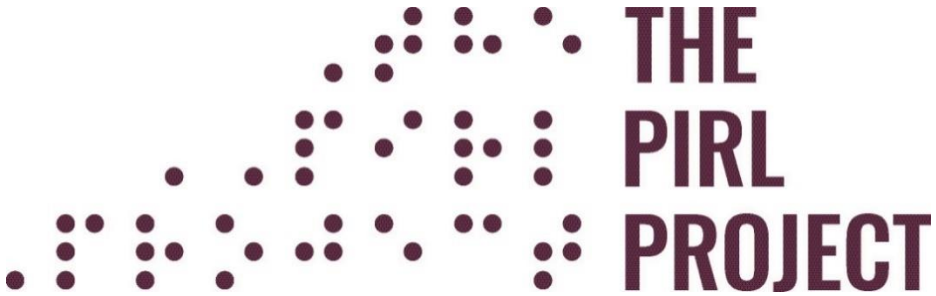
2019 PIRL Institute Report
Partnerships for Inclusive Research and Learning



Contents:

Executive Summary 2

Acknowledgements 3

Program 6

Large Group Sessions 6

Resources 8

Student Involvement 8

Lessons Learned 8

Links for More Information 8

Appendix 1: Brief Biographies of the Moderators and Facilitators in the 2019 PIRL Institute 9

Appendix 2: Program for 2019 PIRL Toronto Institute 12

Day 1 October 21, 2019: Welcome - Getting to Know Our Strengths 12

Day 2 October 22, 2019: Digital Accessibility 14

Day 3 October 23, 2019: Skill Building - Using Technology in Inclusive Research 16

Day 4 October 24, 2019: Research Processes, Communication, and Knowledge Dissemination 18

Appendix 3: Email sent to participants prior to the 2019 Toronto Institute 20

Executive Summary

The 2019 PIRL Institute was successfully held in Toronto from October 21 to 24, 2019. 25 people from 6 countries (Cameroon, Canada, South Africa, Sierra Leone, Netherlands, USA) 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 in person and using the Zoom platform, with several other forms of communication supplementing communications between participants.

During the four days of the 2019 Institute, a total of 11 large group sessions and several practical workshops were held on accessibility and research practices to improve 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 many 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!

2

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 2019 PIRL Institute held in Canada.

We begin by thanking the 2019 PIRL Institute Planning Committee led by Dr. Lynn Cockburn and Dr. Mahadeo Sukhai 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.

This was the first PIRL Project Institute and we hope it will be continued in future. It was 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 this institute has already been felt, and we know that it will continue to assist participants and others in their research work.

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, participants found that the institute was engaging and extremely helpful, both for concrete information and for building relationships with others locally and internationally. Participants talked about their desire to continue building on the knowledge acquired during the institute, and to be involved in PIRL projects and activities.

They also appreciated the interactive nature of the sessions, including the way that people could participate online and in person. Time management was done well, with sessions starting and ending on time.

Some of the requests made from the participants were:

- Continuing to work on the development of The PIRL Mentorship program that would allow people in different places to connect.
- Developing a list of concepts, resources, and organizations related to disability inclusive development research.
- To continue discussions about language use, and pointers for further readings.
- To formally set up the PIRL Network and planning PIRL Network activities—such as, short webinars and subgroup meetings to help us move forward and to feel connected as a network.
- Sharing more information about "things to consider" for building inclusive research teams.
- A process to support people who would like feedback on grant applications (this was similar to the mentorship goal with more focus).

Thank you to the many 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. Below is a list of participants who attended the 2019 PIRL Institute:

Daniel Boyco	Deb Cameron	Anika Chowdhury	Lynn Cockburn
Shaun Cleaver	Hadiatou Diallo	Jude Fokwang	Shuna Fu
Atul Jaiswal	Goodness Kinyuy	Sunday Shende Kometa	Theresa Lorenzo

Louis Mbibeh	Jacob Mfonfu	Gilbert Moiwo	Ellen Murray
Vitalis Nde	Helen Ndi	Julius Nganji	Veronica Ngum
Stephane Nkouly	Patrick Okwen	Christine Robbins	Lesley Sikapa
Kerrie St Jean	Elliette Portal Stanley	Mark Stephan	Mahadeo Sukhai
Alice Noël Tchoumkeu	Nain Yuh	Dan Weku	

