

KEY OUTCOMES

C8: Zotero

Description:

Zotero is a tool used by researchers and other professionals to compile academic resources and articles for research and/or seminar-related projects.

Objectives:

- Maintain an organized database of scholarly articles and/or reports with tags.
- Maintain a list of articles and documents created by PIRL team members.
- To be able to generate in-text citations and bibliographies quickly and accurately.

How well have the objectives been met to date?

Somewhat met. We created and are maintaining a Zotero group Library with relevant citations for the PIRL Project. However, there is a need for more frequent updates and increased awareness of this tool.

Suggestions for change/improvement:

- Increase awareness of the Zotero library within the PIRL network.
- Educate PIRL members on how to use the Zotero library.
- Develop resources (such as informational videos and/or handouts) about the Zotero library.

KEY OUTCOMES

C9: PIRL Institutes

Description:

The PIRL Institutes are a series of several-day events held annually over the course of the PIRL Project's three-year duration. Held online, and in Canada and Cameroon, the institutes bring together PIRL members, researchers, students, and other professionals involved in disability-inclusive development research to foster the growth of a global community.

The institutes consist of theoretical discussions and hands-on activities, workshops, seminars, online sessions, and resource sharing, where participants meet like-minded individuals, learn about inclusive research, and contribute to the development of our partnership model. Participants gain valuable skills and experiences in areas such as leadership, teamwork, problem-solving, digital literacy, and conducting academic research using a variety of methodological designs.

In 2019, our first institute was hosted. The Institute was held in Toronto, Canada from October 21 to 24, and in Bafoussam, Cameroon from November 18 to 22, with several people joining online from other locations. The event was attended by researchers, students, and professionals working in related fields worldwide, especially from North America and Africa. The focus of this institute was to develop tools, processes, data collection (surveys, interviews and focus groups) and initial analysis. During the 5-days of the institutes, we developed a pilot test of an online survey which was based on the CHERRIES guidelines (Checklist for Reporting Results of Internet E-Surveys, Eysenbach, 2004) and adapted from the Canadian Internet Use Survey (Individual), and the ITU ICT household survey, and discussed the questions to include in interviews and focus groups. Questions for all data collection methods aimed to address project issues and were developed based on literature reviews and input from attendees.

After implementing the survey that had been developed in 2019 and early 2020, the focus of the October 2020 Institute was on learning about data analysis and particularly data analysis for disability-inclusive development, and data analysis in diverse teams and groups. Therefore, all of the sessions addressed data analysis topics in some way. Due to the COVID-19 pandemic and public health restrictions, all of the 2020 Institute's 15 sessions were held online. As part of the planning process, the team decided to have 4 hours on each of 3 days. This decision really limited the amount of time that was available but also made it more manageable for people to participate across time zones and in different ways. There were 9 main sessions and 3 introductory and wrap-up sessions.

KEY OUTCOMES

C9: PIRL Institutes

In addition, the PIRL student group organized 3 student sessions. Each session ran for 50 minutes, with a 10 min break between. We were delighted to have many PIRL Network participants actively contribute to the Institute. We collected evaluations and feedback from people in several ways, including through a survey for each day.

The next PIRL Institutes will be held in October 2021 with a focus on knowledge translation. We plan to explore and engage in discussions about various ways to share information such as through using social media, networking, and arts.

Objectives:

- Organize institutes annually within the duration of the PIRL Project.
- Share resources, success stories, and conduct collaborative online discussions.
- Develop stronger relationships among PIRL members within the PIRL network and the global community and develop teamwork.
- Expand our knowledge, learn about new ideas and best practices from each other.
- Create opportunities for PIRL network members and other attendees to engage, observe and become involved in training/learning processes.

How well have the objectives been met to date?

Successfully met. We have held carefully organized institutes every year since the launch of the project. PIRL members have become more acquainted with one another and have developed stronger interconnections within the network as a result of the institute, while learning relevant skills, fostering an inclusive environment, and sharing different perspectives. Furthermore, involvement in various activities has broadened our knowledge to reveal current trends and challenges in DID research and related topics.

