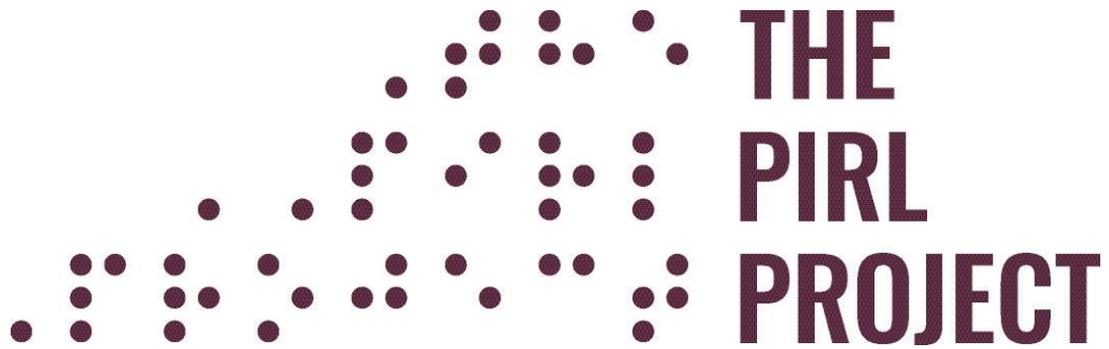


# 2021 PIRL Institute Report

Partnerships for Inclusive Research and Learning



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# **Executive Summary**

The 2021 PIRL Institute was successfully held from October 28 to 30, 2021. 95 people from 7 countries registered and more than 60 attended, representing a wide range of organizations including universities and community-based disability organizations, and people in all stages of career from students to early career researchers to experienced senior faculty members.

Sessions were held using the Zoom platform, with several other forms of communication supplementing communications between participants.

During the three days, a total of 3 large group sessions and 6 three-hour practical workshops were held on knowledge translation strategies that can be used in disability inclusive development research work. Participants were provided with excellent resources and many made new contacts for ongoing collaborations.

We are very grateful to the 40 people who moderated sessions, led workshops and facilitated small groups breakout room discussions. Their commitment to excellence made this a dynamic and influential experience.

Thank you to everyone who participated!

## Acknowledgements

An institute of this magnitude needs support from many different people. We recognize the contributions made by various persons to ensure the success of this 2021 PIRL Institute.

We begin by thanking the 2021 PIRL Institute Planning Committee led by Dr Louis Mbibeh, with team members Dr. Lynn Cockburn, Ms Lesley Sikapa, and Mrs Nain Yuh for the sacrifices of energy and time put into the planning process.

A huge thank you to the moderators, speakers, and group facilitators who voluntarily gave their time and energy to prepare workshop plans and presentations, ensure that they were well done, and respond to the questions from the audience. We are extremely grateful and remain indebted. A list of all workshop facilitators, moderators, and small group facilitators is found under the “program” section of this report.

Great thanks to the entire PIRL Project Team including its partner organizations for their contributions and support in making the Institute possible.

The PIRL Project has hosted four institutes (two in 2019, one in 2020 and one 2021) all funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) as part of a three-year partnership development project. We are deeply grateful for this funding which allowed us to share knowledge on inclusive research amongst so many stakeholders. The impact of these institutes has been great.

This report was compiled by the planning committee with input from others involved in the Institute and evaluation forms completed by participants.

### **Feedback and Evaluation**

Each day, participants were encouraged to provide feedback about the sessions. A follow up survey was also sent out to participants about 2 weeks after the Institute. Overall, 57 feedbacks were provided in the course of the institute, with an average of about 19 feedbacks each day. Overall, participants found that the institute was engaging and resourceful and shared their plans to continue building on the knowledge acquired during the institute. They also appreciated the interactive nature of the sessions and the efficient time management. A major concern, expressed primarily on day one, was the need for better preparation to account for technical challenges.

**Thank you to the 40 amazing people** who worked so hard to make this institute a success. You prepared sessions, facilitated the workshops to ensure that participants were included, and did countless behind the scenes activities. Thank you!

Abubakar Mohamadou	Elliette Stanley	Lesley Sikapa	Ruheena Sangrar
Akumbu Jones	Elvia Vasconcelos	Louis Mbibeh	Samira Dang
Alessandra Garzon	Elvis Tarkang	Lynn Cockburn	Shiri Jecinta
Alice Noël Tchoumkeu	Helen Ndi	Mahadeo Sukhai	Sumaira Khan
Ambang Tatianne Fokum	Jane Davis	Mark Stephan	Sunday Shende Kometa
Bogne Penka Marthe	Julius Nganji	Mary Daka	Tafor Ateh
Carmen Martinez-Vargas	Justina Kanza	Melanie Walker	Veronica Ngum
Dawisu Ndzewiyi	Krina Patel	Nain Yuh	Visi Sumbom Tubuo
Deb Cameron	Laibah Ashfaq	Patrick Okwen	Vitalis Nde
Ellen Murray	Lanjo Sidonius Neindefoh	Paul Animbom	Zahra Kanji

# Program

The Institute was structured around 6 practical workshops focused on knowledge sharing in disability inclusive development research. Please refer to the full program, the shared slides, and the resource lists for details about all of the sessions and how the PIRL Institute was organized.

The 2021 PIRL Institute program is available on the PIRL website and in the [PIRL Institute Participants folder](#).

