Bu proje Avrupa Birliği ve Türkiye Cumhuriyeti tarafından finanse edilmektedir
This project is co-funded by the European Union and the Republic of Turkey

Civil Society Dialogue

Learn to Learn Project

Non Formal Education Methodologies for the Deaf Adults

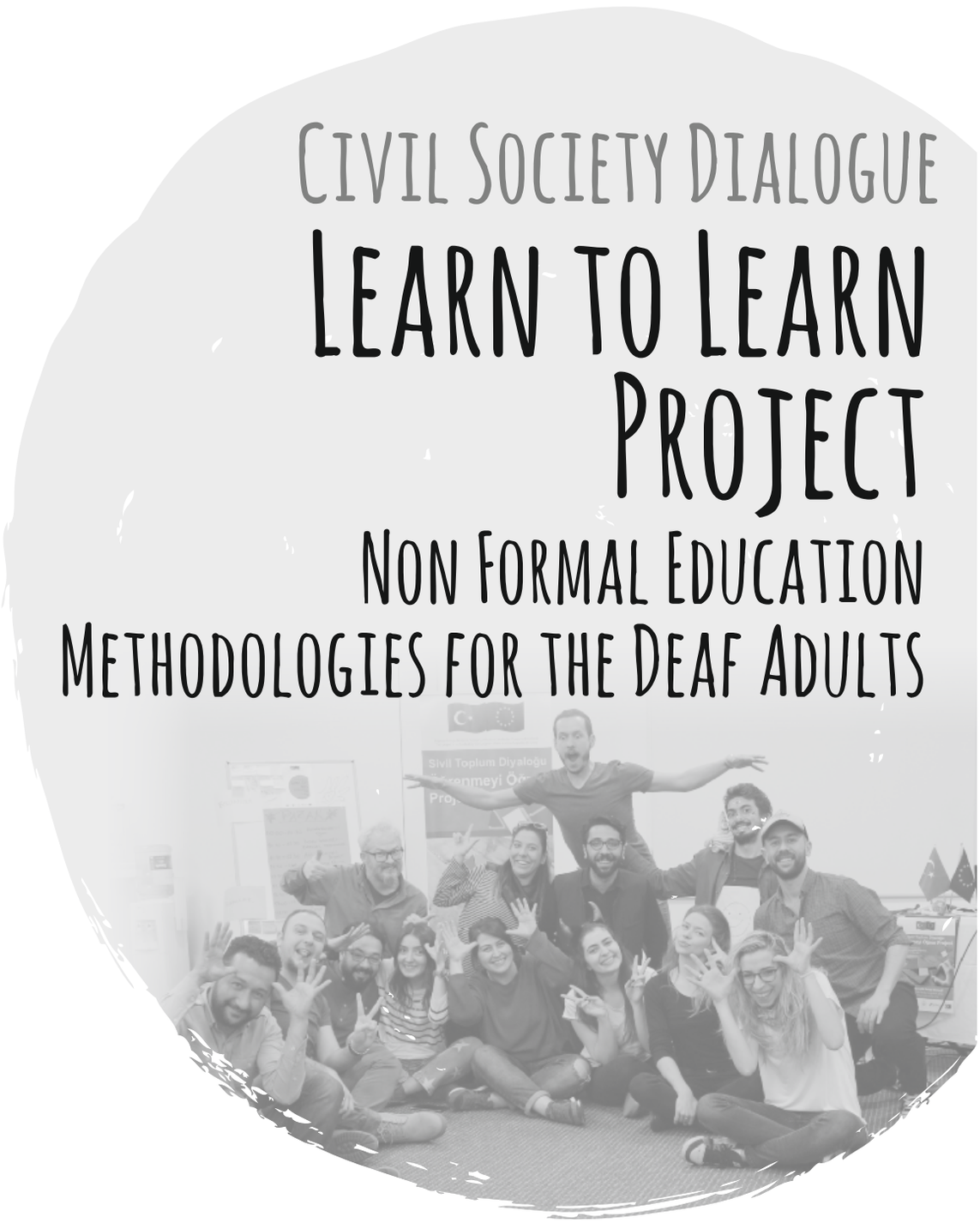


Turkey Youth Union Association
www.ogrenmeyiogren.org
www.siviltoplumdiyalogu.org

Civil Society Dialogue

Learn to Learn Project

Non Formal Education Methodologies for the Deaf Adults





TURKEY YOUTH UNION ASSOCIATION

Learn to Learn Project, 2016-2017

Korkutreis Mah. Cihan Sok. No: 16/11 Sıhhiye-ANKARA/TURKEY

Tel : (+90 312) 229 16 36

E-mail : tgbderinfo@gmail.com

Web : www.ogrenmeyiogren.org

This publication is produced with financial support of the EU and Republic of Turkey. Turkey Youth Union Association is responsible from the content of this publication and can in no way be interpreted as the opinion of the EU and/or Republic of Turkey.

TABLE OF CONTENTS

CIVIL SOCIETY DIALOGUE PROGRAMME 6

TURKEY YOUTH UNION ASSOCIATION 7

ASSOCIATION OF DEAF AND HARD OF HEARING OF ZAGREB 8

INTRODUCTION 9

BACKGROUND 10

ADULT EDUCATION 14

DEAF ADULT EDUCATION 15

NON-FORMAL EDUCATION 18

HOW IS NON-FORMAL EDUCATION PROPER FOR DEAF ADULTS? 20

HOW DID “LEARN TO LEARN” PROJECT CONTRIBUTE IN DEAF EDUCATION? 22

WHY HUMAN RIGHTS EDUCATION IS IMPORTANT IN DEAF EDUCATION? 25

TIPS FOR DEAF AND HARD OF HEARING LEARNERS 27

NON-FORMAL EDUCATION WORKSHOP FOR DEAF ADULTS ON HUMAN RIGHTS 30

DEAF TO DEAF WORKSHOP ON HUMAN RIGHTS 32

ALTERNATIVE NFE METHODS 33

GLOSSARY OF TERMS 56

BIBLIOGRAPHY 57

“Tell me and I forget,
teach me and I may remember,
involve me and I learn.”

— Benjamin Franklin

CIVIL SOCIETY DIALOGUE PROGRAMME

Civil Society Dialogue is a programme bringing together civil society organisations from Turkey and the EU around common topics, to exchange knowledge and experience, and to build a sustained conversation between the organisations. The Programme is co-financed by the European Union and the Republic of Turkey under the Instrument for Pre-accession Assistance (IPA). The Ministry for European Union Affairs is the responsible institution for the technical implementation of the programme, while the Central Finance and Contracts Unit is the contracting authority. Since its launch in 2008, the Civil Society Dialogue Programme has supported over 600 dialogue partnerships through 350 projects in many different fields, witnessing hundreds of activities to bring EU and Turkish communities closer together and create a greater mutual understanding amongst them. To date through the first three phase, a total of 42.5 million Euros has funded these activities.

The fourth phase of the programme is supporting projects across nine policy areas of the EU with a total budget of 11 million Euros. These areas include environment; energy; consumer and health protection; justice, freedom and security; right of establishment and freedom to provide services; regional policy and coordination of structural instruments; enterprise and industrial policy; agriculture and fisheries and education.

TURKEY YOUTH UNION ASSOCIATION

Turkey Youth Union Association was founded in 1997. We are a youth organisation based in Ankara and working for the cultural, social development and active participation of young people with fewer opportunities. We aim to; reach out and work with young people from different backgrounds, having different social needs and capabilities without any kind of discrimination, support young people to get more actively involved into decision making processes, encourage and raise the capacity of young people to develop innovative and applicable national youth policies, implement peer to peer trainings on subjects such as voluntary work, project management, human rights, disability rights, social rights, organizational management, communicational skills, sign language, create a peaceful, inclusive and multicultural learning environment that increases youth mobility, support young people's project ideas on social problems, develop their lobbying and advocacy skills, bring young people with different abilities from different backgrounds together so they may learn from each other, support participation of young people with disabilities into civil society and youth programmes in particular, develop inclusive and accessible non-formal education methodologies for the mixed ability groups of young people. We are fighting against inequality, discrimination based on disability and inaccessibility. We are trying to increase the participation of young people with disabilities into decision making processes by strengthening their capacity of advocating for their own rights. We have been organizing as a leader organisation and participating as partner organisation in many international projects, mostly EU funded short and long term projects either for capacity building or designing new methodologies. Our main contribution in youth field is to promote working with mixed ability groups of young people, providing inclusive and accessible environment for our volunteers and participants. For the last 5 years we have been cooperating with many disabled people's organizations from all around Turkey as an active member of “Monitoring Group for Disability Rights”. We are mainly responsible of monitoring discrimination that young people with disabilities encounter especially with regards to the access to higher education, inaccessibility of universities and the limited youth participation in social life. We have been working with/for Deaf young people since 2007 and most of our volunteers can use Turkish sign language.

ASSOCIATION OF DEAF AND HARD OF HEARING OF ZAGREB

Association of deaf and hard of hearing of Zagreb was formed in 1984 and it is the oldest association of Deaf people in Croatia. In the field of protecting basic human rights, the Association participates in the organization and development of all forms of social life and a system of care for Deaf people so they could have their rights and obligations. The main goal of the Association is to encourage integration of Deaf people in their families, work place and other forms of social life; to initiate and give suggestions to appropriate institutions and organizations for the improvement of the rehabilitation and social security of Deaf people; to help rehabilitation programmes and be indirectly involved in them; to cooperate with scientific institutions which deal with problems of deafness; to gather Deaf people, their parents, friends and associates; to publish mainstream, informative magazines and editions. The Association puts emphasis on the development of communication skills and informs and educates the general public about deafness, specific consequences of deafness, specific forms of education of Deaf people, teaches members of the Association Croatian sign language through courses, informs the community about the Association's activities and events important for the Deaf community. The Association works towards eliminating the stereotypes and creating a public opinion on deafness, Croatian sign language and Deaf people in general. It organizes various programmes and projects locally, nationally and internationally which include activities important not only for Deaf people, but also for other communities. It continually works on the betterment of the social position of Deaf people, cooperates with different institutions, starts initiatives and calls for cooperation. Service support ensures help and support for Deaf and hard of hearing people of Zagreb so they have communication rights and equal access to information in all life situations where the need arises. Expert service of the Association comprises of two social workers, two lawyers, two administration workers and four interpreters/translators of Croatian sign language. In its activities the Association works with numerous municipalities, state institutions, local governments, social care centres, colleges and schools.

SGINGZ
SAVEZ GLUHIH I NAGLUHIH GRADA ZAGREBA

INTRODUCTION

Learn to Learn Project is a dialogue project implemented by Turkey Youth Union Association in partnership with Association of deaf and hard of hearing of Zagreb and financed under the Civil Society Dialogue Between EU And Turkey-IV Education Grant Scheme. The project brought this 2 CSO's together in order to learn from each other's know-how, share best practices and adapt the inclusion methodologies they have been implementing with the Deaf people.

The potential and capabilities of Deaf and hard of hearing people are severely underestimated in education, vocational training and employment. Based upon our previous experiences in the disability rights field, especially with the Deaf youth we have been working with since 2007, we came up with the project idea in order to take our earlier actions one step further and make a sustainable impact on the active participation of the Deaf people in society. With the project it is aimed to contribute in the life-long-learning quality of the Deaf adults via Non-Formal Education (NFE) methodologies and contributing to the social inclusion and active representation of the Deaf adults in society. Within the project;

1- Deaf studies related know-how, information on Croatian and Turkish situation and the current system of the education for the Deaf adults and good practices in both countries are exchanged.

2- 11 Deaf adults are empowered and trained to be able to facilitate workshops on human rights using the NFE methodologies with 100 Deaf adults in 4 pilot provinces. As this Deaf-to-Deaf facilitation approach had successful results, and these 11 facilitators are seen as role models in the Deaf community, several other Deaf adults got inspired and motivated to be facilitator.

3- Capacities of the Civil Society Organisations working with Deaf people are increased in terms of non-formal education.

4- A toolkit is drafted on the learning styles, learning needs of Deaf adults and the inclusive NFE methodology to be used in Deaf people's education.

5- A recommendational report on alternative NFE methodologies in Deaf adults' education is drafted to share with Ministry of Education.

In the light of the above listed results achieved with the project, we will keep promoting Non-formal Education (NFE) methodologies in life-long learning of Deaf adults, preferably facilitated by the Deaf multipliers in sign language. We hope that the hard copy and the electronic version of this toolkit will reach out to as many people as possible, especially the adult education centers and the CSO's so that they can use it in their local, national or international activities with Deaf adults.

Because Education is a fundemental human right and it is for ALL...