"I got to know the PIRL project for the first time during 2019. It was at this point that I had a face-to-face exchange with the other members of the network. It was very interesting because the atmosphere of an online meeting is not as friendly as that of a face-to-face meeting. There is human warmth that is transmitted. We get closer to each other, and we can easily see each other's disabled situation and adapt to it. Yet when it's an online meeting, you don't really know the other participants." - Respondent in the PIRL Research Survey

Suggestions for change/improvement:

- Finding and achieving a balance with the number of sessions that need to be organized per institutes.
- Establishing greater organization and planning strategies when organizing each Institutes.

KEY OUTCOMES

C9: PIRL Institutes

"As a student I am looking forward to applying the knowledge gained on inclusive research. And this has awakened my interest in qualitative research, so I am considering this kind of research in my future work." - Respondent in the PIRL Research Survey

"As a teacher, I'll use the knowledge I got to better work with research students, especially on data analysis." - Respondent in the PIRL Research Survey



A Picture of a PIRL Project related-initiative meeting using ICT.

"As a woman with a disability, I'll take back the knowledge to my women, we shall improve our knowledge on technology especially with the use of our laptops and phones." - Respondent in the PIRL Research Survey

KEY OUTCOMES

D: Training & Capacity Building

In this section, we will review and report on the PIRL Project's evaluation of training and capacity building programs including mentorship initiatives and student support.

KEY OUTCOMES

D1: Mentoring Programs

Description:

Mentorship is built into the PIRL project's design as a community of practice. Our communications are designed in a way where everyone learns from each other thereby eliminating superiority or inferiority complexities that dominate formal mentorship programs. This has been one of the landmarks of the PIRL Project, in that learning takes place in all project activities.

Objectives:

- To connect PIRL Network members who had similar goals and interests.
- To create a more formal mentorship program within the PIRL Project for those who wanted to participate.

The PIRL Mentorship Program started in 2019 to create welcoming, collaborative, and inclusive spaces for personal and professional development. In the PIRL Network, we believe that we all have much to offer and learn. This philosophy was applied to the mentorship program, whereby members became both a mentor and a mentee.

There were 2 streams in the program. Members could request to join the mentorship through the 1:1 stream where they were paired with another person, or the small group stream where they would join groups of 4-6 people with shared interests or both streams. The mentorship program was planned for 6 months, after which it would be opened for new members to sign up. During the first iteration of the mentorship program, 22 members of the PIRL network signed up, 2 groups of 6 people, 1 group of 7 people, and 2 pairs. A welcome package consisting of a mentorship agreement, and a document detailing an overview of the program, roles and responsibilities, suggested discussion topics, milestones, and the evaluation process were shared with each pair and group.

How well have the objectives been met to date?

Somewhat met. Some challenges around communication resulted from time zone differences, lack of proper technology, and varied understandings of expectations. Moreover, delayed responses from some participants shifted the program's timeline and within groups, not every interest aligned. A detailed program description and program evaluation can be found in Appendix titled "The PIRL Disability Inclusive Development Research Mentorship Program" and "PIRL Mentorship Program 2019-20 Evaluation" respectively. The program was not continued after the first iteration, thus ending in 2020.

Suggestions for change/improvement:

- Hold more frequent check-ins with participants.
- Create smaller groups within the small group stream.
- Use various forms of communication platforms.
- Poll network members to see if the Mentorship Program should be started again.

KEY OUTCOMES

D1: Mentoring Programs

Mentorship for the Cameroon Team

As described in A3, additional mentorship has been provided to the Cameroon team, both within the team and with others outside of Cameroon. The Cameroon team is made up of university lecturers, community members and students. There is mutual learning between these members and university lecturers have testified key learnings from community members on practical strategies of working in the communities and vice versa.

Many of the Cameroon partners appreciate mentorship related to technology. The PIRL IT support person is responsible for providing support to members and given that he is based in Cameroon, the Cameroonian partners are benefiting more from this support. The capacity for using IT tools is developed through the work he does within the team. For instance, with COVID-19 and the move to online spaces, most partners had challenges using Zoom but through the IT support, such capacities have been progressively improved.

