Spreading the word: using film to share research findings and knowledge about children with disabilities in Vanuatu and Papua New Guinea

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While there is increasing international interest in disability inclusive development, people with disability largely remain 'unseen, unheard and uncounted' (UN ESCAP 2012:1). Children with disability, particularly, remain excluded from research informing development, and there is a paucity of information that is drawn directly from the self-report of children with disability living in developing countries. This exclusion occurs across all stages of research, including access to research findings. When child research is conducted in such countries, to gain further evidence to support disability inclusive development and advance human rights, researchers must question how findings will be reported back to participants and their communities, and seek a method that is both accessible and culturally relevant. This paper reports on the *Voices of Pacific children with disability* research project about the human rights of children with disability in Vanuatu and Papua New Guinea (PNG), and focuses on film as a dissemination method. Project researchers developed methods to enhance the participation of children with diverse disabilities as informants, and drew upon community development principles to disseminate research findings via film; a method that resonated with the aural and visual story telling traditions of participants. This medium also included accessibility features that have been utilised by local and international audiences.

Keywords: children; disability inclusive development; research; human rights; film
              Vanuatu; Papua New Guinea; Pacific Islands

Introduction

Researchers in international development aim to increase human rights via the production of evidence that can be applied to improve professional practice and inform policy (Sumner & Tribe 2008). Within the disability and development sector (otherwise known as disability inclusive development), the World Health Organisation (WHO), the World Bank (WHO and World Bank 2011) and other major donors have called for more evidence to understand the experiences of people with disability in order to 'improve

disability-inclusive development practices' (Department of Foreign Affairs and Trade 2015: 9). The paucity of information about the lives, experiences, concerns and aspirations of children with disability living in the Pacific is one example of this evidence gap (Office of the High Commissioner for Human Rights 2012; Llewellyn et al. 2010). The limited available evidence suggests that Pacific children with disabilities are frequently exploited and their human rights denied (Stubbs & Tawake 2009; Office of the High Commissioner for Human Rights 2012; Spratt 2013). Stereotypical views in the Pacific associated with a charity, medical or burdensome view of disability, along with the unequal power relations affecting children with disability, may compound negative experiences of human rights for children with disability (Stubbs & Tawake 2009; Tavola & Whippy 2010; Government of Vanuatu and UNICEF 2005).

Children with disability are frequently excluded from child research (Curtis, Roberts, Copperman, Downie, & Liabo 2004; Gray & Winter 2011; Kelly 2007; Wright 2008; Mason 2009), particularly in developing countries (Wickenden & Kembhavi-Tam 2014). Part of the reason for this exclusion is researchers' lack of knowledge as to how to include children with disability in child research (Kelly 2007; Wright 2008), along with researchers' deficit-based views around the capacity of children with disability to contribute to the research process (Singal 2010). A lack of knowledge and literature about research methods that are inclusive of children with disability further perpetuates the knowledge gap. This leads to a lack of knowledge that is inclusive of children with disability and to policies that may not be relevant or accessible to them, further exacerbating the invisibility of children with disability in many developing country contexts (Wickenden & Kembhavi-Tam 2014).

Lack of involvement in research by children with disability, however, is only one cause of policy and practice remaining uninformed by children's views and concerns. A second problem is that of dissemination of research findings. Just as children are frequently excluded from research participation, they are also largely excluded from research dissemination (McLeod et al. in Gray & Winter 2011). If research dissemination is taken to mean 'the transfer of knowledge with and across settings, with the expectation that the knowledge will be "used" conceptually or instrumentally' (Hutchinson and Huberman quoted in Graham et al. 2006: 18), researchers are obligated to disseminate research to a wide range of settings in which it has utility. This requires engagement with the task of accessible dissemination to both research participants (including children with disability) and the communities most affected, along with practitioners and policy makers. Fassinger and Morrow call for researchers to be creative and reflective when taking 'findings back to communities, presenting the research in a form that will be useful to participants and communities, and making the results available to all community members—not just those who actively participated in the research' (2013: 79). However, research evidence is most often shared via academic forums and publications. Whilst sharing evidence in this way may be relevant and appropriate at donor, government, policy and academic levels (though this is also

critiqued by Hennink & Stephenson 2005), it is often inaccessible to many of the research participants and communities from which data is collected. There is a noted disconnect between the knowledge produced through the research process and access to this knowledge by the participants who contributed to knowledge development, thereby limiting its uptake and impact at the grassroots (Keen & Todres 2007; Flicker et al. 2007).

