XVI World Congress of The World Federation of The Deaf
Durban, South Africa
18th - 24th July 2011

Summary report
By: Nassozi Kiyaga & Sian Tesni
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Abbreviations and acronyms

AWG EDHD  Advisory Working Group - Education of Persons who are deaf, hard of hearing and deafblind
CBM  CBM is an international Christian development organisation, committed to improving the quality of life of people with disabilities in the poorest communities of the world
CBR  Community Based Rehabilitation
DeafSA  Deaf Federation of South Africa
DLU  Deaf Link Uganda
DPO  disabled people’s organisation
DTOD  Deaf Teachers of the Deaf
ENT  Ear, Nose and Throat
GDC  Global Deaf Connection
HLID  Holy Land Institute for the Deaf
KLT  Knowledge, Learning, Training
KSL  Kenyan Sign Language
UNISA  University of South Africa
WFD  World Federation of the Deaf

Acknowledgements

CBM attended the 16th World Congress of the World Federation of the Deaf (WFD) held in Durban, South Africa from 18 to 24 July 2011. Since its inception in 1951, the WFD Congress has been considered the most important international gathering of the Deaf Community. The Congress is held every four years in different locations around the world. It brings together professionals and social activists who are deaf, hard-of-hearing, deafblind and hearing, and who are united by shared experiences related to education, Deaf Culture, sign languages and human rights issues. This was the first time the Congress had been held in Africa.

The participants supported by CBM and GDC to attend the conference and post conference activities appreciated the opportunity. CBM was represented by staff, advisors, partners and invited delegates from different regions who are deaf and hard-of-hearing. Collaboration and support from CBM’s Department for Knowledge, Learning and Training (KLT), CBM’s South Africa Regional Office, Global Deaf Connection, a team of sign language interpreters, Fulton School for the Deaf (Durban) and St Martin’s de Pores Schools for the Deaf (Port Shepstone) helped to
ensure that attendance at the Congress was a success. In addition to participation, delegates contributed significantly to workshops, field trips and running CBM's booth.

CBM and GDC are equally thankful to the Deaf Federation of South Africa (DeafSA) for hosting a world class international congress that accorded all participants warm hospitality and sanctioned the CBM post-congress workshop in Port Shepstone. Our gratitude goes to the Congress Organising Committee for ensuring a memorable event, entitled: 'Global Deaf Renaissance'.

Contributors to this report

Members of the CBM Advisory Working Group for the Education of Person who are Deaf, Hard-of-hearing, Deafblind (AWG EDHD):
- Sian Tesni (Coordinator)
- Ron Brouillette (also representing GDC)
- Patricia Castellanos
- Joseph Morrissey
- Monika Brenes (CBM KLT).

CBM invited guests to AWG EDHD:
- Nassozi B. Kiyaga – Uganda
- Murali Kuppusamy – India

CBM supported participants who provided input to this report:
- Rose Kwamboka – Kenya
- George O. Osawa – Kenya
- Ahlam Khreysat – Jordan
- Anibal Subirana – Bolivia.

NB: Since the conference a number of the above have changed the status of their involvement with CBM. Ron Brouillette is not currently a member of CBM’s AWG EDHD, but Nassozi Kiyaga and Rose Kwamboka are.

GDC supported the following participants:
- Alan Cartwright (Director of the Board of GDC) – USA
- Mohammed Haji Khamis – Tanzania
- Osmand Habibu – Tanzania
- Aly Ndale – Tanzania

Schools for the Deaf in Kwazulu, Natal:
The Fulton School for the deaf and St. Martin de Porres School for the Deaf opened their schools to the CBM and GDC supported participants. Some members of staff from both schools joined CBM and GDC participants for the workshop held at St. Martin de Porres in the afternoon.

Report proof-reader:
Ingrid Lewis (Enabling Education Network, EENET)
Executive summary

The majority of children who are deaf, hard-of-hearing or deafblind in low and middle income countries, particularly those living in rural areas, have no access to education. Quality and availability of educational opportunities vary from country to country, and schools for the deaf are very few and far between. Without educational provision or vocational skills training, future employment and sustainable livelihoods are extremely limited. In addition, the existence of cultural stigma often attached to ‘being deaf’ in many communities further alienates deaf people, making them victims of discrimination. To overcome persistent barriers in educational opportunities for deaf children there is the need for deaf adult role models who are fluent in sign language, sign language interpreters and specialist educators.

The themes of the World Federation of the Deaf (WFD) 2011 congress included deaf education. CBM and GDC saw this as an opportunity to discuss this topic in more detail among its own delegates in the post-congress workshop. The programme for the workshop explored the opportunities and challenges of having educators who are deaf or hard-of-hearing forming a significant part of a specialist education team. The focus on deaf educators, not only complemented the congress theme, but also served to bring deaf people back to the centre of deaf educational service provision.

In the eighteenth century, and to nearly the end of the nineteenth century, special schools for deaf children were opened in France, Britain, the USA and other countries. Sign language was central to the communication needs of deaf children and it was used in many countries as a medium of education. In Britain, as elsewhere, many deaf students grew up to become teachers. Indeed, deaf teachers of the deaf made up almost 50% of staff at many schools for the deaf.\(^1\)

However, a growing school of thought gathered momentum against the use of sign communication methods in educating deaf children, believing that a deaf child was best educated through the ‘pure oral method’. This era also saw developments in amplification equipment, such as hearing aids, which influenced support for the oral method.

The Second International Convention held in Milan, Italy in 1880 caused the most controversial debate by passing a resolution that favoured the oral-only method of communication in the education of the deaf. It resulted in the exclusion of signed languages in schools for the deaf. The convention passed several resolutions, two of which have been the cause of debate for the ensuing 130 years. They read as follows:

1. Given the incontestable superiority of speech over signs in restoring deaf mutes to society and in giving them a more perfect knowledge of language, the oral method ought to be preferred.

2. Considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lipreading, and precision of ideas, the pure oral method ought to be preferred (Moores, 2011, p.6).

\(^1\) www.deafinfo.org.uk/history/education.html
These resolutions had far-reaching effects on the lives of millions of deaf people all over the world. Until this point deaf people played a central role in the education of deaf children, working with hearing teachers as partners.

Within a generation or two, there were almost no deaf teachers in schools for the deaf, and sign language was banished from most schools for the deaf, not only from the classroom, but from the playground as well. The American historian Harlan Lane wrote:

“[This] is the single most important cause – more important than hearing loss – of the limited educational achievement of the modern deaf man and woman.”

Many deaf people testify that the frustration of growing up in an environment where they were not allowed to sign is one of the biggest factors in the incidence of mental health problems among deaf people.

In more recent years there has been a more open, flexible attitude to communication, based on an individual’s choice for oral and/or signed communication. At the 21st International Congress for the Education of the Deaf (ICED) held in Vancouver, Canada, a formal apology from educators and researchers was issued and accepted on behalf of the Deaf Community by the WFD President, Markku Jokinen.

