



Ministry of Education, Science and Technology

National Reading Programme

Promoting Deaf Education in Malawi

Facilitator Guide

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Universal Design for Learning Literacy Toolkit

Promoting Deaf Education in Malawi

Facilitator Guide

Designed and Authored under the **Reading for All Malawi Activity**

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Preface

The Ministry of Education (MoE) recognizes that learning to read and literacy skills are critical in ensuring that learners with disabilities are accessing quality education. Looking at the role that language plays in learning to read in the early primary grades of a child, using and promoting the use of sign language cannot be overemphasized. Providing all children in Malawi with excellent reading skills in a language they can easily comprehend, and the materials they need to learn to read is critical in laying the foundation to enable them to master the skills and read at the right level. This is also very fundamental in preparing them for their future both academically and socially.

It is provided in the UNCRPD article 24 (section 3 b and c) that Deaf children should be taught in the most appropriate languages and modes and means of communication for the individual and in environments which maximize academic and social development. This is echoed by the National Policy on the Equalization of Opportunities for Persons with Disabilities (2006) that Deaf people should exercise their right to communicate and learn using sign language (SL). Therefore, MoE is determined to ensure that this right is provided and Deaf children's potential to learn to read is being provided in a fair manner. For this to happen, there is a need to equip teachers and other relevant stakeholders with relevant skills on how to teach DHH learners and ensure that effective inclusion is taking place.

We extend a special appreciation to senior officials of MoEST, especially the Secretary for Education, Science and Technology; directors and staff of the Department of Inspectorate and Advisory Services; Department of Basic Education; Department of Teacher Education and Development; Malawi Institute of Education; and teacher training colleges. Their enthusiasm for education knows no bounds. This module is dedicated to them and the millions of eager young learners across Malawi.

Finally, we would like to acknowledge USAID/Malawi for providing the financial and technical means to produce this training manual. REFAM and its close collaboration with MoEST have been central to this work and will ensure that this training manual will be available to those who need it most. The opinions expressed in this manual are those of the authors and do not necessarily reflect the views of USAID.

Introduction

This training is focusing on Deaf education (DEd), the intent is to equip teachers who teach Deaf and hard of hearing (DHH) learners (Deaf, regular and specialist teachers) with relevant skills on how they could communicate and effectively deliver instruction to DHH learners in both special and mainstream schools.

The Role of the Facilitator

Thank you for facilitating this important training. Children with disabilities continue to be underserved in Malawi and your contributions will help change this. You can help make that change happen in your role as a facilitator. There are certain things you can do to ensure quality training. These include:

- Keeping participants and yourself safe
 - If you are training in an area that is experiencing COVID-19, be prepared to alter activities so participants maintain social distance and wear masks. For example, if the activity calls for groups of four, ask participants to instead talk to a person near them, but not get too close. A table to guide these modifications is included in this Facilitator Guide.
- Having the right materials and tools:
 - See the list of materials below.
 - Gaining access to a computer, a projector, and speakers. If this is not possible, be sure to have copies of the slides when you are training the teachers.
 - Gaining access to the internet so you can show the videos. If this is not possible, be sure to read aloud the stories included in the Facilitator Guide and the Participant Guide.
 - Queuing up a video before the training begins to ensure the video and audio are working properly.
- Engaging the participants,
 - Use your voice inflection and gestures.
 - If you have participants who are blind or experience low vision, make sure they have the supports needed to participate.
 - If you have participants who have a hard time hearing or who are deaf, make sure they have the supports needed to participate.
 - Visiting with small groups when they are working on activities,
 - Managing the pacing of activities. Use the time allotted for each activity to ensure that all activities are covered.
 - Involving all participants, including both men and women, and those with special needs, by calling on all participants to answer questions, present and report back.
- Knowing the logistics and administration arrangements for the training,
 - Being fully prepared by reading through activities before facilitating.
 - Referring to the Participant Guide. Most activities require that you refer participants to a page in the Participant Guide. The materials in the participant's guide will be helpful to participants during and after the training. They will support thinking, group discussions and learning.
- Knowing the materials:

Look for this icon:  PREPARE This information will tell you what materials you will use for each activity. Before the training day, you should read through the Facilitator Guide, the Participant Guide and watch the videos prior to the training day to ensure you know the order of information, the activities, materials you will use, and the timing.

Look for the icon:  FACILITATOR HINT. These ideas will help you prepare for and deliver the activities with confidence.

- Ensure gender balance:
There are a variety of activities throughout this module where participants are invited to provide input. Please be mindful that you are calling on both men and women to respond.

What you need to have on hand:

 PREPARE:

A checklist of materials each participant needs to have:

- Facilitator Guide
- Participant Guide (copy for you as facilitator and one for each participant)
- PowerPoint printout (copy for you as facilitator in case there are any problems with power or devices. The participant guide has key images from PPT and can be used for participants to follow along)

 PREPARE:

A checklist of materials you need to have:

- Computer with access to the internet
- PowerPoint file
- Projector
- Speakers
- Facilitator Guide
- Participant Guide (one per person and in accessible format - ie. braille)
- Flipchart paper
- Room set-up: be sure participants can get up and move from their seats easily to work with partners and in small groups. Be sure you provide safe distance between participants.

 FACILITATOR HINT:

Your use of these materials:

Each activity has specific instructions that tell you what materials you will use, how long the activity should take, and when the information is in the Participant Guide. The slides are a support and will not have all of the information on them. The primary sources of information are the Facilitator Guide and the Participant Guide.

Guidance on Training Modifications for COVID Safe Delivery

- Wear cloth face coverings, at a minimum, at all times
- Wash your hands with soap and water for at least 20 seconds prior to training and at breaks
- Avoid touching your eyes, nose, or mouth.
- Practice good respiratory etiquette, including covering coughs/sneezes or coughing/sneezing into your elbow/upper sleeve.
- Avoid close contact (within 6 feet)
- Stay home if sick.

Current	Shift to
Talk to a partner	When talking to your partner, be sure you are 6 feet apart
Work in groups of 3 or more	If space allows: limit to groups of 4 and set chairs in a square with 6 feet between all participants If space is limited: all group activities should be done in pairs Allow groups to move outside for longer breakout sessions
Participants writing on flipchart paper	Only allow one person at a time to write on the paper and maintain 6 foot distance between participants at all times
Bus Stop strategy	Spread out “stops” around the room. Pairs stand in the vicinity of the “stop,” while maintaining 6 foot distance

Training Schedule

Day 1	
8:30-9:00 AM	Welcome, Introductions and opening statement
9:00-9:20 AM	Registration and Logistics
9:20-9:30 AM	Training norms and expectations
9:30-9:35 AM	Key objectives for the Deaf Education training
9:35-9:40 AM	Training schedule for three days
9:40-10:00 AM	Defining deafness
10:00-11:00 AM	Introducing Deaf culture

11:00-11:15	Health Break
11:15-11:55 AM	Sign names
11:55-12:15 PM	Communicating with Deaf people
12:15-12:45 PM	How is deafness detected in children
12:45-13:10 PM	Why is screening, identification and assessment relevant in Deaf Education?
13:10-14:10 PM	Lunch Break
14:10-14:25 PM	Screening
14:25-15:00 PM	Identification
15:00-15:05 PM	Assessment
15:05-15:30 PM	Parental engagement
15:30-15:50 PM	Parents and Deaf children at home
15:50-16:05 PM	Health Break
16:05-16:30 AM	Recap of the days work and end of session

Day 2	
8:30-8:35 AM	Opening prayer and introduction to day two
8:35-9:05 AM	What is sign language?
9:05-9:20 AM	Sign language grammar
9:20-10:35 AM	Finger spelling
10:35-11:50 AM	Numbering in MSL
11:50-12:05 PM	Health break
12:05-13:05 PM	Introducing Malawian Sign Language vocabulary
13:05-14:05 PM	Lunch
14:05-15:20 PM	Sentences and stories in MSL
15:20-15:50 PM	Practical session

15:50-16:05 PM	Health Break
16:05-16:30 PM	Recap of the days work and end of session

Day 3	
8:30-8:35 AM	Opening prayer and introduction to day two
8:35-8:55 AM	Introduction to Deaf Education
8:55-9:10 AM	History of Deaf Education in Malawi
9:10-9:35 AM	Current status of Deaf Education in Malawi
9:35-10:25 AM	Approaches for including DHH learners in the classroom
10:25-11:10 AM	General practices for teaching DHH learners
11:10-11:25 AM	Health Break
11:25-12:10 PM	Adaptation strategies
12:10-12:25 PM	Teaching and assessing the literacy development of DHH learners
12:25-13:05 PM	Teaching language and reading to DHH learners
13:05- 14:05 PM	Lunch Break
14:05-14:25 PM	Teaching language and literacy development of DHH learners
14:25-15:05 PM	Improving the writing skills of DHH learners
15:05-15:35 PM	Improving the status of Deaf Education in Malawi
15:35-15:50 PM	Practical sessions
15:50-16:05 PM	Health Break
16:05-16:20 PM	Practical sessions
16:20-16:30 PM	Thank you and final assessment
16:30-16:40 PM	Closing remarks

Welcome & Introductions

Current length: 8 hours

PREPARE:

Prepare a checklist of what materials participants need to have on hand. You will need: Facilitator Guide, the Participant Guide, slides, sign language alphabet, Malawian Sign Language (MSL) videos and other sign language videos from other countries.

How they will use those materials

- Specific instructions with each activity.
- Have the room set up so people can move about to different tables.
- Consider the sitting position for Deaf participants and their sign language interpreters.
- Have the sign language alphabet pasted on the wall.
- Have a projector to beam the videos.

 **FACILITATOR HINT:** The facilitator to ensure that all the materials are printed/saved in the computer ready for the workshop and that each participant has received a package of the required materials.

Activity 1.1: Welcome, introductions and opening statement

Duration: 30 minutes

DO: Show the slide Activity 1.1: Welcome, introductions and opening statement.