Turkey Youth Union Association

BACKGROUND

Until very recently, the definition of disability has been determined by a medical approach. This approach was dominantly based on pity and charity towards disabled people, which should be “cured” in order to fit in society. However disability movement has worked actively to overcome the medical model and to spread a notion of disability based on a social approach. While the medical model is based on the persons' “impairment” and “lack of ability”, the social model focus on “disability” due to surrounding barriers, which are put by society itself. That is to say, disability is therefore understood as the result of the interaction between the individual's impairment and the barriers created by society. Barriers that prevent disabled people to participate in social life and use their civil rights are not personal, but social. Misconceptions, stigmas and stereotypes about disability as well as inaccessible environments create barriers for people with disabilities from attaining their right to full and equal participation in civil society. While the medical model puts the responsibility on the “individual”, the social model stresses society's responsibility to include and accommodate the needs of all persons, including people with disabilities.

As of 2001, the Parliamentary Assembly and the Committee of Ministers of the Council of Europe have been adopting new recommendations promoting a rights-based approach to disabilities in contrast to a medical approach. These adopted recommendations aim to ensure the full participation of people with disabilities in society. Most illustrative of the paradigm shift from a medical to the rights-based model is Recommendation 1592 (2003) of the Parliamentary Assembly of the Council of Europe, Towards Full Social Inclusion of People with Disabilities.

According to WHO (2015) there are an estimated 360 million people (328 million adults and 32 million children) with hearing loss in the world, of whom approximately 70 million are deaf. It is estimated that more than 80 percent of these 70 million live in developing countries, where authorities are rarely familiar with their needs or desires. These figures do not include people with mild hearing losses. WHO classifications of levels of hearing losses are as follows: mild, moderate, severe, profound. Hard of hearing refers to people with hearing loss ranging from mild to severe. The causes of hearing loss and deafness can be either congenital or acquired. Deaf people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication and choose to be members of the Deaf community. There are few reliable statistics on the number of deaf and hard of hearing children/adults being served in the world particularly in developing countries. Based on available figures, less than 1% of Deaf and hard of hearing in developing countries have access to any form of education. Unfortunately there is not a clear data about the number of hearing impaired people in Turkey and various reports in the subject provide different figures. According to the 1998 Budget Report of the Ministry of Education, there are only 400.000 hearing impaired individuals in our country. According to Turkey Statistics Institute of Population, Housing and Demographics' 2000 report, 89,043 individuals (53,543 men and 35,500 women) are hearing impaired and 55,480 individuals (34,672 men and 20,808 women) are speech impaired. According to Disabled Individuals in Turkey Survey, as per 2001, there are about 253.000 citizens with “hearing impairment” in Turkey. In this research they have not described what they exactly mean by “hearing impairment”. The numbers provided as “disability” based on the declaration of the individuals alone is subject to discussions. According to informal surveys, it is estimated that there are 3 million hearing impaired people in Turkey.

Compared to hearing people, individuals with hearing impairment are faced with many challenges starting in the very early ages. While the first problem that they are faced with is a health issue, as they grow older, they are bound to cope with major issues in the field of education as well.

The situation is relatively worse in Turkey comparing to other EU countries. Up until recently, Turkish Sign Language

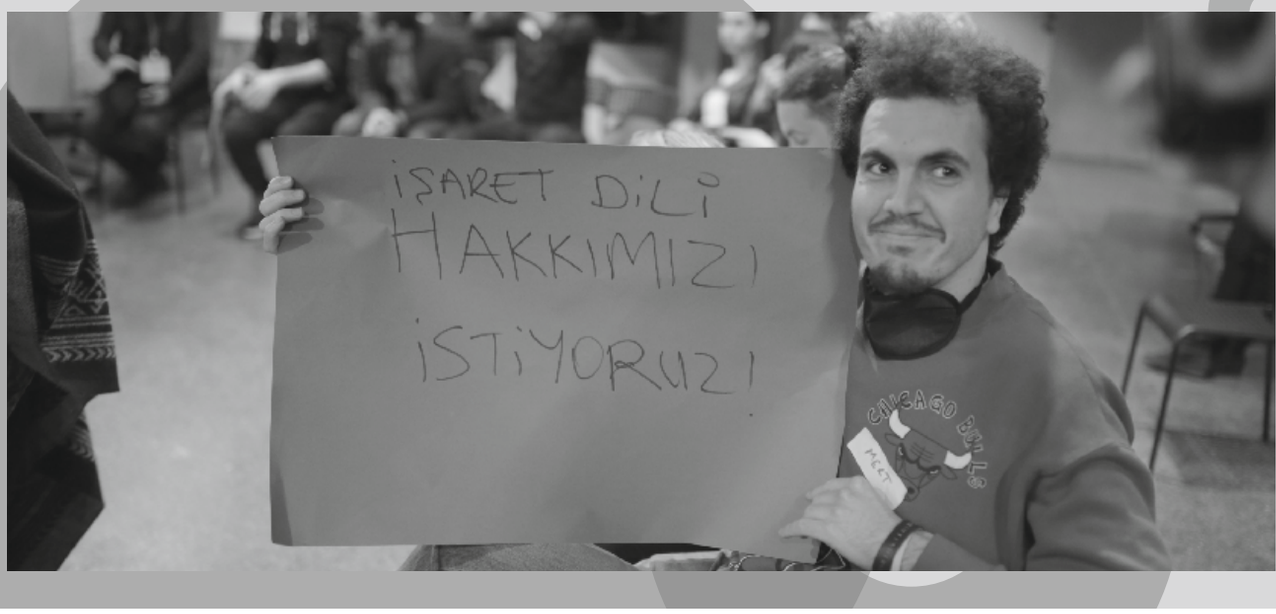
was not used in education for Deaf children in Turkey. Due to the lack of appropriate technological support, a majority of Deaf children and young people have grown up with very limited language and literacy skills. Since 1953, till 2005 there has been no use of sign language in the Deaf schools even though there are many Deaf schools in Turkey. Because of adopting “oralism” approach in Deaf education, Ministry of Education banned the official use of sign language in Deaf schools to promote oral and audio-verbal education. This approach was first promoted by a German academician claimed that sign language would slow down learning an oral language. This approach made us stuck at least 50 years behind the other countries which adopt bilingual education or sign language education for the Deaf students. The Ministry of Education stopped banning the sign language use in Deaf schools, however they have not yet developed a comprehensive curriculum based on sign language and the required educational materials. That means the teachers in Deaf schools -most of whom are hearing adults- have no sign language knowledge before they start to work in that school. Conventionally they learn sign language from the Deaf students which is not efficient for the students try to learn the context of the lessons from someone who is not capable of speaking their language properly. That situation leads the Deaf individuals not having a proper and quality education at school which causes another series of problems for Deaf adults throughout their lives.

Basic elements of the Deaf rights:

Even though Deaf people have the same rights as everyone else, implementation of four basic elements is crucial to the protection of the human rights of Deaf people:

-Sign Language

Sign languages in each country are natural languages of Deaf people. The very general misunderstanding is that sign language is universal, the same in every country. In reality, sign languages vary from country to country just as spoken/written languages do. Each natural sign language that is being used by Deaf community is part of the country's cultural, social, historical and religious heritage. In order to preserve the full heritage of each country, it is necessary to respect sign languages. Recognition of sign languages is also a way to enhance and give respect to the overall linguistic and cultural heritage of each country and of humankind.



-Bilingual Education:

The enrolment rate and literacy among Deaf people is far below the average for the population at large. Illiteracy and semi-literacy are serious problems among Deaf people. A hearing person has the advantage that reading a text will immediately give him an idea of what is being discussed and he can also recall what he has heard in the past (memory aids, learning effect), however Deaf people are at a disadvantage in this case as the complexity of many texts makes it harder for them access the content, and the time needed to visualise the text becomes a separate endeavour. This often results in misunderstandings or an unwillingness to engage with texts which are based on spoken language. *Deaf people can only become equal to the hearing population if sign language is used as the starting point.*

Like all children, Deaf children must have access to equal and quality education. Deaf children are born with the same basic capacities for learning and language as all children; they can and should reach their full potential with quality educational programmes. Deaf children learn best in sign language. A bilingual approach is becoming more popular in many countries. It means that teaching language is sign language in all subjects for Deaf children. At the same time, it has a strong emphasis on teaching reading and writing skills of the language used in the country or society. This approach has facilitated in good learning results, because it supports the natural learning and communication environment of a Deaf child.



-Accessibility:

For Deaf people, barriers to access are rarely about physical obstacles. Communication and the unrestricted access to information are extremely important for the lives of every Deaf person. More often the barriers lie in lack of accessible information, whether this information comes through direct interaction with other people who do not use sign language, or from other sources (e.g. mass media, documents, etc.). In direct interaction, accessibility often rests upon the availability of sign language interpreters. In other information distribution, Deaf people's right to obtain information in sign language should extend into official documents (sign language translations), mass media (sign language news and programmes) and many other issues in order to increase Deaf people's opportunities to make free and informed decisions.

-Quality Sign Language Interpretation:

A key factor for accessibility to government services or any other service run by institutions where the personnel do not use sign language, is the right to sign language interpreter. Societies need to create a system for provision of and equal access to sign language interpreters for all situations where they are requested. The Deaf person or associations of the Deaf should not be responsible for the related expenses, instead, these services should be provided by the society, without creating any costs or economic disadvantage to Deaf individual or Deaf association. Sign language interpreting is a profession that serves both Deaf and hearing people, and the profession requires training. Thus, states need to create educational programmes to train and qualify sign language interpreters. Knowing some sign language, and a commitment to 'help' Deaf and hearing people to communicate, is not a qualification to become or serve as a sign language interpreter. In addition, sign language interpreters must follow a Code of Ethics of the country in order to preserve professional confidentiality and good understanding of the duties and roles that are required from a professional sign language interpreter.



ADULT EDUCATION

Adult learning theory was pulled together in the 1960's and '70s from fields as diverse as the behaviorism of B.F. Skinner, the humanistic psychology of Abraham Maslow, the radical educational philosophy of Paulo Freire and Ivan Illich, and more recently, from the cross-cultural insights of many practitioners in the field. Adult Education theorist Malcolm Knowles proposed the term "andragogy" to describe "the art and science of helping adults learn," to distinguish it from "pedagogy," the instruction of children. Because children have yet to assume responsible, independent roles in society, teachers and parents tend to make the decisions about what and how they should learn.
Adults, according to Knowles, are the ones who can most accurately judge the value and relevance of education. Because adults have taken on mature, decision-making roles in life, they are capable of participating in the planning and implementation of their own learning.
Pedagogy is preparation for maturity, says Knowles, andragogy is assistance in carrying out those mature roles more effectively.
Adult education, in the broadest sense, is any form of learning adults engage in beyond traditional schooling. In order to present this field of knowledge in a concise way, some of the more important concepts have been organized into eight non-definitive statements about how adults learn:

- Adults expect to be treated with respect and recognition.
- Adults want practical solutions to real-life problems.
- Adults can reflect on and analyze their own experiences.
- Different adults have different learning styles.
- Adults can be motivated by the possibility of fulfilling their personal needs and aspirations.
- Adults need the support of their peers in their learning.
- Adults need to communicate their feelings in culturally appropriate ways.
- Adults are capable of making their own decisions and taking charge of their own development.

Adult education is concerned not with preparing people for life, but rather with helping people to live more successfully. Thus if there is to be an overarching function of the adult education enterprise, it is to assist adults to increase competence, or negotiate transitions, in their social roles (worker, parent, retiree etc.), to help them gain greater fulfilment in their personal lives, and to assist them in solving personal and community problems. (Darkenwald and Merriam 1982: 9). Different societies and cultures have contrasting understanding of what it is to be adult. 'Adult' can be set against 'child'. In between adult and child (or more accurately, overlapping) there may be an idea of 'youth'.
Most current texts seem to approach adult education via the adult status of students, and a concern with education (creating enlivening environments for learning). Sharan B. Merriam and Ralph G. Brockett (1997: 8) define adult education as: *activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults.*

DEAF ADULT EDUCATION

The World Federation of the Deaf (WFD) is an international and representative organisation of, for and by Deaf people, composed of 123 member countries around the world, conducted a worldwide survey several years ago and found that 80% of Deaf people do not receive any basic education, especially in developing countries. WFD strongly advocates;

1) access to education for Deaf people of all ages as well as for their family members;

2) the use of sign language in education of Deaf students and the use of bi- and multi-lingualism (both sign language and the native languages spoken in the country); and

3) the involvement of Deaf adults in all aspects of education planning and programming.