WFD is an international non-governmental organisation comprising 132 national associations of the Deaf from different parts of the world. Representing approximately 70 million Deaf people worldwide, it works to protect Deaf people’s human rights, sign languages, Deaf Culture and access to education and life opportunities. It strengthens partnerships by ensuring active engagement of its member organisations, promoting inclusion and equalisation of services for deaf people in education, economic, social and political arenas. Celebrating its 60th anniversary of service towards full Human Rights for Deaf People, the organisation has a fundamental role as a global platform for social change. It continues to support its members in planning, advocacy, programme implementation and follow-up of all its services that aim to increase awareness about deaf people and related issues in addition to highlighting deaf people's potentials.

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4 www.wfdeaf.org
1. Background

1.1. Deaf education

According to the 2011 World Report on Disability,\(^5\) accurate statistics about the enrolment of deaf children in education are not available. Nevertheless, the report acknowledges that the majority of children with disabilities are part of the large number of ‘out-of-school’ children, and that those with some kind of sensory or intellectual impairment have fewer educational opportunities. In Burkina Faso in 2006, only 10% of deaf 7–12-year-olds were in school, compared to 40% of those with a physical impairment. The UK Department for International Development states that 98% of children with disabilities do not go to school.\(^6\)

This situation can have severe implications for livelihood opportunities in later life, as people with disabilities continue to be disadvantaged in the labour market. Their lack of access to education, skills training and financial resources may contribute to their exclusion. People with hearing loss are likely to be part of this excluded population. Further research is needed to investigate the situation of deaf people in relation to access to education and the labour market, although it is already known that the involvement of deaf educators within existing systems can help reduce stigma and provide positive role models for deaf children, their families and communities.

1.2. CBM and GDC collaboration relating to the Congress

In preparation for the 2011 WFD World Congress, CBM began collaborating with GDC in 2008 using e-conferencing. Communication with WFD was conducted via the WFD local organising committee, DeafSA.

Staff in CBM Regional Offices selected people whose participation at the Congress would be supported by CBM, and there were also two invited guests from India and Uganda. CBM also supported the attendance of members of the CBM AWG EDHD, Regional Office and Knowledge Learning and Teaching Department staff. Seven deaf/hard-of-hearing teachers and advocates were supported by CBM to attend the congress and present at the post-congress workshop organised by CBM and GDC.

GDC supported the attendance of two deaf teachers, two trainee sign language interpreters, and the director of board of GDC, Alan Cartwright, who is a deaf teacher of the Deaf with 10 years of international experience.

CBM and GDC’s aim in supporting delegates to attend the Congress was to ensure that deaf educators and activists had opportunities to access up-to-date information on developments at regional and international levels. In addition, CBM provided WFD with information and knowledge about their work with persons who are deaf, hard-of-hearing and deafblind in low and middle income countries.

The aim of the CBM/GDC joint post-congress workshop was to enable participants to interact, learn and share. In particular the sharing would focus on:

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• experiences from different parts of the world;
• one another’s life experiences;
• challenges and instances of promising practice;
• grassroots initiatives;
• available opportunities for education.

The workshop provided opportunities to discuss: current trends and developments related to the education of people who are deaf and hard-of-hearing; provision of quality education; and strengthening human resources through ‘Placing the Deaf back into Deaf Education’.

1.3. WFD Congress, South Africa

Hosted by DeafSA, the Congress brought together 2,100 deaf, hard-of-hearing, deafblind and hearing delegates from 125 countries. In her opening remarks, United Nations High Commissioner on Human Rights, Navanethem Pillay, noted environments that denied deaf people access to basic services and political rights. She reiterated WFD’s role as an important partner in improving accessibility and promoting the rights of persons with disabilities.

For further information about CBM activities during the Congress go to: www.cbm.org/deaf-awareness-week-2011.
2. The Congress: Global Deaf Renaissance

The backdrop to the Congress Set was one of barriers: persistent discriminatory practices, disparities in educational provision, a dearth of specialised teachers of the deaf, and human rights violations, among others. The Congress themes highlighted significant contributions – made by individuals with hearing loss and organisations in different parts of the world – towards tackling these barriers, including progress and achievements made in education.

While services vary enormously between countries, there remains a critical need for accessible, quality education to equip learners who are deaf, hard-of-hearing and deafblind with adequate knowledge and life skills to lead meaningful, productive lives in accordance with the principles and objectives of UN recommendations, as outlined in the Education for All international campaign.

Key to these goals is Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) which highlights the right to education for all persons with disabilities. With specific reference to the deaf, the article supports the promotion and use of sign language7 to enable full participation of deaf people. Access to assistive devices such as hearing aids for persons who are hard-of-hearing is promoted in Article 26.

2.1. Congress themes and discussions

The Congress themes offered opportunities for participants to:

- contribute and share knowledge and experiences;
- address issues of accessibility and equality in educational, social and economic services;
- explore ways of promoting inclusive societies by advocating human rights for persons who are deaf, hard-of-hearing and deafblind.

The themes were:

1. Deaf Education
2. Sign Language and Deaf Studies
3. Developing Countries
4. Human Rights
5. Special Interest Groups (Deaf Ethnic Groups, Mental Health, Lesbian/Gay/Bisexual/Transsexual; Sign Language Interpreters; Children of Deaf Adults (CODAs); Families and Senior Citizens; Technology and Deafblind).

The themes on Education and Human Rights focused on appropriate educational provision, based on individual needs, e.g. access to sign language, and life opportunities in society. Presentations highlighted deaf education as a key aspect for empowerment and equality, and responded to challenges such as:

- restricted access to information and knowledge;
- substandard education;
- lack of resources;
- lack of specialist teachers.

Such challenges commonly result in high drop-out rates among deaf learners or the majority leaving school functionally illiterate. These challenges contribute to a lack of knowledge and skills development, both of which are important components for securing a livelihood.⁸

The Congress promoted the use of sign language as the preferred medium of instruction for sign language dependent students. The call for wider use of sign language is consistent with the UNCRPD (2006) and is meaningful to deaf people around the world. Full recognition of sign language was noted as paramount.

A key reason why the second Millennium Development Goal (MDG) on universal primary education will not be achieved is the continued exclusion of large numbers of children with disabilities from education. It is estimated that children with disabilities represent one-third of the world’s 72 million out-of-school primary-age children.⁹ Peters (cited in Miles, 2011) estimates that, of the roughly 10% of children with disabilities who go to school, less than half complete a full course of primary education – yet the majority are likely to have moderate impairments which should not be a reason for exclusion. Children who are deaf/hard-of-hearing will be a significant part of this estimated ‘out-of-school’ figure.

