Centre, when I started at the RIX Centre. Before, I was doing it for free." (Baljit)

Access to technology

One of the first things Baljit bought for herself with the money she had earned was an iPad. Her tech skills and ability, and access to technology, are important for Baljit, as without these she would not be able to work and would potentially be subject to loneliness and exclusion.

"I remember at start of Covid, and I was just lying about, because no one was going out and I was not being occupied to do stuff as there was nothing to do apart from staring at the TV. But this [being a co-researcher] keeps me busy." (Baljit)

Research during and after the pandemic highlighted a great digital divide and greater digital exclusion of persons with learning disabilities (Seale, 2021) which directly contributed to their feelings of loneliness and negatively impacted on their mental health and wellbeing. However, access to technologies can be restricted as it may not be seen as important by those who provide direct support to people with learning disabilities or those who help them manage their finances. Good self-advocacy skills are important, therefore, in order for them to assert their wishes and preferences.

Ros chose to use her income to purchase her own computer and had to be assertive in making this decision.

"For ages and ages, I wanted a laptop and [the manager from the day service that we attend] said to the three of us (Kiran, Baljit and Ros), you have earned X amount of money, what would you like? I said, I want a laptop. My mum, still to this day, questions why I have this laptop and I say to her, because I use it." (Ros)

Independent travel

Another independence skill that is also important in order to be able to work, is the ability to travel. With support from his family, Ajay is now able to use public transport confidently and travel independently. Ajay recalls how, when he first started working, his dad helped him prepare.

"When I was doing preparation on my own, you see, my dad, the first time in the train, took me to an area and then I could go by myself. So now, I can go by myself, bus, train and now I move onto lifestyle and travelling. So now I am travelling by myself, independently." (Ajay)

Baljit and Kiran both travel independently using the mobility bus. Baljit explained:

"Just need to book a bus for me to go out, I'll be out and about... makes me feel quite independent, just to be able to go out." (Baljit)

“My dad puts me on the bus, and I go myself. Someone helps to get me down. Which is good, I’m independent... Makes me feel good, that I can do it myself. I love travelling. I told my parents, I was like, I’m going to Watford, I’m going there, I’m going Hayes, in Southall by myself. I wanna go fly by myself. They said okay, go. They gave me permission I was like, yay! So that is the fun bit. I can travel myself; I can see everything; I can see the world.” (Kiran)

There are variations on which public transport people can use independently. Some parents and carers are concerned about people being safe to travel on their own on trains and buses. Ros’s parents prefer her only to travel by cab. Whilst Ros understands this worry, she also feels frustrated:

“I feel like its restricting as to what I can and can't do... I mean I've been offered to do things where I've had to turn it down, because they will not pay my cab, so I've had to... not just you guys, but other organisations, they will not pay my cab fare so I can't go, so it's restricting me... I'd probably say, for me, my independence now depends on whether I can get a cab there and back, because of my travel situation. But I've learnt that, if I can't get a cab there and back, that I can join in from home, if it's feasible.” (Ros)

The group discussed their rights to independence, travel, employment, education, inclusion and communication. Our co-researchers felt that having the right is not always enough, as people with learning disabilities often rely on support from parents and carers whose views can overshadow the views and wishes of the person themselves.

Baljit explains why it is important for people with disabilities to be allowed to travel independently on their own:

“I would say, cos they feel the same as other people.” (Baljit)

Baljit and Kiran regularly use the mobility bus independently to come to the RIX Centre based at the University of East London (UEL). They have their own UEL staff ID cards that allow them entry onto the campus. They both see this as a big achievement and are immensely proud of this:

“For me, being able to come down to the University is big, big, big thing, cos that wouldn't be happening otherwise. I didn't know about it... I've been going to college and back, but then I had friends with me. But this thing is a big thing, going on my own and getting to come down, that's a big thing.” (Baljit)

Continuous skills development

Continuous professional development allows employed people to grow and keep developing their existing skills or mastering new ones. Our co-researchers felt that their employment opportunities had enabled them to continue with their development. For example, Baljit reflected on her increased levels of confidence in communicating with other people because of her employment:

“You have given me a lot of skills, just to be able to Zoom in for meetings or anything like that, because I didn't know how to do it before.... I'm talking a lot now, I'm not

that shy, I don't feel I can't talk to anyone, even people that I don't know too well; I was in my shell basically.” (Baljit)

Confidence is one of the biggest internal barriers that might stop people from aiming high, having dreams, and applying for paid employment.