The UN Educational, Scientific and Cultural Organization (UNESCO) sponsored the Salamanca Conference on Special Needs Education in 1994, and the resultant declarations were based on the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities. The focus was on making education accessible for everybody with all kinds of disabilities, including visual sign communication for Deaf students. The following statement was included in the Salamanca Statement and Framework for Action, which was accepted by the Conference and is now an official document of UNESCO:

"Educational policies should take full account of individual differences and situations. The importance of sign language as the medium of communication among the Deaf, for example, should be recognised and provision made to ensure that all Deaf persons have access to education in their national sign language. Owing to the particular communication

needs of Deaf and deaf-blind persons, their education may be more suitably provided in special schools or special classes and units in mainstream schools."

The Gallaudet University Declaration adopted by participants at the First National Congress on Adults with Special Learning Needs at Gallaudet University in 1987 included a statement of principles, a few of which are quoted here: "Lifelong learning for adults with special learning needs must be developed with their full participation, to assure that it responds to their education needs and goals and accommodates to their styles … It should include opportunities beyond basic education and vocational skills for personal and social development, aesthetic pleasures, and advanced academic and professional study where appropriate…Lifelong learning for adults with special needs must be sensitive to issues of cultural, linguistic, gender, and economic diversity."

The Fifth International Conference on Adult Education (CONFINTEA V), which met in Hamburg, Germany, in 1997, resulted in a declaration and agenda for the future which affirmed that adult education not only expands knowledge, it also promotes human rights, active citizenship and effective democracy in each country. Education and employment are essential to a good quality of life. *"Adult education becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. Recognition of the right to education and the right to learn throughout life is more than ever a necessity; it is the right to read and write, the right to question and analyze, the right to have access to resources, and to develop and practice individual and collective skills and competencies."*

Topics discussed during this conference and embodied in the adult education principles included access to and involvement in adult education for adults with disabilities, the need for policies and practices to accommodate people with disabilities and to consider linguistic, gender and economic diversity. *"Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities. Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning; the right to learn in the mother tongue should be respected and implemented … We urge UNESCO to encourage Member States to adopt policies and legislation that are favourable to and accommodate people with disabilities in educational programmes, as well as being sensitive to cultural, linguistic, gender and economic diversity."*



Educational management should encourage people to learn throughout lifelong learning. They also have to deal with the life of the individual. Because each person has different ways of learning. In particular, education which is provided for the Deaf only. Thus, an understanding of Deaf learning style is necessary to bring that information to a curriculum design to meet the learning style of the Deaf. This definitely leads to lifelong learning of experience of the Deaf adults.
The possibility of integrated or inclusive education for Deaf and hard of hearing people is affected by the nature of the disability itself and is feasible under certain conditions. The potential and capabilities of Deaf, hard of hearing and deafblind people are severely underestimated in education, vocational training and employment. Access to information is often limited due to the absence of a regional and/or national sign language and to a shortage of interpreters or communicators. Most Deaf, hard of hearing and deafblind people in developing countries do not have access to individual hearing aids, ear moulds, batteries, amplification systems or suitable educational materials. Deaf and hard of hearing children with co-occurring disabilities (such as deafblindness and learning disabilities) generally do not have access to appropriate services and tend to be neglected within available structures. The role and participation of family members in the education of Deaf, hard of hearing and deafblind children is often underestimated.

Inclusion:

Inclusion refers to the educational process that wishes to extend to the maximum the opportunity of Deaf and hard of hearing individuals to attend. It involves providing necessary special education services under the responsibility of the educator. Inclusion does not mean to take Deaf learners with special needs to regular classes without the assistance of a special education teacher, or to ignore the specific needs of the individual. Integration should not be confused with inclusion. Integration is the selective placement of a Deaf or hard of hearing learner in a regular classroom, requiring that this person has the ability to participate in the school programme. Inclusion on the other hand is to offer services to Deaf and hard of hearing people ensuring that all the support systems are in place.
Deaf learners are recognized as a linguistic and cultural minority that use a gestual/visual language as their basic learning form and that they need trained and experienced professionals. They also need to associate socially and academically with other Deaf learners to understand and identify Deaf culture and the construction of their self-esteem.

Some facts about Deaf adult education:

- Culturally Deaf people do not see themselves as disabled, but as members of a linguistic and cultural minority.
- There are very few non-formal educational services for hard of hearing and Deaf people.
- The use of an interpreter, a signing sibling or use of gesturing and demonstration can help in the absence of a signing fieldworker.
- Majority of the Deaf adults usually possess natural fluency in Sign Language so quality sign language interpretation is very important.

NON-FORMAL EDUCATION

Non-formal learning has been an extensively used and intensely debated notion in the adult education field. It stands for a range of core learning principles, methodologies and approaches, commonly emphasising the learner's intrinsic motivation, voluntary participation, critical thinking and democratic agency. It is widely acknowledged and recognised that non-formal learning provides unique learning opportunities to millions of people on a daily basis.

The glossary of the European Knowledge Centre for Youth Policy describes non-formal learning as follows:

"Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways."

It is easier to understand the concept of non-formal education by looking at the formal and informal learning definitions drafted as in SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe;

Formal learning – is purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas. Much formal learning provision is compulsory (school education).

Informal learning – from the learner's standpoint at least, this is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. A father teaching his child to play catch or a babysitter teaching a child their ABC's is an example of informal education.

Non-formal learning – is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways. Continuing education courses are an example for adults. It is often considered more engaging, as the learner's interest is a driving force behind their participation.

Briefly, Non-formal education (NFE) is out-of school learning that is planned and agreed upon by both facilitator and participants.

* participants are active; they solve problems, work with their hands, think creatively
* the learning is practical, flexible, and based on the real needs of the participants
* the purpose of NFE is to improve the life of the individual or community, rather than to teach isolated skills or knowledge
* NFE emphasizes trust and respect while encouraging questioning and reflection

Through games, dance, puppet theater, play acting, through one-to-one teaching and group facilitation, people all over the world have used and keep using non-formal education methods to pass on traditional knowledge and ensure that each new generation learns the wisdom, harmony and stability of the old. Ironically, the new, formal school systems, designed to bring the population quickly into the modern age, often have little to teach people about how to solve the most pressing problems of daily life. Neither traditional education nor "book learning" can effectively meet the educational needs of developing nations. What people need is a new method of learning that speaks to their real problems in a world that seems turned upside down.

NFE is different from both formal education and traditional learning systems in several important ways:

• NFE helps people generate creative, new solutions to real-life problems.

As the world changes more and more rapidly, creative problem-solving works better than memorizing facts and learning rituals that no longer serve their purpose. This does not necessarily mean discarding or belittling important traditional knowledge. Some of the most creative solutions come from using traditional techniques and knowledge in new ways.

• NFE is carried out in an atmosphere of mutual respect and equality between educator/facilitator and learner.

Traditional systems are often based on strict hierarchies of age, sex, caste, class, inheritance; the haves and the have-nots, the knowledgeable and the ignorant. When the world was more stable, hierarchies were often important in ensuring that ancient knowledge and traditional decision-making systems did not get lost. But in a changing world where people must think creatively and cooperate in new ways, where learners must take charge of their own learning, the teacher-learner dichotomy has been replaced by a more equitable arrangement, where participants and facilitator plan and carry out activities together.

• NFE comes from the people, rather than being taken to them.

Ideally, it is the people themselves who determine their own needs, set their own goals, decide how they want to learn, and carry out their own plans for the improvement of their own lives. The facilitator helps people do what they have decided to do.

"Give a man a fish and he will eat for a day. Teach a man to fish, and he will eat for a lifetime."

"Teach a man to fish?" "Encourage a man to fish?" "Persuade a man that fishing is in his best interest?" or?

“Motivate a man to find alternative ways to fishing?” “Teach a man how to learn the required skills to survive?”

NFE in practice is never the ideal, that it does not fit neat definitions, that it is often a process of accommodation, of trial and error, of creative adjustment to real personalities, including the learner's own.

How is Non-Formal Education proper for Deaf adults?

Deaf children must learn the sign language within the first 5 years of their lives. The results of the researches conducted by Quigley and Thomure reveal that children with moderate loss of hearing are approximately 1/3 in delay with their academic successes. Children with hearing impairment that are about to start their primary school education are sent to one of the special schools for the Deaf. It is unfortunate that there are not schools for the Deaf in all of the provinces; combined educational system on the other hand, is not applied in a best required way either. Due to the lack of sufficient special schools for the Deaf, children are sent to boarding schools located in provinces other then their own. The same situation also applies for the secondary education as well. As of the present time, there is no well structured sign-language supported education system in our country. At the time that they need to learn about life the best way possible, children with hearing impairment fall behind their peers and begin to detach themselves from the society. As mentioned above, a law regulated in 1953 prohibited the schools mentioned above to provide education with sigh language. This prohibition lasted until the implementation of Amendment Rights - Law number 5378 in regards of Disability and Certain Laws and Decrees issued in 2005 and the public right governed in 2006 in regards of designing a Turkish Sign Language System and its Application Regulation and the Determination of Rules and Procedures Act. However, despite the changes in the legislation there still have not been any major developments in regards of the Turkish Sign Language System. Yet some progresses in the standardization of the Turkish Sign Language have been achieved since 2005 when the studies were first started to be carried out under the responsibility of the Turkish Language Institute (TLI). The "Turkish Sign Language Research Project", which will have a significant effect on the education and the future of the hearing impaired people in order to ensure the infrastructure and the standardization of the sign language system in our country, has been carried out by the General Directorate for Disabled and Elderly Services of the Ministry of Family and Social Policy. The research Project was carried out by collecting regional / video records (alphabet, sentence, text / mutual speech) and analyzing the sample group according to age, gender and educational status so that the Turkish Sign Language will determine the regional dialect differences .

However, establishing the language system alone will not be sufficient. So, once the system is developed, it needs to be further supported with many researches and practices. At this time, the education system applied at the schools for Deaf is an audio-verbal approach method which consists of loud speaking, spelling words clearly and writing down the texts on the board; yet still there is no sign language in the current curriculum. Many educators are expecting students with hearing aid to be able to read lips. Yet the General Directorate for Disabled and Elderly Services of the Ministry of Family and Social Policy together with Ministry of Education has also been working on a curricula for the Deaf primary schools.

Such may be the situation in our country, but in many countries in the world, with appropriate systems and methods, there are many hearing impaired students who succeed having quality jobs and professions such as physics professors, doctors, journalists, economist..etc., many generations of hearing impaired people who have not been able to receive an education that is suitable to their learning needs and needs have been deprived of the right of a career and many are continuing to be a victim of the system. Recent researches suggest that even with qualified sign language interpreters in a mainstreamed classroom educators need to understand Deaf people learn differently, they are visual learners and often process in formation differently than the hearing people. Therefore Non-formal education which offers various learning methodologies including the visual dimension would be a way more better alternative education method to remove the existing barriers to adult learning.

Learn to Learn Project

People are constantly learning everywhere and at all times. Not a single day goes by that does not lead to additional skills, knowledge and competences for all individuals. For people outside the initial education and training system, adults in particular, it is very likely that this learning is a lot more important, relevant and significant than the kind of learning that occurs in formal settings. However this type of learning outside the formal learning system should be well understood, made visible and appropriately valued. In 1996, the OECD education ministers agreed to develop strategies for "life long learning for all". The concept of "from cradle to grave" includes formal, informal and non-formal learning. Mid-way between the first two, non-formal learning is the concept rather organized and can have learning objectives. It is any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning objectives. The advantage of this concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organized activities, whether or not the activities themselves have learning objectives. In most countries the entire sector of adult learning falls under non-formal education. Non-formal education therefore gives flexibility between formal and informal learnings. Also it is quite relevant to the needs of disadvantaged groups, concerns with specific categories of person, focusing on clearly defined purposes and flexible in organization and methods. ***Therefore having different learning needs and requiring flexible methodologies, non-formal education is the most favourable concept for the Deaf adults.***



How did “Learn to Learn” Project contribute in Deaf Education?






Our target group in “Learn to Learn” Project was the Deaf adults aged over 18 years who are obviously in a position of highly disadvantaged in the education system in Turkey. We have stated above the main reasons of these disadvantages and their consequences throughout their lives. In order to ensure that Deaf people enjoy the same equal rights with the hearing community, first of all the education system should be revised/redesigned according to their special learning needs. This requires a bigger initiative before the government and the Ministry of Education, which we keep advocating and lobbying for several years. However there are some alternative ways to increase the quality of the education of the Deaf adults which is developing and applying the NFE in Deaf adults' learning processes. This is an easier and efficient way to reach them out and include them in the educational system. The best way to accomplish that is reaching out the Deaf adults through Deaf associations and building their capacities in terms of NFE, so that they can apply this technology in their regular activities with their adult Deaf members.