The Congress theme of Sign Language and Deaf Studies suggested that the exclusion of deaf people from government policies and socio-economic participation is due, at least in part, to negative perceptions towards signed languages, which are commonly regarded as compensatory tools rather than complete languages. It is noteworthy that an increasing number of countries are recognising signed languages and including them in national constitutions. This results in growing acceptance and awareness about the distinctive nature of signed languages as complete languages, with their own vocabulary, grammar and syntax. Whilst many low and middle income countries experience shortages of skilled and qualified sign language interpreters, necessary for ensuring equal access for deaf people in all aspect of community, government and legislation, the presentations made indicated evidence of improved opportunities for deaf people in some countries (e.g. Uganda and South Africa).

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The UNCRPD\textsuperscript{10} is a significant instrument for promoting the rights of deaf persons through empowerment and awareness campaigns. It gives organisations working with deaf people opportunities to ensure equality and access to services in education, socio-economic, cultural and political arenas. Policies that prohibit discrimination strengthen deaf people’s potentials and contribution to development. Congress presentations addressed marginalisation, especially in developing countries where issues related to disabilities are hardly considered within the mainstream human rights framework. Incidents of victimisation and exclusion of persons with disabilities were highlighted, as they especially affect children and females who are commonly subjected to neglect and various forms of abuse.

The theme of Special Interest Groups included a number of topics focusing on deaf people, such as mental health, deafblindness and gay rights. Persons who are deafblind experience particular challenges. Inspirational Deafblind presenters, such as Gijs Bruggemann (Netherlands), Christine Roschaert (Canada) and Father Cyril Axelrod (South Africa) gave inspirational presentations. CBM supports its partners to provide services to people who are deafblind.\textsuperscript{11}

\textsuperscript{10} www.un.org/disabilities/convention/conventionfull.shtml
\textsuperscript{11} www.deafblindinternational.org
3. CBM post-congress activities

3.1. Post-Congress workshop programme

Day One of the post-congress workshop was held at Beach Hotel, Durban on 24 July 2011. It was designated for 15 CBM and GDC delegates only. This focused on experiences of deaf education in the different regions represented: East and Central Africa, Latin America, Asia, and the Middle East.

Day Two (25 July 2011) included study visits to Fulton School for the Deaf and St. Martin de Porres School for the Deaf. Staff from the schools for the deaf and other interested individuals were invited to join the visits. For the list of participants see Appendix 5.

The field visits culminated into a workshop at St. Martin De Porres School for the Deaf, with discussions focusing on:

- provision of quality education for deaf learners;
- inclusion of deaf educators in deaf education;
- sharing thoughts, knowledge and experiences in the education of deaf learners;
- available opportunities and challenges faced in teacher education for deaf teachers.

CBM booth activities

Throughout the Congress, the CBM booth in the exhibition hall was a hub of activity. It was a centre for information dissemination about CBM’s international work and partnerships, as well as a meeting point that provided participants with opportunities to interact, network, share experiences and exchange knowledge. With a conducive, deaf-friendly environment, it allowed deaf and hearing people to socialise.
3.2. Day One

The day began with an inter-faith service organised by delegates, which included sharing experiences of their journeys to Durban and reflecting on personal experiences of attending the World Congress. Throughout the day, CBM and GDC participants had an opportunity to meet and interact with each other, explore Congress themes and share general experiences about their work and lives.

Presentations

Selected delegates, from different countries and regions, gave presentations about opportunities for deaf and hard-of-hearing teachers, assistant teachers, grassroots initiatives and CBR workers in their programmes (see Appendix 2 for a list of presenters).

The overall aim of this session was for participants to share their experiences in education, their current roles and responsibilities and the situation of deaf people within their countries or regions.

Presenters were asked to cover:

- current issues and trends in deaf education;
- merits, limitations and challenges in training and utilising deaf teachers of the deaf in classroom environments;
- the history of deaf education with deaf teachers in the majority;
- models of best practices in deaf education with Deaf Teachers of the Deaf (DTODs);
- finding effective ways of promoting DTODs in any country.

The workshop presentations and discussions allowed participants to acknowledge and celebrate achievements, share challenges and discuss how to use available opportunities for deaf teachers of the deaf. Day one was also an opportunity to share experiences of schooling and thoughts on education for young deaf children today in their countries.

(For full report and PowerPoint presentations go to: www.cbm.org/deaf-awareness-week-2011.)

Latin America: Anibal Subirana – Bolivia

At three months old, Anibal suffered a severe fever with persistent discharging ears which led to deafness at four years of age. Right from the start his mother was instrumental in supporting his language and speech development. After kindergarten he attended regular schools. He was provided with hearing aids from five years of age. This support system enabled him to achieve his potential in education, including gaining entry to university. Nonetheless, Anibal suffered discrimination and felt
isolated by the attitude of some teachers and classmates. This situation gradually changed as he participated in various extra-curricular activities.

On completing his university education, he became an activist for people with disabilities. As a result of his advocacy and leadership, a supreme decree was passed recognising sign language as an official language in Bolivia. Other laws in favour of people with disabilities were also recognised. He became the first deaf person to occupy a leading position in the Interior Department of Santa Cruz. The success of his work gave way to employment opportunities for other deaf people in government departments.

Bolivia passed a Supreme Decree (0328) that requires teachers of the deaf to be qualified in sign language to provide effective education to deaf children. Currently, bilingual education is encouraged and implemented in some schools which have resource centres attached to them (e.g. Riberalta Beni and Maranatha). Communication fluency is a necessity from an early age, enabling deaf children to develop language and communication and a positive sense of well-being. Speech therapy is provided for children who can develop speech. However, bilingual education is yet to be practised nationally, and there are still very few deaf and hard-of-hearing teachers working in schools for the deaf.

Middle East: Ahlam Khreysat – Jordan

Ahlam Khreysat is the co-ordinator of the teacher training programme for deaf teachers in Jordan and the Middle East region. She is based at the Holy Land Institute for the Deaf (HLID) in Salt, Jordan. Ahlam was educated at the school and undertook a two-year training course at Wolverhampton University (UK) as a research assistant. She has worked in the field of deaf education for more than 27 years:

“I grew up Deaf in a large, hearing family. My father did not know about the deaf schools and I had to wait until I was 11 years old to begin my education. Currently I am responsible for a boarding house with 120 deaf children, supervise the audiology/ear mould laboratory and run the school and photo library. The most exciting part of my work is as head of the Sign Language Department, where we develop curricula and training materials for Sign Language Interpreter and teacher training programmes. I co-ordinate courses for Deaf teachers of Deaf (and Deafblind) Children. My wish is for Deaf people throughout our region – that is plagued by problems and war – to be able to develop and make a meaningful contribution to society. ”

The HLID School for Deaf Children comprises nursery and kindergarten as well as primary and secondary education, and welcomes Deaf children with co-occurring disabilities. High school graduates pursue higher education in integrated colleges and universities. From Grades 7 to 10, all students receive vocational training, while some special students follow apprenticeship programmes. Vocational training includes auto mechanics, carpentry, metal work, tailoring, weaving, ceramics, computer skills and arts, childcare, etc. At HLID the emphasis is on sign language and sign/bi-lingual education. Speech and oral language development are also
given, particularly as teacher trainees may adhere to any of the communication philosophies.

