Deaf Education

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PURPOSE

- Importance of education for deaf children

- Policies and conventions that protect deaf children's right to quality education, strategies for creating access to education and advocacy tools

- Information about how deaf children learn and thrive

- How deaf organizations can educate and create systems that help deaf children

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OUTLINE

1) Access to education

- Definition + importance of education
- Importance of accessibility to education
- UN CRPD and SDGs
- UDL

2) Stages of education

- Language foundations
- Literacy in primary grades
- Higher education (university and vocational training)

3) Types of education

- Education settings
- Inclusive / Bilingual Education / Mainstreaming / Residential
- Different types of education (general, formal, informal, deaf)
- Reading assessments?

4) Institutional approaches

- Institutional approaches
- Language of instruction
- Training materials in SL
- Teacher training / interpreter training
- Use of technology

5) Advocacy tools / activities

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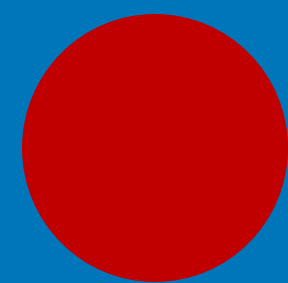# ACCESS TO EDUCATION

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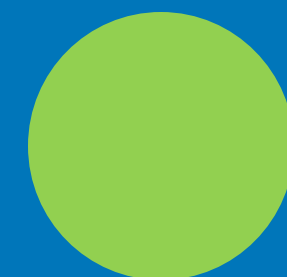Deaf children and young people are too often denied their right to education or face many barriers to education

Two percent (2 %) of the world's deaf population has access to education in sign language

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DEAF EDUCATION

No access to education in SL   Access to education in SL
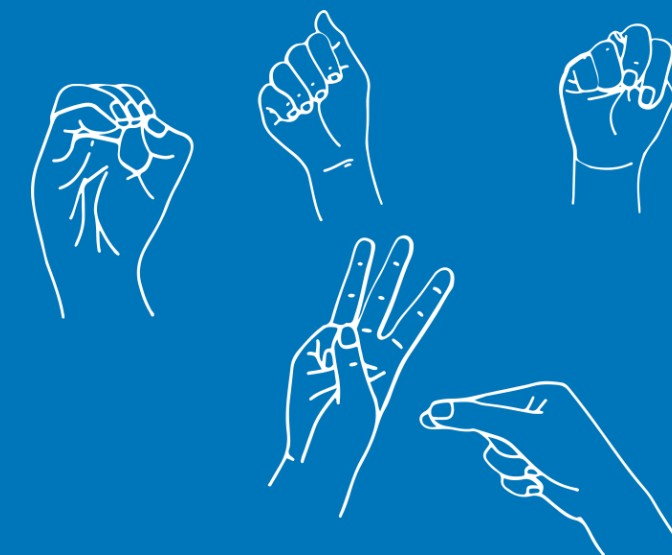
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WHY DEAF CHILDREN ACCESS TO EDUCATION?

Teachers are not fluent in local sign language

Lack of awareness by parents that their children can and have a right to go to school

No policy or programme support for sign language learning for families

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LONG-TERM CONSEQUENCES

No education in sign language

Long-term consequences

Do not lean

Do not get jobs

Isolated

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IMPORTANCE OF EDUCATION

Education in sign language

SUPPORT

Language learning

Learn about the world

Prepares for further education and employment

More deaf people become teachers

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SIGNS FOR A GOOD EDUCATION

Human Rights Watch, Signs for a Good Education:

https://www.hrw.org/video-photos/video/2013/10/17/signs-good-education

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INTERNATIONAL CONVENTIONS AND COMMITMENTS: EDUCATION

WFD: CRPD in National Signed Languages
https://wfdeaf.org/news/resources/crpd-translations-in-national-sign-languages/

WFD video SDG 4: https://vimeo.com/269784286
European Disability Forum - http://www.edf-feph.org/newsroom/news/we-want-quality-education-deaf-learners

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UN CRPD

- Article 24(1): Inclusive education system should enable all learners to reach their fullest potential.
- Article 24(2): Persons with disabilities should not be excluded from education, and educational environments should maximize social and academic development.
- Article 24(3): Learning of sign language should be facilitated and the linguistic identity of the deaf community should be promoted.
- Article 24(4): Teachers with disabilities who are qualified in sign language should be employed.
- Article 24(5): Persons with disabilities must have access to university education, adult education, vocational training with reasonable accommodation provided (i.e., sign language interpreters).