Our experts and the project team developed a 1 day NFE training module for Deaf adults' human rights education. This module is compiled in this toolkit after the methodologies developed or adapted have been tested in the training for Deaf facilitators and the workshops in 4 different cities, İstanbul, Eskişehir, Adana and Ankara and required amendments were done before drafting the toolkit.

“From Deaf to Deaf” type of facilitation method have been used. Based on our previous experiences, in Deaf education the most productive and successful way is with the quality sign language interpretation or with the quality facilitation by another Deaf person. So we decided to use both to guarantee the success. An open call for the training

of Deaf facilitators in İzmir has been made and the Deaf applicants are asked to apply together with a motivation video in sign language. 11 Deaf adults were selected out of many other applications who are active volunteers of the Deaf associations and they were trained to be facilitators. In 4 cities, around 100 Deaf adults participated in the workshops on human rights, facilitated by the Deaf facilitators. We managed to maintain the gender balance even though in some particular cities we already knew that Deaf women are not actively involved in CSOs as much as men.

The toolkit and the testing of the developed methodology via workshops held in from Deaf to Deaf approach are the arteries of this project. Along with using the participatory, experiential and learner centered non-formal education techniques, the Deaf adult participants achieved their learning objectives as well as to be equipped with the new tools and methodologies, the learning to learn skills, their social and civic competencies, their cultural and artistic competencies through the activities structured with collage elements as well as through theatre methodologies. Learning to learn has been the main aim of the participants they want to achieve during the whole process of the project.



But how did the Deaf adults learn throughout the project? In fact Deaf adults are not a homogeneous group of learners, they have different learning styles just like hearing adults. However due to sharing common linguistic and cultural characteristics we can talk about a common learning pattern they follow. We can briefly list the main principles of Deaf adult learning which we have experimented and identified during the training for the Deaf facilitators and human rights workshops for the Deaf adults:

- Deaf adults are internally motivated and self-directed,
- Deaf adults learn from real life experiences and realistic examples,
- Deaf adults learn from each other,
- Deaf adults are visual-spatial learners, means they learn and remember better when information is associated with images and visual elements,
- Deaf adults learn in less structured, more spontaneous circumstances,
- Deaf adults learn while playing games,
- Deaf adults learn by observing,
- Deaf adults learn by demonstrating,
- Deaf adults learn by teaching/helping/assisting others,
- Deaf adults are practical learners, they learn by doing, experimenting, by trial and error,
- Deaf adult learners like to be respected and learn by appreciation,
- Deaf adults learn when the information is provided directly in sign language or via quality interpretation

3 basic learning sessions were applied in order to meet the above principles;
1-Knowledge-based Learning Sessions,
2-Skills-based Learning Sessions
3-Awareness Generating Sessions
For these sessions applied in the training non-formal methodologies and tools such as indoor and outdoor games, energizers, team building games, roleplays, demonstrations, simulations, lectures, presentations, small group works, round table discussions, short video making have been used. All the methods were re-adapted and tailored to the profile of the Deaf group in different workshops, considering the different learning and participational needs.

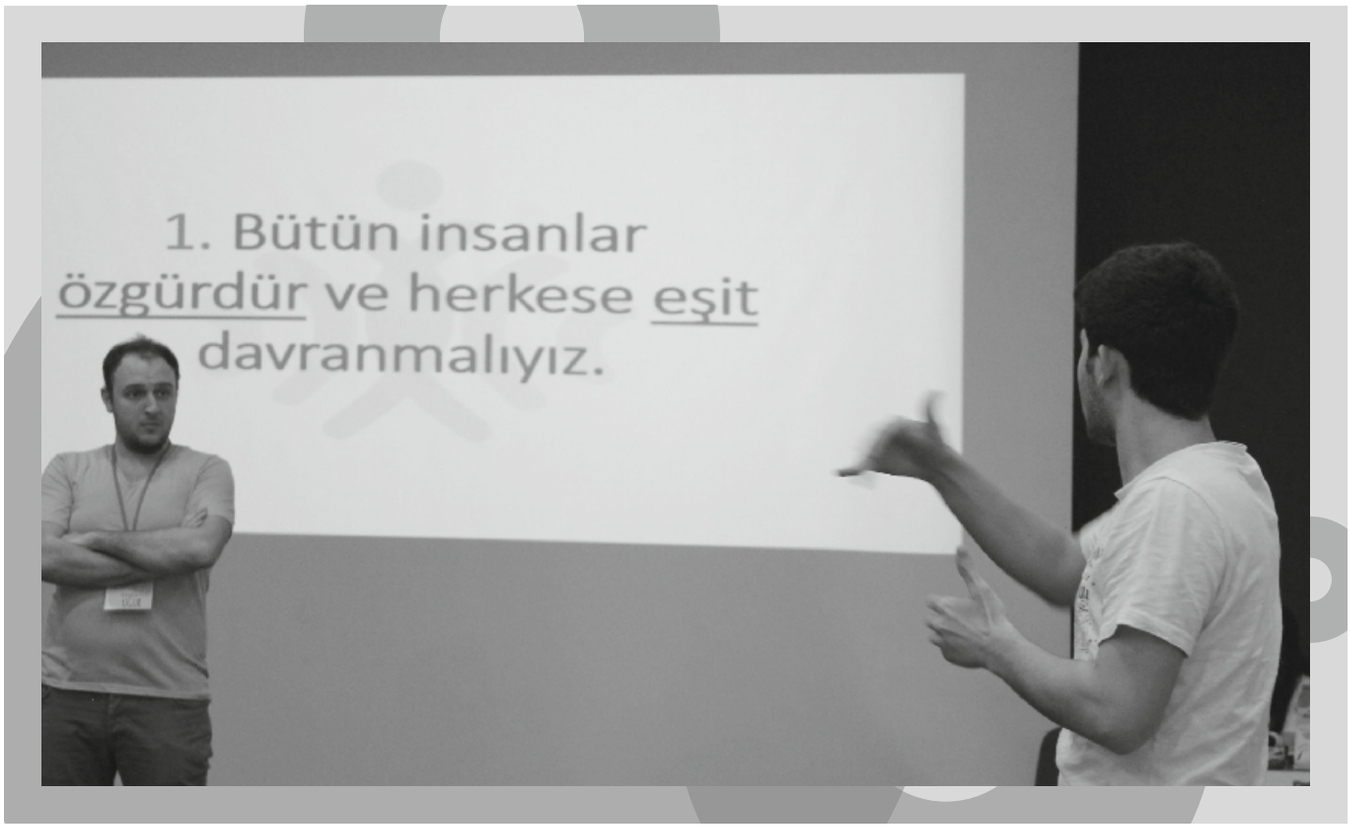
Why human rights education is important in Deaf Education?



Practicing human rights in life, protecting the innate human dignity, holistic development and the realization of the potential can be achieved through education. Proper education is the tool that provides the development of identity and the feeling of commitment, socialization and interaction with others in harmony within certain values and ensures the interaction of individuals with their surroundings. Deaf people are aware of their common grievance and are forced to limit their communication with the hearing group and unite amongst each other for a sense of strength. But since their basis of unity structure is detached from the hearing group, they are not able to demonstrate successful achievements in the main issues such as creating solutions, develop policies and most importantly, they are not powerful enough to defend their rights. The general perception of the public about the hearing impaired is that, compared to other disabled people, they are less victimized and that they are encountering less problems participating in social life actively and they are the most invisible people with a disability. This relatively less perceived situation has actually caused grounds for not realizing the existing problems and failing to solve the issues effectively has caused more serious problems. In conclusion, the Deaf people do not have an equal opportunity in education, health benefits and access to justice; they do not have enough opportunity in participating into social life. Most of the people with hearing loss are aware of their grievances and inequality but they do not have the necessary information, tools and courage to attempt eliminating the issues and ensure equality. Primarily, it is very important that the Deaf people should know their fundamental rights as individual human beings, should be able to use and demand their rights, be aware of violating conditions and consciously request their rights. First of all, bringing the issues encountered in education and health to justice prevails in socialization and social participation too.

The Deaf who are violated from their rights find each other at certain Civil Society Organisations (CSOs), tell each other about their experiences, take advice from other fellows who have encountered similar problems and try to solve the

problem by hear-say. Too often adult Deaf people, Deaf clubs and associations are also an unknown resource to the education sector. In the studies led by the United Nations, basic responsibility to eliminate the disability discrimination and harmonize these regulations with the human rights framework belongs to the governments. However on the other hand as it is clearly stated in the international convention, civil society organisations in cooperation with disabled individuals in particular, must be closely involved in monitoring how well the convention is being put into practice. Civil society organizations also known as non-governmental organizations are critical actors in the advancement of universal values around human rights, the environment, labour standards and anti-corruption. As the majority of policy discussions exclude persons with disabilities and CSOs, organisations considered to be representative of the disability community, the capacity to improve the status of persons with disabilities in the community becomes limited. CSOs, however, play a critical role by supporting the development of persons with disabilities capacities by providing them with a common platform to exchange and share their experiences and build a common voice. CSOs provide information on disability with regards to rights, existing services, and training in areas. As previously mentioned, persons with disabilities make up 15 percent of the world's population; fully enabling CSOs is an essential step for the realisation of the rights of persons with disabilities. However CSOs representing disabled persons need regular support and inclusion through capacity building and access to services. Addressing the importance of capacity building amongst CSOs and collaboration between different stakeholders in civil society is crucial in improving the quality of representation and advocating of persons with disabilities in civil society. That's why we need to build the capacity of the Deaf CSOs in terms of non-formal education and boosting the communication and dialogue among them and empowering them to provide guidance for their Deaf members to be able to fight for their own rights.



TIPS FOR DEAF AND HARD OF HEARING LEARNERS

There are a wide variety of hearing disabilities, ranging from people that can hear when they use assistive equipment (hearing aids, cochlear implants..etc), to people who do not hear anything. People that were deaf at birth have learned to communicate in visual ways (e.g. sign language has its own grammar, lexicon and idioms). Speaking or writing a verbal (foreign) language is often a second or third language for them. Some Deaf or hard-of-hearing people can lip-read and some use sign language. There are a number of Deaf people who have a speech impairment but others speak fluently. Deaf does not mean mute and mute does not mean Deaf.
So basically **it's better not to** presume that one particular way of communication is applicable for all Deaf.

Here are more guiding tips for the facilitators, trainers, leaders who would like to work with Deaf adult learners:

- **It's better to** find out what assistive equipment or methods they use for communication via application forms or early communication with your participants.
- If you prepare application form for your activity to be filled in by Deaf participants, **it's better to** use uncomplicated, clear, simple and short questions. You may also prepare application forms as videos and receive the answers in sign language as well.
- **It's better not to** use abstract concepts while preparing your training content.
- In order to avoid misunderstandings **it's better not to** speak too fast and not to hesitate asking or approaching directly to them in case you need to.
- A common mistake many people make, is to shout louder at Deaf persons when they don't understand. Instead **it's better to** repeat more clearly what you said before (if the Deaf person lip-reads), use other words and gestures or allow time for other ways of communication (writing, etc.)
- If the Deaf or hard-of-hearing people can lip-read, **it's better to** speak face to face with these persons, keep eye contact, so they can see your lips, pronounce words clearly and articulately but without overdoing it. **It's better not to** obscure your lip movements with your hands, chewing gum, a cigarette, etc.
- **It's better to** provide enough time, sometimes more than usual for each activity, task or the assignment and make sure everything is clearly understood by everyone before starting. In case of need, **it's always better to** repeat the clarifications, establish a new method of communication like: visual instructions, written questions..etc., because not everybody is processing the information at the same time.
- People with hearing impairments need to concentrate on the gestures, expressions and lips of others so well planned sufficient and indirect lighting and distance is necessary. **It's better to** make sure the background of the speaker is not distracting.
- If you have a group consists of 10-30 participants, in the big group sessions **it's better to** sit/stand in circle shape, therefore everyone can see each other.
- Sign language interpreters ideally work in teams of two or three and they must be able to see any sign language users in the room and the users must be able to see them. The active interpreter stands next to the facilitator or the speaker. If you choose to work with a sign language interpreter **it's better to** make sure that they are well positioned, you leave enough time for interpreting and possible questions after

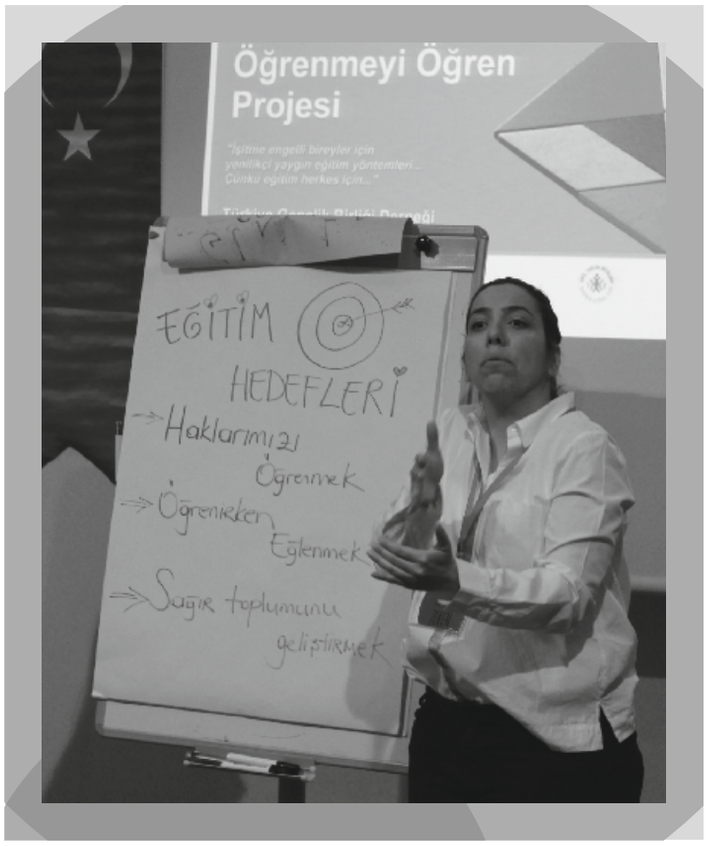
that. **It's also better to** speak in coherent blocks, take a pause and when the signing is finished ask your questions to which participants can react. **It's always better to** speak directly to the person, not the interpreter and **better not to** interrupt the interpreter.