DO: Welcome participants to the training. Tell them your name, sign name (if you have) position and your workplace.



SAY: I'd like everyone to introduce him/herself. It would be great for you to share your name, sign name (if you have), school, class that you teach, number of years you have been working to educate learners who are Deaf or hard of hearing and what you hope to learn at this training.



SAY: I will start by introducing myself, my name is Betty Wisiki and my sign name is this (demonstrate). I was given this sign name because of my surname which rhymes the same as whisky beer. I work for REFAM as an Education Specialist.



SAY: Now, I would like each of you to introduce yourself and also tell us why you were given that sign name if you have an idea.

DO: Let participants make the introductions.



SAY: At the end of this training, all of us who do not have sign names will be given one. This is so critical in terms of sign language communication.

Activity 1.2: Registration and logistics

Duration: 20 minutes

DO: Show the slide activity 1.2: registration and logistics.

DO: Explain the logistics and administrative arrangements for the training. Ensure participants sign the attendance register.



SAY: We have other participants who are Deaf, and they will be participating through their respective sign language interpreters (SLI). Please speak as slowly and eloquently as you can to enable their full and effective participation.

Activity 1.3: Training norms and expectations

Duration: 10 minutes

DO: Show the slide activity 1.3: training norms and expectations.



PREPARE: Have a piece of chart paper posted at the front of the room before the session begins. Divide the paper into two columns. Write “expectations” at the top of the left column and write “norms” at the top of the right column.

DO: Establish workshop norms and expectations. Record them on chart paper and post them at the front of the room.



SAY: Together, we are going to establish our expectations and norms together. First, please share the expectations of the training. Next, I will ask you to share what norms we must have to meet those expectations.



FACILITATOR HINT: As you listen to the suggested norms, some might be the same. Do your best to combine all of the same ideas together.



FACILITATOR HINT: When creating norms, be sure to pay attention to COVID-19 guidelines to ensure everyone is safe.

Activity 1.4: Key Objectives for Deaf Education Training

Duration: 5 minutes

DO: Show the slide titled, “Objectives for the Deaf Education Training.”

DO: Communicate the objectives of the training to the participants and review them together.



SAY: By the end of this training, you will be able to:

1. Understand how Deaf education is impacted by Deaf culture (education as impacted by culture)
2. Discuss the importance of Malawian Sign Language (Language)
 - Understand the importance of promoting sign language first approach in teaching Deaf children (share the current practice and move them to use sign language as the primary approach) - this is the lynch pin.
3. Discuss how best to be prepared to support Deaf and hard of hearing learners to learn effectively (Classroom) How they can do this.

Activity 1.5: Training Schedule for 3 Days [In Participant Guide]

Duration: 5 minutes

DO: Show the slide titled, “Training schedule for 3 days.”



SAY: This training will take place over three days. Please open your Participant Guide to Activity 1.5 and follow along as I review the schedule.



SAY:

Day 1

- I. Successfully understand Deafness and how it is detected.
- II. Articulate ways on how to engage parents in supporting the education of their children.
- III. Relate how Deaf culture influences the education of Deaf children.

Day 2

- I. Understand how sign language develops.
- II. Understand how to initiate a conversation and effectively communicate to your Deaf learners.
- III. Familiarize yourselves with the variations in sign language.
- IV. Apply the grammatical rules and structure of MSL.
- V. Practice conversation in MSL.

Day 3

- I. Analyse the transitions that have taken place in the history of Deaf Education in Malawi.
- II. Identify and minimize learning barriers in Deaf Education.
- III. Design effective strategies for teaching and assessing reading and literacy to Deaf children.
- IV. Use MSL when teaching Deaf learners.

Understanding Deafness, Deaf Culture, and Language

Activity 2.1. Defining Deafness

Duration: 20 minutes

DO: Show the slide 2.1: Defining Deafness



SAY: This section will help participants understand the process of recognizing Deafness.



SAY: We want to start by having a common understanding of Deafness and what this term means. There are no wrong answers here and I'd like to hear from a few of you. How do you understand the term "Deafness"? What does it mean to you? I will write down the thoughts you provide.



SAY: I want anyone to provide their input by raising their hand on what they understand about the term 'Deafness'.

DO: Allow at least ten comments from the participants.

DO: Write down on the chart points that participants are giving on their perception of Deafness.



SAY: I will ask one participant to read the responses out loud.

DO: Show the slide 2.1a: Defining Deafness

 SAY: Adding on what you have shared, it is important to recognize that Deafness is defined as partial or complete hearing loss. Deaf and hard of hearing people can experience some sort of hearing loss within the range of mild to total hearing loss. Not all Deaf people are on the same level because their level of hearing loss varies from individual to individual depending on the cause, severity of the hearing loss and time of onset .

 SAY: The next section discusses about Deaf culture

Activity 2.2: Introducing Deaf Culture

Duration: 60 minutes

DO: Show slide 2.2: Introducing Deaf culture.

 PREPARE: There is a video associated with this activity. You need to have a computer, projector, speakers, access to the internet or have the videos ready in the flash drive to be able to show.

 SAY: For the next 10 minutes, please turn to a partner and talk about the following:

1. How do you define culture?
2. How do you associate with your culture?
3. If you have a feeling of belonging, when do you associate belonging with that respective cultural grouping?

DO: Wait 10 minutes as groups discuss.

 SAY: I invite 5 individuals to share what your pairs discussed.

DO: Participants should raise hands and provide responses.

 SAY: Culture is defined as the people's way of life. Both hearing and Deaf people have their own way of life. Culture is characterized by music, food, heritage, community, beliefs and religion. Culture gives an identity to people, each and every grouping has its own cultural behavior that identifies with them. For instance, in Malawi the Chewa's are known by gule wamkulu while Tumbuka's are known by vimbuza. I believe all of us have our cultural values and people are able to associate us with our respective cultures and this also makes us have an identity and have a feeling of belonging to that grouping.



SAY: For the next 15 minutes we will watch the following video. The video features a special school where there were only Deaf learners and a mainstream resource centre where a Deaf learner is interacting with hearing learners. Listen for both the negative and positive fronts the learners experienced and what determined whether these individuals felt they belonged or did not belong to the school community/culture they are attached to and why.



SAY: While you are watching the video, I invite you to open your Participant Guide to Activity 2.2. There, you will find a table where you can enter the positive and negative fronts experienced by the speaker as well as the positive and negative determinants of belonging. I will pause for an additional 3 minutes after the video to provide you time to enter more information.

DO: Pause for participants to open their Participant Guides, then play the following videos:

Video 1: Sekerani’s education experience in mainstream resource centre and Special school for the Deaf.

DO: After the video, pause for an additional 3 minutes to allow participants to enter their ideas into their tables.



FACILITATOR HINT: Below is the table found in the Participant Guide.

	Positive	Negative
Fronts experienced	Easily related with peers and felt accepted because they had a common language	Felt discriminated due to communication barrier
The determinants of belonging	Use of Malawian sign language which made communication easy	Lack of Malawian sign language use during communication

DO: Show slide 2.2b. (slide provides an image of A (in bright blue) + B (in bright orange) = 4 minutes. Under that A (in bright blue) + B (in bright purple) = 4 minutes.



SAY: You now have the opportunity to talk about your findings with others. When I ask you to stand, please take your Participant Guide and pen or pencil with you and meet with one other person.

DO: Pause to allow people to find a partner.



SAY: One person is A and one person is B. Please determine who is A and who is B.

DO: Pause to allow people to identify A and B.



SAY: For 4 minutes, you will share what you entered onto your table. At the end of 4 minutes, I will ask all of the B's to find a new partner. A's will stand still. When you are with your new partner, you will have another 4 minutes to discuss your findings. We will repeat this three times.

DO: Set your phone timer for 4 minutes and ask participants to switch partners three different times. At the end of the third round, ask them to return to their seats.



SAY: Thank you for your active participation. Having understood some of the possible challenges that can make learners not to feel as though they belong and can participate in the learning environment, we will now discuss the importance of having an awareness of Deaf culture as outlined in the next section.

Activity 2.3: Your sign name

Duration: 40 minutes

DO: Show slide Activity 2.3a: **The characteristics of Deaf culture**



SAY: Deaf awareness refers to promoting the positive attitudes of Deafness, cultural values and social inclusion in all spheres of life. Deaf people have a unique grouping in their own right and have their own cultural behaviors which is known as 'Deaf culture'.



SAY: For the next 10 minutes, talk with a partner about the ways you promote positive attitudes about Deafness, cultural values and social inclusion. How does this prepare you to recognize and respect Deaf culture?

DO: Wait 10 minutes. At the end of 10 minutes, say the following:



SAY: Having positive attitudes about Deafness, cultural values and social inclusion creates a pathway to understanding Deaf culture. It opens you up to acceptance, understanding, and recognizing the strengths of any person who is Deaf.

DO: Show slide Activity 2.3b: Deaf culture (**showing the characteristics of Deaf culture**)

 SAY: For example, having a sign name is one key characteristic of Deaf culture. Deaf people and hearing people who are part of the Deaf community are given sign names. These are unique features or characteristics that a particular individual might be given. Sign names are important because it is one way that easily identifies a person, and Deaf people understand fast that way. Sign names show the uniqueness of individuals and help with easy and fast understanding of the person being referred to. These become permanent names and you are referred to by that when you are in the Deaf community or interacting with Deaf persons. There should be no offense or negativity attached to the sign names given.

Sign names are often given based on the following characteristics:

- Appearance of the person.
- Behavior of the person.
- Meaning of somebody's name.

 SAY: If you have a sign name, please share it with the group. (Pause for sharing).

 FACILITATOR HINT: If you are training a group of over 25 people, Break the group into two and have individuals share their sign name within their respective groups.

 SAY: Please place your chairs into a circle [if space permits]. If you have a sign name, please say it and share why you were given such a name if you know.

 SAY: For those who do not have sign names yet, with guidance from our fellow Deaf colleagues, the group will help identify the name for you.