SDGs

- SDG 4 Quality Education: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

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ADVOCACY POINT EXAMPLES

- Statistics or general info about the number and education access for deaf children in your country (percentages and ratios, 75% or ¾ children)
- How policies protect deaf children's rights to education
- Any education and disability rights laws/policies
- Nation's commitments to SDGs and CRPD
- One example of what barriers to education exist - be as specific as possible (weakness from SWOT analysis)
- Describe opportunities and recommendations for enhancing deaf education
- Emphasize how investing in deaf education benefits the country's national and international goals

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ADVOCACY - EDUCATION

DEAF
ASSOCIATION

ARGUMENTS
WHY EDUCATION
IS IMPORTANT

REFER TO
RESEARCH

DECISION - MAKERS

UNDERSTAND WHY
EDUCATION IN SIGN
LANGUAGE IS
IMPORTANT

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STAGES OF EDUCATION

LANGUAGE FOUNDATION

LANGUAGE DEPRIVATION

IMPORTANCE OF ACCESS TO HIGHER EDUCATION

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LANGUAGE FOUNDATIONS

"The most important years for language development are between ages 0-5 years old (approximately). It is essential for deaf babies and young children to receive as much exposure to early visual language (sign language) as soon as possible (Baker, 2011). The child can learn multiple languages at one time and this will only benefit the child's language skills. Multiple languages (sign language + written and/or spoken language) will support brain development and will not cause any developmental delays or prevent the child from using a sign language and/or speech to communicate as they grow older."

Resources/Readings:

1) Laurent Clerc National Deaf Education Center: Maximizing Language Acquisition: ASL and Spoken English (Thematic reference list)
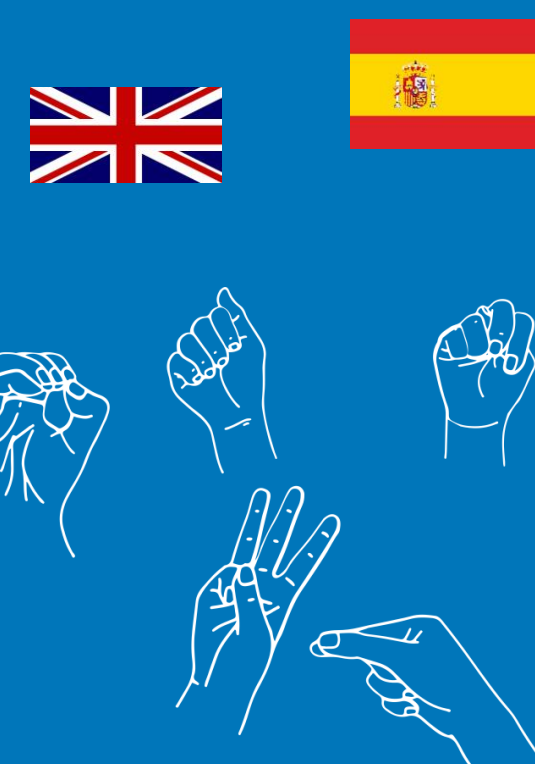
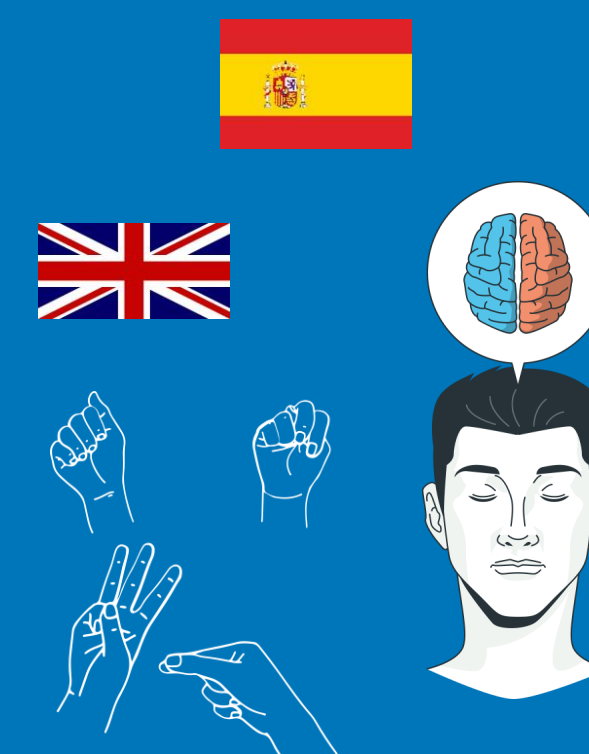2) Deaf Child Worldwide: Language and Communication

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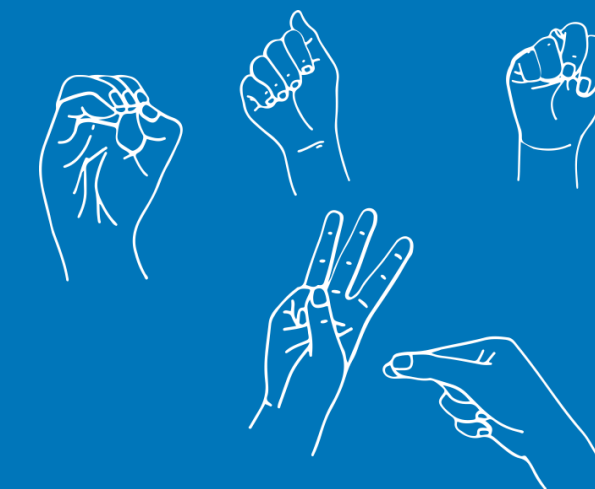ORGANISATION