HLID also provides training for teachers of children who are deafblind.

HLID has a number of related services such as:

- an audiological service which includes hearing assessments with pure tone audiometry, hearing aid fitting and repair, ear mould making, as well as training and follow-up services;
- supporting integrated classes and inclusive education when children are able to manage in such settings. Its CBR service includes screening, early intervention, community-based support for persons who are deaf, and two cross-disability community centres for vocational training and employment for young people with one or more disabilities;
- providing training opportunities for specialist teachers across the Middle East. HLID has been instrumental in developing deaf education throughout the region. In spring 2012, HLID received the Princess Haya Award for Special Education as the ‘Outstanding Special Needs Centre’: “For being a well structured institution with a track record of outstanding performance and for their remarkable contribution towards educating and enabling not only the deaf, but the entire community in their country and across the Arab world”.

HLID collaborates with World Wide Hearing Care\textsuperscript{12} for low cost hearing aids and related services in developing countries.

**Asia: Murali Kuppusamy – India**

Murali is the Founder and Director of DEAF Leaders,\textsuperscript{13} a division of Deaf Leaders Institute Centre in Coimbatore, India. DEAF Leaders is a disabled people’s organisation (DPO) which aims to improve the welfare of deaf people, connect them with their community and empower them to solve some of the challenges they face. The organisation:

- provides Deaf Youth Leadership courses in India and different countries in the South Pacific;
- promotes the use of sign language;
- undertakes research at its Sign Language Research Training Centre, which is sponsored by the Government;
- works with young deaf people to empower them, enabling them to gain access to language skills through the use of technology;
- provides IT training to deaf youths;

\textsuperscript{12} \url{www wwhearing org}

\textsuperscript{13} \url{www deafleadersindia org}
visits schools and associations of the Deaf to give presentations and conduct workshops.

Recently they have been involved in other projects, including deaf films productions, and assisting with arranging marriages for the deaf within their community.

In recognition of its work, DEAF Leaders has received many awards in the areas of: education, employment, development of resources, and awareness raising.

India has 600 Schools for the Deaf, adopting a variety of communication methodologies. Of these, 30% use signed communication and 70% use the oral method. Of the 600, 70% are privately run, whilst 30% are run by the government. One thing that India can be proud of is the development of a BA Sign Language degree at the Open University, New Delhi.

**East Africa: Nassozi Kiyaga – Uganda**

Nassozi is Founder and Executive Director of Deaf Link Uganda (DLU). During her childhood, Nassozi experienced severe hearing loss caused by acute otitis media. She underwent two surgeries in Kenya, after which she was fitted with hearing aids and received aural/oral rehabilitation at the Kenya Deaf Children’s Society. As a result of early intervention and appropriate educational adjustments, she was able to utilise her residual hearing.

Throughout her education she attended regular schools and joined Makerere University, where she earned a degree in Education. Despite the challenges, Nassozi adapted well due to enduring parental support which enabled her to succeed in education. Her personal experiences with hearing loss resulted in a strong inclination to choose a career related to hearing loss. She undertook a Master's degree in Deaf education at Gallaudet University, and worked with organisations of the Deaf in different parts of the world. After four years’ voluntary work with the deaf communities in India, she returned to her home country, Uganda, where she founded Deaf Link Uganda, an organisation that works to improve the welfare of deaf and hard-of-hearing people.

In her presentation, Nassozi noted complex challenges faced by the deaf, such as:

- stigma, cultural prejudices and discrimination;
- marginalisation and/or exclusion from educational opportunities, and where opportunities exist, the quality of education is inferior and generally characterised by unqualified teachers;
- a common tendency to place children with hearing loss in wrong educational environments, i.e. a child who has useful residual hearing is placed in a school for the deaf rather than in an inclusive setting with appropriate support services;
- lack of appropriate resources, such as visual teaching aids;

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14 [www.deaflinkuganda.org](http://www.deaflinkuganda.org)
lack of access to audiological support services, including appropriate, quality hearing aids.

Despite the challenges, notable developments are worth mentioning, including an increase in the number of deaf children attending schools generally, and the formation of grassroots and national organisations of the deaf within the East Africa region. Institutes of higher education are offering courses in special education, and the number of qualified deaf teachers of the deaf is steadily increasing.

The following are summaries of papers distributed at the workshop by George Osawa and Rose Kwamboka. For the full versions please go to: www.cbm.org/deaf-awareness-week-2011.

**East Africa: George Otieno Osawa – Kenya**

**Challenges and Opportunities for Deaf Kenyans**

Educational provision for children with hearing impairments began in 1958, at the inception of the Kenya Society for Deaf Children, which led to the establishment of both primary and secondary schools for the deaf in different parts of Kenya. Technical institutes for the deaf were equally significant in enabling deaf learners to acquire vocational skills training in various fields. Missionaries, local and international non-government organisations and philanthropists have been actively involved in the enabling deaf learners to gain access to education. CBM played a fundamental role in building classrooms, dining halls and dormitories, as well as providing financial assistance to deaf children from poor families.

Some of the major barriers in educating the deaf in Kenya have included:

- Methods of educating the deaf: Kenyan Sign Language (KSL) has not been fully accepted as the medium of instruction, resulting in difficulties delivering educational content as outlined in the curriculum. As a result, deaf learners continue to lag behind their hearing counterparts.

- Lack of career opportunities: Many jobs require academic performance based on passing exams and receiving relevant certification. Most deaf people are unable to complete even a basic level of education and are automatically excluded from the employment sector.

- Exclusion from policy-making: Members of Deaf communities and/or their local organisations hardly participate in discussions that influence educational provision, and are not involved in finding practical solutions to problems that affect them.

- Lack of opportunities for higher education results in a number of bright deaf learners being excluded and neglected, although CBM, GDC and the Kenya Federation of Deaf Teachers continue to advocate their educational rights,

- Lack of interpreter services in almost all institutions, such as, hospitals, government ministries, courts, media, schools and universities, etc, results in poor representation at all levels of society.
Achievements

- Provision of interpreters in major courts and parliament: Following the promulgation of Kenya’s new constitution, interpreters have been appointed to serve in Kenya’s parliament.

- Affirmative action is helping to ensure that deaf students gain admission into colleges and universities for further education. Currently there are six deaf students at Kenyatta University and 20 deaf teacher trainees at Machakos Teachers’ College.

- The Persons with Disabilities Act 2003 was enacted by the government of Kenya to protect the rights of persons with disabilities and work towards equalisation of opportunities in education, employment, health services and accessibility. The Act introduced a tax waiver for persons with disabilities employed in government institutions.

- The Ministry of Education collaborates with development partners, such as CBM, to provide infrastructural improvement in all special schools, especially in marginalised regions.

- The Free Primary Education initiative by the Kenyan government provides grants to primary schools that also cater for learners with special needs.