Researchers with a childhood focus, often based in developed countries, have taken up the critique for the involvement of children in research dissemination, encompassing both the reporting back to child participants the findings of the research, as well as child participants undertaking the task of research dissemination. Pretty argues that children need to be actively included throughout the research process, encompassing a spectrum of involvement such as 'including children in dialogue, action, analysis and change' (in Noble-Carr 2007: 21). Similarly, the International Charter for Ethical Research Involving Children (ERIC) proposes that researchers consider how to give children, along with community members and stakeholders, access to research findings (Graham et al. 2013). This theme is foreshadowed in an earlier compendium of child research that recommends that researchers develop methods to communicate research findings more broadly and more effectively in order to 'bring about change in policy or practice in children's lives… (and) new ways and forums for disseminating findings' (Harcourt & Sargeant 2009: vi), particularly considering children as both agents and audience in this effort. However, Hoechner (2015) cautions about the applicability of Western practices in this field, noting that in developing contexts there are a range of additional factors and risks that may impact on children's involvement and which researchers need to consider ethically.

The *Voices of Pacific children with disability* research project sought both to develop a method to enable children with disability living in Papua New Guinea (PNG) and Vanuatu to participate as informants in research, and to utilise a range of methods to share research findings with child participants, their communities, governments, policy makers, and practitioners, both locally and globally. This paper briefly describes the method developed to enable children to participate as research informants, and explores the use of accessible film as one method of knowledge dissemination. Consistent with the project methodology (discussed in Jenkin et al. In press), the dissemination approach utilised theories from community development, specifically in relation to 'building alliances for change' at both local and global levels, as well as 'networking on an international scale' toward shared visions of social change (Craig et al. 2000: 331). Such an approach requires research dissemination to a variety of stakeholders in order to generate mass awareness raising of the results of the research; and capacity building in relation to methods for including the subjects of the research in the research process. Film was selected as an accessible dissemination method based on its prior use in international development practice and research, briefly discussed below.

Film as a tool of research dissemination toward social change

The arts have long been used as an avenue to communicate and promote social change in both developed and developing country contexts. Creative or digital media, including film, have been utilised as both 'top-down initiatives to change peoples' attitudes and behaviours, and conversely, as participatory strategies for cultural and political transformation, from the bottom-up' (Melkote in Braden & Mayo 1999: 191). A range of rationales have been offered for the use of visual and film media in such contexts. Film is a form of visual narration or storytelling through which participants can examine and determine their influence as an individual and as part of a collective of stories (Hickam & Meixner 2008: 42). Thomas, Papoutsaki and Eggins (2010: 2) propose that visual messages, such as film, are complementary to indigenous and oral story telling cultures, and 'have the power to incorporate local narratives and provoke an emotional response from viewers, stimulating thought and discussion' (2010: 2). The actual process of filming personal stories (Rodriguez in Thomas et al. 2010), as well as sharing the film with others, can empower oppressed groups through utilising and 'recuperating' local visual and oral traditions, sharing their knowledge and experiences, thereby challenging inherent stigma or discrimination (Braden & Mayo 1999). Similarly, Thomas et al. argue that the 'seeing, hearing, relating and understanding aspect of visual mediums can break linguistic and literacy barriers and engage people in dialogue on issues affecting them' (2010: 7).

In recognition of these possibilities, film has been used in international development practice particularly as a mechanism for community education and awareness raising. For example, Vanuatu's entertainment series titled *Love Patrol* addresses social issues such as HIV and AIDS, and domestic violence; creating awareness of taboo subjects in homes across the Pacific Island countries (Thomas et al. 2010). This series is produced by a local non-government organisation (NGO), Wan Smolbag Theatre, specifically to raise awareness through engagement with personal stories. In Ethiopia, Bello-Bravo, Olana and Pittendrigh (2015) report the use of animated videos as a medium for community education that aimed to improve agricultural practices and health. Similarly, international NGOs, such as Amnesty International, have drawn upon film as a medium for advocacy and awareness raising in relation to human rights (Navaie 2006).