 SAY: We invite everyone to work with your colleagues who do not have a sign name yet during break time and ensure they have one by the end of our next break.

DO: Make sure to give time to those who have been given sign names share their names.

 SAY: In the next 10 minutes, I would like those of you who got your sign names to share them with the group.

 SAY: In the next section, we will look at communicating with Deaf people.

Activity 2.4: Communicating with Deaf People [Refer to the participant guide]

Duration: 20 minutes

DO: Show the slide showing ways of attracting attention of a Deaf person.

 SAY: In the next five minutes, brainstorm some of the ways you use to attract attention and maintain communication with a Deaf person. You may like to share the practical ways that you already practice in your respective schools and classrooms.

 SAY: After understanding what Deaf culture is, it is important to know how to communicate with Deaf people such as attracting attention and maintaining the conversation. When communicating with a Deaf person, firstly ensure that the attention is attracted and eye contact is maintained because SL is a visual language.

 SAY: The following are some of the ways on how to attract the attention:

- Wave in front of the Deaf person's face.
- Gently toss an object in front of the Deaf person.
- Tap shoulder or upper arm.
- Tap desk or floor.
- Swing the door handle up and down.
- Slot paper under the door and move it left or right.

 SAY: After attracting the attention, you are supposed to follow the following Do's and Don'ts in order to have effective communication.

Do's	Don'ts
------	--------

<ul style="list-style-type: none"> ● Sit opposite each other. ● Speak slowly. ● Use sign language. ● Make the mouth clear. ● Maintain eye contact. ● Reduce background noise. ● Ensure adequate lighting. 	<ul style="list-style-type: none"> ● waffle. ● mumble. ● speak loud. ● look away or break eye contact. ● look bored.
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Recognizing Deafness

Activity 3.1: How is Deafness detected in children? [In Participant Guide]

Duration: 30 minutes



PREPARE: Make sure you have the following items: sticky notes, paper and tape.

DO: Show the slide 3.1a “ What are the Characteristics of Hearing loss in a Child?”



SAY: Deaf children face a myriad of challenges when it comes to reading. To begin with, DHH students graduate high school at the 3rd or 4th grade level in reading. Teaching Deaf children to read is a challenge for educators, because educators don't often understand the unique language, culture and needs of Deaf and hard of hearing students. Most importantly, most Deaf and hard of hearing kids are born from hearing parents. It is believed that 10% of Deaf children are born from Deaf parents and SL is passed on from generation to generation. While 90% of Deaf children are born from hearing parents. For these children, SL is learnt through interaction by native SL users through associations or schools.



 SAY: The figure above shows that the majority of the people in this world are hearing and Deaf people are in the minority and they exist within the hearing communities e.g. families, schools.

 SAY: This means, their parents often don't speak sign language (SL). Since their parents often don't know SL, these children grow up in a language poor environment. When Deaf kids start school, they're often still trying to learn SL. Since they haven't even learned their native language, it's difficult to begin reading in English, an entirely different language.

DO: Ask a volunteer participant to read the case study below out loud.

Case study

Phindu is a child who was born Deaf. Phindu's parents have learned the **MSL**, a language completely separate from English/Chichewa with its own grammar and rules. Her parents tell her stories and label the world around her to introduce her to new vocabulary. But the language she is exposed to is not English/Chichewa. When Phindu enters primary school, she does not have an understanding of the alphabet, letter sounds, or blending. The stories she has been exposed to have been translated into MSL, which does not sufficiently prepare her to understand English/Chichewa text.

 SAY: For the next 20 minutes work in your groups. Discuss the following questions and report back in plenary.

- A. What possible challenges is Phindu likely to face in school?
- B. What should her teachers do to mitigate the challenges?
- C. What resources can effectively help her learn better?
- D. What other support does she need?

DO: Wait 20 minutes as groups discuss. Move around the room to listen to discussions.



SAY: Although Phindu's ability to learn to read is not determined by her hearing loss, she will have barriers to break through because of her limited exposure to hearing the spoken languages. She will have difficulties learning to read because of language barriers and little exposure to spoken languages which makes her language bank limited. Therefore, teachers need to ensure that necessary measures are taken to support the child.



SAY: Now that you've read about Phindu, think about the characteristics that could help a teacher to identify or assess if a learner like Phindi has some form of hearing loss and what could be done to support him/her? Please move into groups of 5 and share your ideas for the next 10 minutes. I will ask three groups to share the characteristics you identified.

DO: Encourage participants to be in groups of 5 and share their ideas for 10 minutes. After the discussion they should report in plenary.

DO: Allow three groups to say what they have discussed and the other groups to paste their answers on the flip chart in the front.



SAY: Deafness is detected differently in different individuals. The age of onset when Deafness is detected determines the type of intervention to be provided to the person. Late detection of Deafness leads to a lot of implications in all aspects of the person's life.



SAY: Please turn to Activity 3.1 in your Participant Guide. There, you will see a table that shows some of the characteristics of Deafness.

- Not responding when called.
- Watching faces/lips intently.
- Tilting head towards the source of sound.
- Constantly asking for repetition.
- Not always following instructions straight away.
- Misunderstanding or ignoring instructions.
- Watching what others are doing before doing it themselves.
- Seeking assistance from peers.
- Talking too loudly or too softly.
- Appearing inattentive or as though daydreaming.
- Making little or no contribution to class discussions.
- Complaining about not being able to hear.
- Getting tired easily.
- Becoming easily frustrated.

- Difficult identifying or producing individual speech sounds.
- Appearing isolated and less involved in social group activities.

 SAY: Several research studies in Malawi have shown that there is a delay in screening and identification for Deaf children which results in severe challenges in both their education and social life. In the next activity, we will examine the implication of screening, identification and assessment in Deaf Education.

Activity 3.2: Why is Screening, Identification and Assessment relevant in Deaf Education?

Duration: 25 Minutes

DO: Show slide 3.2 "Identification, screening and assessment: How does the process work?"

 SAY: In this activity, we will talk about why it is important for teachers to play a role in screening, identification and assessment of Deaf and hard of hearing Learners. Research has shown that Deaf children are at greater risk of experiencing poorer educational outcomes. This is not due to Deafness itself but is largely the result of social barriers such as not having the right support and accessible services in place.

Activity 3.3: Screening

Duration: 15 minutes

 SAY: What is Screening? As shared in REFAM's training on Screening and Identification, screening normally involves the use of a standardised validated instrument to document a clinical, behavioural or functional status of learners in relation to established developmental milestones. Results from screening do not identify which learners have delays and which ones do not. Screening tells us whether or not an investigation is needed.

 SAY: The best situation is when all children can be screened when they are being enrolled or moving to another grade, but we know that some classrooms have a significant number of children. In this case, it is very key that the teacher pay attention to the learners' behaviors. For example, if a child is holding the book too close to the face, or the child is tapping his ears, or a child is not participating when other children are reading out loud. These are just a few reasons to begin the screening process.

 SAY: Screening tools may be completed by educators, parents, and/or through

parent interviews. It is really important to include the parent because by engaging in the process, the teacher learns much more about the child, like background information.

 SAY: Screeners are not difficult to use, but they do require your focus. How you score in the tool ranges from 1) Never 2) Occasionally or 3) Always, Yes or No answers, and a comment section.

 SAY: Please turn to Activity 3.3 in your Participant Guide. There, you will find pages from two screeners as well as a table that provides information about the screeners and where you can find them. Please look at these examples and for the next 10 minutes, share with a partner whether you are familiar with either tool and if you know of other ways to access these screeners.

DO: Provide participants 10 minutes for this conversation.

 SAY: The table in your participant guide provides pointers on how to conduct an in-school screening

Hearing Screeners	Description of the tool	Where to get the tool
Quick Tool - Characteristics of students who may be at-risk for hearing impairment	The hearing impaired screening tool has 16 questions with check boxes. This tool can be filled in by the teacher, parent or caregiver. The checklist also has two leading statements that will inform the teacher whether to further assess the learner or not or give the parent/caregiver an idea whether their child needs further assessment.	Retrieved from: https://cedar.education.ufl.edu/cems/reading/learning-resources/part-3/ Used with permission. CEEDAR Center, University of Florida, 2021

<p>Inclusive Education Toolkit by Save the Children Hearing Impairment Category</p> <p>Pages 16-22</p>	<p>This toolkit has a comprehensive 3 stage tool for the hearing impairment category which are described below:</p> <p>-Stage 1 is a tool to be filled in by the teacher which includes the learner's demographic details and a checklist consisting of 23 questions</p> <p>-Stage 2 is a short Learner Interview form consisting of 5 questions interpreted in all the major 4 languages used in Malawi namely English, Yao, Tumbuka and Chichewa for easier understanding for the learner</p> <p>- Stage 3 is a Teacher -Parent interview. The interview questions are 8 in number and they are in the four languages namely English, Tumbuka, Yao and Chichewa so that the parents can understand the questions and respond appropriately so as to give accurate data about the learner</p>	<p>-Check with the head teacher's office first</p> <p>-Also check with the SNE desk officer for the district</p> <p>-this tool is available for free at Save the Children offices</p>
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SAY: Below is a sample checklist for you to use when conducting in-school screening. This checklist was adapted from the screening and identification module and can be found in your participant guide Annex 2 at the back of your Participant guide.

SPEECH AND LANGUAGE SYMPTOMS	YES	NO	NOT SURE
Students show signs of delayed development of speech sound production or language including length of sentences and accurate use of grammar.			
Students have difficulty producing speech sounds that his or her peers produce without difficulty.			
PROBLEMS WITH SCHOOLWORK			
Students appear to hear fine in some situations but do not respond in other situations.			