LANGUAGE DEPRIVATION

AGE 0-5

BRAIN
DEVELOPMENT
AND LANGUAGE
LEARNING

NO FULL
LANGUAGE
NO ACCESS TO
COMMUNICATION

LANGUAGE
DEPRIVATION

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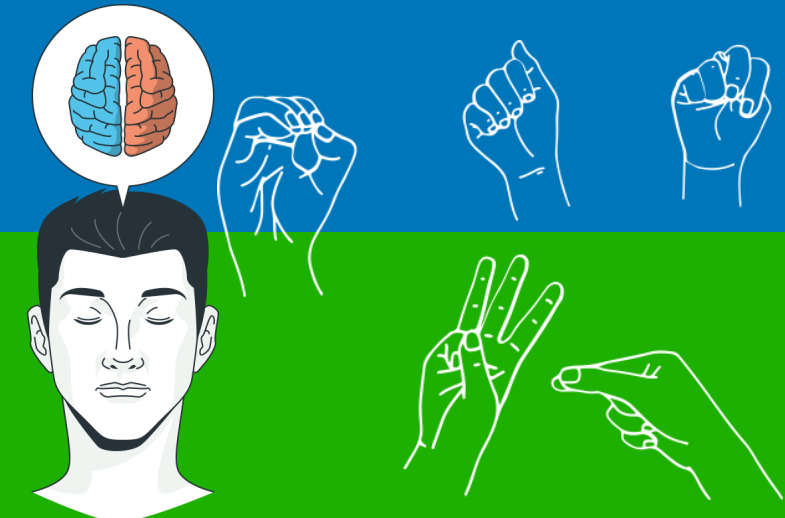ORGANISATION

LANGUAGE DEPRIVATION

LANGUAGE DEPRIVATION

LINGUISTIC AND COGNITIVE DELAYS

LOW EDUCATION

CHALLENGES WITH ATTENTION

SOCIO-EMOTIONAL DYSREGULATION
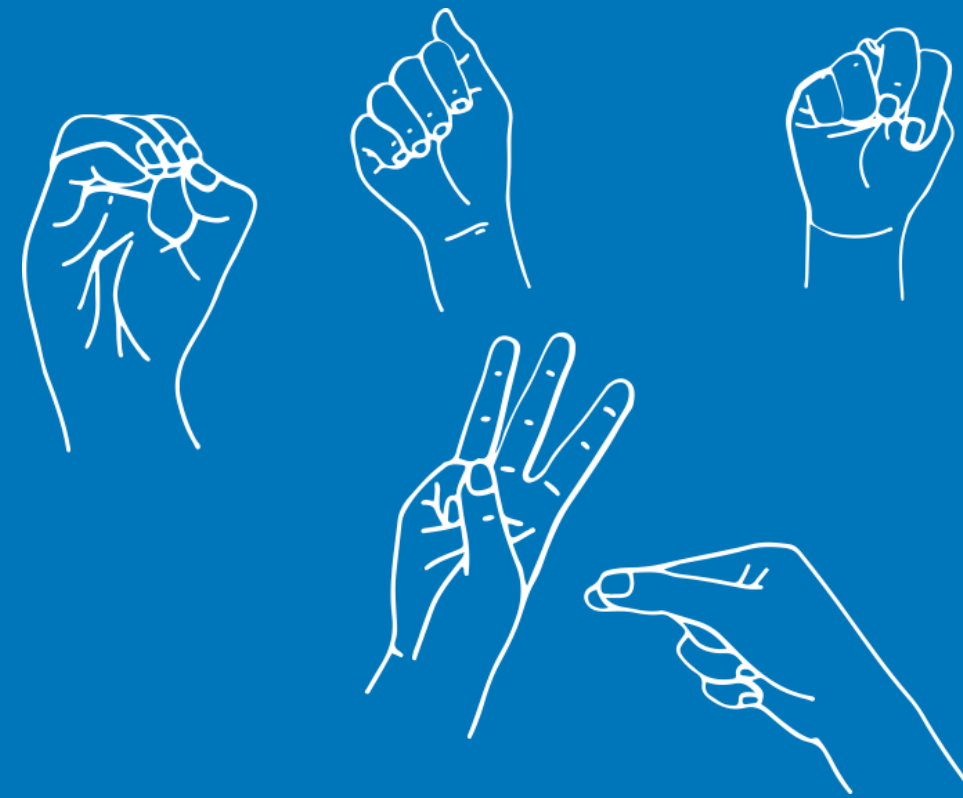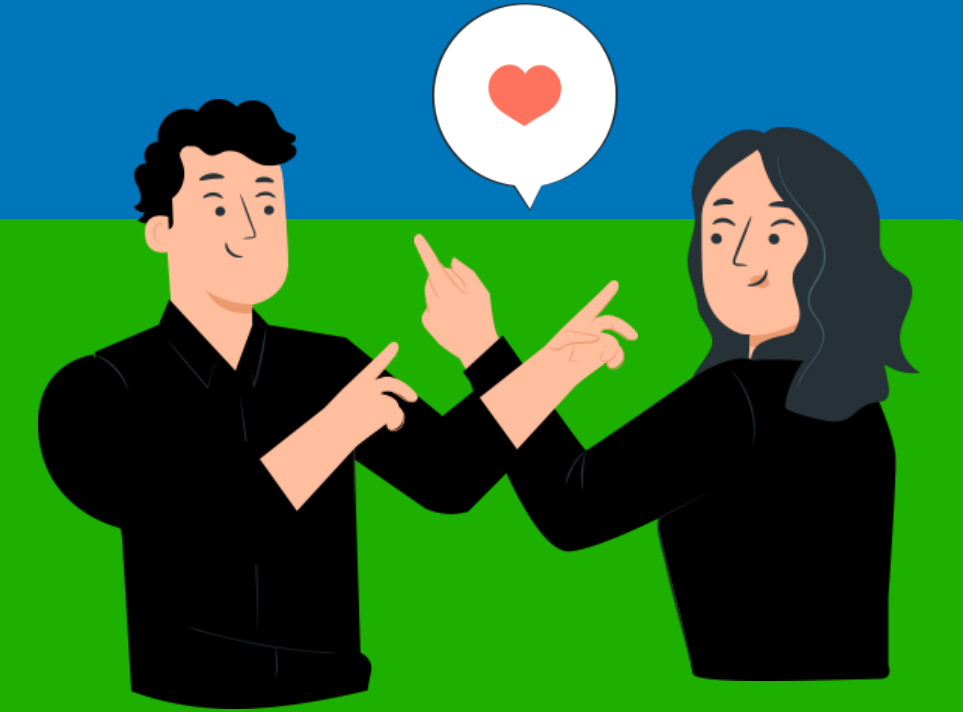
LEARN LESS TO EXPRESS AND RECEIVE INFORMATION