Regular meetings and workshops have facilitated mentoring and capacity building for partners in Cameroon. Physical meetings happen approximately once in 3 months, with additional visits of partners by the coordination team. Such meetings have focused on particular themes related to PIRL work. When the pandemic just started, Cameroon partners had challenges with online platforms and training was organized to build their capacity and confidence. During the data analysis process, while the entire PIRL team shared knowledge through webinars and during the 2020 Institute focused on data analysis, the Cameroon partners had further training to consolidate their skills and to further build capacity.

KEY OUTCOMES

D2: Students

Objective:

To welcome, mentor, and support students from different locations.

Students are involved in a number of ways in the PIRL Project. We have had several students from the University of Bamenda and the University of Toronto involved in the project in a variety of ways. Many students have contributed to the ongoing work of the PIRL project, and also attend webinars and workshops. There is limited capacity for team members to support and supervise students.

How well has the objective been met to date?

Somewhat met. There are some limitations faced by the project. One is that there are institutional supports provided by some governments and not others, and the University of Toronto has supports that are not provided in Cameroon or by the University of Bamenda. For example, there is a structured program for subsidized employment of students in Toronto, to encourage learning while students are working with the university. There are also institutionalized supports for students with disabilities. Neither of these is in place in Cameroon. This inequity leads to a perceived imbalance in how students are able to participate in the project.

In addition, similar to the other Cameroon team members, students in Cameroon do not have good access to the internet, electricity, library services, and IT support, hampering their abilities to engage in learning and to participate in team activities. As a result of all of these factors, there are more students involved in the network from Canada and other locations than from Cameroon. We have attempted to provide support to Cameroonian students by providing communication credits and opportunities to participate in meetings and workshops.

Suggestions for change/improvement:

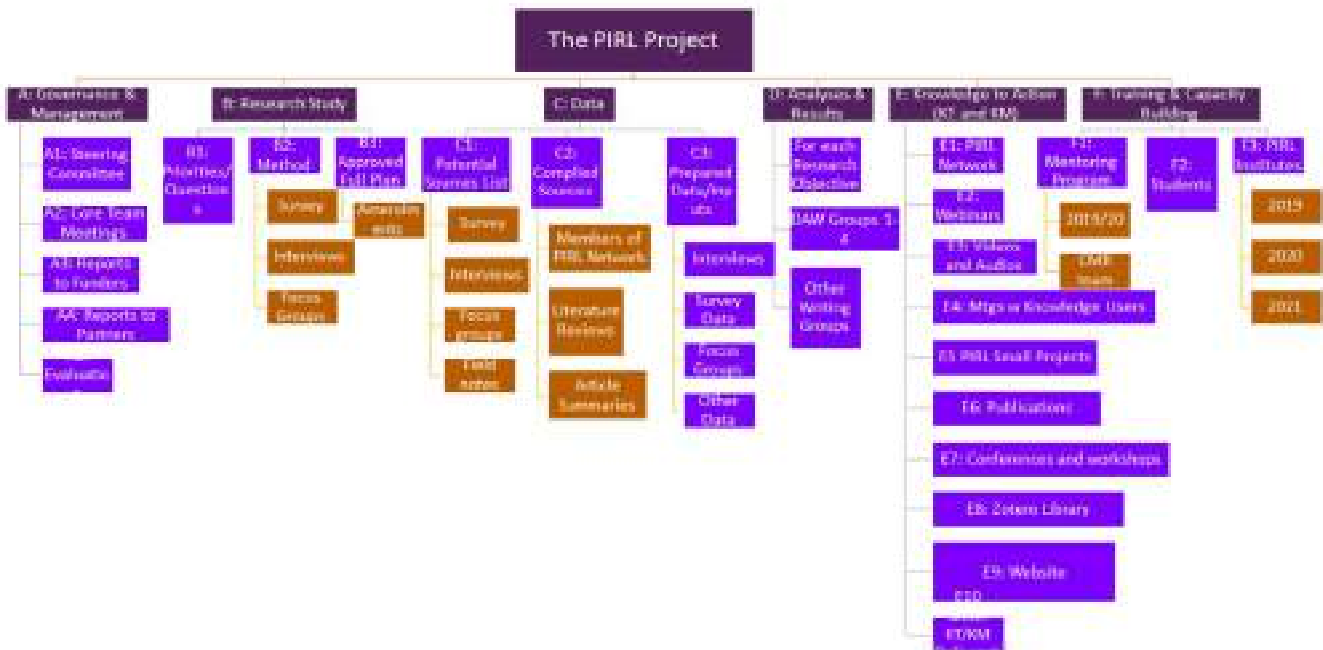
- Improving the type of student involvement is to create a student volunteer program with structured orientation and training.
- Team members can engage in advocacy with their institutions to have stronger support for students.
- Academics in the team could identify students who can make contributions to PIRL-related tasks. This option could allow for a mentorship relationship between student and researcher, and/or be connected with other students. We could have the student be a volunteer at first to see how well they've adapted and how well they work with the team.
- Future projects could put more emphasis on understanding the needs of students in the Global South, especially those with disabilities and with limited resources, to be able to more fully support them.