While film has been utilised as a medium for community awareness raising, education and action within international development practice (Navaie 2006), the use of film is also emerging within research projects as a valid method of both producing knowledge (i.e. as a research method) and of disseminating findings (Abah, Okwori, & Alubo 2009; Thomas et al. 2010; Hoechner 2015). Drawing on such artistic mediums is a departure from conventional research activities that often serve to keep 'the academy and community separated' (Knowles & Cole in Thomas et al. 2010: 11), and offers a closer alignment between research and

practice. This shift acknowledges 'the multiple dimensions that constitute and form the human condition – physical, emotional, spiritual, social, cultural – and the myriad ways of engaging in the world – oral, literal, visual, embodied' (Knowles & Cole in Thomas et al. 2010: 11). Two examples serve to illustrate the use of film in data collection. In PNG, Thomas et al. (2010:9) 'engage[d] participants in visual dialogues', using film to record these data collection episodes as narratives of HIV/AIDS. Similarly, Abah et al. (2009) video recorded interviews with participants of a research and community education project exploring violence in Northern Nigeria. The video interviews were used as data to inform subsequent drama and film development for use in the latter stages of dissemination and education (Abah et al. 2009).

Proponents of film as a mechanism of research dissemination argue that research findings when presented in visual formats, such as film, are more likely to inform communities with linguistic diversity, high levels of illiteracy and visual and oral cultural traditions (Abah et al. 2009), such as Melanesian cultures (Thomas et al. 2010). This method of dissemination seeks to use film as an instrument of public knowledge sharing or, as Hoechner describes the process in Nigeria, providing an opportunity for research participants (often marginalised groups) to 'publicise their views, and to add a new perspective to the debate' (2015: 6). Similarly, Thomas et al. (2010) describe their use of film in research dissemination as bringing 'voices of the communities' into the public domain via using selected pieces of the film recorded in the earlier phase of data collection. In their study, film is the main mechanism of community 'feedback sessions', linked to community education and reflective action:

> *For communities, the collective watching of video material means the negotiation of shared meanings and understandings. It creates an opportunity to discuss perceptions within a group … Knowledge is put out in the open and through collective viewing everyone is brought on the same level for discussion* (Thomas et al. 2010: 16).

Additionally, Hoechner (2015) argues that dissemination via film also has potential to reach across social class and cultural divides, thereby reaching audiences otherwise unlikely to listen to the views of marginalised groups. Taken together, these explanations of the intent (and experience) of film as a dissemination method, resonate with Hutchinson and Huberman's (in Graham et al. 2006: 18) definition of research dissemination and its focus on knowledge being 'used' across settings, with the added and explicit focus of unlocking the potential for social change via this approach.

This approach to dissemination was adopted in our research relating to children with disability as discussed below.

V*oices of Pacific children with disability*

As identified above, the *Voices of Pacific children with disability* research project sought to develop a method to enable children with disability to participate as informants in research, and to utilise film as a method to share research findings with child participants, their communities, governments, policy makers, and practitioners, both locally (in PNG and Vanuatu) and globally. The aim of the project was to explore and raise awareness of human rights of children with disabilities in Vanuatu and PNG. The project was undertaken from 2013-2015, based on a partnership between Deakin University, disabled people's organisations (DPOs) in each country (the Vanuatu Disability Promotion and Advocacy Association and the PNG Assembly of Disabled Persons), along with an international agency for child rights (Save the Children).

The research involved adults with disabilities in each country who undertook roles as local researchers on the project. These adults were recruited via local DPOs and the child rights agency, and were selected for their cultural and language knowledge, their community relationships, as well as their lived experience of disability. In addition, most had previous research experience and were able to assist in the development of data collection tools, undertaking of data collection and dissemination of results in their home country, as well as maximising the active participation of children with disabilities as research informants (for more information on the roles and training of local researchers see Jenkin et al. In Press).

Children with disabilities aged 5-18 years were recruited in urban and rural locations via relationships that the local researchers had in their home villages, and through pre-existing relationships that the DPOs had with children. In total, 89 children with various disabilities in PNG and Vanuatu participated (46 in PNG and 43 in Vanuatu). There was an array of impairment types including communication (52% in PNG, 44% in Vanuatu), physical (50% in PNG, 47% in Vanuatu) and intellectual (50% in PNG and 58% in Vanuatu), with the majority of children having more than one disability.

The research addressed the overarching question 'What are the human rights needs and priorities of children with disability in Vanuatu and Papua New Guinea?' and asked children to consider three open ended questions during individual interviews:

1. What is important to you in your life?
2. What are your hopes and dreams?
3. What would make your life better or happier?