- In-service training provisions have been made for special needs teachers to upgrade their knowledge and equip them with adequate skills. There is an increase in the number of teachers undertaking courses at higher institutes of education, such as Kenya Institution of Special Education (KISE), Kenyatta, Maseno and Moi universities. These focus on the use of KSL as the medium of instruction for teachers pursuing a career in special schools for the deaf.

- Curriculum adaptation: At the Kenya Institute of Education (KIE), curriculum developers are undertaking initiatives to revise the current curriculum and adapt it to the special needs of hearing impaired students. In recent years, there have been plans to consider replacing Kiswahili with KSL at all levels of education for deaf learners. KSL is gaining rapid recognised, just like any other foreign language taught in school (i.e. English, French or German).

To make the Millennium Development Goals a reality, a lot of work is yet to be done to make education accessible to all deaf learners. The XVI WFD World Congress provides a platform to make this goal achievable by addressing problems that affect the educational welfare of deaf learners, especially those with great potential from poor families. On completion of my studies, I will be among Kenya’s increasing number of Deaf professionals, with leadership skills that will put me in a proper position to influence policies that promote the educational welfare of the future generation of Deaf Kenyans and Africans.
East Africa: Rose Kwamboka – Kenya

CBM’s contributions to Deaf Education

Many years ago, deaf children were forgotten, disowned by parents or left abandoned to the mercy of their communities who enslaved them. Years later, they found love and compassion in the hearts of a few dedicated men and women. One such man was Jakob Ernst Christoffel,\(^{15}\) popularly known as the Father of the Blind, Deaf and Orphans. He dedicated his life to the service of the beautiful souls and was committed to the education and rehabilitation of persons with disabilities. In 1908 he established the first home for the blind, deaf and other severely disabled people, upon which the legacy of Christoffel Blinden Mission (CBM)\(^ {16}\) was founded. It is one of the largest organisations dedicated to improving the quality of life for persons with disabilities in the poorest countries of the world.

In East and Central Africa, the majority of parents do not understand the need to invest in the education of their deaf children because of the negative perceptions that they “cannot learn”. This attitude is responsible for a large number of out-of-school deaf children. However, growing awareness of education as a human right for all children, including those with disabilities, is gradually resulting in an increase in deaf children attending school. In its commitment to improve the educational welfare of children with disabilities in the region, CBM collaborates with schools for deaf children to support children’s enrolment. Despite existing challenges, there are significant developments worth noting:

- integration of deaf children into regular schools through CBM sponsorship and the use of approaches, such as the use of sign language to facilitate learning;
- exposure to sign language encourages hearing children to become interpreters and future advocates for the rights of the deaf;
- community initiatives set up in some special schools for the deaf to enable deaf children to participate in sports activities, such as football. This is key to fostering self-esteem, competence, a sense of unity and community progress;
- the use of sign language as a medium of instruction in the education for deaf children.

Challenges

- The majority of deaf children are born to hearing parents, who lack understanding about deafness and therefore do not appreciate their deaf child. It is common to find low parental involvement in several schools for the deaf, as parents fail to turn up for parents’ meetings or visitation days to discuss the welfare of their child.
- There is a dearth of qualified teachers equipped with specialist skills, while most hearing teachers are unable to handle children with special needs.
- Special schools for the deaf are very few and far between. Therefore, children as young as four years old are forced to stay in boarding schools far from home, while others drop out of school due to poverty. Sometimes parents find it very costly to fetch their deaf child to and from school for holidays.

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\(^{15}\) [www.cbm.org/CBM-history-250326.php](http://www.cbm.org/CBM-history-250326.php)

\(^{16}\) [www.cbm.org/](http://www.cbm.org/)
• There is a lack of successful deaf role models as a source of support to encourage children as they grow into young adults.
• Cultural stigma results in prejudices and scepticism among many parents who do not believe in the potential abilities of their deaf child.

Despite the challenges, there are lessons to be learned from improvements made to provide education to deaf child in East and Central African countries.

3.3. Day Two

This day included two field visits to:

• Fulton School for the Deaf, Durban
• St. Martins de Porres, Shepton.

The visits aimed to help participants learn about examples of promising practice in the education of deaf and hard-of-hearing children in South Africa. The visit to Fulton School for the Deaf nursery exemplified key roles played by specialist deaf and hearing teachers within the school, from early years to secondary. St. Martin’s provided the opportunity to visit classrooms for older deaf student and observe lessons taught by deaf teachers of the deaf.

After the classroom visits, a workshop entitled Strengthening capacities of Deaf Teachers of the Deaf: Placing the Deaf back into Deaf Education was held at St. Martin’s. Facilitated by Alan Cartwright (Director of the Board of GDC), the workshop included participants from CBM, GDC, teachers and school administrators from the two schools (See Appendix 5 for a list of participants). Following an introduction by Monika Brenes (CBM), discussions covered:

• trends in deaf education, with a focus on low and middle income countries;
• achievements and challenges;
• effective teacher education and the employment of deaf teachers as a significant aspect of promising practice.

The forum enabled participants to share knowledge, experiences and practices relevant to promoting the educational welfare of deaf learners. It was a unique opportunity which brought together educators from the global South to learn from one another. Countries represented included Bolivia, Ethiopia, Germany, Guatemala, Jordan, Kenya, South Africa, Tanzania, Uganda, United Kingdom, United States and Zanzibar.

It was evident from the discussions that deaf teachers of the deaf are both effective teachers and important role models in the education of children who are deaf/hard-of-hearing.
Alan Cartwright, himself a deaf teacher of the deaf, emphasised the natural ability of deaf teachers connecting with deaf children. He advocated for the increase in the number of deaf teachers and teaching assistants. As native users of sign language, deaf people are more likely to have fluency in their native sign language. As such, they can provide a means of early language acquisition and communication fluency, helping deaf individuals:

- express their needs, leading to greater self-esteem and confidence;
- gain access to information within their environments and the world around them, acquire good communication and linguistic skills, enabling increased access to the curriculum.

Educators who are deaf/hard-of-hearing are an important component of a specialist team necessary in the provision of support for the deaf child, family and community.

**Challenges**

- low attainment in levels of literacy compared to hearing peers;
- limited access to educational opportunities:
  - due to low literacy, access to information and knowledge about reproductive health, HIV and AIDS, sexually transmitted infections (STIs) etc. is limited. This limitation leads to the high incidences of infection among this minority population. Deaf females are particularly disadvantaged;
- There are great disparities in educational provision between urban and rural areas:
  - **urban:** not every city/town has specialist support services/schools for the deaf;
  - **rural:** due to remoteness and lack of infrastructure, specialist provision (such as schools for the deaf, CBR, itinerant support services) are few and far between;
- government and local communities need to be aware and respond appropriately to the connection between the cycle of poverty and deafness;
- lack of implementation of government policies that foster the human rights of people with disabilities and ensure protection from discrimination.
Promising practice (as highlighted in the workshop)

- Sign Language is recognised as an official language by the national government, e.g. in Kenya, Uganda, Bolivia, South Africa.
- There are teacher training courses for deaf teachers of the deaf learners e.g. in Jordan (regional provision), Uganda, Kenya, South Africa.
- There is an Association of Deaf Teachers of the Deaf in Kenya.
- Interpreter training programmes, formally recognised by the Government, are available in India. Other examples were provided for short-term training in other countries, e.g. Jordan, South Africa (DEAFSA, Hi-Hopes).
- Resources have been provided for early literacy for deaf children in South Africa (SLED), Jordan (HLID).
- Associations of the Deaf are involved in educational provision, ensuring fluency of communication with deaf and hearing language in inclusive settings (Tanzania [Zanzibar], India).
- Deaf educators are involved in CBR provision, ensuring that there is collaboration amongst deaf and hearing professionals to develop stronger advocacy and networking (Ethiopia, Uganda).
- Hi Hopes is working with families and young children, and teachers, according to individual needs (South Africa).