REFERENCES

1. Ochocka, J., Rich, J., & Stobbe, A. (2018). Community Based Excellence Research Tool (CBRET).
2. Mbibeh, L., Nganji, J. T., Cockburn, L. B., & and the rest of the PIRL Project Team. (2021). The PIRL Project: A case study of learning how to do disability inclusive research. Addressing Inequality through Human-Computer Interaction Workshop ACM CHI Congress, May 2021, 10.

APPENDICES

A: Overview of the Work of PIRL Project



APPENDICES

B: PIRL DID Research Mentorship Program

Connecting and supporting DID researchers globally:

The PIRL Project strives to create welcoming, inclusive, and collaborative spaces for you to build your networks so that your work and your research will be better.

We believe in the power of mentorship, so we are including a mentorship program in the PIRL project.

Every six months, we will open the PIRL Mentorship Program to new members, and to help you set up some new personal connections.

The PIRL Mentorship Program connects PIRL Network members who have similar goals and interests.

The PIRL Mentorship program is different from many other mentorship programs in that when you sign up for the PIRL Mentorship program, you sign up to be both a mentor and a mentee. We believe all PIRL members are both potential mentors and mentees. We all have much to offer, and we all have much to learn.

The PIRL mentorship program believes in the benefits of both small groups and one on one mentoring. You can request to participate in one or both formats, as long as there is space in the program.

Either way, you will have opportunities to give and receive advice, make connections around the world, improve your research, and learn a ton. If you join this program, either in the small group or the 1:1 stream, you will be both a mentor and a mentee. We all bring experience and insight from the fields in which we have been involved. As a PIRL Network member, you will hear about the program at the annual PIRL Institutes and receive an email invitation every 6 months about the program.

Eligibility

The PIRL Mentorship program is only open to PIRL Network members. [Here is the link on how to become a member of the PIRL Network

<http://oticlub.utoronto.ca/index.cfm?>

[currentPagePath=Research Projects/PIRL Inclusive Research/About PIRL Project&id=91138](http://oticlub.utoronto.ca/index.cfm?currentPagePath=Research%20Projects/PIRL%20Inclusive%20Research/About%20PIRL%20Project&id=91138)].

If you are interested in the PIRL Mentor program, you will need to complete a mentor profile and application. The program is completely voluntary. You will not receive any funding to participate in the program. Once signed up, you will be invited to participate in the mandatory "getting started in PIRL mentoring" event in person or online, depending on the option you choose.

APPENDICES

B: PIRL DID Research Mentorship Program

Roles and Expectations

What is Mentoring?

Mentoring is about supporting people in their professional and personal development. Mentoring occurs when two or more individuals decide to work together to achieve specific outcomes for developing knowledge, skills and attitudes that serve you well in your career. Many mentorship programs are based on the idea that one individual (the mentor) has the skills, knowledge and experiences that the other individual (the mentee) needs to acquire.

However, in the PIRL Project we strongly believe that wherever in our career path we are, we can all be mentors and mentees. A young person can mentor an experienced person; a person from the Global South can mentor a researcher from the Global North. When we get together, we often find that we can learn from and mentor each other.

Mentoring can help people working in DID to prepare for career transitions and new research areas. Mentoring creates an environment to develop and practice important skills needed for work in DID. It allows people to ask questions, to better understand their goals, choices, and opportunities. Mentoring can give mentees a practical and realistic picture of what DID research is and what it could be. Mentoring helps PIRL Network members to expand their network of contacts with others in their areas of interest around the world.