Students show a lack of attention or lack of interest in school work.			
Students show difficulty following directions or instructions in the classroom.			
Students exhibit a lack of attention during listening activities.			
Students show difficulties learning to read.			
Students give incorrect answers to teacher's questions.			
GENERAL BEHAVIORS IN THE CLASSROOM			
Student appears to favor one ear over the other or the student tilts head as if to favor one ear.			
Students use a loud voice when speaking.			
Students appear to hear fine in some situations but do not respond in others.			
Students sometimes fail to respond when a name is called.			
Students do not always respond to environmental sounds.			
Students frequently ask for information to be repeated.			
Students seem distracted or confused.			
Students often intently watch their teacher's face during conversation.			



SAY: Now let's get back to our normal setting as we proceed with our session

Activity 3.4: Identification

Duration: 35 minutes

DO: Show the slide 3.4: identification, screening and assessment of hearing loss



SAY: Identification is the process of identifying the learners who are perceived to be having difficulties in learning in or outside the classroom. In a school setting, identification begins with obtaining consent from parents so that teachers can use validated developmental observation tools as a basis for identifying, as early as possible, developmental areas that can be strengthened within a child, such as communication and language skills and/or attention.



SAY: There are a number of factors that teachers need to consider in the identification phase. For this next exercise, you and a colleague will pretend you have a new student. For the next 20 minutes, you will review questions from a list in your Participant Guide and talk about how prepared you would be to answer the questions. What would you need to do to adequately learn this information? Please identify a new partner. Turn to Activity 3.4 in your Participant Guide, read the questions, and discuss how you might find out the information needed to answer these questions.



FACILITATOR HINT: Below is the list that is included in the Participant Guide under Activity 3.4.

DO: Move through the room as participants discuss how they would gather the information necessary to answer these questions. At the end of 20 minutes, invite participants back to the plenary.



SAY: I invite each pair to share one way you might discover the necessary information according to this table. We will move from pair to pair until we have exhausted all of the suggestions.

1. What is the child or young person's diagnosed level of Deafness? At what age were they diagnosed?
2. Have their parents been offered counselling following their child's diagnosis?
3. Are any specialist professionals involved? E.g. Teacher of the Deaf, audiologist, speech and language therapist?
4. Is the child attending all their medical appointments?
5. What is their preferred method of communication? Is this used in the home by their parents?
6. Are parents able to communicate effectively with their child? Do they need additional help to support? What are their expectations for their child? Do they need additional help to support? What are the views of the wider family?
7. What is the child's language level? Has this progressed? Is it within expectations for their age and do they have any additional needs?
8. For Deaf children who use SL, do their parents know how to access interpreters?
9. Are there any communication barriers preventing the child taking part in family or community activities?
10. Does the Deaf child or young person have age appropriate social, emotional and self-care skills?
11. Does the child have an Education, Health and Care plan or additional school support?
12. Has the family received information about support groups, Deaf-friendly activities available in their local communities?
13. What are the wishes and feelings of the child? What are their interests? Do they have friends in and outside school?
14. Has welfare benefit advice been offered or signposted to?



SAY: The information above is critical in guiding conversations about identification.

Activity 3.5: Assessment

Duration: 5 minutes

DO: Show slide

 SAY: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. In a school-based model, assessment can lead to relatively discrete informal instructional interventions carried out in the classroom. Assessments also help in the development of Individualized Education Plans, or IEPs because they determine the current level of performance of each individual learner so that the teacher can be able to develop a lesson plan that better fits the category of each DHH learner. For more about this process, please access REFAM's module on Screening & Identification.

Activity 3.6: Parental engagement

Duration: 25 minutes

DO: Show slide 3.6. Parental engagement: How could parents communicate effectively with their Deaf Children?

 SAY: Due to lack of early identification and intervention programs in local communities, parents of Deaf children are often unaware of the condition of their child, unless they seek audiology services which are often located in central hospitals where distance and transport costs are a burden on most parents who are already living below the poverty line.

 SAY: More challenging is that most of the parents have little to no experience in communicating with Deaf children. SL is often a novelty to them, thus having a negative impact on the language acquisition of the Deaf child.

 SAY: Teachers and other partners should guide parents on the need to take the child to the hospital or an audiology centre for further screening and medical attention. It is also important to raise awareness on the available resources that parents can utilize to support their children who are Deaf.

 SAY: For the next 15 minutes, in groups of 4, discuss ways in which you can collaborate with parents and other teachers supporting these individual learners to ensure there are no barriers that would delay screening and identification. In your Participant Guide under Activity 3.6, list resources you know of in your district. At the end of 15 minutes, a representative from each group will share one resource and the district in which it can be found.

DO: Identify one person to come to the front and write down one resource identified by their group and in what district they are available. The next group will do the same until all resources are listed.

Activity 3.7: Parents and Deaf children at home

Duration: 20 minutes

DO: Show slide “ Parents and Deaf children at home’.



SAY: In order to facilitate the language acquisition, growth and development of the Deaf child, it is very important to support parents with skills and knowledge to understand their Deaf child’s rights to education, health and information. The majority of parents enroll their Deaf children in schools without knowing about the overall condition of their child and how to effectively support their children's learning at home.



SAY: For the next 5 minutes, brainstorm how parents can support their Deaf and hard of hearing children at home.

DO: Wait the 5 minutes,

DO: Call on participants to share their ideas.

Sign Language and Malawian Sign Language

Activity 4.1: What is sign language

Duration: 30 minutes

DO: Have a piece of flipchart paper and SL alphabet available for participants.

DO: Show slide 4.1: What is sign language?



SAY: In the next 10 minutes, with a partner talk about how the terms SL and sign language alphabet differ. In your conversations, talk about the following:

- How do you define sign language?
- How do you define the sign language alphabet?
- What is the difference between sign language and sign language alphabet?
- How is the sign language alphabet used?



SAY: Now, I invite you to open your Participant Guide to Activity 4.1 and read these definitions as outlined in the table below.

Sign language	Sign language alphabet
<ul style="list-style-type: none"> ➤ SL is a natural language/mother tongue language for Deaf learners/people. ➤ SL is an iconic language whereby signs are generated from what is seen or observed on the ground/surrounding. ➤ SL is defined as a manual language where instead of acoustically getting the sounds (using the ear), the information is accessed visually (using eyes). ➤ Is a real language. ➤ Sign language evolves naturally. ➤ Sign language is understood by everyone who is Deaf whether educated or not. 	<ul style="list-style-type: none"> ➤ SL alphabet / fingerspelling/international one hand alphabet for the Deaf is a system that uses the signer's dominant hand to represent each letter of the English alphabet. Each letter is configured differently to make meaning. ➤ Is not a language. ➤ Alphabet is taught. ➤ Alphabet is only understood by someone who is educated and is able to understand the letters and come up with the words. ➤ Sign language alphabet is used to support sign language and is applied when mentioning proper nouns, words that do not have signs, when you are stuck and don't know how to sign a particular word, when there are two or more different sign languages being used and you are not sure how best to communicate.



SAY: Return to your partner and for the next 10 minutes, discuss what was the same and what was different/ What enhanced your definitions?

DO: Pause for the these conversations then move to next activity.

Activity 4.2: The structure of Sign Language

Duration: 30 minutes

DO: Show slide 4.2 "The structure of Sign Language"

 SAY: Sign Language evolves like any other language whether signed or spoken, and it contains dialects or regional variations. Sign Language has its own structures and grammar rules and does not follow the order and pattern of spoken languages

 SAY: Sign Language depends much on lip patterns and facial expressions to give clear meaning of the issue being communicated. Facial expressions are very important in sign language communication because they help clarify other signs which are similar in terms of handshape, movement and orientation but they mean different things

DO: Allow a Deaf signer to sign a couple of words to clarify the issue of variations.

 SAY: Sign Language is not universal, it varies from country to country and they are qualified by country names due to factors like culture, level of development and technology. For instance, there is MSL, American Sign Language, British sign language, Zambian sign language and many others

 SAY: For the next 15 minutes, we will watch the Deaf signer. He will be signing the same words twice, one focuses on MSL and the other American Sign Language (ASL). As you watch, try to spot the differences/similarities between the two sign languages and answer the following questions:

- What differences and similarities have you noticed?
- What sort of language have you been using?
- What lesson have you learned?

DO: Ask the Deaf signer to do the following words (both in MSL and ASL):

- Boy
- Girl
- Father
- Mother
- Bath

 SAY: Who has spotted differences and similarities between the two languages?

 FACILITATOR HINT: Be sure one person does not answer all of the questions by giving a fair chance to all participants.

DO: At the end of the activity, ask participants to share their thoughts. Listen for the following responses:

1. What differences and similarities have you noticed?

 FACILITATOR HINT: Listen for this kind of response: *Look out for differences in MSL and ASL*

2. What sort of language have you been using?

 FACILITATOR HINT: Listen for this kind of response: *Look out how teachers are signing and note if it is MSL/ASL/combination of the two.*

- What lesson have you learned?

 FACILITATOR HINT: That MSL and ASL are not the same and their signs have a significant difference. MSL has an equal status to ASL, importing other countries' sign languages is not acceptable as it kills local sign languages. Teachers should strive to learn and master MSL and not adopt other sign languages.



SAY: We will now look at the structure of MSL in the next Activity.

Activity 4.3: Structure of Malawian Sign Language

Duration: 30 minutes

DO: Project the slide 4.3b 'Aspects of Malawian Sign Language'.



SAY: Malawian Sign Language has the following aspects:

- Facial expression and visual
- Mother tongue/First language
- Grammar rules
- Not universal
- Regional variations/dialects
- Real language
- Different word order from English
- Simultaneous



SAY: The following activity will review each of these areas.

Activity 4.4: Sign language variations

Duration: 15 minutes

DO: Show slide 4.4 ‘ Sign Language variations’



SAY: Sign language as a natural language has variations within countries which are known as dialects in spoken languages. For example, the word “amayi” is pronounced differently according to the place one is coming from. For instance, in the Lomwe belt and other districts from the south they say amayi/ayaya/amako, chewa speaking belt they say omama and tumbuka speaking belt they say amama. All these are correct, what differs is the way they say it.