5

Program

The Institute was structured around 4 days, each with practical workshops focused on planning and doing 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 2019 PIRL Institute program is available at the end of this document on the PIRL website and in the add link to google folder https://oticlab.utoronto.ca/research-projects/pirl/pirl-institutes/

The Institute used a blended learning approach consisting of pre-workshop readings and exercises, in-person presentations, workshops and seminars, and was supplemented by online sessions. The sessions included both theoretical and practical hands-on sessions during which participants gained useful skills on planning and conducting inclusive research, in addition to learning from the PIRL Project pilot study.

The sessions were designed such that all participants, including students and postdoctoral researchers, were able to gain useful skills on research methods and theories in addition to improving their teamwork and leadership skills.

The hands-on practical sessions enabled participants to acquire digital literacy and research skills. Those who were not present at the seminars had access to the online sessions and activities that can be done in their homes and workplaces. Online sessions were recorded and made accessible on the PIRL YouTube channel. The Institute spanned 4 days. Each day there were large group sessions and concurrent workshops focused on application and discussion.

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 2019 Institute.

Large Group Sessions

The large group sessions were lively and interactive. Throughout the Institute, participants shared their own experiences and asked thoughtful questions. Participants talked about how exciting it was to be part of an

international group that was interested in disability inclusive research, and in learning about specific skills and knowledge that could make research more inclusive at all stages.

During the final session together, the planning committee concluded the institute and invited participants to share some reflections from the sessions they attended. Students participated in over 20 hours of sessions for the four days. Each day averaged 5 hours, and each session ran for an hour to an hour and a half with in-between breaks. For example:

- **Day 1:** Sessions ran for 6 hours;
- **Day 2:** Sessions ran for 5 hours;
- **Day 3:** Sessions ran for 7 hours;
- **Day 4:** Sessions ran for 2 hours.

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 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.

Resources

Each of the workshops was very rich with practical examples and resources. Resources and References from each session were included in the slides that were shared with participants.

Student Involvement

University students were very involved in supporting and participating in the Institute. Students were involved in supporting the Institute by helping with planning and follow-up tasks, assisting with technology (e.g., with Zoom), taking notes, and helping participants with engaging in the workshops.

Lessons Learned

Students were enthusiastic participants. 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. More opportunities for connection and collaboration could be provided in future projects.

Links for More Information

The Institute Program is available https://oticlab.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

8

Appendix 1: Brief Biographies of the Moderators and Facilitators in the 2019 PIRL Institute

2019 PIRL Institute Planners

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..

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

Lesley Sikapa is a student in the Global Health bachelor's degree program at U of Toronto, with a double minor in Psychology and Biology. She is a research assistant with the Partnership for Inclusive Research Learning (PIRL) project. 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.

Admin Support

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 organizations of very different backgrounds. He has over 10 years' experience providing services to individual clients, and community based and international organizations. 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

9

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.

Facilitators

Dr. Jude Fokwang – is an Associate Professor of Anthropology and Development Practice at Regis University, Denver, USA. He has held previous teaching positions at the University of Cape Town & Rhodes University in South Africa, and Trent University and the University of Toronto in Canada. Dr. Fokwang has researched and published on many areas of sociocultural interests on Africa including gender identities, material culture, religion, chieftaincy politics, socioeconomic development and youth politics. He is the author of dozens of academic articles, several books and director of the ethnographic documentary film, Something New in Old Town (2016) which explores the gendered activism of young people's associations in the city of Bamenda, Cameroon. He serves on the advisory board of three academic journals and is the Executive Publisher at Spears Media Press – a publishing platform devoted to disseminating African stories on a global scale. You may learn more about his work at judefokwang.com

Dr. Julius Nganji is a core member of PIRL Project and actively contributes to achieving PIRL's objectives through several activities. He is 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.

