

# June 9, 2017 Meeting with TIG + James + IDRC

- Adapting on the fly to new contexts
  - SDG's are very broad, technocratic - we can think about how to build in OER-type resources
  - use SDG's as a framing device
  - Try a prototype on one of them
  - Basic messages about impact eg. throwing plastic bottles in river - responsible actions - preserving environment
- Updating the Guide to Action (<http://www.tigweb.org/action-tools/guide/>)
  - POSSIBLE THINGS TO DO
    - Updating the guide itself
    - A guide to the Sustainable Development Goals
    - A guide to Inclusion
  - SDGs
    - 17 different goals and objectives of UN (<https://sustainabledevelopment.un.org/?menu=1300>)
    - AKA Sustainable Development Agenda, 2030 Goals
    - <http://wikiprogress.org/articles/poverty-development/how-do-the-sdgs-differ-from-the-mdgs/>
    - the MDG -> SDG process was an inclusive design process in action
    - JAMES: no involvement of people in MDGs, not meant for developed countries
      - Shift from developing countries to ALL countries
        - Goals 1-5: "Unfinished business"
        - Goals 12-15: "The Green Agenda"
      - "a global ambition with national partnerships"
  - Action Guides framed in terms of the SDGs?
    - update Guide to Action
    - frame it in terms of the SDGs
    - make it more accessible and inclusive
    - another interesting frame - inclusion!
      - how do we ensure that we create and develop processes inclusively, accessibly
  - "who are young people?"
    - who is the constituency
    - how can we develop content that is understandable by young people in different regions?
      - localization
      - different reading levels
      - translation
      - simplification
      - visual aids
      - RELEVANT and CONTEXTUAL
  - directions of entry
    - young people with learning differences understanding of SDGs
    - creating adaptable resources - adaptable to regional context, to learning differences
  - Global Goals Platform: <http://globalgoals.youthmovements.org/>
  - SDGs an inclusive design process in action
    - How do we adapt it to integrate young people with learning differences?

- analyzing tools, analyzing materials
- are materials in easy to read format?
- Environmental scan of SDGs
  - <https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801>
  - <https://www.worldwewant2030.org/>
- Identifying some of the stakeholders, who we might be able to provide and collect input from
  - Who is not part of these conversations?
    - Intersecting literacies
- Initial timeline
- people have difficulty accessing computers in Africa
- but around 80% of the young people (18-30) have mobile phones
  - Facebook, Whatsapp, etc
- to what extent do these versions of information have a mobile version?