SAY: Similarly, in sign language, people would sign the same word differently depending on the geographical location, level of education, exposure and age of the person. These factors make Sign Language vary from one place to the other e.g. fish, bird.



SAY: Please watch the following video for 5 minutes to appreciate the variations in MSL.

DO: Show 5 minute video “Malawian Sign Language Variations”.



SAY: We encourage you to be familiar with various variations for effective communication with learners with different variations. Which variations are you familiar with?



SAY: Ask participants to raise hands to provide answers.

Activity 4.5: Sign language grammar [In Participant Guide]

Duration: 15 minutes

DO: Show slide 4.5: Sign Language grammar.



SAY: Sign language does not follow the order and pattern of spoken languages. If this happens, it is called signed language which is not a language (e.g. signed English or sign exact English and this is not a language).



SAY: Sign Language, like any other spoken language, has its own word order and grammatical rules. Spoken languages follow the subject-verb-object order (e.g. I am going to the market). Sign Language grammar follows the subject-object-verb order (e.g. me market go). This is seen as a broken English or Chichewa version.

DO: Show another video showing different sentences in English and MSL. [SENTENCES IN MSL.mp4](#)



SAY: Watch the following video for 5 minutes “Malawian sign Language grammar” to understand the differences in sentence construction in English vs MSL. Then in your small groups of five answer the questions that are listed under Activity 4.5 in your Participant Guide.

- What difference have you spotted between sentences constructed using the two languages?
- What approaches do you apply when using MSL to communicate with your learners?



SAY: When language acquisition in children is deprived or delayed, it has serious effects on education and social life.

Activity 4.6: Fingerspelling [In Participant Guide]

Duration: 75 minutes

DO: Show slide

DO: Make sure each participant has a copy of the alphabet

DO: Encourage participants to practice along with the facilitator.

DO: Project / have a copy of the sign language alphabet. [ALPHABET.mp4](#)



SAY: For the next 30 minutes, every participant should look at what I am doing and follow exactly. If you notice that you struggle with certain letters, write that down under Activity 4.6 in your Participant Guide. Let us start.

DO: Model how to sign each letter one at a time and have the full group mirror your signing. Be sure to correct how individuals are signing. Also, take note of those who sign well. Ask participants to note down letters they are having problems configuring.



SAY: Now that we have moved through the alphabet once, for the next 30 minutes I will move through it more quickly this time. I will randomly ask you to come in front as an individual or in pairs to practice different letters I assign to you. As individuals come forward, I also ask the group to practice the same signs. Finally, be prepared to provide your colleagues with feedback.

DO: Begin by asking participants who are strong signing the alphabet to come forward to practice. IMPORTANT: for those who are not as strong in their signing, have them come forward with a partner to lessen their anxiety. Conduct this part of the activity for 30 minutes.



SAY: Now, I invite you to move into three groups. You will have a lead facilitator who will ask each of you, one at a time, to sign words chosen from the list in your Participant Guide.

DO: For 15 minutes, facilitators will work with small groups to help them practice fingerspelling.

Activity 4.7: Numbering in Malawian Sign Language [In Participant Guide]

Duration: 75 minutes.

DO: Show slide

DO: Make sure each participant has a copy of numbers in MSL.

DO: Encourage participants to practice along with the facilitator.

DO: Project / have a copy of numbering in MSL. [NUMBERS IN MSL.mp4](#)



SAY: For the next 30 minutes, every participant should look at what I am doing and follow exactly. If you notice that you struggle with certain numbers, write that down under Activity 4.7 in your Participant Guide. Let us start.

DO: Model how to sign each number one at a time and have the full group mirror your signing. Be sure to correct how individuals are signing. Also, take note of those who sign well. Ask participants to note down numbers they are having problems configuring.



SAY: Now that we have moved through the numbers a few times, for the next 30 minutes I will move through the numbers more quickly this time. I will randomly ask you to come in front as an individual or in pairs to practice different numbers I assign to you. As individuals come forward, I also ask the group to practice the same signs. Finally, be prepared to provide your colleagues with feedback.

DO: Begin by asking participants who are strong signing the numbers to come forward to practice. IMPORTANT: for those who are not as strong in their signing, have them come forward with a partner to lessen their anxiety. Conduct this part of the activity for 30 minutes.



SAY: Now, I invite you to move into three groups. You will have a lead facilitator who will ask each of you, one at a time, to sign groups of numbers chosen from the list in your Participant Guide.

DO: For 15 minutes, facilitators will work with small groups to help them practice numbers.

Activity 4.8: Introducing the Malawian Sign Language vocabulary [In Participant Guide]

Duration: 60 minutes

DO: Show the slide 4.8: 'variations in MSL'

DO: Project/write down on the flip chart a list of words that participants should practice along. [Family signs.mp4](#)

- Father
- Mother
- Sister
- Brother
- Aunt
- Uncle
- Grandfather
- Grandmother
- Husband

- Wife
- Girl
- Boy
- Children
- Child



SAY: All of these words have variations. I invite you to move back into your three groups. You will have a lead facilitator who signs each word and you will sign along with them. After we have practiced, you will each be asked to sign the words.

Activity 4.9: Sentences and stories in Malawian Sign Language [In Participant Guide]

Duration: 75 minutes

DO: Show slide



SAY: *What is going to happen during this activity?*

DO: Show videos of sample sentences in MSL for participants to refer to: “Sentences in Malawian sign language grammar”).

DO: Write out the order of the grammar. Write this grammar order on the flip chart: “subject, object, verb”

DO: Project/write down on the flip chart up to 5 sentences in English or Chichewa and ask participants to sign them by using the MSL grammar.

Here are some example sentences: [SENTENCES IN MSL.mp4](#)

1. I am going to the hospital.
2. The lion killed the man.
3. My father has gone to Nsanje.
4. My teacher has a very nice pair of shoes.
5. Four children have finished a plate full of rice.

DO: After the participants have done the sentences, project/write on the flip chart 5 sentences in MSL grammar. These sentences are a translation of the sentences in English above.

1. Me hospital go
2. Lion man killed
3. Me father Nsanje go
4. Me teacher beautiful shoes have
5. Four children plate full of rice finished

DO: After showing the participants the above sentences, show them sample stories for them to learn from on how they could communicate using MSL grammar. [MONKEY'S CAMERA.mp4](#), [when i grow up right one.mp4](#), [WHAT DO YOU SEE.mp4](#)



SAY: I want each of you to have a chance to practice these sentences and stories. I will follow the order according to how we are seated. When I come to you, I invite you to put the sentence into MSL grammar as you sign. If you are unsure the first time I come to you, you can say the word, “pass” and I will go to the next person. I will go around the order again. You can only say “pass” once.



SAY: I will be saying a sentence or story and you will come in front and sign it. All of us will be watching and saying whether s/he is right or not and provide the necessary support.

DO: Ask each person to use MSL to sign the sentence. Allow each person to pass once.



SAY: We have finally discussed and learnt basic MSL. In the next activity, we will talk about Deaf education in general.

Deaf Education

Activity 5.1: Introduction to Deaf Education [In Participant Guide]

Duration: 250 minutes

DO: Project the slide titled, “ Introduction to Deaf education”



SAY: In this activity we will discuss what it takes to educate/teach DHH learners. In groups of three, please share your success stories and challenges in your journey of teaching DHH learners.

DO: Wait for 20 minutes.

 SAY: Deaf education is the education of students with any degree of hearing loss (ranging from Deaf or hard of Hearing) in a way that ensures that they are given the best education just like any other children, by ensuring that a language rich environment is provided.

 SAY: Proponents of Deaf Education believe that Deaf education is important because:

- Every Deaf child has the right to the same opportunities as a hearing child.
- Every Deaf child has the right to be included and valued by society.
- Families have the right to make informed choices on behalf of their Deaf child and for those choices to be implemented.
- Families have the right to clear and balanced information and support, delivered in a way that is accessible to them.

 SAY: In the next activity, we will look at the History of Deaf Education in Malawi.

Activity 5.2: History of Deaf Education in Malawi [In Participant Guide]

Duration: 15 Minutes.

DO: Project Slide 5.2: A chronological history of Deaf education In Malawi.

 FACILITATOR HINT: Provide a brief overview of the history of Deaf Education in Malawi to date.

 SAY: Knowing the history of Deaf education is critical because it helps teachers appreciate the transition that has taken place since the inception of Deaf Education in Malawi to date and accept change in the ways they do things. Please take the next 2 minutes to think about events that have transpired in the history of Deaf education in Malawi. I will ask you to share those after this processing time.

DO: Wait two minutes

 SAY: Please share one event you know of from the history of Deaf education in Malawi..

 SAY: Deaf education in Malawi started in the late 1950's by the missionaries through the introduction of special schools. In Malawi and many other countries across the world, the medium of communication when teaching Deaf learners was oral. This was done to ensure that Deaf learners learned the language of the majority (spoken languages) in order to be able to communicate with their parents and the general

community. This approach changed since the adoption of the theory of inclusion which advocates that the environment should be adapted to meet the needs of the child and not fixing the child to suit the environment, hence the need for the hearing community to learn sign language. The mode of communication has been oral (speech/lip reading) until the late 90's when they incorporated sign language which was used as bilingual or total communication approach.



SAY: The introduction of SL in the schools was influenced by the advocacy work of the Deaf community through their organization 'Malawi National Association of the Deaf' (MANAD). Even though sign language was introduced in schools, the schools did not use the real MSL; but rather used a combination of different sign languages like American, British and other signs that teachers just created on their own to facilitate communication. In 2012, the government of Malawi took steps to recognize MSL as an independent language in the Disability Act 2012. However, to date, no concrete motion has been made to follow through with making MSL a mandate in Education of DHH learners. Nevertheless, MANAD is in the process of publishing an MSL dictionary which will serve as a reference document for developing MSL Curriculum. Efforts to introduce MSL in Teachers' Training Colleges is also underway.



SAY: In the next activity, we will look at the current situation of Deaf education in Malawi.

