

Deaf Education Development programme

Young People's Consultation, Tanzania, August 2017





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Background and methods used

In partnership with Deaf Child Worldwide, Childreach Tanzania delivered the Deaf Education and Development Programme (DEDP) from June 2014 to June 2017 in the Kilimanjaro Region of Tanzania.

The DEDP improved the quality of life of deaf young people by:

- › increasing enrolment and retention of young people in training centres
- › improving sign language proficiency and communication between deaf young people and key stakeholders in their lives
- › connecting deaf youth to internships and other business opportunities to support them to earn a living.

However, the DEDP highlighted many examples of deaf young people developing vocational skills, but still failing to transition from secondary school or vocational training centres into work.

Phase two of this project will focus on youth employment, livelihoods and transition from school to independent living – working both with young people and with schools. This report summarises consultation activities held with deaf young people during August 2017. The consultation explored their knowledge of the challenges they face when leaving school and their experiences of accessing information and support to help them transition to an independent life. The findings of this consultation have been hugely influential in the proposed project design for phase two.

The consultation was a three-day workshop held at a community-based hub hosting a different group of young people each day.

Group 1 – Young people who have left school.

Group 2 – Moshi Technical School students (secondary school).

Group 3 – Ghona Vocational Training Centre students.

This consultation was conducted to support deaf young people, Deaf Child Worldwide and Childreach Tanzania to explore barriers to transitioning to employment that were identified over the last three years of the DEDP. It also gave deaf young people an opportunity to explore their aspirations and the skills they currently have, and to reflect on the potential for their existing skills to be utilised in the workplace.

The activities were designed to be accessible and engaging to young people who have low literacy skills and minimal or no experience of being involved in consultation. They also provided an opportunity for those who took part to confidently share their experiences and opinions. The process gave deaf young people a platform to share their feelings and experiences, and was extremely informative.

The focus groups were each held for a full day, running from 9am to 5pm. Overall 35 deaf young people and young adults, aged between 15 and 32 took part in the consultation (Appendix A).

Information from the consultation was gathered by note taking, photography and film, and by collecting the young people's activity sheets at the end of each session.

Key recommendations from deaf young people

In order to support deaf young people through transition from school to employment and positive health, social and economic outcomes, the following recommendations from deaf young people must be considered.

- › Provide communication support for deaf young people at school to ensure they are able to learn and achieve alongside their hearing peers and gain the qualifications needed for employment or further education.
- › Teach deaf young people skills in school which will help them live independently in a hearing environment. Skills to include entrepreneurship, money management, communication with hearing people and rights.
- › Use deaf role models to advise, mentor, support and inspire younger deaf children through their transition from education to independence.
- › Train employers on disability rights, accessibility, communication skills and deaf awareness, working with deaf role models to co-deliver the training.
- › Support deaf young people to form social groups and networks to share learning and support – and to act as a platform to connect them with role models and mentors to increase their aspirations and confidence.
- › Provide high quality deaf awareness information and training for families and communities, so that they can learn to understand deaf young people's lives, their rights and needs and can support them adequately.

Results of the consultation

Activity 1: What are your skills?

Each group of young people were encouraged to think about what they are good at and what they are proud of. Simple worksheets were provided and the young people filled these out and fed their responses back to the group. The aim of the session was to encourage young people to think about their skills and then to link these to personal attributes that may be of benefit to them when they are looking for employment.

Overall the young people found this an easy task, once it had clearly been explained to them.

The out-of-school group had strong responses, mostly around being proud to be part of the deaf community, and being innovative and resourceful. Many referenced the jobs they already have. It was clear that they could see what an achievement it was to be living independently and how far they had come.

“I am proud to cooperate with my family, friends and community, especially the deaf community. I’m proud of the education and skills I have acquired. I like my job and am proud of it.” (Deaf young person out of school)

“I am proud of my current achievements, I am able to work cooperatively with other people.” (Deaf young person out of school)

The groups from Moshi Technical School and Ghona referred mostly to the skills they were learning in school/college and how they interact with the people around them.

The most repeated response in all three groups was around communication and sign language.

“They say I am a good communicator – I taught my parents sign language.” (Deaf young person out of school)

“My mother loves to learn my sign language.” (Moshi)

“My family love me because I teach them sign language.” (Ghona)



Activity 2: Achieving success

The groups were asked to think about a time in their life when they achieved success, and the steps they took to get there (Appendix B).

This was particularly interesting with the group from Moshi Technical School. Many of the young people spoke about experiencing success in primary school when they were taught in sign language, and then the frustration they felt about the learning environment at Moshi, where they were taught orally.