- **It's better to** ask regularly if the interpreter has enough time and ask pro-actively if the participant has a question or something to add. You could learn the basic sign language for “do you understand?” or “is it clear?” and use this regularly.
- Either in small working groups or in the big group circle, during the debates **it's better to** facilitate the session in a way that always one participant speak at a time, they don't cut each other off and speak one by one after allowed by the facilitator. In case the participants find it necessary, it is also favorable that the person speaking stands up so that the other participants visually can follow who is currently speaking.
- Note that sign language is different in different countries! So it usually does not work to have sign language as a communication tool between people with hearing impairments from different countries (even though some basics can be the same). In any case sign language is their natural language and significant element of their Deaf Culture. Therefore **it's better to** include games, activities and/or positive messages promoting sign language into your programme. Sincere appreciation of their language and culture motivates them, facilitates their learning process, increases their emotional engagement and sense of belonging.
- As a facilitator **it's better to** plan every activity, game or exercise to be used, work on the clarifications of the assignments and the tasks, and make sure all methodologies you will use are accessible for the whole group's learning needs.
- **It's better to** gain Deaf people's attention before starting to say something - i.e. you can tap the person gently on the shoulder or arm, wait till the person turns to you, make a visible gesture or flash the lights of the working room.
- **It's better to** agree with the group on visual ways to start and end a session or activity, e.g. after a break, rounding off working groups - you could switch the lights on & off, use different colour lights, etc. it is important is to keep Deaf people within visual distance, so that it is easier for you to attract their attention, e.g. for rounding off an exercise and for calling them back from small working groups.
- **It's better to** give active responsibilities to the Deaf participants within your programme, however better to let them volunteer for that responsibility rather than delegating without asking, such as leading, moderating a small group work, presenting the group work results, taking pictures or videos, keeping the meeting room tidy, etc.
- With the Deaf, **it's better to** write or visualise everything you say (e.g. provide handouts, write on the board or flipcharts,…). Speaking of writing **it's better to** keep the written material as simple and clear as possible.
- To make yourself understood, **it's better to** provide an example, make a demonstration, show a video in sign language or with closed captioning (cc) to clarify (e.g. of energisers, games, expected flipcharts coming from group work)
- When having group discussions, **it's better to** agree on a sign for the Deaf participants which they can use to indicate they want to contribute. Some Deaf or hard-of-hearing persons have speech disorders which

can make it difficult to understand them. **It's better not to** feel embarrassed to ask them to repeat. If you don't understand them, say so, and revert to alternative ways of communication (writing, sign language with translation). There is always another way.

- **It's better to** carry a pen and paper if you are with Deaf or hard of hearing people and you don't know their sign language. It comes in handy for communicating.
- Some waves (e.g. mobile phones) could sometimes interfere with the assistive hearing devices used by the participants that are hard of hearing. **It's better to** make sure there is no such thing before you start the session, and if so make sure they are switched off.
- The Deaf people can party and dance, they can feel the beat (add a bit of extra bass) or dance to the lightshow based on the music (according to rhythm). **It's better not to** avoid using these tools in your sessions.
- **It's better to** create a fair, diverse, equal, respectful, open-minded, positive, constructive and collaborative -instead of competitive- learning atmosphere by making learning a meaningful, pleasant journey shared with Deaf peers.
- **It's better to** be clear about the roles – who is the facilitator, who is the technical assistant, who is participant– who helps when and for what. Different colored name tags with the names and roles are useful as well as presenting the whole team at the beginning of the activity.
- **It's better to** either install an 'induction loop system' for the benefit of people with hearing aids in the meeting room or search for a meeting room already has the system installed. With this system the sound is transmitted as a magnetic field, and those with hearing aids designed to receive induction loop sounds can, a bit like a TV aerial. If you will be taking an induction loop system, **it's better to** make sure it works in the venue where you will be, take some back-up cables, talk it through with the technician of the venue what exactly you need.
- Hearing aids are the best all-around solution for people with hearing loss, but other assistive listening devices (ALDs) can help them navigate specific communication demands. A frequency-modulated (FM) system is an ALD that makes it easier for people with hearing loss to hear what others are saying in noisy environments, like a theater, school, church, museum or other public places. This wireless system, also called a personal FM system, uses radio waves to deliver speech signals directly from the speaker's mouth to the listener's ears through a transmitter microphone and a receiver. If your hard of hearing participants require an assistive listening devices and it is not possible to have a meeting room with an iduction loop system, **it's better to** provide an FM system.
- Deaf and hard of hearing people cannot hear fire alarms. **It's better to** make sure you know exactly where your Deaf participants are located in the building in case of emergency and what to do. You could also make an emergency division of tasks for all participants.
- **It's better to** create a backup communication and visual based sharing system via Facebook groups, SMS, Whatssap or any other instant messaging system.
- Last but not least, as an educator of the Deaf learners, **it's always better to** learn sign language and communicate with them by yourself directly. Because even with a quality sign language interpretation, some of the information is lost during the interpretation.

Non-Formal Education Workshop for Deaf Adults on Human Rights



To be able to stand up for human rights and be an active part of a democratic system, the Deaf individuals have to be able to participate actively in society. This then goes hand in hand with the factor of inclusion and empowerment of the Deaf individuals. Therefore “Human rights, democracy and social inclusion, inclusive education, education with sign language, empowerment and active participation of Deaf adults” were the key priorities of the programme.

The workshop programme was based on principles of non-formal education with the aim of fostering interactivity and creativity of the Deaf participants. The programme alternated between plenary sessions and small groups work in order to ensure that everyone felt comfortable and to create good dynamics among participants and effective exchange between them.

The entire programme was designed in a way to be accessible and inclusive for all participants along with various methodologies for different learning styles and also sign language interpretation was full day provided for the participants with different levels of sign language skills.

During the workshops, the project team did not only aim the participants to gain knowledge and reflect on the human rights, but also to gain the attitudes, skills and competences to apply what they learned when going back home and be able to both do something in their everyday life. Therefore all sessions were aimed at empowering the Deaf participants that everyone can make a difference, but also at gaining practical skills, looking at how to multiply the effects of the workshop and spread it among the Deaf community.

Many of the participants felt that the activities had a profound impact on them and that they really were an eye opener. Specifically the role-playing session, many participants noted that this truly helped to show what they can practically do in their daily lives and NGOs to foster social inclusion. Through the programme, participants had the opportunity to find out that solutions might be easier than they think and they in fact have the power to change things. In addition, one of the realisations was that often problems exist because one is trying to get the “best” for someone without seeing that person's perspective. This is done without the needed information or asking the person what they would need or want. Actions based on assumptions and wild guesses often result in uncomfortable situations especially between the Deaf, hard of hearing and hearing individuals. Such obstacles can be overcome by simply communicating to one another.

Learn to Learn Project

In order to fully understand the discussed human rights concepts and what happens in reality, the participants at the workshops brought up examples from their own lives, of things they had noticed or experienced. The participants decided that they should all promote active inclusion meaning that we all take responsibility for including. It should not only be the responsibility of the majority group,which is the hearing community in this case, but each Deaf individual must take responsibility for including oneself.

In the workshops non-formal education methods were entirely used to enhance active participation and interaction among the participants. Peer-to-peer and Deaf-to-Deaf learning, experiential learning and informal learning were the main learning methods used. The sessions varied between plenary sessions, smaller group work, individual reflection and presentations. By alternating the methods everyone was able to participate and feel comfortable. All of the methodologies designed and used were “learner centered” to boost active participation and therefore active learning process. The methodologies used are also an important learning point for the participants, as they therefore learn new methodologies which they can implement in their own organisations with other Deaf individuals.



DEAF TO DEAF WORKSHOP ON HUMAN RIGHTS

PROGRAMME:

09:30-10:00	Introduction, Fears & Expectations, Objectives of the workshop
10:00-10:30	Getting to know – Name games
10:30-12:00	Team building game
12:00-12:30	Coffee-Break
12:30-13:30	Energizer, Small group work on Human Rights
13:30-14:30	Lunch
14:30-16:00	Energizer, Presentation of Universal Declaration of Human Rights and Debate
16:00-16:30	Coffee break
16:30-18:00	Role-playing / Drama game
18:00-18:30	Evaluation



ALTERNATIVE NFE METHODS



Name of the activity: Fears & Expectations

Overview: This method, through pictures and graphics, facilitates the expression of fears and expectations of the participants regarding the workshop

Objectives:

- to provide individual reflection time for participants.
- to stimulate them identify and express any reservations they might have.
- to share with the group these expectations and fears.
- to stimulate their active participation in the activities through the reflection on their role in the project and their personal contribution to its development
- to let them know that some other participants may also have similar fears or expectations
- to create a comfortable sharing environment from the beginning
- to use creative visuals in order to help participants to associate with the concept

Time: 15 min

Group size: Any number of participants

Materials needed: 2 different colored post-its, pens, flipchart papers, coloring markers, tack-it stickers

Instructions:

Before the activity, the facilitator either draws or prints out visuals which can be easily associated with the concept of fears and expectations on big flipchart papers. Image of facial expressions, an apple tree, a libra, a baloon, sun and cloud etc. could be used. The flipchart papers with the visuals are posted on the wall where everyone can easily see. After the general explanation of the project, before explaining the objectives and the description of the activities to be implemented, the facilitator gives the 2 different colored post-its to each participant. Facilitator then points out the visuals and invites them to reflect on their expectations related to the results of the project for a few minutes by themselves and write them on one post-it and stick it on the visual representing the expectations on the wall. After finisihing the expectations, the facilitator asks participants to think about their fears and concerns about the workshop, the efficiency of the activities, their involvement in it and write them on the second post-it and stick it on the visual representing the fears on the wall. When all the participants finish the task, the facilitator asks each participant to take and read one of them at random, in order to share the results of the activity and evaluate the participants' involvement and their feedback. Alternatively the facilitator can read all fears and expectations one by one posted on the visuals.

Special tips for the facilitator:

-The more colorful, funny and expressive the visuals are, the easier the Deaf participants will associate them with their reflections and enjoy the activity at the same time.

-The literacy level of the Deaf adults may not be the same, some of them can have problems to form a gramatically correct sentence. In this case facilitators should provide assistance to them to put their reflections into words, also with the help of an interpreter if needed.

Getting to know games:

Getting-to-know games or introduction games help Deaf adults begin conversation, become more acquainted with each other, their names, interests, experiences, memories, and so on. They help participants to be more alert and active. Besides they help facilitators to create a positive and interactive learning environment, the results are often humorous, interesting and fascinating.





Name of the activity: Who am I?

Overview: This method, through sign language alphabet and body language, facilitates getting to know process of the Deaf participants.

Objectives:

- to introduce participants to each other and help them learn each other's names
- to relax and start to get to know each other
- to create a positive and comfortable atmosphere
- to boost the attention and concentration of the participants
- to practice quick learning skills
- to prepare the participants for their upcoming learning process

Time: 10-20 min (depends on the group size)

Group size: 10-25

Materials needed: No materials needed except a large room where all participants can stand in a circle.