Activity 5.3: Current State of Deaf Education in Malawi [In Participant Guide]

Duration: 25 Minutes

DO: Show slide 5.3 'Current State of Deaf Education in Malawi'.

DO: Assign participants to be in their groups. Hand out flipcharts and markers for group work. Monitor group activities.



SAY: For the next 10 minutes, please brainstorm the challenges DHH learners face in the classroom.

DO: Wait 10 minutes



SAY: Please turn to Activity 5.3 in your Participant Guide. There, you see a table that lists challenges DHH learners face. Look to see whether your ideas are in alignment or are different than those on the list.

DO: Pause for 3 minutes

 SAY: The challenges on this list have a long life negative impact on their lives if proper interventions are not done early. The DHH EGRA (2020) baseline study highlighted a few possible solutions to the challenges DHH learners face.

 SAY: For the next 10 minutes, I invite you to review the recommendations with a partner. Which of these recommendations are you able to apply? Which of these recommendations do you need to learn more about?

DO: Wait for 10 minutes

 SAY: Thank you for that discussion.

Challenges	Recommendations (EGRA)
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<ul style="list-style-type: none"> ● Communication breakdown between Deaf learners and their teachers and peers and parents due to lack of sign language skills by the community surrounding the child. ● Delay in screening and identification that affects the type of intervention learners get to reduce the level of risk. ● Language deficiencies – some Deaf students' first or second language may not be English/Chichewa. ● Unfavorable education systems which do not take their needs on board. ● Lack of proper teaching and learning resources ● Lack of sign language interpreting services offered in the education system resulting in DHH learners failing to effectively participate ● Students who have been Deafened in early childhood can be very different from students who have lost hearing later in life in terms of educational disadvantage. ● A majority of Deaf and hard of hearing learners prefer visual learning strategies. ● Students with hearing loss may need to use assistive technology to participate in class. ● Students with hearing loss may appear isolated in the learning environment. ● Bullying and labelling from other learners has a psychological effect on DHH learners. 	<ul style="list-style-type: none"> ● Increased awareness of Deaf Education and Deaf Rights. ● Capacity building of teachers with knowledge in MSL and social development of DHH learners. ● Support the development of MSL skills in the early years ● Monitor total communication strategies. ● Maintain support for special schools. ● Adapt the UDL approach for flexible classrooms. ● Monitor the deployment of of SNE teachers ● Train teachers in foundational literacy skills and concepts. ● In-service training and professional development for mainstream teachers. ● Availability of adequate learning materials. ● Use of solar power for teaching with digital media.
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General Practices for Including and Teaching DHH Learners

Activity 6.1: Approaches for including DHH learners in classrooms [In Participant Guide]

Duration: 50 Minutes.

 **PREPARE:** Designate six areas in the room as the locations where the 6 approaches will be discussed. You can place a piece of paper with the approach written on it.

DO: Show slide 6.1a: 'Approaches for including DHH learners in classrooms'.

 **SAY:** There are various challenges DHH learners face in making social adjustments both in special and mainstream schools. As teachers, what steps do you take to ensure that your learners have made social adjustments in your classroom? Discuss this with a partner for the next 10 minutes.

DO: Wait for 10 minutes.

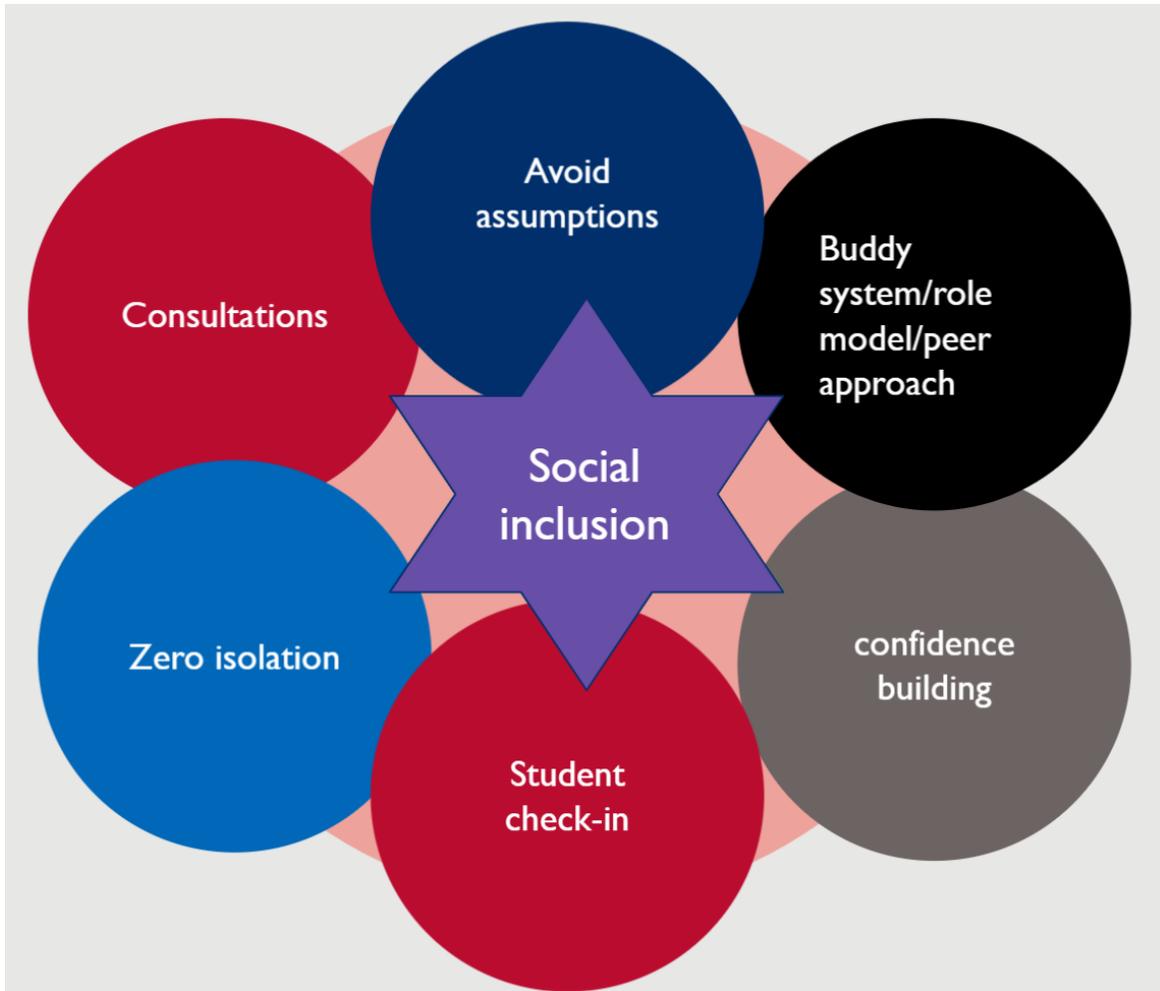
 **SAY:** I invite one person from each pair to share one thing you discussed.

DO: Write down answers on flipchart.

DO: Show slide 6.1b: The social inclusion for DHH learners.

 **SAY:** There are various approaches and practises that teachers can follow to ensure that DHH learners are socially integrated in their classrooms. Please turn to Activity 6.1 in your Participant Guide to see how this graphic is described.

 **SAY:** Please go to one of six zones that I point to in the room. You will discuss the one approach or practise assigned to that zone. In your group, one person will read the description aloud and then say how you apply this approach or practise in your classroom. I will ask you to move to another approach after 6 minutes.



In the participant guide

These are some of the steps teachers can take to ensure that DHH learners are socially integrated in the classrooms.

Avoid making assumptions.

Individuals who are Deaf or hard of hearing can communicate in several ways. Ask the student how they want to communicate with you. Consider that the student may prefer different communication modes under different circumstances i.e., speechreading during one-on-one conversations or using interpreters while in class.

Do not single out/isolate DHH learners in the classroom.

There is a need to provide DHH learners with any accommodation that helps them learn, but don't separate them from the rest of the class. They should feel like they are part of the group by treating them equally. For example, don't repeatedly ask them

if they need assistance in front of the other students. This makes most of them feel uncomfortable and fosters inferiority complex

Meet with the child's parents and previous teachers (consultations).

You can learn more about how the student prefers to learn by talking to people who worked with or know about the student. This could be one way of updating the IEP of the learner. Questions about the classroom climate, accommodations that have worked in the past, and the student's learning style should be asked to source more information. If the student has worked with any specialists, contact them as well.

Buddy system/Role Model/Peer Approach

Promote budding/friendship among learners. The student will benefit from having someone that they can talk to throughout the day. Their partner can also help reinforce the everyday language and concepts that the student may struggle with because of limited hearing.

Encourage the student to communicate to the larger group (Confidence building)

It's best for the student to be comfortable communicating with others and sharing ideas. Speaking in class helps all students learn better, and it prepares them for their post-school lives. Teachers should assign presentations to the entire class, including the student who is Deaf or hard of hearing and intensifying on group assignments and partner work that requires working with others to complete the assignment. In case a student is not able to speak by him/herself and has access to sign language interpreting services, the student should be given a chance to communicate through an interpreter who is able to voice over the ideas communicated by the student in MSL.

Schedule check-in times.

Deaf and hard of hearing students will need assistance and mental breaks from the stresses of constantly deciphering language, though they may not always request help.



SAY: There are more approaches to including DHH learners. The most important factor a teacher needs to always bear in mind is that each student is different. In the next activity, we will look at general practises for teaching DHH learners.

Activity 6.2: General practices for teaching DHH learners [In Participant Guide]

Duration:45 minutes

DO: Project slide 6.2: 'General Practises for Teaching DHH learners'.

 SAY: When teaching a Deaf or hard of hearing student, it's essential that the student be given the tools they need to access taught content. Although they may need accommodations, DHH students can be successful in whatever program they choose to attend. While teaching a DHH student may seem difficult, there are a lot of great strategies available to help both you and your student be successful.

 SAY: Please move into groups of 5.