“I remember when I was in primary school. I used to understand very well, until I finished class VII. But then I joined secondary school and everything is taught in English. I don’t understand. The teacher who can communicate with deaf students is not there. It’s sad really.” (Moshi)

“I used to be a primary school student (since I was 5 years old), I did well because I was taught in sign language. Teachers were able to teach me well and I was therefore able to sit for a national exam and performed well.” (Moshi)

“I passed well in my primary school education. Although I am failing in some of my subjects now I’m at secondary school I am at least getting an average performance.” (Moshi)

“I may finish my education but still fail to get a job.” (Moshi)

Other responses showed that the young people had a clear idea of what success meant to them, this included having skills, having a supportive community around them and getting an education.

“Success for me is having friends that I can work with in college.” (Ghona)

“The only way to get money is by working hard. I am currently working as a carpenter and am making some money. I have plans to get more money in the future.” (Ghona)

“I am able to go to school and this has helped me achieve my success. My parents have been supportive of me, I have friends. I thank my parents for getting me this far.” (Ghona)



Activity 3: Agree/disagree

Each group was asked 18 questions. They young people moved to different areas of the room, to show if they agreed with the statement, disagreed with it, or if they felt they didn't know the answer.

The young people from Moshi and Ghona really struggled with understanding the questions. This was due to different levels of sign language skills within the group, and possibly due to them never having been asked questions like this before.

Here is a summary of key points.

- › When asked if they wanted to work with just other deaf people, the majority of the young people in the groups from Moshi and Ghona said no. However all but one of the young people in the out-of-school group said yes. This may be a reflection of the young people who are still in education being unaware of the challenges they will face when working in a hearing environment.
- › Both the out-of-school group and the students at Ghona felt that they knew what their skills were, but at Moshi the majority felt they didn't know. The majority of the group at Moshi also stated that they did not know what you needed to do to get a job.

“I know what school I go to, but I do not know what I do there.” (Moshi)

- › When asked if deaf people could get the same jobs as hearing people, 10 out of the 15 young people from Moshi felt that they could. However, no one from the out-of-school group agreed with this statement and the majority from Ghona also disagreed.

“If a deaf person and a hearing person go for the same job, the deaf person will not get it. They are discriminated again and thought of as inferior because they use signs to communicate.” (Deaf young person out of school)

- › Both Moshi and Ghona students feel confident about where to go and who to ask for help and support on getting a job. However 100% of the out-of-school group didn't know where to go for this.



Activity 4: Confident/unconfident

The young people were asked to stick different coloured stickers on a chart, showing different areas of their life (Appendix C). A smiley face sticker showed that they felt confident in the topic area, and a sad face sticker showed that they felt unconfident. We gave the male and female participants different coloured stickers to show any variation between the genders.

As with the previous activity, the young people from Moshi and Ghona found this very difficult. There are some unclear results, for example, when asked if the young people felt confident or unconfident about dealing with money the majority said that they felt confident. However later on in the day, during discussions it was clear that they had misunderstood and actually felt very worried about managing money. They had interpreted the image and the explanation as meaning 'do you like money?'

Despite this there are some results worth noting.

- › In each group, the majority of the young people felt unconfident communicating with hearing people. The whole of the out-of-school group put 'unconfident' as their response here.
- › When asked how they felt about accessing health services, the in-school groups felt confident (presumably because they can access a school nurse), but the out-of-school group all stated that they felt unconfident.
- › The majority of students at Moshi felt unconfident about how they would go about getting a job, whereas in Ghona and the out-of-school group the response was mostly positive.



Activity 5: Which job?

The young people were asked to stick stickers on a chart, showing different jobs. They were given five stickers and asked to place them next to a job they would like to do. We gave the male and female participants different coloured stickers to show any variation between the genders.

Following the activity we had a discussion to allow the young people to explain their choices.

- › Farming was the most popular choice across the three groups with 24 young people choosing it.
- › IT/Technology was something that the young people at Ghona and Moshi were very interested in, although both groups stated that they did not know how to get a job in this area.

“I want to know more about IT because I think it is important.” (Moshi)

- › Youth work was very popular, especially with the out-of-school group who talked about wanting to be mentors to younger deaf children.

“We must make use of the confident deaf to help the less confident deaf” (Deaf young person out of school)

We had discussions about what jobs they felt deaf people could and couldn't do, and what the barriers were. The out-of-school group were by far the most realistic and knowledgeable. The Moshi group had much less awareness of the challenges they might face when they leave school. Ghona were very skills-focused and mostly spoke about the lack of access to training courses which would further develop those skills after they left college.

