

CONCEPT NOTE

DESIGN4DEAF

INTRODUCTION

The **Design4Deaf** is an inclusive training program for deaf and hard of hearing (DHH) youths to enable them to acquire skills in design. The training seeks to provide these deaf and hard-of-hearing trainees with the ability to develop new skills that will allow them to become employable, thereby enhancing their capabilities to become financially independent and providing them an opportunity to participate in the most competitive workspaces. The Design4Deaf project covers training on specialized design skills, coaching on the job market and workplace integration, and mentorship for career development and growth.

RATIONALE AND BACKGROUND

All children have the right to a free appropriate public education in their least restrictive environment to have the opportunity to succeed. Education for all children is one of the essential issues that the UN tries to achieve. Under its auspices, several international agencies work hard to improve educational opportunities for learners with disabilities. These organizations try to give equal opportunities to all students regardless of their disabilities. Deaf and Hard of Hearing are one of those disabled students who should have these opportunities.

UNESCO (United Nations Educational, Scientific and Cultural Organization) states that inclusive education is the process of responding to the diversity of the needs of all children, adolescents, and adults to provide for their needs through participation in learning and integration into the cultural and social context. Thus, including students with hearing disabilities in the classroom and providing them with skills that will enable them to integrate into the workplace like every other individual becomes one of their rights that must be considered.



There is a dire need for programs and projects that foster and promote inclusive education, representing the values, policies, and practices that support the right for everyone to be included in a classroom, regardless of his/her ability, and to allow them to participate in all activities. Barriers and discriminatory attitudes towards disability can be formed by developing initiatives that make the disabled as competitive as persons without disabilities.

Recently, deaf and hard of hearing have been integrated into some schools and vocational training centers around the world in some countries, which is considered a significant change in the modern era.

Over the past two to three decades, in most developed countries, there has been a significant trend toward the placement of students with special educational needs in mainstream schools and vocational institutions rather than in segregated special schools and special classes. Also, including persons with disabilities in skill acquisition programs has become the focus of extensive research. In many parts of the world today, deaf people are much more frequently considered a regular part of community events and employment activities.

Clearly, in several respects, they have made tremendous gains over several hundred years through their involvement and activism. In various countries, they also have taken active roles as leaders and visionaries with remarkable new insights and ideas.

In many cases, the struggles, perseverance, and hard work that led to their achievements have been more challenging than those typically faced by many similarly accomplished individuals - and they have overcome significant obstacles in some cases.

While the opportunities for the inclusion of DHH continue to expand worldwide, implementing such values still appears slow in most parts of Africa. As if that is not enough, the initiatives on inclusion focus on the experiences of the deaf and hard of hearing in mainstream secondary schools, with little attention given to these individuals' vocational and on-the-job training. There is a high need for initiatives that provide these



persons with high-income on-demand skills, which will enable them not only to become employable but also to become competitive in the 21st-century job market.

Goals and Objectives

The goals of the Design4Deaf project include:

- To promote the inclusion of the deaf and hard of hearing in skills acquisition
- To promote the employability of deaf and hard of hearing

4.2 Objectives of the Project

To achieve the above goals, we aim at

- Training and equipping the deaf and hard of hearing with skills in designing
- Coaching trainees on the job market and workplace integration
- Mentoring trainees towards career development and growth

Methodology

The Design4Deaf project will be implemented in three phases:

- Training in specialized design areas
- Coaching on the job market and workplace integration, and
- Mentorship for career development and growth

Below is a summarized action plan:

Milestone	Activities	Timeline
Training	Curriculum development	ten months
	Admission of trainees	



	Orientation	
	Training	
	Monitoring, Evaluation, and Reporting	
Coaching	Job market coaching	1-month
Mentorship	Job search guidance	1-month
	Career development guidance	
	Career growth guidance	
	Monitoring, Evaluation and Reporting	

Benefits and Outcomes

The Design4Deaf project targets deaf and hard of hearing (DHH) Cameroonian youths within the ages of 18 to 35 who are aspiring to become graphic UI/UX designers.

The expected outcomes of the Design4Deaf project alongside the key metrics include:

Objectives	Key Metrics	Outcomes
Training in specialized design areas	- Number of trainees who acquire new skills - Knowledge and skill retention - Learner engagement with trainers	60 DHH in total trained in one year 10 DHH trained per course in one year



	• Learner satisfaction	
Coaching on job market and workplace integration	• Number of trainees who get employed after training • Lead time between completion of training and employment • Engagement with coaches	• At least 80% of trainees employed one month after training
Mentorship for career development and growth	• Performance appraisal of trainees one month after employment • Ability of trainees to balance knowledge, skills and attitudes in the workplace • Ability of trainees to maintain appropriate work attitudes	• At least 80% of trainees get excellent performance appraisal one month after employment

BUDGET STATEMENT

According to our calculations, the estimated total cost of our project for one year will amount to \$954,000. The cost includes the following expenses: monthly stipend for fellows, remuneration of instructional designers, trainers, coaches, mentors and sign language interpreters, operational fees, and other expenses.