Instructions:

Facilitator asks everyone to stand in a circle. Anyone can begin the game by signing his/her name and showing his/her sign name and demonstrating a physical funny/crazy motion. When the first person is done, the entire group repeats the name and the motion. Then, the second person (on either side of the first) introduces him/herself with signing his/her name and showing his/her sign name and does a motion. The entire group repeats all. This continues until each person has given their name and done their motion, and the entire group has repeated everyone's name and motions.

Alternatively only name and crazy motion can be used in order to make the game simpler.

Special tips for the facilitator:

-If the interpreter is used, the facilitator should make sure that the interpreter clearly understands and interprets the rules of the game before the game starts.

-It is better to start the game with the facilitator demonstrates for the participants, so that they will know what exactly they should do. This also enables facilitator to make creative and funny motions which will encourage the participants to do so.



Name of the activity: My best friend forever is…

Overview: This method, through conversations and dialogue in pairs, facilitates getting to know process of the Deaf participants

Objectives:

-to introduce participants to each other and help them learn each other's names and different characteristics

-to start to get to know each other in a relaxing one to one environment

-to create a positive, comfortable and sharing atmosphere

-to boost the attention and concentration of the participants

-to practice quick learning skills

-to prepare the participants for their upcoming learning process

Time: 30-45 min

Group size: 10-20

Materials needed: A large room where all participants can sit down in pairs. Papers and pens in case the participants would like to take notes during the interviews with their best friends.



Instructions:

Facilitator asks everyone to pair-up with another participant, with the ones whom they less know about or less interacted with earlier if possible and tell these pairs will be best friends forever starting from this moment. In given 5 minutes, they are asked to find out as much as possible about each other with the help of 3 guiding questions. “What is your biggest dream?”, “What is the funniest thing happened to you?”, “What is your biggest success of your best friend forever?”. These questions can be replaced with others and/or the number of the questions can be changed depending on the time, the group and the theme of the workshop. When time is up, the pairs come back to the big circle. The pairs start to present their best friends according to the answers given during their conversation, starting with the names and the sign names.

Special tips for the facilitator:

Facilitator should keep the time for each presentation and should inform the participants not to exceed 1 minute per presentation before they begin.

Name of the activity: Speedy Blanket

Overview: This method, through competition and sign language skills, facilitates learning and remembering the names and faces of the participants

Objectives:

-to introduce participants to each other and help them learn each other's names

-to make sure participants are remembering each other's names

-to create a positive, comfortable and funny atmosphere

-to boost the attention and concentration of the participants

-to boost team work within the group

-to practice quick learning skills

-to help participants to feel included in the group

-to prepare the participants for their upcoming learning process



Time: 15-20 min

Group size: 10-20

Materials needed: A large blanket or a large piece of fabric.

Instructions:

This name game is recommended to be played after the name learning games described above. The group is divided into two with exact equal numbers of players. A large blanket or a large piece of fabric is held up by facilitators between two groups so that each group cannot see behind the blanket. The goal of the game is to be the first to identify the other person behind the blanket and making the sign name of that person first. For each turn, each team chooses a volunteer to stand or sit behind the blanket. The facilitators count “1, 2, 3” and then drop the blanket. The first player to correctly identify the sign name of the other player wins the round and takes the loser player to his/her team. It will be repeated till time runs out and then each team is counted. The team with higher number of players wins the game.

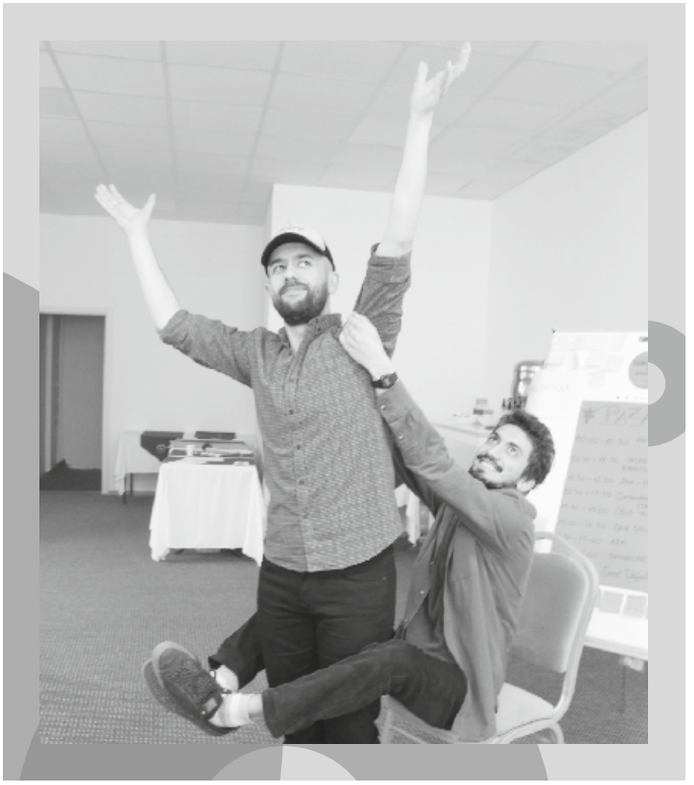


Special tips for the facilitator:

Facilitator should explain the purpose of the game just like every other games played. If the participants happen to focus more on competing rather than getting to know each other, the facilitator should kindly give a quick pause and remind them about the aim of the game.

Energizer/warm up games:

Whether it's due to an early morning start or after a carb-loaded lunch, it's natural for a group to lose steam and for the brain to feel overworked and tired. Energizers are short activities that last between 5-15 minutes that increase the energy level of a group and help the brain access its imaginative side. Depending on the workshop programme, it makes sense to plan for an energizing activity to start, another after the group returns from any breaks, and perhaps a final activity to end on a high note. Additionally, it will be useful to plan to have a few “back-up” energizers in case the participants need it at any point. Always better to keep in mind the comfort zone and cultural sensitivities of the group to be sure the energizer won't make anyone uncomfortable.





Name of the activity: Fruit Salad

Overview: This method, through competition and physical activity, energizing the participants and getting them ready for the next session.

Objectives:

-to energize the participants before the main activities, which requires less physical actions and more concentration

-to create a positive, comfortable and funny atmosphere

-to break the ices within the group

-to boost the attention and concentration of the participants

-to prepare the participants for their upcoming learning process

-to have fun

-to divide the group into smaller groups for the next activity in a fun way

Time: 10 min

Group size: 15-20

Materials needed: Chairs

Instructions:

The facilitator forms a circle of chairs that is one chair fewer than a total number of participants and nominate a player to be 'in', that player stands in the centre of the circle. Then the facilitator divides all participants into three groups of fruits by going around the circle and naming them either apple, orange or banana. The person who is 'in', calls the name of a fruit by making the sign of that fruit up in the air. If he/she signs apple, everyone who is that fruit must get up quickly and change places. Participants who are not apples remain seated. The person who is 'in' tries to sit in an empty spot whenever participants swap positions. If they manage to sit in a chair, the participant not sitting in a chair is then 'in'. The person in the middle can also call 'fruit salad' and everyone who is seated has to change spots. The game can finish whenever the facilitator thinks the group is well energized and ready for the next session.

Special tips for the facilitator:

Facilitator should explain the purpose of the game just like every other games played to prevent them focusing more on competing and showing violent actions during the game. The facilitator should also remind the participants time to time to always make the signs of the fruits up in the air so that everyone sitting in the circle can clearly see.





Name of the activity:
Who is the leader?
Overview: This method, through observation and physical activity, energizing the participants and getting them ready for the next session.
Objectives:
-to energize the participants before the main activities, which requires less physical actions and more concentration
-to create a positive, comfortable and funny atmosphere
-to break the ices within the group
-to boost the attention and concentration of the participants
-to prepare the participants for their upcoming learning process
-to develop self confidence of participants
-to have fun
-to divide the group into smaller groups for the next activity in a fun way
Time: 10 min
Group size: 15-20
Materials needed: A large room where all participants can stand in a circle.
Instructions:
Everyone stands in a big circle. The facilitator picks a volunteer to leave the room after he/she explains the game. Once that volunteer is out of the room, the facilitator picks another volunteer who wants to be the leader. Everyone must slily watch this person and imitate what he/she does when the other volunteer comes back into the room (cross legs, cross arms, clap hands, yawn, stick out their tongue, etc.). The person who was out of the room will come back in, stand in the middle of the circle and try to see who is the leader (the one everyone is watching). The leader can get bold and make faces, throw their hands in the air, etc. when the person in the middle's back is turned and before they have a chance to see who started it, everyone is doing it. The facilitator gives the person in the middle three chances to guess who the leader is, then chooses a new volunteer and a new leader.
Special tips for the facilitator:
-If the interpreter is used, the facilitator should make sure that the interpreter clearly understands and interprets the rules of the game before the game starts. A short demonstration could help the group understand better.

Name of the activity: Roller-coaster

Overview: This method, through observation and physical activity, energizing the participants and getting them ready for the next session.

Objectives:

-to energize the participants before the main activities, which requires less physical actions and more concentration

-to create a positive, comfortable and funny atmosphere

-to break the ices within the group

-to boost the attention and concentration of the participants

-to prepare the participants for their upcoming learning process

-to develop imitation and facial expression skills of the participants

-to have fun



Time: 10 min

Group size: 15-20

Materials needed: Chairs

Instructions:

The facilitator arranges the room with the chairs in a row just like a roller coaster. In each line there are 3-4 chairs next to each other. Participants are invited to have a seat and asked whether they are ready for an exciting ride with the roller coaster. They are asked to imagine they are in an amusement park and just bought tickets for a crazy ride with the roller coaster. The main rule is to watch the facilitator carefully during the ride and do exactly whatever he/she does. If the facilitator jumps, they jump, if the facilitator screams they do the same. Whenever the facilitator turns left, they turn left too. Then the facilitator starts the game by buckling up the seatbelt for the safety. The group does the same. They slowly start to ride and the facilitator leads the group. During the ride the facilitator have the group experience a lot of movements as described above including the frightened faces, happy faces, shocked faces..etc. The game is finished as soon as the facilitator decides the group is energized enough for the next session.



Special tips for the facilitator:

-If the interpreter is used, the facilitator should make sure that the interpreter clearly understands and interprets the rules of the game before the game starts. A short demonstration could help the group understand better.

-The facilitator should stimulate the participants' imagination with an entertaining and positive attitude.

Team building games:

Team building games are constructive and fun ways to help a group of people to know each other, build trust, communicate comfortably, develop relationships and most importantly, learn to work together to accomplish a goal. Besides team building activities also help Deaf participants hone their communication, creativity, motivation, sense of belonging, loyalty, leadership and problem-solving skills. They aim to evoke the best from each participant because combining fun with learning is one of the most effective ways to improve performance, break down barriers, and tap into hidden potential.

Name of the activity: Mission is possible!
Overview: This method, through team work and physical activity, energizing the participants and getting them ready for the next sessions.
Learning Objectives:
-to energize the participants before the main activities, which requires less physical actions and more concentration
-to boost team work, collaboration and effective communication among the group
-to create a working and learning together environment
-to boost patience and tolerance among the participants
-to learn how to manage time
-to learn everyone has different abilities and how to use them efficiently to accomplish any given task
-to create a positive, comfortable and funny atmosphere
-to break the ices within the group, engage rather shy and introvert participants with the others
-to boost the attention and concentration of the participants
-to prepare the participants for their upcoming learning process
-to have fun while learning to work together
Time: 90 min (10 min to explain the game and the rules, 50 min for the tasks, 30 min for checking the results and debriefing)
Group size: 15-25
Materials needed: Projector, computer, colored papers, carton-papers, flipcharts, colored pens, tape, stickers, scissors, online chronometer
Instructions:
The facilitator enters the room with a mysterious and suspicious attitude of a secret agent (preferably with black sun glasses) and starts to read the message letter. The letter is projected on the big screen so that the participants can follow. The letter starts with introducing a covert mission and delegates the whole group to accomplish 13 tasks strictly within 50 minutes. The facilitator makes sure the participants are clear with the purpose of the team building game and they understand the given instructions. Participants may address a lot of questions to the facilitator, such as “Will only 50 minutes be enough to

finish all of the tasks?", "How are we supposed to do the tasks?" , "Are we expected to do all tasks altogether or can we delegate people and share the tasks?, "Who will be delegating the tasks?"..etc. The facilitator should answer all questions before starting the chronometer, but it's better not to over inform the participants and better to avoid directly leading them. This is a mission they as a whole group have to accomplish without the help of the facilitator. The list of the tasks are printed in 3-4 copies, preferably not more than that. The participants are allowed to have these copies.