A suite of data collection tools was designed by the researchers to enable children to self-report their experiences, concerns and priorities in relation to this focus. The tools offered

alternate modes of communicating via visual, audio and tactile means that assisted children to express their views during interviews. To communicate their interests and priorities, children could make drawings; take or select photographs (e.g. there were a range of photos related to employment and income generating activities); play or record sounds; use dolls in role play; and take researchers on guided tours of their communities, (see Jenkin et al. 2015a for full explanation of the tools).

Information provided by children was analysed against the broad range of life interests and areas covered by the UN Convention on the Rights of Persons with Disabilities (CRPD) (UN 2006), with themes from the data aligned with Articles of the convention, and further sub-themes of relevant Articles identified to reflect the children's priorities. Research findings were then summarised into a series of policy reports and academic publications (see Jenkin et al. 2015b and Jenkin et al. 2015c for in-depth reports of findings), targeted at donors and governments, and also used to develop three short films (discussed below).

A short summary of findings is provided here to add context to the discussion of the films. Children identified themes across CRPD Articles 5-30, with priorities being recreation, leisure and cultural life (Article 30), education (Article 24), poverty and standard of living (Article 28), employment (Article 27), and home and family life (Article 23). It was evident from the children's reports that despite their desire to be productive members of their families and communities in the present and future, they face many barriers to attaining their basic human rights. Reported barriers include; the poverty of their families associated also with household food shortages; ill health and lack of access to health services and specialist (disability focused) service; difficulties in accessing education; and experiences of teasing and abuse related to children's disability.

Use of film in the *Voices of Pacific children with disability* project

In recognition of the limitations of traditional academic methods of research dissemination, we utilised additional and more accessible means to communicate our findings back to participants (i.e. children), their communities, policy makers and service developers. To this end, disability accessible film, along with a website, was used to communicate both the main priorities and concerns of children as identified by the research, as well as information about the methods of research used to enable children with disability to communicate their views. Disability accessible films have added features including closed captions for the Deaf and hard of hearing, and audio descriptions for people with vision impairments. Additionally, and consistent with the literature already discussed, the project team hypothesised that film might also act as a mechanism of seeding attitudinal change at the level of family, community, service provider and government. It was felt that the children's narratives were sufficiently compelling when delivered directly by them via this medium, so as to have the potential to

challenge notions of disability and capability, and build solidarity around a vision of change for children with disability both within each country, and also across an international audience. The films present children with diverse disabilities discussing their aspirations for the future and barriers to their inclusion, including their experience of stigma.

Specifically, the project commissioned the development of three films:

1) *Singaut Bilong Pikinini: Voices of children with disability, Papua New Guinea* (13 minutes);
2) *Pikinini Tok: Voices of children with disability, Vanuatu* (15 minutes); and
3) *Vanessa Vanuatu* (3 minutes).

The films were professionally filmed and directed. The film-maker was chosen based upon his previous work including his respectful approach to filming children living with HIV in PNG. As it was impossible to film all of the child participants, some children (representing a mix of ages, impairment types and genders), whose views reflected the majority of findings in terms of human rights and themes, were invited to speak about their own priorities and aspirations. Deakin University's ethics committee granted additional ethical approval specifically for participation in the film production. The production team (consisting of the director, producer/research coordinator, interpreter, local researcher and driver) travelled to meet with and film each child, along with family members who consented to be filmed.

Children were asked to reproduce parts of the research process in which they had previously participated in order to capture on film both the research methods and their responses. Children were asked to confirm the experiences and priorities they shared in the research and re-tell this in their words. They were informed that the purpose of this 're-telling' was to share their experiences in a medium that could be viewed locally, nationally and globally, confirming that they should be widely heard. Children were told that they were selected to represent all of the children who participated in the research. This process was explained to children and their families prior to gaining consent and assent, then again when the film crew arrived. While children were key narrators throughout the films, two films also utilised a local researcher (with a disability) as a narrator to present and explain aspects of the accessible research methods.

Films were narrated in local languages, complementing Vanuatu and PNG's strong culture of oral and visual storytelling as traditional methods for knowledge sharing (Thomas et al. 2010). It was anticipated that providing children with disability with key roles as narrators in the films would contribute to legitimising both their agency and their capacity, providing a clear picture of children's ambitions for the future and current barriers that were in many cases preventing them from achieving their goals and contributing to their family and community. One PNG researcher (with a disability) summarised the valued role of children

with disability, as part of his narration in one film, stating: 'If I listen to children with disability, I can learn much'. Comments such as this, challenge traditional power roles regarding children, particularly children with disability, emphasising that children with disability have views that need to be heard and considered.

