

# (SJRK) November 7, 2017 Partners Meeting

Present:

- Alan
- Dana
- Gregor
- James
- Liam
- Michelle
- Pilar & Hector

Discussion:

James' PhD work

- Assistive technology is a human right
- We need a system that allows people to participate holistically
- People with a wider range of needs and preferences
- Needing to "qualify" to get government subsidy keeps the price high for AT
- Unlocking potential - give everyone the opportunity to work, to acquire skills

IDRC Update

- Dana and Alan have been focusing on Oak report

Liam

- Next steps to disbursing resources to the partners?
- Will this go directly to bookkeeper or does Liam need to plan to put time to it?
- ok - I've just reviewed the msg and that is all clear to me - next step (for round 1) is for Silvia to send an invoice and the transfer details to us
- then for the second round distribution will be based on OCAD's approval of deliverables
- another question I have - based on the report that you are currently compiling, are there ways that we could structure our work to make reporting easier for the next round?
- (this is largely the same as what we are currently discussing)

James

- Money will be sent directly to James
- It took about a week from the time the contract was signed to getting money to TIG
- James' signed contract was sent on Tuesday
- If no update by end of this week, let us know
- Can we have a workshop on financial reporting on complying with OCAD/IDRC requirements
- Sending money to UWEZO - need them to comply?
- We'll ask Iris if she can provide some guidelines

Reporting and Framing of work

- Thinking through the "lens" of learning difference
- Testimonials from youth directly are great
- More qualitative in this way - rather than quantitative metrics
- Jutta's paper about learning difference in the classroom
- Stories about mismatch between student's needs and the education system (understanding why) - and how we can re-engage them through inclusive design
- Need to understand why, so you know what not to do in social justice movements
- Does "young person" refer to a specific age range or group?
  - In Alan's experience with library science, 15-29 was a commonly-accepted range, but we may not want to lay out a specific definition
  - For groups like UWEZO who self-describe as youth-led, that may be enough
  - What about those youth with learning differences who are not a part of those organizations?
  - For those at the margins, the youth transition will tend to be long, they may not fit strict age ranges
  - Alan will ask Jutta if there is a definition that we can use for the contexts that the partners are working in, for those projects' purposes
  - Or if the Oak Foundation has any specific definition

- For the report, whatever artifacts the partners can send to us (video, pictures, audio, presentation slides, etc.) would be very helpful, even if it isn't fully-polished work.
  - Perhaps we could have a shared folder where everyone can deposit the materials they have to share. Alan will look into this

#### Pilar and Hector

- Meeting with Alex from Platohedro
- Currently have a pilot's strike so had to change meeting plans, Juliana was hoping to go there
- Will try to meet in December

#### James

- What technologies are young people using now? How can they be improved?
- Consider disaster preparedness and emergency response systems
  - For those who are normally vulnerable, they are even more vulnerable in the case of a disaster
  - The traditional methods of communication and connection are not available
  - How do emergency response systems decide whom to help first, from an inclusive perspective?
  - How do you reach groups like youth who are marginalized?
  - A dynamic environment
  - There is no "natural" disaster - a hazard becomes a disaster when people's resilience is very low
- Maps and social cartography in Colombia