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LANGUAGE DEPRIVATION

What is Language Deprivation?

https://www.youtube.com/watch?v=cUTymzn5FEc&t=38s

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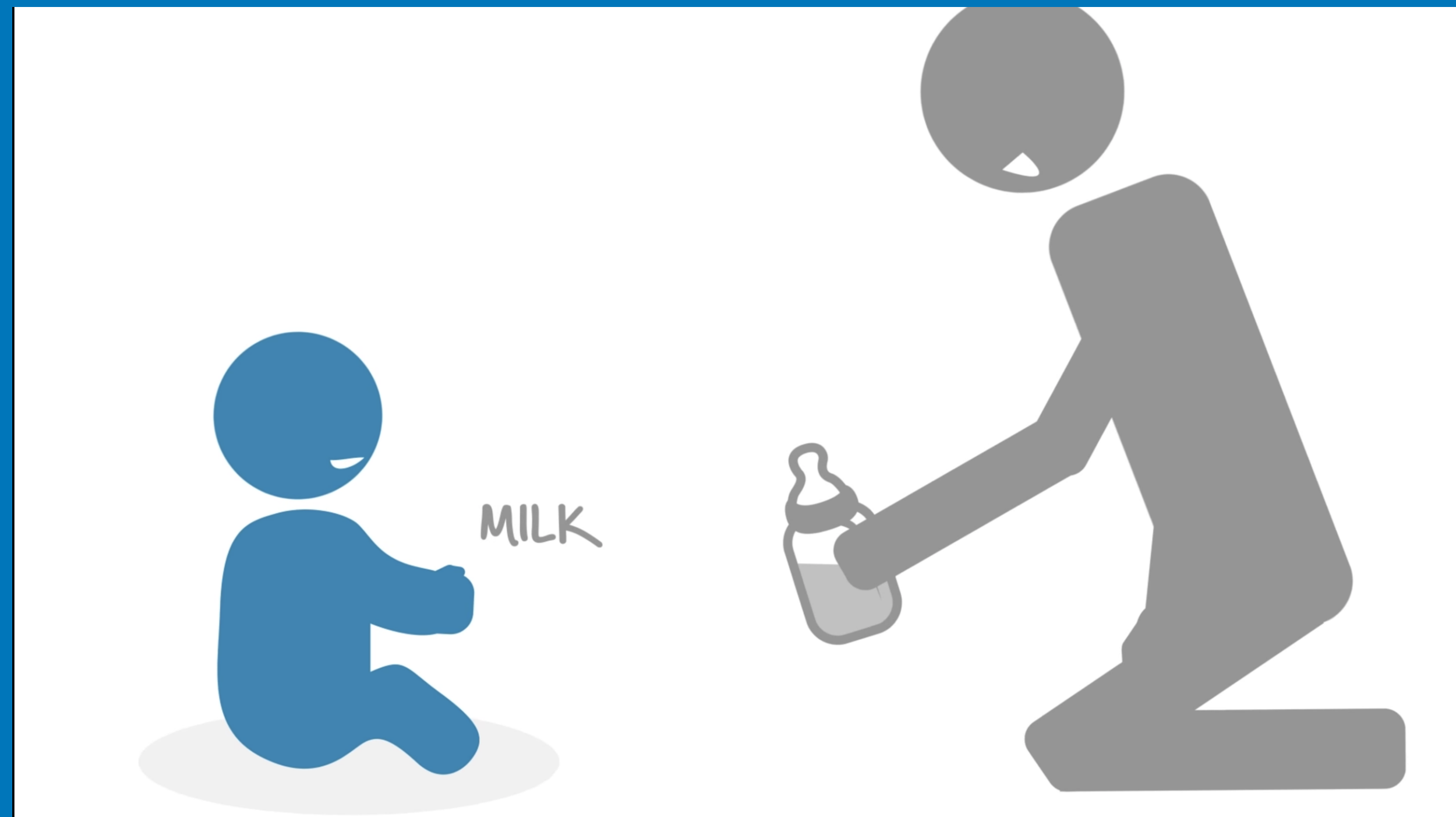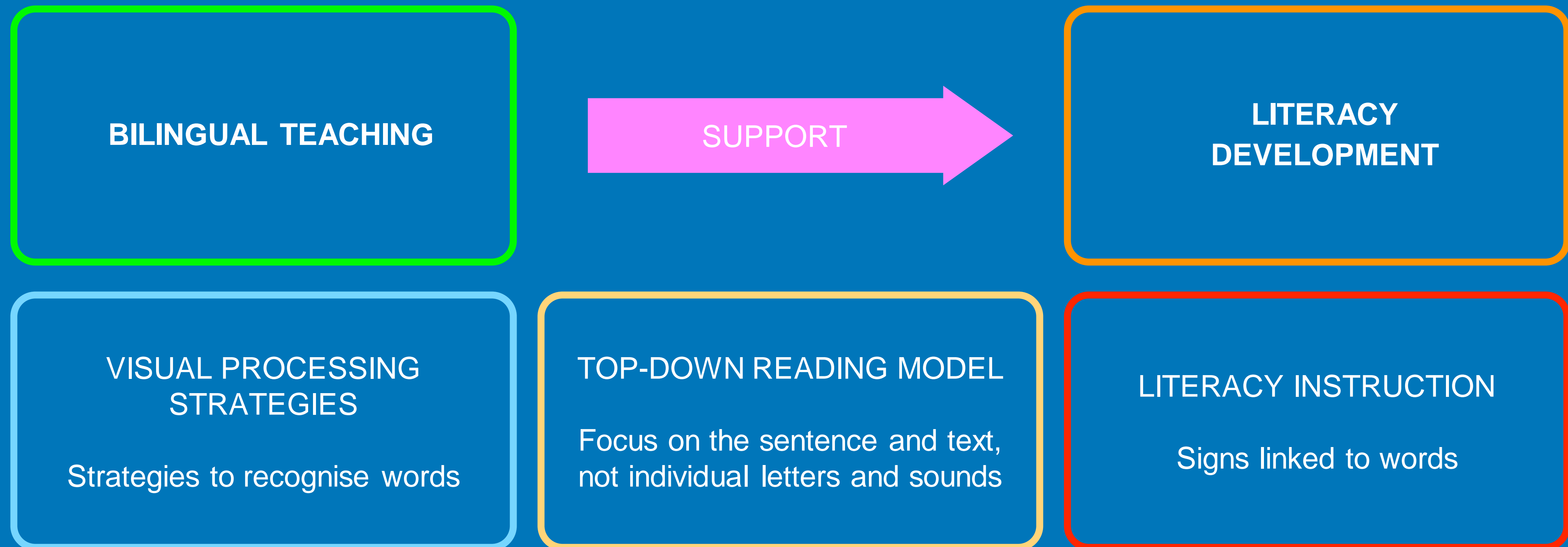
HIGHER EDUCATION (UNIVERSITY AND VOCATIONAL TRAINING)