“We could do good work in the office, but there are too many hearing people there. They have no awareness of the skills of deaf people. They don't believe that deaf people can achieve.” (Deaf young person out of school)

“Education is a big challenge – if you want to get a good job you need a certificate, but it is so difficult for deaf young people to get a certificate.” (Ghona)



Activity 6: Barriers and solutions

The young people split into groups to discuss the challenges they face when leaving school and becoming independent. They then discussed solutions to these problems, and presented back to the group.

The challenges the groups discussed were very similar in each location – falling into four main topic areas.

- › Education
- › Inequality and exploitation
- › Deaf young people lacking confidence
- › Isolation

1. Education

The groups discussed all aspects of education. The young people from Moshi repeatedly raised the problems they currently have in class with no sign language.

“My teacher comes to class but does not use sign language at all, he only speaks verbally. I don’t understand, even when I try hard. I want to be taught in a better way so that I can understand my subjects.” (Moshi)

“I don’t have the skills to get my dream job.” (Moshi)

Many of the participants (especially the out-of-school group) felt that deaf young people should be taught skills in school to help them to get a job.

“Entrepreneurship should be taught to deaf children in primary schools so that they become capable of self-employment.” (Deaf young person out of school)

2. Inequality/Exploitation

This was a broad topic that was covered by each group – initially this focused on communication, and the lack of interpreters or support for sign language users in the workplace, but developed into a bigger discussion around inequality.

“Communication barrier is the biggest challenge. It is the most important thing in life; if you have no communication it is like you are living in darkness.” (Deaf young person out of school)

“There is a lot of stigmatisation of deaf people, but deaf people are just like other people – we are equal.” (Deaf young person out of school)

“Hearing people are ashamed to learn sign language.” (Deaf young person out of school)

Young people raised fears that they wouldn’t get paid the same as hearing people, wouldn’t be offered the same jobs, and wouldn’t get any business.

“I am worried about being underpaid, or not paid at all because I am deaf.” (Ghona)

“Customers won’t come to my business because I am deaf.” (Ghona)

“The working environment should meet deaf people’s needs. There should be proper leadership, equal rights and accountability.” (Deaf young person out of school)

3. Deaf young people lacking confidence and having low aspirations

This was mostly discussed by the out-of-school group, who possibly had more awareness of how challenging working in a hearing environment could be. However, each group raised this point and some of the young people still in education were clearly very worried about how they would manage after school.

“Deaf young people live in fear of not being accepted, so they have no confidence.” (Deaf young person out of school)

“We need to teach young deaf children how to be strong and confident. What the world looks like when they are older. To help them communicate with hearing.” (Moshi)

“The deaf community need to be flexible and adaptable to work in a hearing world.” (Deaf young person out of school)

“People could come to the school and talk to deaf students about health, rights, confidence. Deaf leaders could come to the school and talk to us.” (Moshi)

4. Isolation

The students at Moshi and Ghona were very worried about leaving their friends at the end of their education. Some felt that they would not be accepted by their communities, or that their parents would try to keep them at home.

“I may not be able to have friends – I might miss opportunities to work together with people who understand me. Most of all I am worried about leaving my friends.” (Ghona)

They suggested solutions such as mentoring and meeting places for deaf young people.

“Connect us to other deaf people who are more experienced and confident.” (Ghona)

“I would like a meeting place for deaf young people where they could come and work and learn.” (Ghona)



Consultation review and conclusion

To conclude this report, it is useful to look at the consultations as a whole and consider the processes used and the young people's involvement in the sessions.

There were significant differences between the groups of young people. The out-of-school group were by far the most confident, aware of the challenges facing deaf young people after leaving education and able to tackle the consultation activities in a methodical way. This is to be expected, all of this group are employed and have worked hard to establish businesses and find means of providing income to support themselves and their families. They were proud of their independence and of their deaf identity, and spoke about community, friendship and the importance of peer support. Due to the confidence and experience of the members of the group, we asked two to join us as role models in the following two consultation days with Moshi Technical School and Ghona Vocational Training Centre.

The young people at Moshi Technical School found it difficult to understand the activities, even simple questions were challenging for them to answer. Partly this was due to them struggling with communication – despite having two TSL interpreters and two deaf role models, there is so much variety in TSL that it still took a lot of re-explaining to ensure the group understood what we were asking them to do. They also clearly struggled with self-reflection and seeing themselves and their lives in the bigger picture of the world around them. They repeatedly shared experiences of their education (Moshi Technical School is a mainstream secondary school) and emphasised how challenging and frustrating it was for them with no sign language used at school. They also frequently showed no real understanding of the process of leaving school and gaining employment, many shared that they were very worried about this gap in their knowledge and a few seemed to have no idea that it may be difficult for them.