The PIRL Project will gradually develop resources and tips for mentoring in DID research that you will be able to use in your own contexts, in your organization.

What Will You Do In the Mentorship Program?

There are two options – mentoring in small groups or in 1:1 pairs.
PIRL Small group mentoring

These are groups of 4 – 6 people who have a shared interest in growing their careers and particularly their research capacities. Small groups will meet 3-4 times over the 6 months. PIRL will support up to 6 groups in each 6-month period.

The meetings will focus on topics such as:

- Using social media such as LinkedIn, ResearchGate, and Twitter to improve your research
- The value of presenting at conferences (and which ones to go to)
- Understanding research funding applications

This list is not exhaustive and mentees/mentors are encouraged to expand topics of discussion. Meetings will take place virtually.

APPENDICES

B: PIRL DID Research Mentorship Program

Roles and Expectations

PIRL One-to-One mentoring

The one-to-one mentoring option is for people who want to get to know one other person in more depth, and who have clearly articulated career goals related to DID research.

PIRL will support up to 10 dyads/pairs in each 6-month period.

In every 6-month period, each pair will have 4 -5 meetings (approximately monthly).

Meetings will focus on:

- Leading and submitting an international team grant application
- Managing teams in DID research projects
- Handling challenging situations in DID research

Meetings can take place in person or virtually.

What Mentors and Mentees Need to Know

- Sign-up is in September/October, and in Feb/March for each 6-month block
- Meet in your mentor group or with your partner a minimum of 3 times during the 6 month period, either in person or virtually.
- Discuss professional goals, research projects, career possibilities, global and industry trends, personal interests, and your favourite PIRL experiences and goals.
- Be open! Positive attitudes and open-mindedness create the best interactions.
- All participants will be asked to provide feedback after each meeting and at the end of the 6 month period, to assist with improving the program.
- When you sign up, you will be making a commitment to both be a mentor and mentee. Please do not sign up if you are not willing to make this commitment and to be a mentor to others.

So, why not get involved? Experience the rewards of making local, regional, and international connections and discovering something new.

APPENDICES

B: PIRL DID Research Mentorship Program

Roles and Expectations

Questions that you might use to get your conversations going

- Given my skill set and interests, what directions could I consider going in DID, and in DID research and knowledge translation?
- What are some planning tools I can use as I transition to a new area of research/career path in DID?
- What are the trends in the DID labour market? What advice do you have for working as a researcher in this field?
- What is a CV? How do I build it? Can you review my CV/resume/LinkedIn profile/ResearchGate page?
- I am overwhelmed by everything that is available. How do I handle everything?
- Can you introduce me to people in your network? What are the best associations to join for DID researchers?
- How do we develop transferable skills, including soft skills?
- How do we help the students coming up in DID?
- Help your group/partner clarify their research-related questions and help them find relevant resources.

Notes for Mentorship Program Planning

- Develop a process for Initiation of the mentorship program: Will probably not be a formal meeting with all mentees and mentors so everyone's on the same page, but we will expect people to indicate that they have read the Welcome and Information package. [we have still to develop this package]. This package will include a video and PowerPoint so that everyone is aware of expectations, goals, etc.
- After the first or second rounds, if we decide we need full group meetings, we can organize them (this has significant funding implications). Having meetings can help us know who's able to come out, puts faces/voices to names, address questions and concerns live, and can help new people learn from those with previous experience.
- Develop Evaluation process – simple and easy to do, yet informative and helpful for planning next iterations

APPENDICES

The PIRL DID Research Mentorship Program

Application Form

Name

Organization/University/Company:

Email

Phone

Format (choose one or both – keeping in mind expectations for time and other commitments)

- I would like to participate in Small group mentoring
- I would like to participate in 1:1 mentoring

To help us match you, please select your top 3 areas of focus and interest for DID work and this mentorship opportunity, and provide comments about each:

- Academic Research
- Adult Education and Training
- Child Development and Education
- Community based Participatory research
- Community Development
- Comparative, International and Development Education
- Government Policy and Knowledge translation
- Health research in DID
- Inclusive Early Childhood Education
- Inclusive Higher Education
- Indigenous Research
- Livelihood development and/or Entrepreneurship and DID research
- Professional and Continuing Learning
- RCTS in DID research
- Research and/or Educational Administration
- Research and/or Educational Leadership
- Social Justice/Critical perspectives in DID Practice, Research, Education
- Social sciences research in DID
- South – South Partnerships
- South – North Partnerships
- Teaching DID research: Academic issues
- Not listed? (Please share your interest, e.g. arts based DID research)

Anything else you would like us to know about you for the mentorship program?