ACCESS TO HIGHER EDUCATION

QUALITY SIGN LANGUAGE INTERPRETERS

DEAF REACH THEIR FULLEST POTENTIAL

DEAF PEOPLE BECOME STRONGER: THEY CAN ADVOCATE FOR DEAF PEOPLE

SUSTAINABLE LIVELIHOOD, CONTRIBUTE TO COMMUNITY

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TYPES OF EDUCATION

EDUCATION SETTINGS

DEAF SCHOOL

MAINSTREAMING SCHOOL

WITH SIGN LANGUAGE

WITHOUT SIGN LANGUAGE

DEAF STUDENTS HAVE RIGHT TO CHOOSE THE EDUCATION TYPE AND SETTING THAT MATCHES THEIR NEEDS AND WISHES

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BILINGUAL EDUCATION
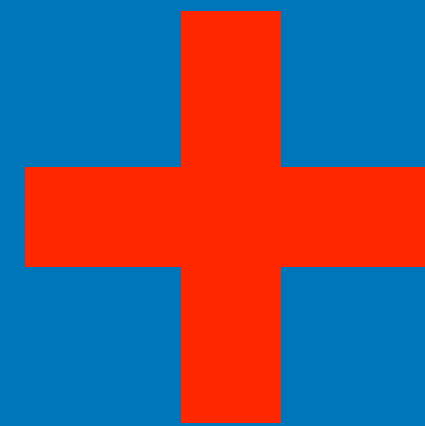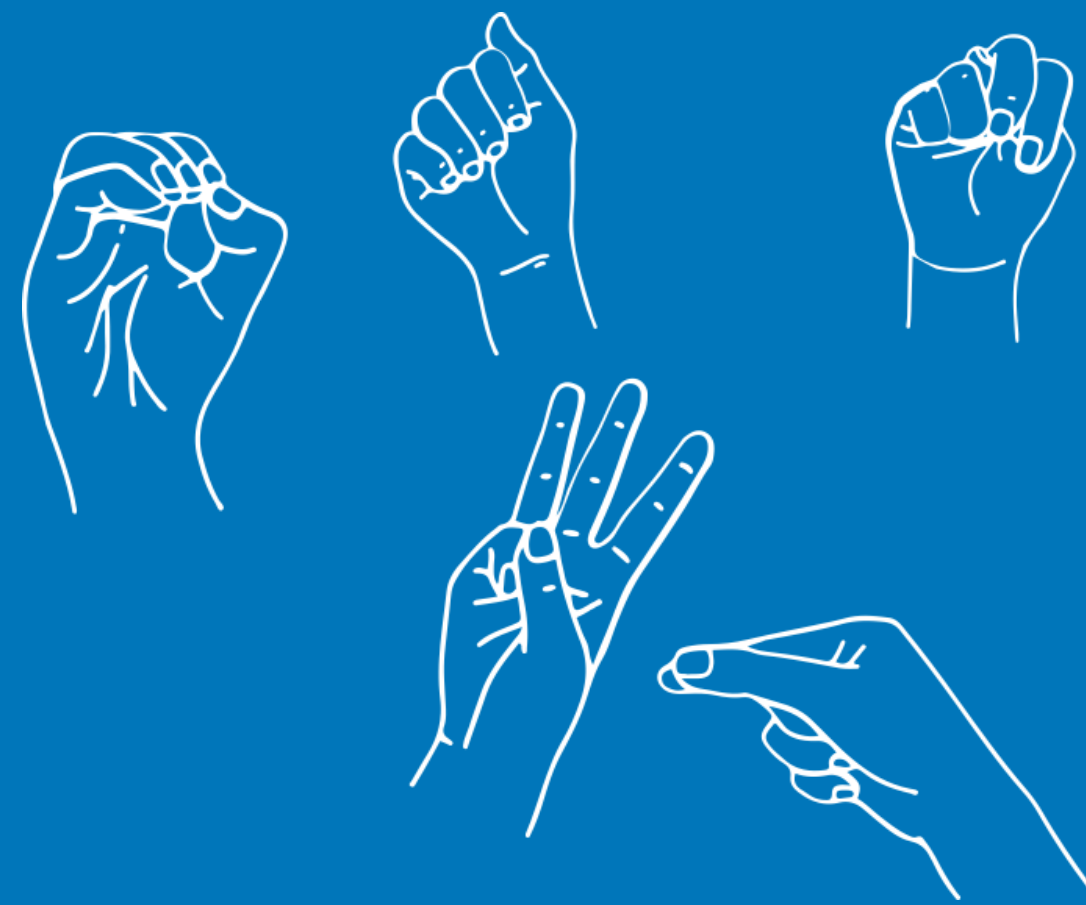
Sign language as the language of instruction in addition to written languages

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BILINGUAL EDUCATION

For guidance on inclusive education see:

- WFD Position Paper on Inclusive Education
- International Disability Alliance

INCLUSIVE EDUCATION
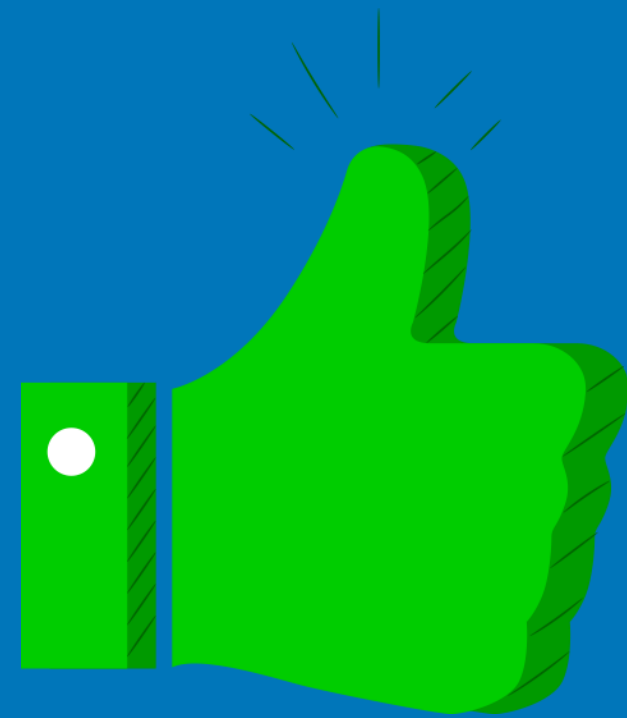
- Sign language environment

- Teachers and peers are fluent in sign language
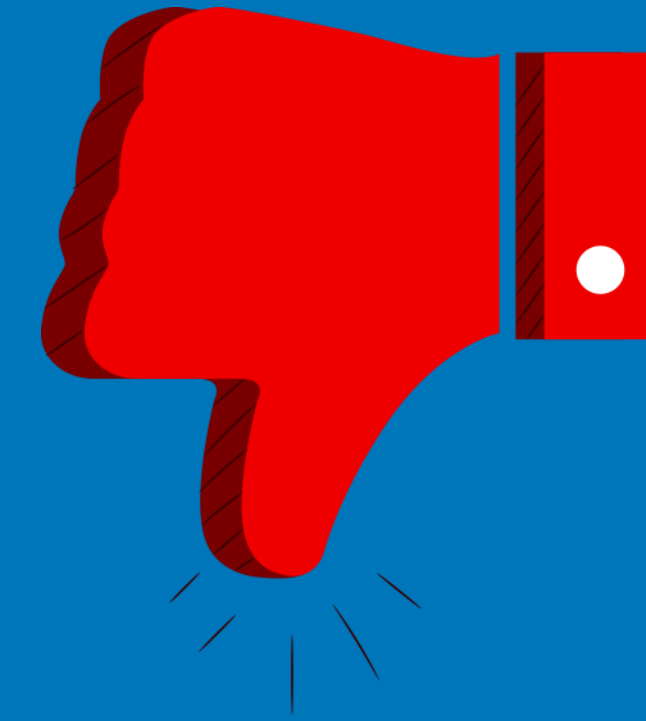
- Mainstream school
- Deaf child is alone
- Access only through sign language interpretation
- Cannot communicate directly with people.

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INSTITUTIONAL APPROACHES

1. EDUCATION IN
SIGN LANGUAGE

2. TRAINING OF DEAF
AND HEARING TEACHERS

3. DEAF
TEACHERS

4. SCHOOL AND
UNIVERSITIES
WORK WITH DEAF
ORGANISATIONS AND
COMMUNITIES

5. SUPPORT TRAINING
OF DEAF PEOPLE
TO BECOME TEACHERS

6. TEACH SIGN LANGUAGE
TO HEARING TEACHERS

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UNIVERSAL DESIGN FOR LEARNING (UDL)

UDL means that teachers use multiple and flexible approaches to teaching so that all children, including children with learning differences or disabilities, can learn and engage in the classroom equally. UDL is commonly referenced with discussions of inclusive education practices and initiatives.

Universal Design for Learning Guidelines

Provide multiple means of...

Engagement	Representation	Action & Expression
Purposeful, motivated learners	Resourceful, knowledgeable learners	Strategic, goal-directed learners
Stimulate interest and motivation for learning	Present information and content in different ways	Differentiate the ways that studetns can express what they know

Link to translated UDL Guidelines documents:
http://udlguidelines.cast.org/more/downloads

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TRAINING PROGRAMS

- Philippines, De La Salle-College of Saint Benilde School of Deaf Education and Applied Studies

- Uganda, Kyambogo University - Department of Special Needs Studies, Deaf Education Section

- Ethiopia, Addis Ababa University, Bachelor's Degree in Ethiopian Sign Language and Deaf Culture