<https://oticlub.utoronto.ca/research-projects/pirl/pirl-institutes/>

The Institute spanned 3 days. Each day there was a large group session, two concurrent workshops and 1 student-oriented session.

Short Biographies of the Moderators and Facilitators are included in Appendix 1. We are deeply grateful to this amazing group of people for their contributions to the 2021 Institute.

## Large Group sessions

**During the Welcome and Introduction Session** on the first day, Dr. Louis Mbibeh with Lynn Cockburn, Lesley Sikapa, and Nain Yuh, provided an orientation to how the Institute would run, and gave an overview of what to expect during the 3-day Institute. On the second day, during the **Telling our Stories** session, members of the PIRL core team shared their stories about the PIRL Project and the importance of storytelling in the work we do. One of the outcomes from this session was the inspiration these stories gave participants. Listeners could trace the trajectory of how some professionals had moved through different career stages and project involvement to becoming who they are today. During the **Final Hour Together**, the planning committee concluded the institute and invited participants to share some reflections from the sessions they attended.

## Workshops

The **Workshop on Planning and Hosting Webinars for Knowledge Sharing** was focused on the use of webinars for knowledge translation and knowledge sharing. The facilitators explored when and why to use webinars and webinar planning considerations such as accessibility and ways to keep the audience engaged. In the working session, small groups had the opportunity to work with a team to plan a webinar. This gave an opportunity

to practically identify methods and processes of planning webinars and to actually plan one.

The **Workshop on Clear Language and Graphics** focused on the benefits of providing information in a variety of formats that can reach people, when and why to use different formats, and things to consider when planning specific types of documents. In the small group work, participants analysed an infographic, a graphic, or a policy brief, and applied clear language guidelines. This workshop provided an opportunity to practically use diverse ways in knowledge sharing.

The **Workshop on Introduction to Digital Storytelling** provided a description and opportunities for discussing key elements of Digital Storytelling, including story circle and script, narration, images, music, and rhythm. Participants obtained a good idea of the potential of using digital stories in development and research, the resources required, and an understanding of how story-making practices may need to be adapted to cater for the needs of a wide range of abilities.

Professor Melanie Walker and Dr Carmen Martinez-Vargas' **Youth Voices on Social Justice' project**: <https://youthvoicesufs.wixsite.com/mysite>

In the **Workshop on Understanding the Writing Process to Tell Our Stories** participants learned about and discussed different forms of writing, including several academic article formats and writing for professional audiences. Discussions included how to share research results with the general public (e.g. newspapers, magazines). Participants were provided with key points about what it means to be an author of a paper and a member of a writing team. Several other tools were shared to keep our writing standards high.

The **Workshop on An Introduction to Theatre in Knowledge Translation** focused on providing an overview of several different theatrical approaches to knowledge sharing, and aspects to consider when planning to use each approach. The primary formats discussed were Documentary Theatre, Verbatim Theatre, Community-based Participatory theatre, and Theatre of the Oppressed. The session included some ideas about accessibility and working in teams to discuss the use of theatre. Using the

PIRL project as a case study, some ideas were further developed of what is needed to incorporate theatre into our research dissemination processes.

The **Workshop on Community and Participatory Theatre for Knowledge Translation** gave participants the opportunity to learn about how the collaboration between eBASE Africa and La Liberté Arts uses theatre to reach communities. Presenters focused on how theatre-based tools are used to share the research eBASE has done in areas such as malaria prevention and gender-based violence. By telling some of our stories and sharing lessons learned, participants were encouraged to try other collaborations with organizations in their own communities.

## **Student sessions**

Two excellent sessions were held on **Introduction to Sketchnoting**. Participants were asked to grab pencils, pens, and paper, and participate in these energizing and creative sessions with Elvia, who went through the basics of sketchnoting. Sketchnoting is a form of note taking that combines words and visuals and allows you to effectively share information and ideas. Participants were asked to use sketchnoting to take notes throughout the institute and then share experiences with other participants in the last session.

### **Elvia's Instagram:**

[https://www.instagram.com/sketchnotes\\_are\\_awesome/](https://www.instagram.com/sketchnotes_are_awesome/)

There was also a **Student Research Study Presentation** where we heard from three different students conducting disability-inclusive development research studies.

## **Points system**

This year we used a points system to promote more participation and engagement. Participants qualified for a certificate of participation after at least 20 points out of the possible 50 points. Participants were given several opportunities to obtain points before, during and after the institute. We have outlined below the different ways participants could obtain points.

Criteria	Description	Points
Registration	Registration to attend the Institute by September 15th	4
Attendance	Arrive at each session or workshop by 10 minutes past the hour and reconnect if your internet drops.	2/session= 18
Completing Daily feedback	Complete and submit daily feedback within 24 hours of receiving the link.	4/day=12
Completing Final feedback	Complete and submit the final feedback within 48 hours of receiving the link*.	4
Sharing Pictures and Stories	Share pictures and/or stories related to your involvement in the PIRL institute.	2/day=6
Providing Alt text for pictures	Provide an alt text for pictures shared by yourself and/or other participants.	2/day=6

\*The link was sent out about 3 weeks after the institute to give participants enough time to reflect on the Institute.