Ghona Vocational Training Centre students were very skills-focused, they referred regularly to the vocations they were learning at college, and were clear about the pathways they needed to take to employment. However, they also shared frustration at the inaccessibility of further courses they could take to improve their skills and gain better qualifications. They said this would impact their ability to make money in the future, as they would be less qualified than their hearing peers. They also feared that hearing people would not buy from them or want to have businesses in the same building or street as them, or that they would be underpaid and exploited. They were aware of the challenges they faced, but had little or no knowledge of, or access to, any deaf role models.

Due to the clear need for deaf role models for the Moshi and Ghona students, we asked the two young people from the out-of-school group to do a short presentation of their experiences and take part in a question and answer session with the students. This was very well received, the young people asked a lot of questions and clearly benefited from learning about the experiences of an older deaf person. One of the role model presentations is transcribed in Appendix D.

Overall, all of the young people consulted with made clear recommendations despite often struggling with communication. Once they understood what we were asking they were eager to share their views, and the themes discussed and recommendations made, stayed more or less the same across all three groups. As you can see from this report, they shared a huge amount of information, opinions and personal experiences and were very open and honest. Our two deaf role models were fundamentally important in supporting us to create a consultation that was engaging and accessible for the young people involved. There was a clear difference in the understanding and focus of the group when an activity was led by a hearing staff member and translated into sign language, and when it was led by a deaf role model. This is useful learning and should influence the planning of further consultations.

Appendix

Appendix A: Breakdown of ages and gender

Age	Number of young people per age in each location		
	Out of school	Moshi	Ghona
15		1	
16		2	
17		2	
18		4	1
19		2	
20		2	2
21		1	
22		1	3
23			5
24	2		1
25	1		
26			2
27			
28			
29			
30	2		
31			
32	1		
Total number of young people:	6	15	14

Gender	Location		
	Out of school	Moshi	Ghona
Male	4	8	7
Female	2	7	7

Appendix B: What is success and how do you achieve it?

Moshi Technical School students	
What is success to you?	What did you do to achieve this success?
I used to be a very young person, but now I am growing up, this is success. I think success in my future will be having my own life and doing work as a teacher.	I study very hard and do my homework every day. When I pass my exams I will be able to join college/university and achieve my dreams.
Success to me would be getting a job as a football player.	I would need a sponsor who can connect me to a football team that would accept me.
Learning to understand English in class I - III	I would like to get a job, so I have joined secondary school. When I finish school I will achieve this success.
I remember when I was in primary school. I used to understand very well, until I finished class VII. But then I joined secondary school and everything is taught in English. I don't understand. The teacher who can communicate with deaf students is not there. It's sad really.	I may finish my education but still fail to get a job.
My success is being awarded the prize for the best netball player.	I achieved this by working hard, and playing netball diligently. In the future I would like to work as a hairdresser, I will have to work hard.
I am now able to do final polishing in carpentry.	I achieved this success by following instructions and working hard and paying attention to detail.
Success for me would be being a teacher for the deaf students and teaching sign language to the deaf and the hearing community.	Working hard as a student will result in a good performance in my studies.
I used to be a primary school student (since I was 5 years old), I did well because I was taught in sign language. Teachers were able to teach me well and I was therefore able to sit for a national exam and performed well.	When I finished class VII I got good results to joined Moshi Tech School. My primary school was a good learning environment.
I am in form three now and I want to get a job after school.	I do very well in general studies because I work hard and I have a notebook so I can write my class notes down. I am trying my best.
Success to me would be driving my own car and watching TV.	I will achieve this by getting the right contacts who will enable me to learn the necessary skills.
I studied in Msandaka Vocational School for the Deaf between class I – VII. I did well in my studies there.	I like being a scout and practice a lot for this.

Moshi Technical School students

What is success to you?	What did you do to achieve this success?
My success would be to work in the factory that makes soft drinks.	I have to work very hard at school, and perform well in vocational studies. The teachers are good. I would really like to work in the factory.
I performed well in my studies in primary school and passed my exams so I could join secondary school. This is success, because I had to repeat primary school twice.	I may not get a job, even after finishing my studies, but I really want to get a job.
My success is that I have an education, which can help me achieve my dreams. I will be an example in society if I am given priority. I am also a talented basketball player.	I achieved this success because I worked hard in my studies and I also learned the language that is used in some of the subjects. I practice basketball every Sunday because that is what I like.
I passed well in my primary school education. Although I am failing in some of my subjects now I'm at secondary school I am at least getting an average performance.	I study hard, that results in a good performance at school. I run very fast, that's why I'm good at basketball.