Local and global research dissemination and awareness raising

At the end of the project, the films were presented to local communities in PNG and Vanuatu. Public meetings were held to provide feedback about the results of the project in terms of what children had told researchers about their life priorities, needs and aspirations. In PNG, three community based events were hosted by the DPO and Deakin University (two in Port Moresby and one in a regional location), attended by child participants and their families, DPO members, NGO, government and donor representatives. In Vanuatu, Deakin University, along with Save the Children and the DPO, hosted similar events on the two islands where the research took place. Attendees represented a mix of those who had close connections with the research (child participants and families, some DPO members), stakeholders who had some previous knowledge of the research (for example, key representatives from government departments who had been involved in setting up research permissions), and others with little or no prior connection to the research including representatives of regional or community government structures, more senior government officials, and other interested members of the public. Each meeting was attended by between 20 and 50 people, including child participants and their families. At these meetings, the accessible films were shown, with many people with disability, such as those with vision impairments, being able to access films for the first time. The events included speeches and acknowledgements from researchers, community and government representatives, along with more impromptu statements from parents, community members and local government representatives. All research participants (89) were given a DVD of the films.

Additional viewings of the films occurred locally via screenings by international development practitioners on an ad hoc and opportunistic basis. For example, in Vanuatu, in 2015, the films were shown to government workers (not previously associated with the research), many of whom responded positively to the information the children shared and expressed the goal to expand their responsibilities within their work roles to create a more inclusive environment for children with disability. Within PNG, *Singaut Bilong Pikinini: Voices of children with disability, Papua New Guinea* was selected to open the 2015 6th Annual Papua New Guinea Human Rights Film Festival and was shown regionally as a method to promote human rights, resulting in a large number of people across urban and rural areas of PNG viewing the film. In addition, it was screened in Port Moresby as part of the International Day of Persons with Disabilities 2015, and also during the 'Twenty Days of Activism' event in 2015.

In recognition of the importance of achieving change via linking local and global awareness raising and action, an international viewing audience was also targeted (see below for details). The purpose of targeting an international audience is twofold. First, it is in acknowledgement that global interconnectedness and decision making is increasingly impacting on local communities. Henceforth, global connections must be built into locally focused community development projects in order to bring about lasting change (Ife 2013). Second, it is increasingly recognised that more research is needed that listens to children with disabilities in developing countries and aims to understand their human rights, while more disability inclusive research methods are also needed. The promoting of inclusive tools and approaches is aimed to share awareness of the possibilities of adapting research tools and processes to include children with disability in other research around the world. Technology, such as the internet and social media, offers new conduits of sharing understandings, uniting communities, forging partnerships and advocating on issues for global action (Craig et al. 2000; Ife 2013). This represents a community development approach which we purposefully adopted in this project.

Drawing on these ideas, the films were disseminated purposively on the internet (a dedicated accessible website – www.voicesofchildrenwithdisability.com and via YouTube), to film festivals in multiple countries, and to commercial international airlines. Films have been shown at a variety of venues. Within Australia, the films have screened at TEDx in Sydney in May 2015 (to an audience of 2300 and a with subsequent 304 views online); Federation Square in Melbourne in June 2015; and during a public screening to all staff at the Australian Department of Foreign Affairs and Trade, Canberra (December 2015). Internationally, in addition to screenings in PNG and Vanuatu, the films have screened at the United Nations CRPD 8th Conference of State Parties in New York as part of the UN Enable Film competition, held on the International Day of Persons with Disabilities (December 2015).

Campbell et al. (2012) identify the need for caution when claiming results from such 'dissemination as intervention' strategies in development work, reminding practitioners that social change is dependent on many factors over time. The evaluation of film as a dissemination strategy was not a formal part of this research and, as a result, data collected is post hoc and incomplete, and the claims we can make must remain tentative. However, available evidence includes quantitative data (alternative metrics) relating to the number of film viewers via the internet; unsolicited feedback on the impact of films from viewers (both via the internet and other screenings), and the ad hoc documentation of narratives of impact at some film screenings. A review of this data suggests that the films may have had an educative and attitude change benefit. Certainly, DPOs in Vanuatu and PNG viewed them as significant advocacy events regarding disability and human rights. In PNG, the project as a whole, including the films, has led the DPO to focus on children and parents as part of the DPO's work. This includes disability awareness training being delivered to parents and special education teachers, and the development of two provincial advocacy groups initiated and run