### Lessons Learned

- **Prepare one program that has all the information about the sessions with links for attending, for providing feedback, and for the resources provided.** Having everything in one place worked well because participants had all information in one place and could access it at will.
- **Plan in advance and be somewhat flexible.** Although we started several months in advance to plan the sessions, some speakers left their preparation too late. We had initially said that any sessions that were not ready by a certain time would not be included but then we softened that deadline. The quality of some sessions was reduced because of this late planning. In future, we might be more stringent with the due dates.

- **Hybrid meetings can work!** Hybrid means that there are online/virtual options as well as in person options. In this case, although it was an online Institute, it was beneficial to get some groups of people to meet physically. Bringing some members of the Cameroon team to one location helped to mitigate challenges related to electricity and internet connection.
- **Provision of internet boosters to participants** in low and middle income countries reduced the likelihood of poor participation due to the internet problems they faced.

## Participants

We had a total of 95 people registered for the institute (including moderators and workshop facilitators). Attendance was excellent, with participants coming from different parts of the world, including Cameroon, Nigeria, Ghana, USA, Canada, South Africa, and other locations. In all, more than 60 people attended the sessions with an average of 20 persons per workshop.

\*Attendance for these sessions are estimates

### Large Group Sessions Attendance

Day 1	Day 2	Day 3
42*	22*	24*

### Workshop Attendance

Day 1		
	Workshop 1	Workshop 2
	18	24
Day 2		
	Workshop 3	Workshop 4
	27	10

Day 3		
	Workshop 5	Workshop 6
	13	11

### **Student Sessions Attendance**

Day 1.2.3		
Day 1	Day 2	Day 3
23	18*	15

Participants came from many different backgrounds and walks of life, including:

- persons with disabilities and those with lived experiences of marginalization;
- researchers, from beginners and early career researchers to experts;
- professionals and front-line workers;
- students, from undergraduates to doctoral students; and
- community members and representatives of community organizations.

For this PIRL Institute (as had been the case for the previous institutes), several people had more than one of these roles/identities. Most of the participants were working in the areas of disability and rehabilitation, education, or related fields.

There were approximately equal numbers of women and men, and a good number of persons with disabilities. This diversity made the Institute a rich learning environment, and which fitted squarely within the realm of the PIRL Project that aims to pay attention to inclusion within the framework of community-based, inclusive development research.

## Lessons about Participants

- Planning the institute as a team promoted critical reflections on choices and encouraged ideas sharing. Beyond the planning team, we also requested and received feedback from other team members on various aspects of the planning, including but not limited to: registration form, program design and content, workshop plans.
- Many participants joined on their phones, even though we had encouraged the use of laptops. While it presented some challenges both for the session presenters and the participants, it also indicates that there was a good level of interest. The use of phones indicates that even though connections were poor and often disrupted, people were interested in participating.
- Very few participants joined for all three days. We believe that this is because it is difficult to join an online conference like this for an extended period of time (3 days) and the tendency is to try to fit it into other ongoing activities.
- Perhaps in future, spreading the sessions to be one day a week for 3 weeks, or one day a month for 3 months (or something similar) might be more effective.
- We need to recognize that one strategy is not going to meet everyone's needs, and having the sessions available in different formats (i.e. in person; recorded; as written materials in slides and resource lists) is probably going to be better for reaching as many people as possible.
- We did not have the capacity to fully evaluate the full extent of the reach of the materials and recorded information.

## Information sharing, Communications, and Technology

Since the Institute was held virtually, this section is about how we communicated and used different applications during the time together. Information was shared using various forms of technology and communication practices.

We held several training sessions prior to the institute for moderators and facilitators and provided written documentation for them.

We encouraged that the plans for each session included details about how the Zoom process would work specifically in that session, and how links for resources and evaluations would be shared.

We tried to have at least one “tech support” person for each session. This worked to some extent, although there were a few sessions where it was not as well coordinated as we would have liked due to lack of people available.

What tools did we use?

We had considerable discussion in the planning sessions about what options would be best, considering participants' locations, access and accessibility needs, and familiarity with different platforms.

The applications used were:

- Email was used as the primary way to communicate Institute information with participants.
- Zoom was the main platform for the sessions.
- Google Folder was used for participant information.
- Google Docs was used to create documents such as plans for each workshop or session, guidelines for Moderators and facilitators.
- Google Slides and PowerPoint (depending on the presenters preference; slides were converted to Google Slides for sharing with participants.
- WhatsApp was used behind the scenes to allow Institute organizers, moderators, facilitators, and tech support to communicate. It was not used for primary communication during the sessions. Several people who had questions communicated with the organizers using WhatsApp as they might have had difficulty with Zoom, email, or the Google platform.
- Survey Monkey was used to collect feedback and evaluations.
- Cell phone calls

What strategies worked well?

Most of the tools worked well. Participants seemed familiar with the tools and their use, although there were some who were not comfortable with Zoom or with Google Folders.

What was problematic and how could it be done better in future?

**Problem:** A day before the Institute started, we realized that some of the Zoom links had been downgraded to “40 min” sessions. Therefore, we had to change some links at the last minute.

What we did and how well it worked: When we realized this problem, we discussed options and developed a plan. The links we provided still worked, they just would not last for the duration of the session. It was not a problem with the link itself, the link still worked. We decided to set up new links, and to have someone in the problematic rooms redirect people to the new link.

This process worked for most people, as they were able to get the new link and go to the new room. However, some people did not seem to understand what had happened or did not read the message to go to the new Zoom room that was sent to them.