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 pediatrics 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

11

Appendix 2: Program for 2019 PIRL Toronto Institute

Location: Department of Occupational Science and Occupational Therapy, Room 954, 500 University Ave, Toronto, Ontario M5G 1V7

Day 1 October 21, 2019: Welcome - Getting to Know Our Strengths

ZOOM link for today: https://zoom.us/j/732470882

Time (EST)	Activity	Person Leading or Facilitating	*Can People Join Online?*
08:00	Registration And Review of The Materials for Day 1	Lynn, Deb, Mahadeo, Jacob	
9:00	**Opening Remarks**	Lynn, Deb, Mahadeo	*Yes*
9:15 (1 hr/ 15 mins)	**Keynote Roundtable:** Building A Cross-disciplinary Inclusive Research Team	**Moderator**: Dr. Mahadeo Sukhai	*Yes*
10:30 (15 mins)	**Introduce Case Study:** A Survey to Assess ICT Use in DID (Disability Inclusive Development) And Communities of Practice	Dr. Lynn Cockburn	*Yes*
10:45	Refreshment Break		*No*
11:1 (1 hr/ 45 mins)	**Inclusive Research:** Strategies for Developing Inclusive Research	**Dr. Mahadeo Sukhai**	*Yes*
13:00	**Lunch Break** Table Topics, Opportunities for Brief Mentoring Discussions	**Dr. Lynn Cockburn** to provide directions	*No*
14:00 (1 hr)	**Inclusive Research in The Social Sciences** Use of Social Media in Inclusive Research: Techniques, Challenges, And Recommendations. Using The PIRL Survey as An Example	**Dr. Jude Fokwang** Discussion	*Yes*
15:00	Refreshment Break		*No*

15:15 to 16:45 (1 hr/ 30 mins**)**	**Disability and Technology** Innovative Uses of Technology in Inclusive Research	**Discussion** David Berman's video	*Yes*
16:45	Wrap-up And Daily Evaluation		

13

Day 2 October 22, 2019: Digital Accessibility

Room 954

ZOOM link for today: https://zoom.us/j/902844789

Time (EST)	Activity	Person Leading or Facilitating	*Can People Join Online?*	
08:30 to 9:00		Registration And Review of The Materials for Day 2	Jacob	
9:00 (1 hr)		**Plenary Working Session:** Digital Accessibility: Definition, importance & barriers This Will Be a Workshop Where Participants Get to Know the Terms That Are in Use by Working with **Small Groups**	**All present**	*Yes*
10:00 (1 hr)		**Digital Accessibility:** WCAG 2.1: Principles, Guidelines & Techniques	**Julius Nganji**	*Yes*
11:00		**Refreshment Break**		*No*
11:30-13:00 (1 hr/ 30 mins)		**Digital Accessibility:** Promoting International Research Collaborations Using ICTS For Accessibility and Usability. Participants Will Apply Accessibility Guidelines in Teams, And Specifically for The PIRL Survey, Interview Guide, And Focus Group Directions. We Will Discuss Challenges and Questions.	**All to discuss Julius and Lynn to facilitate**	*Yes*
13:00		**Lunch Break** Mentoring Activities		*No*
14:00 (1 hr)		**Practical Demonstration (With Online Session)** Using A Magnifier or Screen Reader to Access Research Materials in Various Formats		*Yes*

	(HTML, Word, PDF) JAWS And NVDA		
15:00	**Refreshment Break**		
15:30	**Discussion About the PIRL Survey**		*No*
To 16:15	**End of Day** Daily Evaluation		

15

Day 3 October 23, 2019: Skill Building - Using Technology in Inclusive Research

Room 954

ZOOM link for today: https://zoom.us/j/746511401

Time (EST)	Activity	Person Leading or Facilitating	*Can People Join Online?*
08:30	Registration And Review of The Materials for Day 3	Lesley	
09:00(1 hr)	**ICTs in Research Development** Understanding ICT4D in inclusive research Use Of Mobile Devices and Networks in Inclusive Research: Challenges and Recommendations for Improved Communication	**All**	*Yes*
10:00 (1 hr)	**Disability and Technology** Recognizing How to Bridge the Digital Divide in International Research; Examples from The Participants and Resources		*Yes*
10:45	Refreshment Break		*No*
11:00 to 11:55 (55 mins)	**Online Session PDF Remediation** (Making A PDF Accessible): Tools & Techniques.	**Julius Nganji**	*Yes*
12:00(1 hr/ 30 mins)	**RSI Rehab Leadership Rounds** (Room 140) (Rehabilitation Sciences Institute) Http://Utrehab.Adobeconnect.Com/Rehabrounds		
	Room Change To 453 For the Afternoon		
13:30(1 hr)	**Plenary Session:** Factors Affecting Access to Assistive Technologies: A Low-and-	**Discussion**	*No*