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VISUAL LEARNING ENVIRONMENT
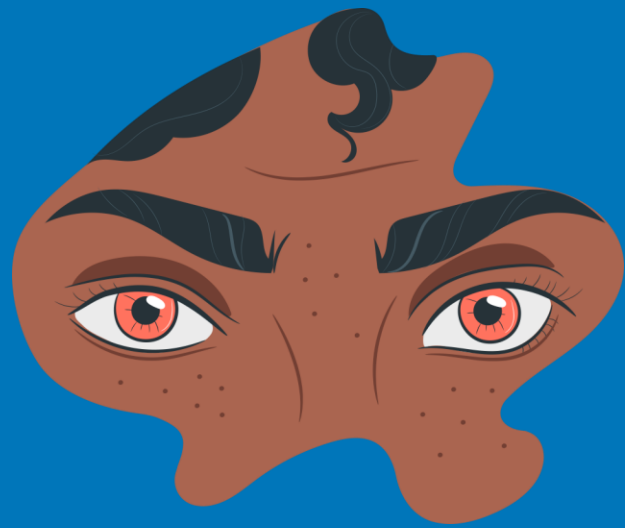
A visually stimulating environment is important for deaf education programs.

Design a classroom that presents information and supports learning through pictures, charts, and visual cues.

Demonstrate new concepts using drama / theater, objects

Teach lessons in different formats (act-it-out, draw on the board, small discussion groups, written notes, etc.)

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EDUCATION MATERIALS AND TECHNOLOGY

Video technology

- Sign language videos
- Video cameras
- Skype and WhatsApp

Support teaching of sign language texts and literature, access to communication and information, and creation of sign language literature resources

Assistive technology

- Notetaker
- Captions on videos
  - Speech-to-Text applications
- Zoom/Skype, DVDs, video recordings
- Listening devices (e.g. hearing aids, cochlear implant, microphone)

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CASE STUDY

Example: Moroccan Sign Language Assistive Technology for Reading Improvement of Children who are Deaf/Hard of Hearing project

Project funded by USAID, World Vision, and the Australian Government as part of the "All Children Reading: A Grand Challenge for Development" from 2015 - 2018.

Aim: improve the reading skills of students who are deaf or hard of hearing in Morocco by providing teachers with an assistive technology: Moroccan Sign Language (MSL) dictionary software with images, video clips and lessons. Teachers could develop their own materials using this software.

Stakeholders: The project provided trainings to teachers, school directors, parents, deaf associations in Morocco. Established a steering committee to discuss and make decisions about deaf education in Morocco.

Key outcomes:
- Administrators and teachers learned new teaching methods and assistive technology
- Policy makers considered adjustments to deaf education strategies
- Stakeholders gained positive attitude and expectations about the capacities of deaf learners in Morocco

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EDUCATION PLANNING

School-wide planning

- Define and share a common goal and approach to using sign language and written language

- Involve multiple stakeholders: teachers, families, staff, etc.

- Led by one individual responsible to oversee plans

Individualized planning

- Discuss with the child and family about the child's language and communication skills

- Create a document for each child that describes their language and communication skills and preferences

Teacher implementation planning

- Coordinated between teachers and families

- Outline language use in each activity of the day

- Include recommendations for language use at home

Guidance from "The Why and How of an ASL/English Bimodal Bilingual Program",

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ACTIVITIES

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ACTIVITY: DISCUSSION

1. Why is it important for deaf children to have deaf teachers?

2. How can our organization collaborate with schools to ensure deaf children have access to bilingual education in sign language?

3. Who are your allies in setting up a deaf education programs?

4. What resources do you need to set up a program? (E.g. financial, human resources, infrastructure?

5. Who are your leaders in deaf education? What do you want them to do?

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ACTIVITY: SWOT ANALYSIS

SWOT stands for Strengths, Weaknesses, Opportunities, Threats and is a process you can use to analyze the current deaf education opportunities in your area.

First you want to look at the **Strengths** section. Consider what successes you have in deaf education, what strengths do you have, what resources are available, etc.?

Weaknesses: What skills or processes are needed to improve deaf education? What resources are needed? What systems need improvement? What is missing from your organization/team?

Opportunities: What opportunities are available? Are there potential partner organizations interested in supporting education? Are there policy changes or government commitments that you can leverage?

Threats: Are there organizations or plans that threaten the field of deaf education in your country? Are there competing organizations that could prevent the success of your programs? Are there disagreements or conflicts within your team or community that will block opportunities?

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ACTIVITY: SWOT ANALYSIS

STRENGTHS

-
-
-
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WEAKNESSES

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OPPORTUNITIES

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-

THREATS

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ACTIVITY: SWOT ANALYSIS

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CASE STUDIES

Nepal: See WFD's Report on Baseline Data Collection on Deaf Education in Nepal

http://wfdeaf.org/news/resources/report-baseline-data-collection-deaf-education-nepal

India: Happy Hands School for the Deaf

http://hhsd.rurallifeline.in/

Japan: Mesei Gakuen School for the Deaf

http://info.meiseigakuen.info/?lang=english

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