**Possible solution:** In future, it might be helpful to have a shared, limited access Google Document with all of the current links, so that if an address is changed people can go there to check.

**Problem:** Some of the people who were moderating sessions switched their names on Zoom without informing the others managing the session. This made it very difficult to know who to send messages to for coordination, or who to pass control to.

**Possible solutions:** Ensure people know how important it is to also change names to their current name when changing devices. It is also important to provide assistance prior to the workshop on using Zoom and ensuring all moderators participate in the pre-conference training.

**Problem:** The basic checklist of how to participate and use Zoom was provided to all moderators, facilitators, and participants. This checklist included what shouldn't be done during the presentation. However, not everyone took the time to read, understand, and follow it.

It is difficult to know what other steps can be taken since the guide was provided. We also held several practice sessions which were effective for those who attended, but again, not everyone attended these sessions.

**Possible Solution:** More participants' engagement prior to the institute could help address this challenge. We recognize that participants have different comfort levels in terms of sharing challenges or making requests.

Creating more opportunities to engage participants such as an email series focused on Zoom or by inviting participants to workshops and events prior to the institute could help assess their knowledge and provide more practice opportunities.

Moreover, the practice sessions were mostly designed for workshop facilitators and moderators and several participants were not invited to these sessions. Having a session for or one that includes participants could give them more practice using the platform. We worked with the PIRL IT support to provide support but this did not work for all cases.

**Problem:** Many people want to communicate using WhatsApp. Although we considered having a parallel WhatsApp group, that was not feasible/possible during this Institute due to limited human resources.

**Possible Solution:** Allocate significant resources to having people staff WhatsApp accounts for the meetings.

## Resources

Each of the workshops was very rich with practical examples and resources. These resources were gathered into a [Participants Google Folder](#), shared with participants before, during, and after the institute.

This folder contains workshop-specific resources such as slides and recordings, videos shared or watched during the workshop, articles and other documents and website links. Resources and References from each session were included in the slides. The folder also compiled other resources such as the institute Program and Pictures shared by participants.

## Lessons Learned

It is difficult to go back to collect references after a session. The sessions that were well planned had better reference lists.

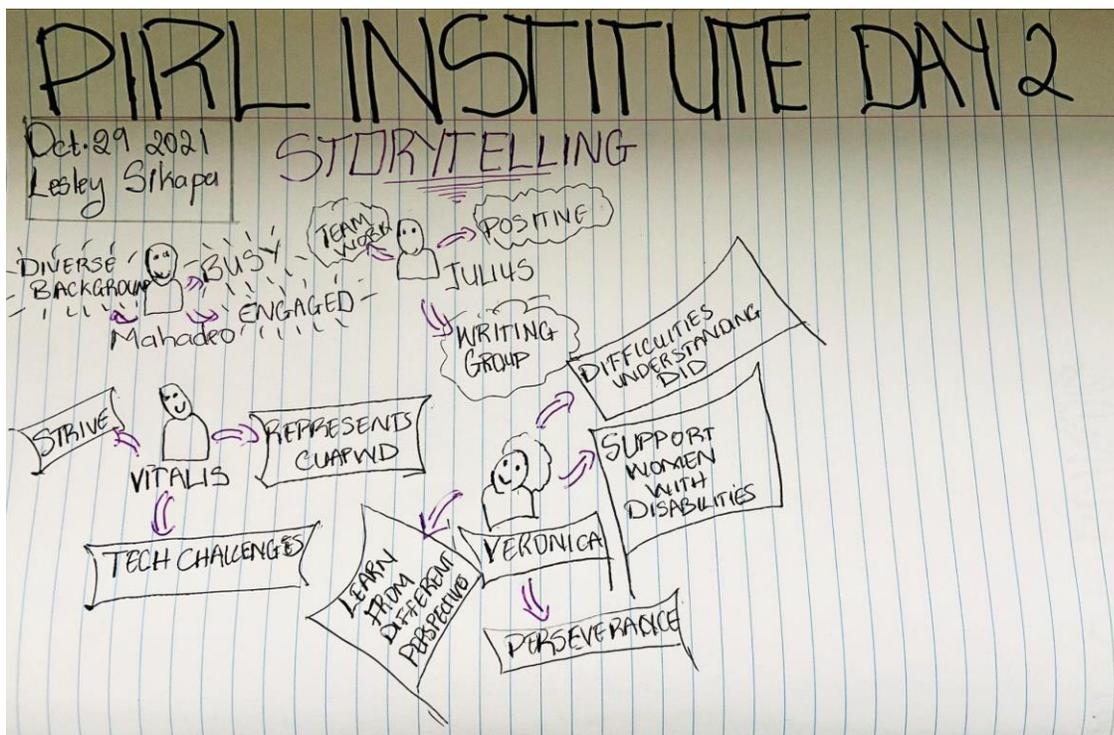
## Student Involvement

University students were very involved in supporting and participating in the Institute. Based on previous experiences and the interests of students, three Student focused sessions were planned, one each day.

### Sketchnote sessions

We were very pleased that Elvia Vasconcelos, who is internationally recognized as a leader in sketchnoting, agreed to do 2 sessions introducing sketchnotes. The first session was an introduction and the second session was a chance for participants to discuss how they used sketchnotes during the other sessions of the institute. Learn more by going to [ElviaVasconcelos.com](http://ElviaVasconcelos.com)

We include a couple of examples in this report.