	middle Income Vs. High-income Country Comparison		
14:30	Refreshment Break		
14:45(1 hr/ 15 mins)	**Research Interviews – Practical Experience; Trial Run** Volunteers Will Be Interviewed and Will Do Interviews		*No*
16:00	**Debriefing Interviews in Small Groups**		*No*
16:30	End Of Day; Daily Evaluation Handed In		
17:00	**ICDR Forum**		

Dr. Mahadeo will be participating in an event in Kitchener: Walrus Talks in KW https://thewalrus.ca/event/td-bank-group-presents-the-walrus-talks-inclusion-waterloo/

Day 4 October 24, 2019: Research Processes, Communication, and Knowledge Dissemination

Room 954

ZOOM link for today: https://zoom.us/j/840978910

Time (EST)	Activity	Person Leading or Facilitating	*Can People Join Online?*		
08:30			Registration And Review of The Materials for Day 4	Lesley	
09:00(1 hr)			**Plenary Session: Building Inclusive Research Teams** Communication, Assistive Technologies in Inclusive Research: Challenges and Recommendations; Interactive Session. Using The PIRL Survey, Interviews and FGDs as Examples	**Moderator:** Dr. Mahadeo Sukhai All participants to be engaged in activities	*Yes*
10:00(1 hr)			**Research Management:** Inclusive Research Management Practice; Details of Good Practice		*Yes*
11:00			Refreshment Break		*No*
11:15 (45 mins)			**Institute Summary and Feedback** from Participants, Key Points Learned Plans For Institute #2.	**Moderators: Dr. Cockburn and Dr. Sukhai**	*Yes*
12:00			**Lunch - Final Meetings of**		*No*

	Interest Groups and Mentoring Sessions		

19

Appendix 3: Email sent to participants prior to the 2019 Toronto Institute

What is the PIRL Institute about?

This is a four-day learning opportunity which will be held first in Toronto, Canada. A similar 5 –day institute will be held in Cameroon in November. People attending will be researchers, students, and technology professionals working in fields related to disability inclusive development from North America, Africa, and other places.

The Institute will use a blended learning approach consisting of pre-workshop readings and exercises, in-person presentations, workshops, and seminars, supplemented by online sessions. The sessions will include both theoretical and practical hands-on sessions during which participants will gain useful skills on conducting inclusive research, in addition to learning from a pilot study.

The sessions are designed such that all participants, including students and postdoctoral researchers, will gain useful skills on research methods and theories in addition to improving their teamwork and leadership skills.

The hands-on practical sessions will enable participants to acquire digital literacy and research skills. Those who are not present at the seminars will have access to the online sessions and activities that can be done in their homes and workplaces. Online sessions will be made accessible, following guidelines from WCAG 2.0 (Web Content Accessibility Guidelines) to allow for people with disabilities to access materials without difficulties.

What is the goal of the institute?

The overall goals of this project are to share inclusive research practices, to help participants acquire the skills necessary to conduct inclusive research and to lead and participate in inclusive research teams, with an emphasis on the use of technology to support such initiatives.

The specific objectives of this project are to:

- **Objective 1:** To address the lack of knowledge and use of technology to facilitate inclusive research and hence lack of resources on how to facilitate inclusive research practice with ICTs.

20

- **Objective 2:** To address the challenges and opportunities associated with using technology for inclusive research, e.g., issues associated with inaccessibility of ICTs for people with disabilities.
- **Objective 3:** To assist participants to gain the practical and technical digital literacy skills required to produce accessible research materials.
- **Objective 4:** To produce reference materials that researchers can consult to facilitate inclusive research across disciplines, and to include issues related to equity and access in these materials.
- **Objective 5:** To assist students and postdoctoral researchers gain research methods skills and build international networks useful for their personal, academic, and professional growth.