DO: Pause as participants move into these groups.

 SAY: For the next 20 minutes Please discuss the teaching strategies you have adopted in teaching DHH learners, what has worked well for you to date, and what you think needs to be improvised to ensure that you have the full capacity to support DHH students. Add this information to your Participant Guide. We will return to the plenary 20 minutes from now. Time keepers, please manage this time.

DO: Move from group to group during this 20 minutes to listen to conversations and contribute feedback you feel is helpful.

 SAY: Welcome back from your groups. I would like a representative from each group to share your discussion with the plenary.

DO: Listen to the information shared by each group.

 SAY: Thank you for your presentations. It is quite evident that you have a passion for supporting DHH learners. Teaching DHH is not a complex matter as long as one has the drive for it. It is fun in the long run. In the upcoming activity, we will look at some of the methods that have been proven to be very useful in educating DHH learners.

Activity 6.3: Adjustment Methods [In Participant Guide]

Duration: 15 Minutes

DO: Show slide 6.3: Adjustment methods

 SAY: I would like to share with you some of the most notable practices for educating DHH learners. Please write down in your participant guide while I read out aloud.



SAY: There are two specific strategies categorized into adjustment and adaptation methods which teachers can adopt in teaching DHH learners. We will first look at adjustment methods.



SAY: This category involves making adjustments in the learning environment and deals specifically with classroom acoustics in order to accommodate the needs of DHH learners.



SAY: Classroom acoustics focuses on seating arrangements, lighting, and sound. Please turn to Activity 6.2a in your Participant Guide. With a partner, discuss the three areas for the next 10 minutes. Share whether you are already applying any of them, and what you will add in immediately.



FACILITATOR HINT: The following information is in the Participant Guide.

- Front Seating: Seating a DHH learner in front is one sure way of ensuring that the Teacher is able to engage DHH learners and ensure their participation whenever necessary and this also enables the DHH learners to have a clear view of the teacher and chalkboard.
- Background light: It is also important that the teachers ensure that there is sufficient background light where the learner can have a clear view of the teacher and the classroom overall. Teachers need to remember that DHH learners depend 100% on visual cues, body language and facial expression to supplement additional information.
- Background Sound: It is very important for teachers to manage classroom/background noise as background noise can block access to information for hard of hearing learners who use hearing aids. Starkey hearing aids, commonly used by DHH persons in Malawi, are readily available for free. However, they have a technical problem which does not allow them to filter background noise, unlike Phonak hearing Aids that can filter background noise but are very expensive. Teachers need to be aware of the type of hearing aids being used and how best to minimise background noise to ensure that the learner can access taught content

Activity 6.4: Adaptation Strategies [In Participant Guide]

Duration:45 minutes

DO: Show slide 6.4a: Jigsaw Groups



SAY: We will now look at adaptation strategies. For this activity, we will use the process of jigsawing. Each person in each group will learn a piece of information (like a piece of a puzzle). Later, you will create new groups where each person will share what they learned (the pieces of the puzzle will come together). Please number off by 1, 2, and 3. Be sure to remember your number! You are encouraged to either write it down or hold up that number of fingers. This is a strategy you can use with your learners, so I encourage you to practice it here.

DO: Point to the first person and say, “1.” Then point to the second person and say, “2.” Then point to the third person and say, “3.” As you point to each person, they say their number out loud.

DO: Show slide 6.4b: Adaptation Strategies



SAY: Please open your Participant Guide to Activity 6.4

DO: Pause to allow participants to find that activity.



SAY: Please turn to Activity 6.4 in your Participant Guide. You will see these directions there. If you are in group 1, you will read the section titles Language/Mode of Communication and Instruction. If you are in group 2, you will read Use Visual aids, Use closed captions, and Provide prompts and explanations. If you are in group 3, you will read Working with sign language interpreters. Please read your information closely and identify up to 5 key points you will share with others. It is difficult to condense this information, but I challenge you to choose the 5 most important points you should share.



SAY: After 20 minutes, I will ask you to move into groups of threes where you have a 1, 2, and 3 in your group. Please take the next 20 minutes to read and prepare. I will give you follow-up instructions after that.

Language/Mode of Communication and Instruction

It is important for teachers to always speak directly to the student. Facial expression is a key element in communicating with DHH either through SL or speech/lipreading. Therefore, enunciate and make your lip movement noticeable. Make sure you are standing in a visible background and don't stand in front of a light source because it will make it hard to see your lips; trim facial hair and don't cover your mouth. Face the student so that the sound of your voice is not muffled. Altering the pitch of your voice can be helpful. Hearing loss can vary among individuals. They might find it easier to understand some frequencies over others depending on what type of hearing loss they have.

If DHH learners prefer to sign, give them the chance to do so and not impose a method on them. If you are an SNE teacher versed in SL, avoid creating unique signs for words or concepts that are not available in MSL. DHH students need consistent signing that is universal in meaning. While it may be tempting to create a special sign for your student to allow for faster communication about common topics, this will make it harder for the student to communicate with others. Additionally, everyone who works with the student should be using the same signs for the same words and concepts. It is necessary to work with a Deaf association to ensure that the signs used are the ones accepted by the Deaf community.

Teachers in the early grade need to be aware that many DHH learners at this point have limited comprehension skills. For instance, students can fingerspell words but will not likely understand what the word means. It is advisable for Teachers to limit fingerspelling because it is not a language and might confuse the lea. Instead, break down the word using viable signs.

Do not speak when facing the blackboard. Be aware that moustaches, beards, hands, books or microphones in front of your face can add to the difficulties of lip-readers and interfere with facial expression. There is a need to adjust lightning because communication is visual, ensuring there is enough lightning in the classroom. If a sign language interpreter is employed, follow the hints for working with an interpreter.

Use visual aids

Visual aids will support the student's understanding and provide some relief from keeping up with signing or speechreading, if applicable. The type of aid used will vary depending on the lesson and the grade level. Visual cues stimulate the memory and allow for easy recollection and retrieval of information. As explained above, DHH learners rely on visual cues for communication and learning. Creative graph displays, colourful semantics such as word art, pictographs, material objects, powerpoints, and videos are ideal in teaching DHH learners.

Use Closed Captions

Make sure videos are captioned before you show a video in class. You will need to order video media with captioning and ensure that your technology is able to show the captioning.

Provide prompts and explanations

Explain the parts of the lesson and classroom shifts to the class before they happen. This will help your Deaf or hard of hearing student anticipate the change or activity, while also supporting the other students. Repeat clearly any questions asked by students in the lecturer or class before giving a response to enable Deaf to understand what is being asked. Provide written materials to supplement all lectures, tutorials and laboratory sessions. Announcements made regarding class times, activities, field work, industry visits etc. should be given in writing as well as verbally and where possible, provide recorded versions of the lectures to enable the learners have a preview later on

Working with Sign Language Interpreters (SLI)

Unlike most countries, there is an inherent lack of interpreters in both special and mainstream schools. However, If there is an interpreter available they can play a critical role in supporting DHH learners, to understand what is being said in class. It is important to know and understand how interpreters work when supporting DHH

When working with interpreters, teachers need to

- coordinate lesson plan with the interpreter prior to teaching
- Ensure that the interpreter is formally dressed and not wearing bright colors that can distract the attention of the learner
- Act normally as though the interpreter is not there and do not single the interpreter out to assist with anything other than interpreting
- Always address any questions to the student.
- Allow time for the interpreter to finish translating what you've said before moving onto the next issue
- expect the interpreter to stand near you so that the student can see both of you at the same time
- don't say anything in front of the interpreter and student that you don't want interpreted.
- Teachers need to know It is difficult for a student watching an interpreter to also take notes from an overhead or blackboard. An interpreter is unable to translate concurrently both your words and any information given on an overhead. It is important therefore that all information should also be available as handouts prior to the lesson to enable both the interpreter and the Deaf learner familiarize themselves with the content.



SAY: Adapting the UDL/IEP approach to teaching DHH learners is very important. Universal Design for Learning (UDL) is an approach to learning that recognizes that each student learns in a unique manner. UDL consists of a set of principles that provides teachers and other staff with a structure for creating adaptable learning environments and developing instructions to meet the diverse needs of all learners. It generally involves creating engaging classroom environments, maintaining high expectations, flexible ways of learning, flexible curriculum, empowering teachers to think differently about their own teaching and focusing on educational outcomes from all learners including those with disabilities. The REFAM team has delivered three modules that include UDL: Weaving Inclusion into the NRP; Writing an IEP that Supports Quality Inclusion, and Coaching and Mentoring. For those who have not participated in these trainings, the materials are readily available on request to REFAM.

Activity 6.5: Teaching and Assessing the Literacy development of DHH learners [In Participant Guide]

Duration: 15 minutes

DO: Show slide 6.5: Teaching and assessing the literacy development of DHH learners.



SAY: Although Deaf education has improved significantly, many Deaf children continue to have major barriers to reading and writing in English. It takes special effort from parents and teachers to expose them to English or Chichewa, because they don't hear it constantly in their environment. Students who are Deaf or hard of hearing often struggle to acquire, develop or improve crucial literacy skills and/or obtain reading abilities past the elementary level. One of the most difficult skills for them to master is reading comprehension. The reading skills of many Deaf children lag several years behind those of hearing children, and there is a need for identifying reading difficulties and implementing effective reading support strategies in this population.

DO: In the next 10 minutes, ask the participants challenges/barriers DHH learners face in developing their reading skills. Write responses on the flip chart.



SAY: In the next activity we will look at how we can improve the language and reading capacity of DHH learners.

Activity 6.6: Teaching Language and Reading to DHH learners [In Participant Guide]

Duration: 60 minutes

DO: Show slide 6.6: Teaching language and reading to DHH learners

DO: Ask participants to take notes in their participant guide.

DO: Divide the group into groups of 7 (you can easily use the counting off method)



SAY: We now invite you to participate in this highly engaging and entertaining activity! This activity includes 7 different ways teachers can develop and promote the language and reading development of DHH learners. In groups, you are going to create a very brief 2-3 minute skit to communicate what this might look like in a classroom.