### Student Presentations

The other student session provided three students with the opportunity to present their research work. These presentations were quite diverse but all related to disability inclusive research. The titles of each presentation, the student name and affiliation are listed here.

**Sirri Jacinta**- The University of Bamenda: *Language Development and Related Dysathria in Children with Speech Impairment Age 5 To 15 in Some Related Areas In Cameroon*

**Alice Noël Tchoumkeu**: *Reproductive health, sexuality and HIV risk-taking among young people with disabilities in Yaoundé-Cameroon*

**Lanjo Sidonius Neindefoh**- The University of Bamenda Therapeutic Theatre: *A Forum Approach to Mental Wellness in Bamenda – Mezam*

Students assisted with many aspects of the Institute. Students were also involved in supporting the Institute by helping with planning and follow-up tasks, the Points system, assisting with technology (e.g. with Zoom), taking notes, and helping participants with engaging in the workshops.

## Lessons Learned

Mentoring was required for students, and many of the experienced practitioners enjoyed working with students so that they could participate in the Institute. University students are interested in disability inclusive development research and appreciate opportunities provided to them.

Students also like learning from and with other students. Students reported that they really appreciated the opportunities to connect with students in other universities in different programs and countries. More opportunities for connection and collaboration could be provided in future projects.

## Links for more information

The Institute Program is available <https://oticl原因.utoronto.ca/research-projects/pirl/pirl-institutes/>

The Institute Recordings of the sessions are on YouTube. The institute recordings are in Playlist 6.

[https://www.youtube.com/channel/UCR2n1RG\\_4sFU9F1-Eot2WFQ](https://www.youtube.com/channel/UCR2n1RG_4sFU9F1-Eot2WFQ)

# Appendix 1: Brief Biographies of the Moderators and Facilitators in the 2021 PIRL Institute

## **Student Presentation - Sketchnoting**

**Elvia Vasconcelos** is a design researcher who has been working in the digital industry for the past 10 years and is currently a Doctoral candidate at the Technical University of Eindhoven, in the Department for Industrial Design. Elvia's work investigates the politics of participation and accessibility in the department of Industrial design. This work explores the notion of participation as 'being together' and is interested in situated explorations of what being together means. In her work, Elvia has been using sketchnotes - a form of visual note taking that combines words with simple drawings - to have conversations and tell stories in simple, accessible and engaging ways. These sketches act as conversation sites that in the to and fro between people create a common ground and shared meanings. Done collectively, they emerge from a continuous process of listening and exchange, where we negotiate our understanding of things together.

## **Webinar Workshop**

**Laibah Ashfaq** is a fourth year global health and physiology student at the University of Toronto. She is a research assistant for the PIRL project under the supervision of Lynn Cockburn and also is a volunteer researcher with a climate change and migration group at University of Toronto's Graduate Public Health program. From her experiences as a research assistant she has learned the importance of Zotero like programs for research, and plans on expanding that knowledge.

**Ruheena Sangrar**, PhD OT Reg. (Ont.) is an Assistant Professor, Teaching Stream, in the Department of Occupational Science and Occupational Therapy at the University of Toronto (Canada). She completed her doctoral training in the School of Rehabilitation Sciences at McMaster University. Her research and teaching interests are aimed at developing interdisciplinary interventions that reduce barriers to community mobility, participation, and belonging in later life, particularly at the intersection of health, social, and transportation sectors.

**Justina Kanza** is an undergraduate student at the University of Toronto pursuing a Specialist in African Studies with a minor in Women and Gender Studies. She is Student Research Assistant working under the supervision of Professor Lynn Cockburn. She specifically co-moderates webinars, offers support to the PIRL International Research Network, and consults on PIRL's Knowledge Translation Projects as a Project Management Consultant.

### **Clear Language and Graphics**

**Sumaira Khan, OT Reg. (Ont.),** OTR is a community-based Occupational Therapist who completed her MSc in Occupational Therapy from the University of Toronto in 2020 and received her Hons. BSc in Kinesiology and Health Sciences from York University in 2016. Her graduate research exploring occupational transitions among Syrian refugee youth resettled in Canada, completed alongside Zahra Kanji, Prof. Jane Davis and Dr. Katherine Stewart, was recently published in the Journal of Occupational Science. Sumaira has experience working with newcomers to Canada in various capacities and is passionate about bringing forth their experiences through future research and her clinical work.

**Zahra Kanji** received her Hons. BHSc at McMaster University in 2018 and graduated with a MSc in Occupational Therapy from the University of Toronto earlier this year. Her graduate research project explored the occupational transitions of Syrian refugee youth to Canada, and was recently published in the Journal of Occupational Science. She completed this research alongside her colleague, Sumaira Khan, and supervisors Prof. Jane Davis and Dr. Katherine Stewart. She is passionate about understanding the experiences of immigrants and refugees through their life stories and looks forward to working with this population in future research and clinical practice.

**Ellen Murray** is an experienced educator and independent consultant. My interests include social justice, health, data and political change. I am an avid user of many technologies and encourage those who feel uncertain to try new apps or devices. Clear communication, whether in writing, speaking or graphics has been a passion for years. I look forward to sharing knowledge with the PIRL Institute 2021 participants.