APPENDICES

C: PIRL Mentorship Program 2019-2020 Evaluation & Recommendations

Summary of program:

- Flyer/ Promotional video shared during PIRL Institute (Oct 18, 2019)
- Pairing announced Jan 22, 2020
- TOTAL: 22
- 2 groups of 6 people and 1 group of 7 people
- 2 pairs
- Messages sent out from coordinators: (2 messages for check in/ feedback. The initial message and a follow up).
- Responses received: (7 responses to the check-in email)

Challenges:

To help us match you, please select your top 3 areas of focus and interest for DID work and this mentorship opportunity, and provide comments about each:

- Academic Research
- Adult Education and Training
- Child Development and Education
- Community based Participatory research
- Community Development
- Comparative, International and Development Education
- Government Policy and Knowledge translation
- Health research in DID
- Inclusive Early Childhood Education
- Inclusive Higher Education
- Indigenous Research
- Livelihood development and/or Entrepreneurship and DID research
- Professional and Continuing Learning
- RCTS in DID research
- Research and/or Educational Administration
- Research and/or Educational Leadership
- Social Justice/Critical perspectives in DID Practice, Research, Education
- Social sciences research in DID
- South – South Partnerships
- South – North Partnerships
- Teaching DID research: Academic issues
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Challenges:

- Not everyone handed in their consent form and if they did, did not adhere to all the points in the form.
- Timeline of the program – needs to be flexible and longer (possibly one year instead of several months).
- Expectations with the program varied from person to person. For example, in one pair, understanding of these expectations differed which challenged communication.
- Within groups, not every interest aligned, this may have excluded some people to participate less in discussions. For example, one individual wanted to be reassigned to a different group.
- Lack of proper technology to facilitate communication among team members. In one instance, communication was stalled between the team due to inaccessibility of email for one of the team members.
- Time zone differences hindered communication among team members.

Successes:

- Welcome package clear, had few clarification questions that were answered through email or directed to in the information package
- Basic consent form that was created caused no issues, it was clear and concise.
- Team with a “Team Lead” had more structure and were able to connect and communicate more often.
- Lots of interest in participating in the mentorship program. Many liked the idea of being a mentee and a mentor, the learning experience of providing support and gaining advice from others sparked interest.

APPENDICES

C: PIRL Mentorship Program 2019-2020 Evaluation

Recommendations:

- Smaller group size
- Tailoring program to needs of individuals in terms of what they want to learn/ gain from mentorship – needs to be more extensive and detailed.
- Have an introductory video call meeting for all participants so everyone is on same page. Some may have not read the package, and this was evident in some of the questions that were being asked via email.
- Create a program calendar with specific dates for different action items to be communicated to participants from the start.
- Introduce the use of different communication platforms (e.g. Whatsapp, Facebook Messenger etc.) from the start of the program.
- Coordinators should do check-ins more often (every month) and address concerns or feedback as soon as possible. They should also provide the mentors/mentees a timeline on when they will get back with a solution.

APPENDICES

D: PIRL Small Projects

Title of Project	Organization	Approximate Dates	Link to report or other materials
Building an Interactive Media Centre Accessible for Communities of Persons with Disabilities	Coordinating Unit of Associations of Persons with Disabilities (CUAPWD)	Early 2021	Not yet available
Empowering women and girls with disabilities on internet research and responsible use of the social media with use of their mobile digital devices to improve on their self confidence	North West Association of Women with Disabilities (NWAwwD)	August to November 2020	Not yet available
Developing an Accessible University of Bamenda	University of Bamenda	2021	Not yet available