Before starting the workshop it is recommended to create an online group such as an e-mail group, closed Facebook group or a Twitter hashtag in order to create an online platform to share the information, pictures and videos produced whole day.

The set of tasks selected as below in this toolkit is a sample. Each task has a particular purpose and helps participants to discover their different abilities. According to the group profile, the venue and the workshop theme the facilitator can modify the tasks. When the given time is up, the facilitator calls back the participants to the big circle and checks each task one by one whether they are accomplished or not. Team building activities are certainly entertaining and interactive, but they only become worthwhile and impactful if they are followed by debriefing questions. For concluding the activity the facilitator may use the following questions to guide the debriefing:

• How do you feel?
• Describe your experience, what happened?
• Why were you successful (or not)?
• Did you work as a team during the activity?
• How well do you think the team listened to each other's views and opinions?
• Could you use your time efficiently?
• What is the number one take-away from this?
• What did you discover about yourself during the activity?
• Has everyone been equally included during the activity?
• How well do you feel you contributed to the team?
• Who came up with the ideas? Who took the lead?
• What does this activity suggest about our daily actions?
• What would you do differently if you had a chance to play it again?

Special tips for the facilitator:

- The facilitator should set no time limit for debriefs. Good discussions require time for warming up, reflection, maximum input, and closure.
- Repeating what the participant said to help reiterate a point, or open a discussion is a useful tool that can be a catalyst for other comments.
- The facilitator should likely try to arrange participants in a circle so they can see each other. Eye contact and "equal seating" encourages more open discussions.
- If participants appear apathetic at first, the facilitator may question people by name or go around the room in a sequence.

Learn to Learn Project









Good morning special agents,

We got the super confidential information that you are composed of very skillfull people full of motivation and willing to work together whole day.
Your secret mission today as a group – if you choose to accept it – is to accomplish the following tasks in 50 minutes.
Feel free to use all the space and human resources. Push your limits, be ***INCLUSIVE*** *and have fun!*
PS: All the videos, documents, pictures, photos should be uploaded on the facebook group before you start presenting them to the facilitator!

TASKS:

1. *Create a colorful and artistic welcome poster for the workshop*

2. *Show us a typical characteristic of the Deaf Culture with a 2 min theatre sketch*

3. *Pretend to be a group of monkeys, chickens and elephants for 1 minute as whole group, with the movements*

4. *List 10 creative & inclusive punishments for the late comers to the sessions*

5. *Organize yourselves as a whole group in a line according to your birthdays, from left to right, starting from January on the one end and December on the other end. Do it in front of the facilitator*

6. *Take at least 3 different photographs of the group, including all participants in your group; in one of them all participants must act as they just saw an alien, in the second one it should be visible that you are in Egypt and on the third one at least 2 people out of the group should be in the photo!*

7. *List 10 reasons of why it is better to be here in this workshop rather than being at home*

8. *Form a human rights statue (sculpture) only using your own bodies, at least with 5 people in the group. This body sculpture must represent human rights, freedom and equality*

9. *Take a nap for 3 min in front of the facilitator (at least 8 people in the group).*

10. *Find 3 hearing locals outside and teach them to say "I love you", " I have to learn sign language as soon as possible", "Do you know your rights?", " I missed my friends and family" in sign language. We want videos! :).*

11. *Go find 3 hotel staff and give them free hugs - document the process - we want pictures! ;)*

12. *Make an International Sign alphabeth teaching video*

13. *Go find a local shop and learn the price of 1 bottle of milk, 1 bar of chocolate and pack of cotton. Ask the shop owner to take a picture with you holding these items*

If you or any of your group member be caught on mission, C.I.A (Crazy Intelligence Agency) will deny involvement in any covert operations by its agents. This message will not self destruct in five seconds, but you have only 50 minutes to accomplish all of these tasks to show us how to be a real team.
Good luck agents;)

Small group work:

Group works are essential to involve participants in their own learning, to make the discussed topics come alive, to deepen learners' knowledge about a topic, increase the interaction between the Deaf participants and to develop particular skills.

Working in small groups gives the Deaf learners a chance to practice the higher-order thinking skills and they generally learn more of the material and retain their knowledge longer. The participants who are not comfortable to express their opinions in the big group are generally more comfortably and actively participating in the discussions.

There are several funny games to make small groups. Fruit salad is one of them. If there is not much time to play a game to make groups the facilitator can use the counting method to divide the group into smaller groups either using the numbers or some other characteristics such as colors, countries, seasons, days, cartoon characters or superheroes.



Name of the activity: My Imagınary Island

Overview: This method is through small group work, helping Deaf participants to start to think about and question the existing political systems and the rights, let them imagine a brand new system of law that they have the right to establish by themselves. This exercise prepares them to the next session on Universal Declaration of Human Rights presentation.

Learning Objectives:

-to boost team work, collaboration and effective communication among the group

-to create a working and learning together environment

-to boost patience and tolerance among the participants

-to learn that everyone has different ideas and opinions and no matter we agree or not we should respect and listen

-to let them brainstorm on rights

-to create a positive, comfortable and funny atmosphere

-to break the ices within the group, engage rather shy and introvert participants with the others

-to boost the attention and concentration of the participants

-to prepare the participants for the next session

-to have fun while learning to work together

Time: 50 min (5 min to explain the game and the rules, 20 min for the group work, 25 min for presentations and debriefing)

Group size: 15-30

Materials needed: Flipcharts, colored pens, boardmarkers.

Instructions:

The facilitator starts the activity with a short story telling. The story is about a group of travelers who have been travelling all around the world together. One day they have discovered a beautiful island which does not belong to anyone or any other country. It is totally an unexplored territory. These travelers are the first owners of this island. The facilitator then divides the group into 4-5 smaller groups (max 5-6 person in each group) and ask each group to imagine that they are these travellers who discovered a new island. The groups are supposed to decide the name and the common values of the island and design a flag which represents their values. Then they are instructed to draft a constitution consists of 10 fundemantal rights and rules they would like to have. The groups are free to decide and there are no limitations except their own imaginations. The facilitator gives flipchart papers and boardmarkers to each group to write down. The groups are expected to present their imaginary islands to the rest of the group and get their feedbacks. After each group makes their presentations the facilitator first gets an applause for the group and then asks some questions to the audience. “Did you like their island?” “Would you like to live on that island and why?” “Do you think their rights and laws are appropriate and/or realistic?” “Which right or rule did you like the most?” “Which right or rule would you like to remove from the constitution and why?”

After allowing 1-2 participants to answer each question, the facilitator asks the presenting group about

their reflections on establishing a new country and a constitution.

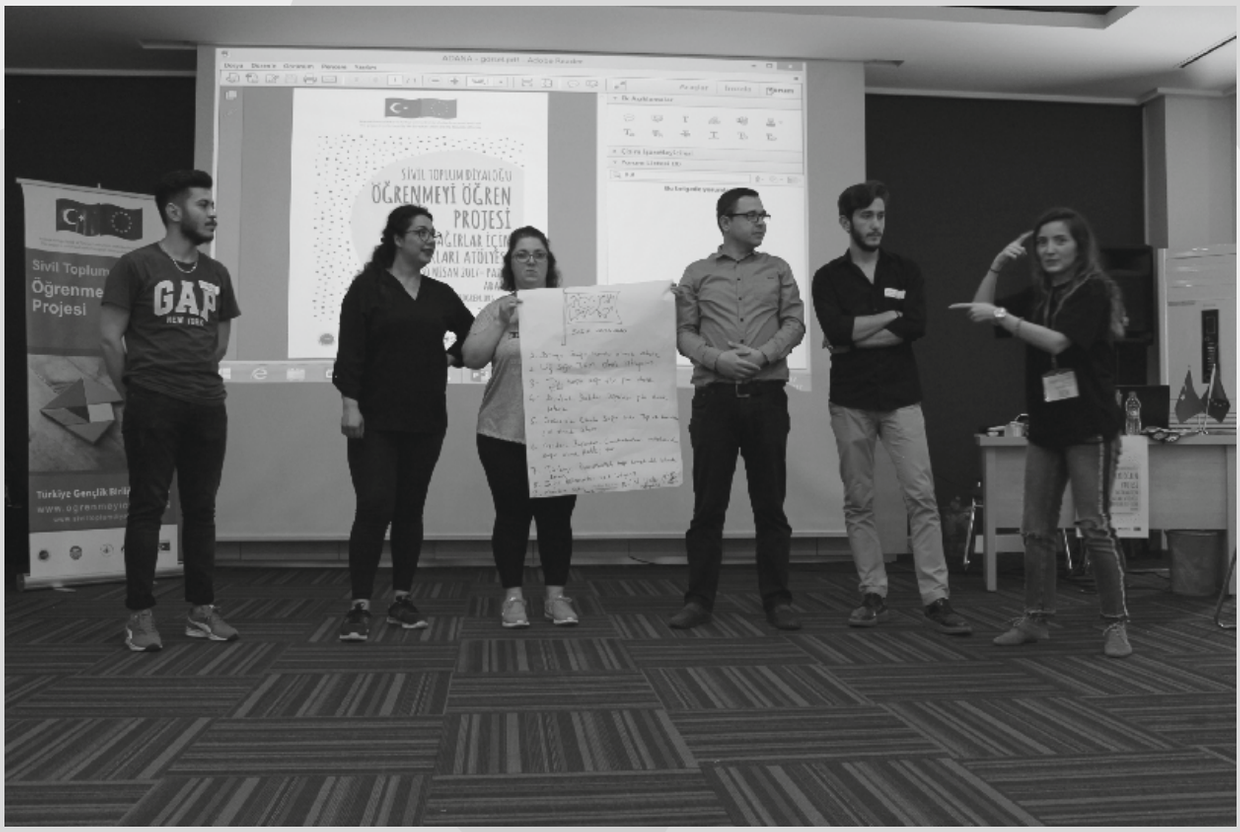
For concluding the activity the facilitator may use the following questions to guide the debriefing:

- How do you feel? Did you enjoy the game?
- Describe your experience, what happened?
- Could you use your time efficiently?
- What is the number one take-away from this?
- What did you discover about yourself during the activity?
- Has everyone been equally included during the activity?
- What does this activity suggest about our daily actions?



Special tips for the facilitator:

- The facilitator should mention clearly that the small group works are not competitions
- If there are more than one facilitators, the storytelling at the beginning of the exercise can be demonstrated as a drama sketch as well. The Deaf participants give better reactions to the demonstrations with drama and by this way it is easier and faster for them to process the information and the instructions.



Presentations:

Whatever the tool is used, either a flipchart or power point slides, an effective presentation makes the best use of the relationship between the presenter and the audience. It takes full consideration of the audience's needs in order to capture their interest, develop their understanding, inspire their confidence and achieve the presenter's objectives. Different groups have a variety of different experiences, interests and levels of knowledge.

A powerful presenter needs to acknowledge these and prepare for and respond to them accordingly. Careful planning is essential of course.

A powerful presentation delivers information in a logical, structured manner, building on the previous point and avoiding large jumps in sequence.

The supporting information such as a real life example, an experience of yours helps a Deaf audience understand, believe in and agree with the presenter's main points. This evidence might take the form of factual data, points of detail or an explanation of process. It might be presented in imaginative ways using simple diagrams, pictures or video segments for the visual learners.



Name of the activity: Universal Declaration of Human Rights

Overview: This method consists of a power point presentation on historical background and the articles of the Universal Declaration of Human Rights (http://www.un.org/en/universal-declaration-human-rights/)

Learning Objectives:

-to get to know more about history of human rights, fundemantal human rights and the articles of Universal Declaration

-to create a positive and comfortable atmosphere

-to evoke their minds by using pictures symbolizing different human rights

-to raise awareness on the daily basis human rights violations

-to promote equality, diversity and tolerance

-to practise skills of self advocacy

-to develop a sense of responsibility and an awareness of human dignity

Time: 90 min (20 min for the first image picking part, 40 min for the power point presentation, 10 min for the second image picking part and 20 min for debriefing)

Group size: 15-30

Materials needed: Projector, computer, A4 size color printed pictures each representing a different human right

Instructions:

Before the presentation, the facilitator puts several papers with different images (representing directly or symbolically human rights) on the ground randomly all around the room, ask them to walk around, look at the pictures and pick one of them which catches them because of a reason. The facilitator ask them to pair up with their best friend forever in the group and share the reason of why they picked that picture from the ground. Then ask them again to pick another image which they strongly feel like they can be a part of the solution. Ask them again to pair up with another person and share how they would contribute to the solution. Followingly, the facilitator starts a power point presentation on the Universal Declaration of Human Rights starting with a brief history of human rights with short, simple, clear and visually supported sentences. In order to avoid the risk of being boring and uninteresting, the facilitator should build her/his presentation on real life examples related to each particular human right. After explaining each article and related human right, the facilitator asks participants whether they would like to add or ask anything in order to clarify. At the end of the presentation the facilitator should wrap up with highlighting the message that human rights come with reciprocal responsibilities and for a civilised society to function, individuals should take responsibility for their own behaviour and the effect it has on others at the same time as protecting their own human rights.