**Helen Yaah Larba Ndi**, is a Cameroonian by birth, and hails from the North West Region. A christian by faith, a widower and a mother of two. She is a seasoned English language teacher by profession with the Cameroon Ministry of Secondary Education, and a holder of a Masters Degree in Curriculum Teaching and Studies and Teaching. She is a woman with mobility impairment and walks with a crutch/stick. She's one of the founding members of the North West Association of

Women with Disabilities (NWAwwD). She is instrumental in activities related to women's rights especially women and girls with Disabilities (WGWDs) and also in building their self esteem.

Thank you.

**Eliette Portal-Stanley:** I was born in Ghana, educated in France and now live in Toronto, Canada. I am a retired teacher who taught French and English. I am passionate about breaking down barriers that separate people. I am a parent advisor on health and disability issues for various organizations. I believe in the strength of diverse communities working together for a common goal. I learn so much each time I follow a workshop or a conference organized by PIRL and admire the work of all of its members.

### **Telling our PIRL Stories Session**

**Julius Nganji** is a core member of PIRL and actively contributes to achieving PIRL's objectives through co-leading one of the data analysis and writing groups. He is also an Adjunct Lecturer in the Department of Occupational Science and Occupational Therapy and Co-Chair of the Cameroon group at the International Centre for Disability and Rehabilitation (ICDR), the University of Toronto. Julius received his PhD in Computer Science focused on using web ontologies to personalize e-learning for students with disabilities, including those with multiple disabilities. His research interests are in e-learning personalization for students with disabilities, digital accessibility, usability, human-computer interaction, and special educational technology.

**Veronica Ngum** is President, North West Association of Women with Disability, NWAwwD, and Chief Executive Officer for the Community Association for Vulnerable Persons, CAVP. She has a long history of being active in local, national, and international humanitarian and community work. She focuses on the rights of women and girls with disabilities, women and girls with HIV and AIDS including teen and single mothers. She is passionate about promoting sexual and reproductive health rights, education, and empowerment, by providing information and communication technology and positive use of the internet to avoid online and social media violence towards women/girls. Recently, Veronica was recognized with the "21 Women Leaders to Watch in 2021" by World Pulse where she brought the spotlight to the technology needs of women with disabilities.

<https://medium.com/world-pulse/her-story-makes-history-21-women-leaders-to-watch-in-2021-8525b7bef55c>. She was also recognized as the best disability advocate for women in Cameroon by the National Media Award for Excellence by World Echo Media Group and Kiki News and Disability Forum.

**Dr. Mahadeo Sukhai** (he/him) is the Director of Research and Chief Inclusion and Accessibility Officer for the CNIB (Canadian National Institute for the Blind). Dr. Sukhai also holds an adjunct faculty appointment in the Department of Ophthalmology, School of Medicine, Queens University (Kingston, ON, Canada), and is the Chair of the Accessibility Standards Canada Employment Technical Committee. In his role at CNIB, Mahadeo leads a significant research program focused on social determinants of health and inclusion for people living with sight loss in Canada. He also is responsible for organizational employee culture-building strategy related to inclusion, accessibility and employee wellness

### **Digital StoryTelling Workshop**

**Carmen Martinez Vargas** holds a PhD in Development Studies from the University of the Free State (South Africa) where she also taught postgraduate courses in Participatory Research Methodologies, Southern Theories and Development Studies. Her doctoral thesis focused on conceptualising and operationalising a Capabilities based participatory research project with university students in South Africa. She has published her academic work on epistemic in/justice, participatory research and colonial conversion factors in higher education in refereed journals, and as book chapters in various edited volume books. Her research interests broadly focus on Decolonial and Southern thinking using the Capabilities Approach in Higher Education. Her forthcoming monograph is titled 'Democratising Participatory Research: Pathways to Social Justice from the South' (OpenBooks Publishers, 2021)

**Melanie Walker** works at the University of the Free State in South Africa, where she is currently distinguished professor and holds a South African Research Chair in Higher Education and Human Development. Previously she was professor of higher education at the University of Nottingham. She is an A1 education sciences scholar with the National Research Foundation (NRF) in South Africa, honorary professor at the Universities of Nottingham and Pretoria, and a fellow of the Academy of Sciences in South Africa (ASSAF). She is president elect of the Human Development and Capability Association. Her higher education research interests include decoloniality, participatory methodologies, inequalities and comparative justice.

### **Understanding the Writing Process Workshop**

**Jane Davis** is Assistant Professor, Teaching Stream in the Department of Occupational Science and Occupational Therapy at the University of Toronto, Canada, and an occupational therapist. She was the managing editor for the Canadian Journal of Occupational Therapy from February 2011 to January 2019, which developed her knowledge of the inequities in research dissemination and publishing and interest in supporting ethical and equitable publishing practices. Her

research interests are in the development of assessments and interventions to support daily activity engagement for children and individuals living with mental illnesses.