By counting off by 7 (like we did for the groups of 3), please count off. Please remember your number by either writing it down, or holding up that number of fingers.

DO: Wait as they count off. Be prepared to tell the 7 groups where to meet in the room.



FACILITATOR HINT: It is best if you physically walk to where you want each group to gather. For example, walk to one corner and say, "This is where group one will work." Walk to another location and say, "This is where group two will work."



SAY: Please take your Participant Guides with you as you move into your groups. All of the 1's, please gather here, 2's gather here, 3's gather here, 4's gather here, 5's gather here, 6's gather here, and 7's gather there.



SAY: Here are some guidelines:

- You have 20 minutes to plan your skit. Be efficient with your time!
- Not everyone has to be "on stage," but everyone has to take part in the planning
- When creating the skit, think about how a classroom works (e.g., there are many students, there are sometimes more than one teacher)

- Your skit must model the language or reading strategy you are portraying.
- The larger group will have to guess which strategy you are modeling.
- A bonus if you use MSL in your skit!

DO: Show slide 6.6: Teaching language and reading to DHH learners



SAY: You can see the 7 areas listed on the slide. They are also in your Participant Guide under Activity 6.6. You have 20 minutes to work in your groups and then I will ask for volunteers to begin the performances. Remember to model the language or reading strategy you are portraying.



FACILITATOR HINT: Move around the room as groups are planning their skits.

In Participant Guide:

1. **Connect the student with a Deaf mentor.** Students need to frequently sign with a person who is fluent in sign language. Younger children also benefit from story time in sign language because they are able to see how the words are signed while also looking at the printed words in the storybook. Refer to the Begin with Books project. Mentors are especially important if the student's parents are not fluent in sign language and parents who are fluent in sign language can act as mentors to their children.
2. **Address the differences between sign language and written language.** Sign language presents words and ideas differently than written language. For example, signs can represent a concept, or words may be presented in a different order than they are written. Because of these differences, students who sign can struggle with reading because the words are arranged and presented differently. Be aware of this difference and discuss it with the student. Make sure that the student understands the text the class is reading. Ask the student to highlight areas that they're having trouble reading. Discuss how those sentences would be communicated through signing, then compare it to how they look on paper.
3. **Use the bilingual method.** The bilingual method is a great option for helping students who use sign language to better understand written language. The goal is to help them master both sign language and written language, which are considered two different languages. The method works by having a teacher or mentor sign with the student as they read a printed text. The student is able to see both the sign that corresponds with the word and how it looks on paper. Incorporate Cued Speech and fingerspelling into your teaching sessions that use texts. Act out the text with younger children to boost understanding.

Reread the text multiple times so that the student is exposed to the material several times, allowing them to learn it.

4. **Pre-teach vocabulary (having access to more vocabulary).** Provide students with different types of exposure to new vocabulary, such as repetition, word maps, and classroom discussion. Deaf and hard of hearing students may require pre-teaching of words that other students have encountered via overhearing conversations or participating in activities that are inaccessible to individuals who have reduced hearing.
5. **Focus on the visuals because sign language is a visual language** – make sure that the content is provided in visual format to enable learners comprehend what is being said. In this case, teachers could use picture cards, letter cards, drawing on the chalkboard or videos to enable the learners to relate the vocabulary to the picture and make meaning out of it. Signing allows for parents and children to communicate through constant exposure to language regardless of the type and severity of hearing loss. This allows children to match signs with printed words when learning to read. When incorporating sign language to learn to read, make sure that both languages (MSL and printed English/chichewa) are visible. The written words do not need to be translated word for word; translating the English/Chichewa to MSL makes the story more interesting and engaging and still connects to the English/Chichewa print. Don't be constrained by the text, thus, convey the story by describing the visuals as well as the text. Expand on concepts that are implied - make them explicit. Just like reading can be varied with voice intonation, adjusted signing style can serve the same purpose. Engage the Deaf child whenever reading aloud to them and share a love for books.
6. **Reinforcements:** reinforce the skills that the learner is doing well at with rewards and start building on that to ensure that the learner is going in the right direction. This is the area where teachers and other practitioners could use the IEP to assess the learners skills and ensure that is being supported accordingly. The teachers could also use the the continuous assessment and remediation to scaffold the learners areas of need – refer to YESA Continuous Assessment and Remediation (CA&R)

DO: At the end of the 20 minutes, ask for volunteer groups to perform.



SAY: I invite volunteers to come forward and perform your skit. The rest of us will do our best to guess which strategy you are modeling.

DO: After everyone has performed, thank everyone for their wonderful contributions.

Activity 6.7: Improving the writing skills of DHH Learners [In Participant Guide]

Duration: 40 Minutes.

DO: Show slide 6.7: Improving the writing skills of DHH learners.

 FACILITATOR HINT: In this activity, discuss what strategies teachers employ to improve the writing skills of DHH learners. Discuss with reference to Kenyan research findings.

DO: In the next five minutes, share findings on writing skills development among DHH learners in Kenya.

 SAY: Research in Kenya has shown that just like in Malawi, writing is taught from standard one to standard eight syllabuses, but many learners with hearing difficulties have left school without any meaningful ability to communicate in written language. Research has shown that learners who are Deaf or hard of hearing have difficulty with written language and develop writing skills at a slower pace than their hearing peers. Learners who are Deaf or hard of hearing score within the low-average range when tested on contextual conventions, contextual language, and story construction. The learners produce shorter and less structurally variable sentences than their hearing peers.

 SAY: As teachers, what have we noticed about the writing development of DHH learners in Malawi? What do you think seems to be the problem?

DO: In the next 10 minutes, ask participants to share their ideas about why the writing capacity of DHH learners seems to lag behind their peers. Write responses on flipchart.

 SAY: Researchers and scholars have long been working to find a crucial linkage that could serve as a bridge to neutralize the effects of hearing loss on writing competencies. As teachers of the Deaf, what have you been doing to address the writing challenges that DHH learners face? What strategies do you employ to ensure that DHH learners are developing adequate writing skills? In the next 15 minutes, we will work in our groups and then we will return to plenary.

DO: Ask participants to work in groups for the next 15 minutes.

 SAY: Welcome back from your groups. please share your experiences in plenary starting with group 1.

 SAY: Thank you very much for your ideas and suggestions. The problem of writing skills development among DHH learners is a subject matter that has plagued Deaf education to date. Promoting writing skills among DHH learners requires a vast amount of time, resources and more significantly, patience. Patience because teaching DHH learners to write in either English or Chichewa without drawing attention to Sign Language grammar complexities requires constant repetitions for DHH learners who are already struggling with the challenges of balancing two languages while adopting another one (SL) for communication. The complexities of trying to arrange spoken or signed language into written constructs is quite the challenge.

DO: Show slide 6.6b: Improving writing the proficiency of DHH learners

 SAY: I would like to share with you some of the strategies that you can adapt to facilitate writing development among DHH learners. These strategies are adapted from research conducted at Njia Special school in Kenya. Some of the most common strategies used include:

(In Participant Guide)

 SAY:

1. Writing simple compositions or sentences at least once a week. Learners need to write more often in order to get used to correct sentence structures and in creating coherent form
2. Writing wall stories on posters or manila papers and big books, stories, essays and poems, retelling or rewriting stories, class journal entries and shared experience.
3. Strategic and Interactive Writing Instruction (SIWI) such as field trips, hands on activities, songs, project work, group work, and pair work, storytelling, discussions, poems, debates and presentation.
4. Group brainstorming takes the form of recording all ideas generated by the group on a whiteboard or flipchart paper. Brainstorming with a large group can

be effective, as there is synergy created by a free flow of ideas. One person's idea will prompt another to connect and contribute.

5. Use of sign language in the writing process had positive effects only on specific groups of DHH learners and on specific aspects of writing.



SAY: The list above is not exhaustible. Teachers should constantly research for ways to improve the writing capacity of DHH learners. In the next activity, we will discuss about how we can improve the standards of Deaf Education in Malawi

Activity 6.8: Improving the Standards of Deaf Education in Malawi [In Participant Guide]

Duration: 30 minutes

DO: Show slide 6.8: Improving Standards of Deaf education in Malawi.



SAY: in this activity, we will discuss how we can improve the situation of Deaf Education in Malawi. What do you think should be done to improve access to quality education for DHH learners?

DO: For the first 15 minutes, ask participants to share what they think should be done to improve the situation of Deaf Education in Malawi. write the responses on a flipchart.



SAY: To raise the standards of Deaf Education in Malawi, knowledge in MSL is a must. This could be done through enrolling in the short courses offered by MANAD, by interacting with members from the Deaf community, having in-service teacher training for serving teachers and introduction of Deaf Education and MSL courses in institutions of higher learning and Teacher Training Colleges. There is a need to train and hire Deaf teachers because this will help facilitate easy and fast communication and they will be key in providing continuous professional development sessions to their colleagues in the respective schools they will be working. It is believed that first languages are assumed to be learned in the home. For Deaf children born to hearing parents who do not know sign language, their exposure to SL will be in the special schools, hence the need to have Deaf mentors as teachers.



SAY: Finally, encourage collaboration between teachers and parents of Deaf children and ensure that teachers and parents of Deaf children join Deaf associations and clubs because it accords them an opportunity to interact, learn and understand

more about issues of Deaf culture, Malawi Sign Language and what support should be provided to Deaf learners to learn effectively. There is a need to have Deaf education policy in place to guide how instruction for Deaf learners will be conducted. Provision of adequate and relevant teaching and learning materials will also help ensure Deaf learners are learning effectively.

Activity 6.9: Thank you and final assessment

Duration: 10 minutes

DO: Show slide 6.8: Thank you and assessment.



SAY: We have now reached the end of our training. Thank you for attending this training about Deaf Education in Malawi. We ask that you complete this post-test and invite your feedback about the training. Thank you again for your full participation.