The workshop highlighted the need for more deaf teachers to be trained and obtain relevant qualifications important for deaf education, so as to:

- improve the quality of education for deaf children;
- develop appropriate teacher training programmes;
- increase opportunities for professional development among deaf teachers of the deaf,

In order to achieve the above, one of the key factors will be to improve interpreter training programmes and services.
Recommendations

1. Provide training for educators of the deaf in communication (e.g. fluency in sign language, listening skills, auditory training).

2. Provide appropriate educational materials in accessible formats and information technology (ICT).

3. Increase the participation of deaf/hard-of-hearing adults as role models in educational provision.

4. Increase national, regional and international networks amongst educators to enhance problem-solving, provide support and exchange visits, share promising practices and develop resources.

5. Increase international collaboration (bilateral and INGOs) and strengthen partnerships with Ministries of Education to provide improved access to training for specialist and non-specialist educators and interpreters, as part of an inclusive development approach.

6. Use legal measures and UN Human Rights instruments, such as the UNCRPD, to lobby for employment of deaf educators.

7. Employ at least one specialist deaf/hard-of-hearing educator in any specialist educational provision.

8. Appropriate support services are needed, e.g. sign language interpreters, teaching assistants in class, access to assistive devices such as quality, appropriate amplification.

9. The minimum criteria for the employment of specialist educators should include fluency in sign language (e.g. a minimum of two years’ training in sign language). If fluency is not reached, their skills can be utilised in a non-signing support service.

10. Ensure global mobilisation and collaboration on an international level for educators (e.g. IAEDHH – International Association of Educators of Deaf/Hard-of-Hearing).

11. Inequality in terms of employment (i.e. teachers’ salaries for hearing and deaf teachers) needs to be taken up by national/regional teachers unions.

12. Opportunities for advocacy training, employment rights and empowerment need to be made available for educators who are deaf/hard-of-hearing.

13. Deaf learners who wish to stay on longer in the education system, in order to obtain further qualifications for entry to higher education, need to be provided with the opportunity to do so.

14. Provide accessible health information to enable learners to make informed choices about:
   - reproductive health;
   - prevention and treatment for HIV, AIDS and STIs;
   - NB: In countries where female genital mutilation is practiced, young deaf females need to be aware of their rights.
15. Provide economic opportunities as a strategy for improved livelihoods as a preventative measure against the cycle of poverty.

16. Provide early detection, intervention and early years programmes attached to educational services / CBR programmes (UNCRPD, 2006).

17. CBR services need to be developed in countries where few or none exist.

18. Finding innovative ways to obtain sustainable funding and service provision needs to be explored further.
4. Reflections from the Congress

George Otieno Osawa
Deaf teacher of the Deaf
Kenya: Maseno School for the Deaf

“One of the things that was very interesting for me is to see how technology can be used and how it can improve communication. For example, how computers are used in the classroom. It is interesting to see that there are countries with similar challenges to Kenya, but there are also countries that are much more advanced, from which we can learn.”

Ahlam Khreysat
Deaf teacher of the Deaf
Jordan: HLID

“It's my first time to attend a WFD congress and I've been able to communicate using International Sign Language with many deaf people from all over the world! Deaf Culture is very alive at this Congress and I feel very strongly part of it. Deaf people’s organisations in Europe are so advanced, but in Africa, Asia and the Arab countries they are still behind. I am happy with the cooperation we have with CBM and wish to thank them for giving me the opportunity to attend this congress. It's a very inspiring and great learning experience to be here!”

Anibal Subirana
Bolivia: Director Bolivian Federation of the Deaf

“I have seen many people from different Deaf Cultures come together at this Congress, exchanging experiences, abilities and hopes for the future. As a deaf person from Bolivia, I am very grateful to CBM for giving me the opportunity to attend this Congress. I will take home a lot of learning and knowledge and are delighted to have made new friends within the CBM group. I feel a part of this group!”

Joe Morrissey
Teacher of the Deaf (East Africa)
Tanzania: CBM AWG: EDHD

“The WFD Congress is a good meeting point and an opportunity for deaf people to discuss and share their views. However, I think the topics of the lectures are dominated by so-called first world countries, and we need to adapt them to the needs in Africa, which are quite basic. This forum is our opportunity to remind others that in poorer parts of the world there is no basic literacy for deaf people; there are challenges of developing sign language, accessibility to education, health issues like reproductive health and AIDS
awareness. Inclusive education for us is embracing deaf people, addressing some of their needs and building bridges so that they have a meaningful role in their communities.”

“I am very grateful to CBM for giving me the opportunity to attend the 16th WFD Congress in Durban, South Africa. Meeting Deaf people from different countries, diverse backgrounds and cultures was a total new experience for me. I was able to view deafness from a different perspective. Deafness is not a disability but a way of life that calls for reinforcement and pride. Given opportunities, a Deaf person can perform like any other person without disability. Deaf people are productive members of the society. I basked in pride when I saw more and more successful Deaf people. More and more Deaf people are getting advanced degrees and becoming doctors, lawyers, teachers, actors/actresses and musicians. 

It’s this sense of Deaf Pride that pushes us on and will always be a source of encouragement for deaf children in schools to unleash their potentials for excellence!”

Rose Kwamboka  
Intern (at the time of the congress)  
Kenya: CBM Central Africa Regional Office  

“Thanks to CBM for the privilege of participating in this Congress. Deaf education is among the major themes highlighted – although developing countries still lag behind. CBM’s work promotes the need to advance the education of the deaf, and sign language is significant to the provision of quality education, in addition to accessing rehabilitation, hearing aids and audiological services. The Congress provides a channel to Human Rights. CBM is working to make provisions that meet the needs of all persons with disabilities in the poorest parts of the world.”

Nassozi Kiyaga  
Teacher of the Deaf  
Founder & Executive Director: Deaf Link Uganda  

“First of all I thank CBM for the privilege of participating in the congress. One theme of this congress has been deaf education, and it has been highlighted how developing countries are lagging behind in education for deaf children. This congress has given me an opportunity to learn about CBM and their involvement in advancing education for deaf. Sign language is paramount in the education of deaf children in addition to rehabilitation and the provision of hearing aids and audiological services to hard-of-hearing children. 