**Professor Elvis Enowbeyang Tarkang** is the Head of Department of Population and Behavioural Sciences (Health Promotion), School of Public Health, University of Health and Allied Sciences, Ho, Volta Region, Ghana. He has a Ph.D in Health Studies (Social and Behavioural Aspects of HIV/AIDS, and Health Promotion) from the University of South Africa. He is the Director/CEO of the HIV/AIDS Prevention Research Network, Cameroon (HIVPREC; [www.hivprec2011.org](http://www.hivprec2011.org)), an NGO for HIV prevention through health promotion. He is a consultant with ILO on HIV/AIDS and the World of Work. He has examined several Ph.D and MPhil Theses in Health Promotion for various Universities and supervised many students in Public Health at both the undergraduate and postgraduate levels. He has also developed and taught several courses in Health Promotion. His areas of research interest are Social and Behavioural Aspects of HIV/AIDS and Public Health; Health Promotion; Institutional workplace HIV Policy Development; HIV and the World of Work; Adolescent Sexual and Reproductive Health; Ethics in Research. He is serving as an Editor/Reviewer for several peer-reviewed Journals. He is an Abstract Mentor for Conferences organized by the International AIDS Society (IAS) and also a Reviewer for the International Conferences for AIDS and STIs in Africa (ICASA) organized by the Society for AIDS in Africa (SSA). He is an Associate Editor of Pan African Medical Journal

**Dr. Deb Cameron**, PhD, a co-investigator on the PIRL project. She is the International Fieldwork Coordinator in the Department of Occupational Science and Occupational Therapy at the University of Toronto, as well as an executive member and Education Lead in the International Centre for Disability and Rehabilitation (ICDR). Her clinical work in paediatrics has led her to focus part of her research on parent involvement in intervention approaches, the application of one specific approach (Cognitive Orientation to daily Occupational Performance, or CO-OP) with children with cerebral palsy, as well as studies related to youth with IDD and inclusion. Her roles working with students on international placements and in global health through ICDR have led to research focused on reflexivity, partnership development, and placement preparation

### **Student Presentations**

**Alice Tchoumkeu** holds a master's degree in sociology from the University of Yaoundé 1 in Cameroon and a master's degree in population and health from the Higher Institute of Population Sciences of the University of Ouagadougou in Burkina Faso. She has already participated in the implementation of several large-scale

research projects in sub-Saharan Africa on young people with disabilities. She is finishing her thesis at the University of Paris working on the exposure of young people with disabilities to sexual and reproductive risks in Cameroon. She is a research assistant at the Institute for Training and Demographic Research in Yaounde.

**Shiri Jecinta** is currently a masters student in the university of Bamenda. She is holder of a Bachelor of Arts Degree in English Linguistics. Following her life experience living with children with hearing impairment she decided to pursue her studies in speech pathology looking forward to becoming a speech pathologist and therapist. She loves reading, writing and doing research.

**Lanjo Neindefoh** - See bio below.

### **Introduction to Theatre Workshop**

**Dawisu Ndzewiyi** is a secondary school teacher of literature in English, after graduating from the College of Education (ENS) of the University of Bamenda. However, his love for the performing arts, especially applied drama motivated him to further enrol in the Department of Performing and Visual Arts of the University of Bamenda, where he is currently working on his PhD thesis. He specializes in using therapeutic theatre to carry out community intervention projects on gender equity and social inclusion of the physically challenged. He is currently working with the amputees' football club of Bamenda as a consultant on trauma management.

**Lanjo Neindefoh** is a creative writer/director and producer with a few years of experience working as freelancer. He writes, directs and produces for theatre, film, and documentary with particular interest in development content with achieved works in the area of COVID-19, Gender based violence, waste management, landslides and more. As a master's student/researcher, he studies performing Arts at the University of Bamenda, department of Performing and visual Arts. His research studies focus on Therapeutic Theatre as a means of intervention in mental health with the physically disabled persons. He also works as a coach with interest in the area of Arts, and wellness. He enjoys helping people take agency to achieve wellbeing and inspired to use his strengths in community and societal development.

**Paul Animbom Ngong** is Associate Professor and Chair of the Department of Performing and Visual Arts, The University of Bamenda, Cameroon. He holds a PhD in Information and Communication Sciences from the Université Libre de Bruxelles, Belgium. Laureate of the Erasmus Mundus Fellowship scheme, Bourse Meurs François and Fonds Van Buuren, he is currently a Postdoctoral fellow at the Department of Arts and Cultural Studies, University of Copenhagen, Denmark. He is

the author of many scientific publications. His research interest is on therapeutic communication, theatre, television and film criticism, therapeutic theatre and mental health. He is President and Founder of the Center for Research and Practice of Art-related Therapy, Cameroon; and PRO/Founding member of the Cameroon Academy of Young Scientists (CAYS).

**Visi Sumbom Tubuo** is a research student in the Performing Arts and Cinematography Section, Department of Arts and Archaeology, Faculty of Arts of the University of Yaounde 1. Presently, he is the Head of Service for Internship, Training and Professional Orientation in the Higher Institute of Transport and Logistics, and an Assistant Lecturer in the Department of Performing and Visual Arts in the Faculty of Arts, The University of Bamenda, Cameroon. His research area is arts and aesthetics with special interest on Cultural ethos in the field of Theatre and Film Production as well as Theatre and Film Criticism.