“For me, I'd probably say self-confidence because this is me coming out of my comfort zone because I never dreamed that I would end up doing stuff like being a co-researcher and all the other bits that I've been doing through the RIX Centre. The way it was, I used to go and ask for help. Now I've got this voice in the back of my head that says 'I can do this', 'I've got this'. I can do things, I can do most things without having to ask for help.” (Ros)

“Researching on things like, working for you guys was so good and you learn a lot from you guys, because you're a teacher. And I learnt a lot from you [Gosia] researching on different projects. Like the Zoom one. That's my favourite one...because you can teach your own family how to do it... that's good, in your own language, and now they understand how to do it.” (Kiran)

“it'll be not one project, not two projects, but all inclusive research. It'll be Hospital Passports, Aspire Champions, Digital Unite, Zoom and many more. I look forward to these projects, with the same team of co-researchers, myself, Ros, Kiran and Baljit, and obviously you two. And now, the story of citizens and digital financial inclusion too which I find interesting.” (Ajay)

Being a researcher has also led to personal growth for Baljit:

“I'm finding out more things by helping others and getting help from people, but, in the same way, we're learning at the same time... We are changing ourselves, in a way, where we can stop doing what we used to and start changing ourselves.” (Baljit)

It has given Roselyn a sense of purpose, something to look forward to:

“I have to say, I have thoroughly enjoyed being a co-researcher, because, echoing what Baljit says, it's an excuse to get out of bed in the morning.” (Ros)

Working in a team environment has created strong bonds of collegiate friendship, a network of help for each other that reduces the reliance on support staff. Roselyn put it like this:

“I would probably say that we have learnt that we can work as a team. That we do not need support from any of the staff, that we can support one another... Yeah, as long as we can all work as a team, we don't need to be supported because we can, us three, we can help one another.” (Ros)

Baljit commented:

“I know the staff is there, but sometimes they're busy and we could chip in whenever they need help.” (Baljit)

The ability to work and learn new skills and knowledge has given us the encouragement to be brave and take new steps, to think about our aspirations and hopes for our future.

Baljit is spreading the word:

“Well, after the not getting paid for it, I was doing it for part of my, what’s the word for it, experience. I’m able to tell everyone else, that you can do it, if I can do it.” (Baljit)

Roselyn is *“learning graphic design at Redbridge College, really looking forward to it with Kiran....I only have one philosophy ‘giving up is not an option’.” (Ros)*

We hope you enjoyed reading about us and our lived experience. Sharing our stories is important because, *“people can understand, where I am coming from, what I do, like, I’m not being stupid, listen to me and really think what I’m doing, which is good.” (Kiran)*

“I would probably say us four, we’re the people with the experience to be employed, and also be rejected. Plus, I would probably say, through the RIX Centre, I would probably say I’ve probably gained an awful lot of experience.” (Ros)

Ajay sums up why it is important for the voices of people with a learning disability to be heard in their own words:

“When we hear our voices, communication, story, life you’re experiencing and to hear, to share our story now, how do you feel about it, what did you remember about it in the past, what you like doing and what you don’t like doing. So, this is important working us lot...we can hear your communication, your own voice, your story, our story. So that is important. Stories of Citizens.” (Ajay)

Conclusion

People with learning disabilities in the UK have the right to work and be treated fairly in the workplace. They are protected by the Equality Act 2010. Under the Act, employers have a duty to make reasonable adjustments to ensure that people with learning disabilities can apply for and work in their roles. This includes making changes to the recruitment process, the physical environment, and the duties of the job. In addition, people with learning disabilities are entitled to the same rights as other employees in terms of pay, holidays, sick pay and so on. Finally, employers must provide reasonable support and understanding to disabled employees and must comply with health and safety laws to ensure their employees’ safety.

We believe that investing in accessibility and inclusion initiatives helps to create a more inclusive and welcoming environment for all people, regardless of their ability. Being an inclusive employer can reduce stigma.

Here are a few tips for employers on how to be an inclusive employer for people with learning disabilities.

1. Understand the needs of employees with learning disabilities

Take the time to learn about the specific challenges and needs of employees with learning disabilities. This will help you create a more inclusive and supportive work environment for them.

2. Provide accommodations

Consider making reasonable adjustments that can help employees with learning disabilities perform their job duties more effectively. This may include things like providing access to assistive technology, modifying work schedules, or making physical modifications to the workplace.

3. Offer support and training

Provide support and training to managers and co-workers to help them understand and support employees with learning disabilities. This can include training on disability awareness and how to communicate and work effectively with employees who have learning disabilities.

4. Create a positive work culture

Foster a positive and inclusive work culture that values diversity and respects the needs of all employees. This can help create a supportive environment for employees with learning disabilities and can help improve overall morale and productivity.

5. Advocate for accessibility

Advocate for accessibility in the workplace and in the broader community. This may involve working with community organisations and policymakers to promote accessibility and inclusion for people with learning disabilities.

We believe that our stories of citizenship are important because they help to remind us of the importance of our rights and responsibilities as citizens. They can also help to inspire us to make our communities better, to stand up for what we believe in, and to treat others with respect and dignity. We hope that you find our stories of citizenship a source of hope and inspiration for those who are struggling to find their place in society. By understanding the stories of those who have gone before us, we can gain insight into how to create a better world for ourselves and for future generations.