After the presentation the facilitator puts the images (representing directly or symbolically human rights) on the ground randomly all around the room again and asks the group walk around and try to identify which picture represents which human right and why. The facilitator asks the participants to pick one image from the ground and have a seat. When everyone finishes picking up one image, the facilitator

asks one by one which human right the images they picked represent.

For concluding the activity the facilitator may use the following questions to guide the debriefing:

- How did you feel? Did you enjoy the game and the presentation?
- Describe your experience, what happened?
- Do you think you are more infomed and aware of your rights after this session?
-Which of these rights are more violated than the others in your own community?
- What is the number one take-away from this?
- What did you discover about yourself during the activity?
- What does this activity suggest about our daily actions?

Special tips for the facilitator:

- In order to avoid the risk of being boring and uninteresting, the facilitator should build her/his presentation on real life examples related to each particular human right.

-During the presentation it is better to provide the group with examples from real life, not limited to, but mainly the specific ones that the Deaf people encounter.

-In order to make it easier to associate human rights with the images for the Deaf participants, it's better to avoid too abstract visuals.







Role-play / Drama games:

Role play involves participants taking on the role of a character different from themselves and helps participants stepping into roles that creates a space for them to take on multiple perspectives outside of their own. It is important to gage participant's prior knowledge before doing role work. They need to know enough information about the role you are asking them to play or create their own roles with deciding the characteristics of the role in order for rigorous learning to occur during role play or the drama activity. Often an active discussion is better as a starter or game as metaphor to help participants begin to think about the topic and explore/express their own ideas about it. Most of the Deaf people have outstanding observation, imitation and acting skills. They use their body language and facial expressions quite successfully. Therefore role-play and drama activities are great NFE methods to use with the Deaf participants.

Name of the activity: ACT NOW!
Overview: Within this human rights education method, drama and role-play techniques are used as a tool in order to boost the experiential learning of the participants through creativity, artistic skills, team work and empathy
Learning Objectives:
-to practice what they have learned about human rights and the articles of Universal Declaration
-to create a positive and comfortable atmosphere
-to evoke their creative minds by using theatre and drama
-to raise awareness on the daily basis human rights violations and come up with realistic solutions
-to promote equality, diversity and tolerance
-to explore their improvisation and acting skills
-to increase their self confidence
-to develop a sense of responsibility and an awareness of human dignity
Time: 90 min (10 min to explain the game and the rules, 30 min for the group work, 40 min for performances (problems and solutions) and 10 min for debriefing)
Group size: 15-30
Materials needed: Hand outs, a large space so that groups can work separately without disturbing each other
Instructions:
The facilitator divides the group into smaller groups (5-6 person in each group) with a counting game and delivers the hand outs with a list of all human rights in the Universal Declaration. The human rights are drafted in simple sentences in the hand out. The groups are first asked to come together, start to discuss about the violations of the human rights on daily basis and take notes of the most common ones. They are expected to create a realistic problematic situation in which at least 1 human right is violated. They are not supposed to create a solution yet. The role-play should be maximum 2 minutes to show the problematic situation and all group members should have an active role in the play. After each group is

ready, the facilitator calls back everyone to the big circle and the groups start to perform one by one. After each group performs the human rights violation scene they have created, they stop and the facilitator asks to the audience “How would you solve or prevent the situationin the first place?” The facilitator allows audience to express their realistic solution ideas and gives the performing group to have an exactly 1 minute meeting to come up with the solution scene with the help of the audience opinions. All groups do the same and for concluding the activity the facilitator may use the following questions to guide the debriefing:

- How did you feel? Did you enjoy the activity? What did you enjoy the most?
- Describe your experience, what happened?
- How was being on the stage? Was it a challenging or a comforting experience for you?
- Do you think you understood your rights better after this session?
- What is the number one take-away from this?
- What did you discover about yourself during the activity?
- What does this activity suggest about our daily actions?

Special tips for the facilitator:

- In order to create a comfortable atmosphere the facilitator can mention that no extraordinary acting skills are required to take part in the activity. Active contribution and participation are what really matters for this session.

-The groups generally tend to overrun the time, it is better to use a chronometer for every group performance.





Evaluation / Reflection:

It is important to review and reflect on the activities we do with the Deaf learners to get the feedbacks on the benefits/learning outcomes from our activities and interactions with the Deaf groups. The learners should actively take part not only during the learning process but also the evaluation.

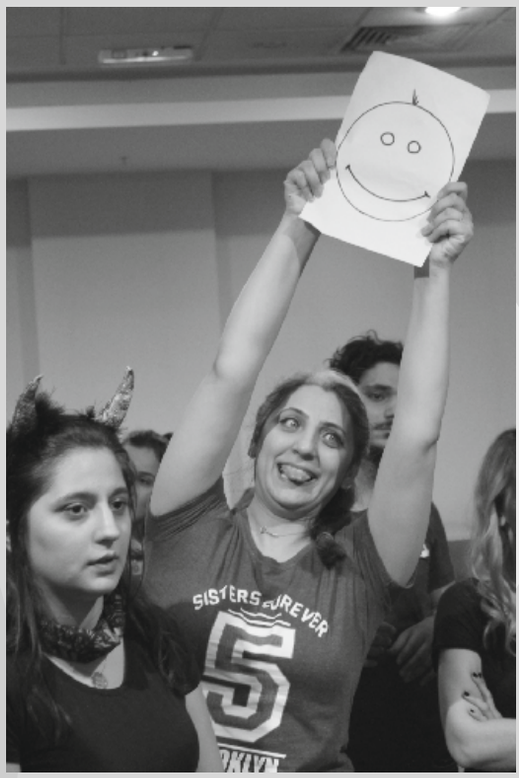
Name of the activity: Faces tell everything!
Overview: This method is for final evaluation through 3 facial expressions drawn on colored papers.
Learning Objectives:
- to boost effective collaboration and team working among the group
- to increase understanding of self and others
- to increase their commitment to social action and equality
- to increase responsibility and independence
- to improve communication skills and the ability to influence others
- to develop ability to think critically and solve problems
- to learn how to give positive and constructive feedbacks

Time: 30 min
Group size: 15-25
Materials needed: Faces drawn or printed on colored papers
Instructions:
The facilitator draws or prints out 3 different faces on different colored papers and places them in 3 different corners of the meeting room on the ground, preferably not so close to each other. Then the facilitator invites the participants to position themselves according to the answers they give to the questions asked by the facilitator after explaining which face represents what:
· A smiley face for "I have learned a lot, I completely understood what I had to do and I think I have worked very well'
· A face with a straight smile means 'I have learned some, I have tried my best but I'm not sure I completely understood all'.
· A face with a sad face means 'Help, I didn't understand at all!'
The facilitator goes over the whole day programme and asks about each activity and waits for the participants take a position. After everyone decides where to stand, the facilitator asks for 1-2 additional comments from each corner. This is repeated for all activities done during the workshop day.

Special tips for the facilitator:
-Depends on the group profile the facilitator alternatively may use not the faces but some other images such as; Participant, Passenger, Protestor, Prisoner, Pilot in order to reflect on the participation levels of the learners.
Participant: someone who gets involved and participates

Passenger: someone who is happy just along for the ride
Protestor: someone who tries to go a different way
Prisoner: someone who feels trapped and wants to escape
Pilot: someone who guides and leads
The facilitator places 5 signs (Participant, Passenger, Protestor, Prisoner, Pilot) in different corners of the space, describes the day, asks participants to place themselves in one of the corners depending on the role they played in the team during that activity. Each time they are in their respective corners the facilitator asks what them playing that role at that time meant for the team dynamic; was this helpful and beneficial? What does it mean to be a passenger, versus a prisoner, when the team is about to embark on a particularly difficult challenge, for example?





GLOSSARY OF TERMS

Closed Captioning (CC): is a method of embedding subtitles within the video signal. The subtitles can be descrambled and viewed on the television/movie screen with the use of special decoding equipment.

Cochlear Implant: A cochlear implant is a small, complex electronic device that can help to provide a sense of sound to a person who is profoundly deaf or severely hard-of-hearing. The implant consists of an external portion that sits behind the ear and a second portion that is surgically placed under the skin.

Deaf: The word deaf is most often associated with two meanings:

***deaf* with a lowercase *d*,** this refers to either one or many of whom deafness is predominantly an audiological experience. This means someone who is partially or wholly lacking hearing, either when they were born, through pernicious disease early in life, or later in life. The term refers to the idea in the strictest sense: the condition and state of being deaf, nothing more.

Deaf* with a capital *D - it is any person or persons who "identifies him/herself as a member of the Deaf community, and other members accept that person as a part of the community." Many Deaf perceive their community akin to other language minority communities, and share a sense of Deaf Culture.

Deaf Culture/ Deaf Community: is the culture of Deaf people based on a signed language and values, traditions and behaviour norms specific to the Deaf community. Deaf culture offers a strong sense of belonging and takes a socio-cultural point of view of deafness, rather than a pathological perspective.

Hard of hearing: refers to people with hearing loss ranging from mild to severe. People who are hard of hearing usually communicate through spoken language and can benefit from hearing aids, cochlear implants, and other assistive devices as well as captioning.

Hearing loss: Reduced ability to hear sounds in comparison to normal hearing. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. Hearing loss can be caused by aging, illness or disease, by excessive exposure to high noise levels or by excessive exposure to loud sounds.

Oralism: The theory or practice of teaching deaf people to communicate primarily or exclusively through lip- reading and speaking rather than signing.

Sign language: is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language and one of several communication options used by people who are deaf or hard-of-hearing.

Sign Language Interpreter: A professional who uses sign language to interpret spoken language to a deaf person who uses sign.

BIBLIOGRAPHY

- “Adult and Continuing Education. Theory and practice”, Peter Jarvis, 1995
- “Adult education – lifelong learning for the Deaf for both work and everyday life – A policy paper”, Magazine for Language and Culture of Deaf, Rudi Sailer, 2009
- “Evaluation & Reflection Techniques”, https://www.woodcraft.org.uk/sites/default/files/Evaluation%20and%20reflection%20activities.pdf
- “Glossary of Deafness”, http://signsforhope.org/deaf-resources/glossary/Glossary-of-Deafness-Audiological-Terms
- “Glossary on Youth”, Council of Europe, http://pjp-eu.coe.int/web/youth-partnership/glossary
- http://worldenabled.org
- “Inclusion of Young People with Disabilities in the Youth Activities of the Council of Europe, Consultative Meeting Report”, Youth Department of the Council of Europe, 2012
- National Deaf Children’s Society, http://www.ndcs.org.uk/
- "No Barriers, No Borders", SALTO YOUTH Inclusion Resource Centre, 2008
- “Non-formal Education Manual”, Peace Corps, 1989
- “Recognising non-formal & informal learning in the youth sector – terminology cheat sheet”, Lynne Chisholm, 2005
- “The Meaning of Adult Education” Eduard C. Lindeman, 1926 (1989 edn)
- “T-Kit on Training Essentials”, Council of Europe, 2002
- “Understanding Deaf Culture: In Search of Deafhood”, Paddy Ladd, 2003
- United Nations Enable, http://www.un.org/dsabltes/default.asp?d=17UNCRPD
- “Universal Declaration of Human Rights”, http://www.un.org/en/universal-declaration-human-rights/
- World Federation of the Deaf, https://wfdeaf.org/
- “World Report on Disability”, World Health Organization (WHO), 2011, http://www.who.int
- www.greenfacts.org

Learning is a journey,
not a destination

DEAF FACILITATORS

Zeren Koç



Ege Kolcu



Ebru Ağca



Uğur Uzel



Duygu Baygutalp



Cem Barutçu



DEAF FACILITATORS

Burcu Yaman



Yusuf Ermez



Murat Cudal



İrem Karakaya



Yunus Cudal



Learn to Learn Project

Learn to Learn Project

Learn to Learn Project



Bu proje Avrupa Birliği ve Türkiye Cumhuriyeti tarafından finanse edilmektedir
This project is co-funded by the European Union and the Republic of Turkey

Civil Society Dialogue

Learn to Learn Project

Turkey Youth Union Association
www.ogrenmeyiogren.org
www.siviltoplumdiyalogu.org