### **Community and Participatory Theatre for KT Workshop**

**Akumbu Louis Jones Bubuh** is the founding director of La Liberte Arts Group. He has a background in Theatre and Film making. He has written several Community plays, 5 radio plays syndicated in 18 radio stations across Cameroon. He has written, directed and produced 5 Short Films, 2 of which have been selected in International Film Festivals Such as Leuven International Film Festival. He is the Creator of the long running spoken word event in Cameroon dubbed BLACK SWAGGER POETRY SLAM. He is the Co-Creator of ACT OF CHANGE with Dr Roxana Willis of Oxford University that sees Students of Oxford do exchanges with youth in Cameroon through La Liberte Arts Group and John Oldham Society, Oxford. Akumbu is a graduate of MS DCTC Institute of Development studies, Arusha Tanzania. He is also a Fellow of ASSITEJ. He did his fellowship and Residency in South Africa. Akumbu is a multi-award winning poet, storyteller and social Entrepreneur. He has also been involved with research into arts with Effective Basic Service (eBASE) Africa and Oxford University since 2018.

**Dr. Patrick Okwen Mbah**, is Team Lead and researcher, Effective Basic Services (eBASE) Africa, and district medical officer for Bali District, Cameroon. An active member of many international organizations such as Africa Evidence Network.

**Marthe Penka** is an award-winning traditional storyteller and young female master's graduate in international law, passionate about environmental law, also known by her storytelling alias 'Sofie's Voice'. She is currently working as researcher at eBASE Africa developing an innovative approach to evidence brokering to non-literate populations using storytelling. She has experience in communicating research evidence to rural communities, indigenous populations,

young girls through storytelling. Her works have included recommendations from Cochrane, Campbell, JBI, AEN, 3ie, and EEF meta-analysis as well as trustworthy recommendations from primary studies and development reports. Also working with IDRC to address issues of mis/disinformation affecting research use in decision making in West and Central Africa. She is also a Cochrane volunteer, translating English resources into French. Competences: Storytelling, stakeholder engagement, translating research evidence into context, research evidence communication, myth busting, peace building. Fluent in French and English.

**Ambang Tatianne Forkum** is a holder of a bachelor's degree in Agricultural and Environmental Engineering. She's currently working at eBASE Africa as a project coordinator in the fight against Sexual and Gender Based Violence in conflict affected regions in Cameroon. She has conducted systematic reviews and searched databases including CABI, PubMed, CINAHL, EMBASE, Cochrane Database of SR, JBI Evidence Synthesis etc., improved livelihoods through innovative approaches carried out in diverse research projects in agriculture, environment, health, and others in Sub Sahara Africa. Over time, her experiences and context she has gained excellence in teamwork, time management, completing task within the time.

### **PIRL Institute Planners**

**Lesley Sikapa** holds a bachelor's degree in Global Health with a double minor in Psychology and Biology. She is a research assistant with the Partnership for Inclusive Research Learning (PIRL) project where she manages and implements various knowledge translation projects. Lesley has a strong interest in using research and health promotion to create opportunities to achieve social and health equity for marginalized and vulnerable populations. To this effect, she also works as a consultant with ConveneTO to promote, design and implement non-police interventions to community safety for various populations across the city of Toronto.

**Lynn Cockburn** is an occupational therapist, one of the PIRL Coordinators, and Adjunct Professor at the University of Toronto, Department of Occupational Science and Occupational Therapy. She has been involved in participatory research and other research for more than 25 years, with strong interests in disability, communities of practice, strategies to address poverty and income inequities, and partnerships across difficult divides. I am excited to be part of the 2021 PIRL Institute, and look forward to connecting with participants in a variety of ways.

**Dr Louis Mbibeh** is currently lecturer in the University of Bamenda and one of the PIRL project coordinators. He is an international researcher and consultant with over 10 years implementing research, evaluations, and development projects for

national and international organizations. His research works and project evaluations focus on inclusive education, disability inclusive development, language development, health service delivery and others. He is an editor and reviewer in several academic journals.

**Nain Mirabel Yuh** is an award winning evidence leader, passionate about evidence informed decision making and inclusion of PWDs in the evidence-based practice train with over 3 years experience in working in research. She is a research fellow for disabilities currently working at eBASE Africa where she leads an innovative evidence portal that aims at improving livelihoods for PWDs through innovation and best practice. She is active within the evidence ecosystem in synthesis and implementation. Nain holds a bachelor's in accounting and finance with a track record of searching databases and synthesis of both qualitative and quantitative evidence for development. Nain is an enthusiastic Twitter Queen and according to her " it is in our hands to build the Africa we want that #LeaveNoOneBehind the evidence based practice train". Connect with Nain on twitter @Nainmirayuh.

### **Admin Support**

**Mohamadou Abubakar Donowo** is an English Language teacher with four years of experience in the field and currently a Masters student in The University of Bamenda. From an early age, Mohamadou realized the adverse effects of discrimination, having come from a minority group. This reality pushed him to undertake measures that will enable his community to accept its identity and as such, integrate with other communities. He is greatly concerned in reaching out to minority groups. Mohamadou is strongly supported and motivated by his siblings, parents and colleagues. He likes to play soccer in his free time.

### **Stephan Nkouly**

Mr. Marc Stephan Nkouly is an ICT Technical Support Specialist and CEO of STARC Enterprise, a company that provides related IT services to people and organisations of very different backgrounds. He has over 10 years experience providing services to individual clients, and community based and international organisations. His work includes designing websites, piloting online questionnaires, installing, configuring, and updating hardware and software, and troubleshooting for any related challenges. He understands local African realities and provides support to clients who have little or no knowledge about using ICT. Through his project CLICSpace, he has introduced IT to many beginners and is a very good coach in this domain. He places emphasis on the teaching about the use of laptops, printers, telephone systems, routers and modems as well as software like MS Office and internet.