Today’s theme is ‘human rights for deaf and disabled people all over the world’. The significance of implementing the UNCRPD is highlighted. WFD has enlightened us that it is important to focus on human rights for all persons with disabilities. This is where CBM comes in, in its endeavours to extend services to meet the needs of all persons with disabilities in the poorest parts of the world.
One of the highlights, and a very unique aspect of this congress, is bringing together deaf and hard-of-hearing people from different parts of the world, sharing their experiences. Because when we share experiences and challenges we learn to work together, and despite the challenges we face in our countries, we feel that we are not alone.

Another aspect that impresses me is the use of different sign languages. They are different, but people can communicate. This congress is a community, a world in itself, bringing people together to communicate. I hope that we carry the vision, the energy and the encouragement of this congress into our work. We shall form stronger networks to transform lives, because we are capable of doing this.

In sign language, the sign of CBM is a fist of the left hand and the right hand rolling over to show support, unity and togetherness. And this is the heart of our work."
5. References


**Websites**

- www.cbm.org
- www.globaldeafconnection.org
- www.fulton.org.za
- www.kznda.co.za/schools.html
- www.wfdeaf.org/about/statutes
- www.deaf.org.nz/yk-files
- www.deafchildworldwide.info/learning_from_experince/resource_library/useful_publications/family_friendly.html
Appendices

Appendix 1: Circular sent to presenters at CBM workshop held on 18 June 2011

Title: Challenges and opportunities for deaf / hard-of-hearing educators

Aim: The aim is to have presentations from 4 regions, namely Asia, South America, Middle East and Africa. The presentations will give an overview of the challenges and opportunities available to people who are deaf/hard-of-hearing as educators within schools for the deaf/inclusive education programmes/CBR programmes etc. The presentations will lead into discussion groups where others will share their experiences. From these discussions participants will start to get to know each other and understand the different opportunities and challenges in different countries/regions.

The aim of the workshop is to explore how we can encourage the inclusion of more people who are deaf / hard of hearing in educational services. These discussions will form the basis of further consideration as we learn more from the congress itself and the workshop Monday 25th July. From here we can consider recommendations for the future.

Length of presentation: 10 minutes

Outline: Brief introduction about yourself – how you were educated-where you were trained and what you do now. In your presentation please include information about the opportunities for deaf/hard-of-hearing teachers/assistant teachers/CBR workers in your programme/country/region (for your region might be difficult, but if you can give an overview in about two sentences that would be nice).

Please give:

- What you see are the instances of good practice in your programme in deaf education and opportunities for deaf people.
- Challenges (2-3).
- Your thoughts about how some of these challenges can be dealt with.
- 1 wish for the future.

In 10 minutes, you may not be able to go into great details, but this will be a chance for you to express your ideas and observations. It will also provide a good focus for the discussion groups.

It is important that every presenter respects the 10 minute time-frame. There will be a time keeper to help with time keeping in order that everyone has the same opportunity to present.

If you have any questions, please contact me. I am always happy to respond to you.

Circular sent by: Sian Tesni – CBM Co-ordinator AWG EDHD
# Appendix 2: Day 1 – CBM Workshop on Deaf Education

**Placing the 'Deaf' back into 'Deaf Education'**

| Date: | Monday, 18th July 2011 |
| Venue: | Beach Hotel Conference Room |
| Theme: | Experiences and developments |

**Workshop Goal:**
Participants will be able to persuade others on the importance of training and effectively utilizing deaf teachers of the deaf drawing from the models of best practice and the rationale presented at the Workshop.

**Workshop Objectives:**

- By the end of the activity all participants should be able to:
  - Recall the current difficulties, limitations, issues and trends in deaf education especially in developing countries.
  - Describe the merits and challenges of training utilizing deaf teachers of the deaf in the classroom.
  - Recall the history of the deaf education with deaf teachers in the majority.
  - Describe some models of best practices in the field of deaf education with Deaf Teachers of the Deaf (DTODs).
  - List the ways to develop DTODs in any country.
  - Others.

**Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>14.00–17.00</td>
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<tr>
<td>14.00</td>
<td>Introductions and Overview (Sian Tesni)</td>
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<tr>
<td>14.15</td>
<td>Getting to know you ice breaker (Nassozi Kiyaga and Patricia Castellanos de Muñoz)</td>
</tr>
<tr>
<td>14.30</td>
<td>Presentations from the Regions Part 1 (10 minutes each)</td>
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<tr>
<td></td>
<td>• Anibal Subirana (Bolivia)</td>
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<td></td>
<td>• Nassozi Kiyaga (Uganda)</td>
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<td></td>
<td>• Ahlam Khreysat (Jordan)</td>
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<td></td>
<td>• Murali Kuppusamy (India)</td>
</tr>
<tr>
<td></td>
<td>• Question and Answer</td>
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<tr>
<td>15.30</td>
<td>Break</td>
</tr>
<tr>
<td>15.45</td>
<td>Group discussions and feedback</td>
</tr>
<tr>
<td>16.45</td>
<td>Reflection on the day</td>
</tr>
<tr>
<td>17.00</td>
<td>Welcome Cocktails</td>
</tr>
</tbody>
</table>
## Appendix 3: Participants list – CBM workshop in Durban

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monika Brenes</td>
<td>Germany</td>
<td>CBM – KLT</td>
</tr>
<tr>
<td>Sian Tesni</td>
<td>United Kingdom</td>
<td>CBM – Coordinator AWG: EDHD</td>
</tr>
<tr>
<td>Joseph Morrissey</td>
<td>Tanzania</td>
<td>CBM - AWG: EDHD</td>
</tr>
<tr>
<td>Rose Kwamboka</td>
<td>Kenya</td>
<td>CBM - East Africa</td>
</tr>
<tr>
<td>Patricia Castellanos</td>
<td>Guatemala</td>
<td>CBM - AWG: EDHD</td>
</tr>
<tr>
<td>George O. Osawa</td>
<td>Kenya</td>
<td>Teacher: Maseno School for the Deaf</td>
</tr>
<tr>
<td>Ahlam Khreysat</td>
<td>Jordan</td>
<td>Teacher: HLID</td>
</tr>
<tr>
<td>Ronald Brouillette</td>
<td>Tanzania</td>
<td>Global Deaf Connection</td>
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<tr>
<td>Murali Kuppusamy</td>
<td>India</td>
<td>Deaf Leaders</td>
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<tr>
<td>Anibal Subirana</td>
<td>Bolivia</td>
<td>Bolivia Federation of the Deaf</td>
</tr>
<tr>
<td>Yihayis Channie</td>
<td>Ethiopia</td>
<td>Jerusalem Inclusive School</td>
</tr>
<tr>
<td>Nassozi Kiyaga</td>
<td>Uganda</td>
<td>Executive Director DLU</td>
</tr>
</tbody>
</table>
## Appendix 4: Day 2 – CBM Workshop – Placing the 'Deaf' back into 'Deaf Education'

| Date: | Monday, 25th July 2011 |
| Venue: | St. Martins de Porres School for the Deaf, KwaZulu Natal |
| Theme: | How to Strengthen Deaf Teachers of the Deaf |

### Workshop Goals
Participants will be able to persuade others on the importance of training and effectively utilizing deaf teachers of the deaf drawing from the models of best practice and the rationale presented at the Workshop.