Who is the institute for?

The institute is for anyone who is interested in learning more about inclusive research practises. The institute main audiences are listed below:

- **Established Researchers:** These are people such as scholars from universities who already have a research program and are interested in knowing how to lead more inclusive research teams. We will reach out to universities and research institutes to invite them to participate in the Institute.
- **Postdoctoral Researchers:** The participation of post-docs in the Institute will enable them to gaining useful digital accessibility literacy skills and build international networks that will be beneficial to their personal and professional development.
- **Students**: This will include both undergraduate and graduate students in Canada and Cameroon where the Institutes will be held. Participation in this programme will help these students gain theoretical knowledge and new research methodology in inclusive research while building useful networks.
- **Practitioners**: Practitioners working in disability inclusive development (DID), Community Based Rehabilitation (CBR), and telecommunications will benefit from the knowledge and techniques on working in an inclusive research environment and on the techniques for producing accessible documents. This knowledge will be particularly useful in their practice as they communicate with clients.
- **Government Officials**: Government officials by participating in the Institute and understanding the issues faced by people with disabilities can help in shaping policies and legislation that will lead to a more inclusive society.

Is there a registration fee?

21

There is a registration fee of approximately $250 per person in Canada. The fee includes 4 days of in-depth learning, all materials, and meals, but does not include transportation, travel, accommodation of per diems. For reduced or waived registration fees for students and people living with low incomes, please contact pirl@utoronto.ca .

When will the Toronto PIRL Institute take place?

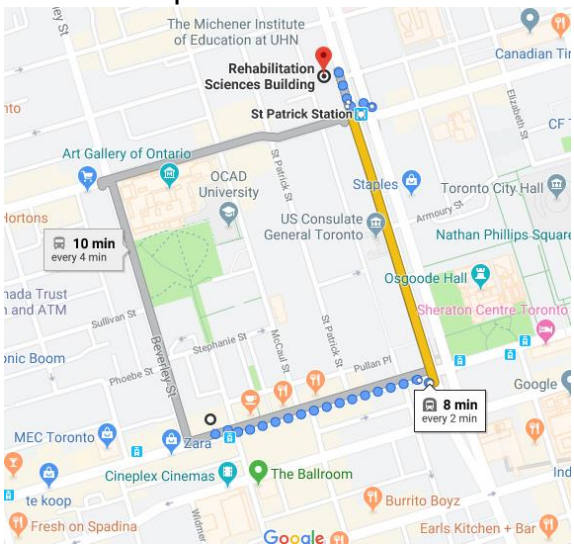
The Toronto PIRL Institute will take place from October 21-24.

Where will the Toronto PIRL Institute be held?

The Toronto PIRL institute will be held at 500 University Avenue, mostly in Room 954.

What are the directions to the venue?

- A link to a map: https://goo.gl/maps/teQhszJufAFEWuK1A
- By TTC/public transportation: 500 University Ave is easily accessible via subway. Please take the subway to St. Patrick Station and exit via the North West exit.
- If you are coming from the West or East end, take the 505 Dundas bus Eastbound or Westbound and get off at University Avenue.
- The map below illustrates these directions.



What should I bring?

Please bring a laptop if you have one so that you can easily access the materials that will be shared online. We will provide a notebook and pens. Wi-Fi will be provided on-site.

What is the dress code?

22

Please dress business casual. The week of Oct 21st will be cold in Toronto so please dress appropriate for the weather, such as wearing multiple layers.

Will lunch be provided?

There will be snacks and lunches provided throughout the Institute. Please email any dietary restrictions to pirl@utoronto.ca so, we can accommodate accordingly.

I am an online participant; how do I join the Toronto PIRL Institute?

We welcome participants from many locations around the world. We will be using Zoom to connect. Please check that your device (laptop, desktop, tablet, phone) can support Zoom. If you need some assistance to try it out prior to the Institute, please contact one of the institute organizers (Lynn, Mahadeo, Jacob, Lesley, Anika).

The zoom link to join the session is at the top of each day's program. You should be able to join directly by clicking on this link. Please note that the links are different for each day.

23