Ghona Vocational Training Centre

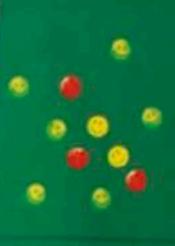
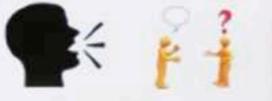
What is success to you?	What did you do to achieve this success?
I can make tables using a wooden saw.	Success would be getting money and buying a mobile phone. I achieve success by working hard and getting trained. I am currently studying and when I finish I will achieve my dreams.
For me, success would be being able to work as a tailor or a cook.	My mother is the support I have, she works and earns money and I believe she can get money to help me establish my own tailoring market.
Working as a carpenter is my success – it gives me money and that improves my life.	The only way to get money is by working hard. I am currently working as a carpenter and am making some money. I have plans to get more money in the future.
My success is being able to cook – I am a cook now.	I was trained by a school cook.
Driving is my success – I can drive. I also keep chickens.	I asked my friend who had a car, and could drive, to teach me. I started selling eggs and am getting some money.
I can work as a tailor. I am now learning how to become a better tailor. I can find a friend to support me I believe I can succeed.	My family is poor and cannot afford to support me to get a tailoring machine. It is too expensive to get one.

Ghona Vocational Training Centre

What is success to you?	What did you do to achieve this success?
I got into a college that offers tailoring training. This is my success.	My teacher teaches me and I work hard to learn diligently.
Success for me would be getting a better sewing machine that would help me sew flowers onto clothes. I would also like to work in a hotel.	I am almost done with my studies. If I can get a good sewing machine that will work perfectly well. In the future I want to seek jobs in the hotels and then get married to start a family of my own.
Success for me is having friends that I can work with in college.	Working together with my friends makes my studies easier.
Success for me would be doing my own business. My father has a good business.	I will ask my father to help me.
My future success would be doing poultry and cow keeping.	My father will help me, he works as a farmer.
I am still at school and when I finish I will get a job to make my own life. I would like to work as a tailor or looking after poultry.	When I finish school, life will have to start. I must get a sewing machine so that I can become a tailor and I will keep animals to do business with.
My success is learning tailoring skills.	I am able to go to school and this has helped me achieve my success. My parents have been supportive of me, I have friends. I thank my parents for getting me this far.
In order to succeed I need to find out what kind of job can lead to life improvement. For example, knowing a job that pays well so I can afford my expenses. Getting a good life is impressive, people will respect you and it is cool!	I will work really hard and diligently to achieve my dreams of a good life.
I learnt sign language. This is my best success.	I will ask my father to help me to buy a wood saw so I can support myself.

Appendix C: Confident/unconfident sticker chart example (out-of-school group)

KUJIAMINI AU KUTOJIAMINI?

<p>Afya</p> 		<p>Kukutana na watu wapya</p> 	
<p>Kusafiri</p> 		<p>Jinsi ya kupata kazi</p> 	
<p>Umiliki/utawala wa fedha</p> 		<p>Kuomba msaada au ushauri</p> 	
<p>Kusoma na kuandika</p> 		<p>Kuwasiliana na watu wanaosikia</p> 	
<p>Haki zangu</p> 		<p>Kujiamini</p> 	
<p>Mahusiano</p> 			

Appendix D: Deaf role model presentation transcript

“I went to Mwanga Primary School and I studied, just like you, and faced the same challenges you are facing now. We always complained to our teachers but nothing ever changed.

“My dream is to become an engineer – I face many challenges, but I’m still fighting.

“The first time I took my O Levels, I failed. Then I failed them again. But I didn’t give up. I thought; I need to have money, and to travel, and to help my parents and I applied for many many jobs.

“I met a man who worked for CBM, and he told me I could train to become a teacher in Kenya. I was shy and not confident but was told to be strong, this is your chance! I went to Kenya and received training and slowly I started to gain confidence.

“There are many obstacles in life, but don’t lose hope. I am now a teacher of deaf children, but I am still dreaming my dream. I am still planning to go for Higher Education. Never lose hope! You must always look at your dream.”

**We are the UK's leading international charity
for deaf children in developing countries.**

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**info@deafchildworldwide.org
www.deafchildworldwide.org**

National Deaf Children's Society
Ground Floor South, Castle House
37-45 Paul Street, London EC2A 4LS

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