### Workshop Objectives
By the end of the activity all participants should be able to:
- Recall the current difficulties, limitations, issues and trends in deaf education especially in developing countries.
- Describe the merits and challenges of training utilizing deaf teachers of the deaf in the classroom.
- Recall the history of the deaf education with deaf teachers in the majority.
- Describe some models of best practices in the field of deaf education with Deaf Teachers of the Deaf (DTODs).
- List the ways to develop DTODs in any country.
- Others.

### Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>7.00</td>
<td>Breakfast and preparations</td>
</tr>
<tr>
<td>8.00 – 11.00</td>
<td>Field visit: Fulton School for the Deaf</td>
</tr>
<tr>
<td>12.00</td>
<td>Arrival and welcome: St Martin’s de Porres School for the Deaf in Port Shepstone</td>
</tr>
<tr>
<td>13.00 – 14.00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>14.00 – 15.00</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>15.00 – 15.30</td>
<td>Introductions and overview</td>
</tr>
<tr>
<td>15.30 – 17.30</td>
<td>Roundtable discussion about: Models of best practice in deaf leadership in deaf education, deaf teachers as sign language instructors, deaf teachers’ unions, maximizing roles of deaf teachers (assistant teachers)</td>
</tr>
<tr>
<td>17.30 – 18.00</td>
<td>Summing up, recommendations and conclusions</td>
</tr>
<tr>
<td>18.30 – 19.30</td>
<td>DINNER</td>
</tr>
<tr>
<td>19.30 – 20.15</td>
<td>Travel to Durban (45 minutes)</td>
</tr>
</tbody>
</table>

### Participants
15 – 20 Deaf leaders in deaf education and CBM AWG members and CBM staff.

### Resource Persons
- Alison Swannack, K. Murali, Alan Cartwright, Ronald Brouillette, Teachers at St. Martins School
- George Otieno Osawa, Yihayis Channie, Mohammed haji Khamis, Rose Kwamboka, Ahlam Khreysat, Nassozi Kiyaga, CBM staff and AWG Advisors.

### Methodology/Materials
Visit to classrooms with experienced Deaf teachers, Short presentations, questions / answers, discussions, possible Video on models of best practices.

### Output
Reports and recommendations.
## Appendix 5: Participants List – Workshop at St. Martins de Porres

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>School/org.</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Alison Swannack</td>
<td>S. Africa</td>
<td>Fulton Sch. for the Deaf</td>
<td><a href="mailto:alisonswannack@hotmail.com">alisonswannack@hotmail.com</a></td>
</tr>
<tr>
<td>Bherki Sithole</td>
<td>S. Africa</td>
<td>St. Martins de Porres</td>
<td></td>
</tr>
<tr>
<td>Purity Buthelezi</td>
<td>S. Africa</td>
<td>St. Martins de Porres</td>
<td><a href="mailto:puritybutheleizi@hotmail.com">puritybutheleizi@hotmail.com</a></td>
</tr>
<tr>
<td>Peggy Shoba</td>
<td>S. Africa</td>
<td>St. Martins de Porres</td>
<td><a href="mailto:peggyshoba@hotmail.com">peggyshoba@hotmail.com</a></td>
</tr>
<tr>
<td>Mohamed Haji Khamis</td>
<td>Tanzania</td>
<td>Zanzibar, Min of Ed.</td>
<td><a href="mailto:muddydeaf@live.com">muddydeaf@live.com</a></td>
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<tr>
<td>Yihayis Channie</td>
<td>Ethiopia</td>
<td>Jerusalem Inclusive Sch.</td>
<td><a href="mailto:jerusalem_inedu@yahoo.com">jerusalem_inedu@yahoo.com</a></td>
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<tr>
<td>Anibal Subirana</td>
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<td>Bolivia Deaf Association</td>
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<tr>
<td>Evonne Chetty</td>
<td>S. Africa</td>
<td>St. Martins de Porres</td>
<td><a href="mailto:evonnechetty@hotmail.com">evonnechetty@hotmail.com</a></td>
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<tr>
<td>Rose Kwamboka</td>
<td>Kenya</td>
<td>CBM - Regional Office</td>
<td><a href="mailto:rose.khamboka50@yahoo.com">rose.khamboka50@yahoo.com</a></td>
</tr>
<tr>
<td>Alan Cartwright</td>
<td>USA</td>
<td>GDC</td>
<td><a href="mailto:alancartwright@gci.net">alancartwright@gci.net</a></td>
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<tr>
<td>George O. Osawa</td>
<td>Kenya</td>
<td>Maseno Sch. for the Deaf</td>
<td><a href="mailto:george.osawa@gmail.com">george.osawa@gmail.com</a></td>
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<tr>
<td>K. Murali</td>
<td>India</td>
<td>Deaf Leaders India</td>
<td><a href="mailto:deafleaders@gmail.com">deafleaders@gmail.com</a></td>
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<td>Osman Habibu</td>
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<td>GDC interpreter</td>
<td><a href="mailto:zilmob@yahoo.com">zilmob@yahoo.com</a></td>
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<td>Kay Nair</td>
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<td>Germany</td>
<td>CBM</td>
<td><a href="mailto:Monika.Brenes@cbm.org">Monika.Brenes@cbm.org</a></td>
</tr>
<tr>
<td>Ron Brouillette</td>
<td>USA</td>
<td>CBM - GDC</td>
<td><a href="mailto:Ron_brouillette@yahoo.com">Ron_brouillette@yahoo.com</a></td>
</tr>
<tr>
<td>Dion Davy</td>
<td>S. Africa</td>
<td>St. Martins de Porres</td>
<td><a href="mailto:dioncloud@hotmail.com">dioncloud@hotmail.com</a></td>
</tr>
<tr>
<td>Sian Tesni</td>
<td>Wales (UK)</td>
<td>CBM</td>
<td><a href="mailto:Sian.Tesni@cbm.org">Sian.Tesni@cbm.org</a></td>
</tr>
<tr>
<td>Nassozi Kiyaga</td>
<td>Uganda</td>
<td>Deaf Link Uganda</td>
<td><a href="mailto:nassozik@deaflinkuganda.org">nassozik@deaflinkuganda.org</a></td>
</tr>
<tr>
<td>Aly Ndale</td>
<td>Tanzania</td>
<td>Director of Special Education, Zanzibar - GDC</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** While every effort was made to include everyone, we are aware that some attendees have not submitted their names and as result are missing from this list.