by parents of children with disability. At in-country events in both countries, local engagement with films appeared to be immediate and the films appeared to foster a sense of national and regional pride, with locals valuing the rare opportunity to view film in national languages and featuring local community members. This resonates with findings of Thomas et al. (2010) on the value of film, particularly where local language and viewpoints are expressed. At one local viewing of the film in Vanuatu, there was a public call by a village chief for greater advocacy efforts to enhance human rights opportunities for children with disabilities, and children without disabilities asserted their support for their peers with disabilities. In PNG (as in Vanuatu), several parents and family members viewing the films stated that they now recognised the rights of their children with disabilities. Other parents commented positively on the opportunity for their children to speak of their views publicly for the first time.

The number of film views on the internet suggests that the films have been widely accessed. The closed caption and audio description features have also been well accessed so it is likely that the films have been viewed by people with disabilities. Over a three-month period, internet views of the films on YouTube and the website totalled 905 views of the captioned for Hard of Hearing versions, and 276 views of the audio-described versions. Through the website, training resources about the research method have been downloaded along with the films, and the project method has been used with children with (and without) disabilities in Cambodia and Ethiopia by other, un-connected agencies as a result.

Challenges of using film as a medium for research dissemination

The use of film as a mechanism for research dissemination (and potentially for attitude change) is not without its challenges. First, making commercial-quality films is a relatively expensive process, with potential for added costs and resource challenges in developing countries. For example, child participants in this research reside in rural as well as urban areas, including remote islands. Airfares, remote travel and the time taken to reach and film the child participants were costly. Secondly, in PNG, safety concerns resulted in the engagement of security personnel to ensure that risks to participants and film crew safety were minimised, providing an additional cost. Additionally, whilst there are opportunities to include accessibility features in film, namely providing both local and English language translations, closed captions and audio description, these add a further layer of cost. In our case, funding limitations meant that not all accessibility features could be installed. For example, the films do not have sign language interpretation and the audio description is limited to English language rather than Tok Pisin or Bislama options. In assessing the viability of this approach, the relative costs and benefits need to be weighed up and carefully calculated.

Thirdly, the filming of real people in real situations poses specific ethical issues, and these are even more severe when children and vulnerable people are involved. Ethical processes in child research often require that child participants are un-identifiable throughout the process for their own protection. In our case, other dissemination techniques drawn upon in previous research, such as children reporting their findings back to a group setting or conference, were judged to be inappropriate. Ethical considerations also applied to filming children and enabling them to speak to and share their own findings via this medium. In this instance, project activities needed to comply with donor guidelines outlined in the AusAID 2013, *Child Protection Policy*, (AusAID 2013), which dictated specific photography and filming limitations. To comply with these and maintain children's anonymity (as much as possible), the film director trialed various methods and film angles so that children could tell their story whilst remaining unidentifiable to a broader audience.

As with any method of research dissemination, film is just one vehicle by which to share knowledge developed from research with child participants with disability, their families and communities. Different and multiple methods are needed to create greater awareness of the rights and capacities of children with disabilities in developing countries. Whilst the films have been viewed in multiple contexts and, as noted, they have raised awareness and prompted calls for action, they alone do not address the structural disadvantages that are experienced in these contexts (Hoechner 2015). Hoechner reminds researchers that '"giving voice" alone is not enough to "empower" such groups if the structural inequalities that marginalise them remain unchallenged' (2015: 647). It is hoped that the combination of film and the more conventional methods of research dissemination, such as reports and publications, along with ongoing targeted advocacy, will trigger change at different levels of society, build on previous and current self-advocacy work of people with disabilities, and lead to new partnerships for action as a result of the research.

Conclusions

Research tells us that children with disabilities are largely left out of research activities and, when included, they are rarely the focus of research dissemination, limiting uptake at the community level. In child research, it is important to feedback findings to child participants and their communities in order to validate their agency and respect their investment in the research process. Film complements many cultures' oral and/or visual storytelling methods and offers an accessible medium to share findings to many children and adults living in developing countries rather than relying on written reports. Adding disability accessibility features enables many children and adults with disabilities to also view the films and engage with research findings. While we found film to be an accessible avenue to share an innovative research method and key findings with participants, their communities and a wider global audience, there is further need to evaluate both the impact of such dissemination mechanisms,

as well as the details and dilemmas of its use with children with disabilities in developing countries.

Note: films can be viewed at: http://www.voicesofchildrenwithdisability.com/films/

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