

## Evaluation Shubi training at Patandi TTC in October 2008



Date: November 19th, 2008

Present board members and volunteers:

Gerard (chairman), Berna (secretary), Cor Aarts, Cor Pouw, Martijn, Suzanne, Harald, Diane, Cynthia, Renee, Wil

The present volunteers are pleased that the oral evaluation takes place within 4 weeks after the end of the training at Patandi. A written evaluation by course participants is done at Patandi TTC at the last day of the course. See "Evaluation questionnaire students Patandi, Oct 2008". 9 students didn't evaluate because of illness at this day. No written evaluation is performed by the Tanzanian Shubi tutors.

### Group size of course participants

Just a few days before the training started, Shubi received a list of course participants. This was too late. At the start of the training, the list seemed not correct. Only 1 Patandi tutor was participating, while 10 were on the list. 2 teachers of the deaf were present, one of Meru unit and 1 of Patandi unit. And 40 diploma students of Patandi TTC were present.

### Composition of Shubi team of volunteers

The balance between number of course participants and Shubi tutors was very good in the communication and audiometry groups. The earmould group was too big in the 1<sup>st</sup> week, while the Shubi tutor was not yet assisted by Bilali. It was nice to work in pairs of 2 tutors. The Tanzanian Shubi tutors do have good theoretical knowledge. Compared to their Dutch colleges they lack practical skills in the topic they taught. They seem to make audiograms only when Dutch Shubi tutors are with them and it doesn't seem to be normal routine in their work as a teacher of the deaf.

Teaching together is very interesting and challenging for both Dutch and Tanzanian Shubi tutors.

The cooperation between Cor Pouw and Bilali was useful in several ways. Bilali proved that he was able to give clear practical instructions, although he is deaf and his spoken language skills are poor. He can use Tanzanian sign language and written English. Patandi students learn sign language and do see job possibilities for deaf people. Bilali will start a 2 year training in Kenya, so it is doubtful whether he will be available as Shubi instructor in 2009.

*Suggestions for improvement:*

- *coaching of Tanzanian Shubi tutors in practical skills should be part of the Shubi training*
- *In earmould manufacturing two tutors are needed or one more technician is needed*
- *In long term also communication lessons should be taught by Dutch and Tanzanian tutors together. In 2009 candidates might be recruited.*

### Organisational aspects

The course participants were divided in a 1<sup>st</sup> year and a 2<sup>nd</sup> year diploma group. Each student could attend lessons in all categories (communication, audiometry, hearing aid fitting and earmoulds). Every day started with 15 minutes of sign instruction. Every day existed of 3 blocks of lessons of about 2 hours each, which was fine.

In the 1<sup>st</sup> and 2<sup>nd</sup> week it is necessary to work together with 2 tutors to solve problems together and to divide tasks. It was a good idea to use the final 1,5 hours of the afternoon for discussion about the lessons that were taught and to plan the coming program.

Students complained about a structural lack of drinking water during the training, which had a negative effect on their concentration and wellbeing.

Because tutors worked together in pairs, Mr. Abdulrazak could spend some time in attending communication lessons.

Sometimes tutors experienced a different point of view in educating people. Some tutors focus more on skills who are not yet mastered and judge these as wrong, where other tutors focus on skills in progress which can be positively emphasized.

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### Suggestions for improvement:

- *Technical preparation should start 1 day before the start of the course*
- *It is important to have technical/organisational support (as did Julius Spit in Iringa)*
- *Agreements about food and drinks has to be made in advance with Patandi TTC for students to be able to fully concentrate during the Shubi training*

### Certification

Students were most creative in the communication lessons.

Certificates have been provided. There were no clear agreements about attendance and dedication of students.

### Suggestions for improvement:

- *Before the training starts there must be agreement between Shubi Foundation and Patandi TTC about minimal attendance and effort of students*
- *Shubi tutors provide students with ongoing (positive) feedback during the training*

### Manuals

- The manual about audiometry needs to be adapted.
- The manual about earmould manufacturing needs to be adapted
- Communication was taught with too many copied pages

### Suggestions for improvement:

- *A Swahili summary of each chapter would be a useful addition*
- *Copies can be made in a smart way, reducing the number of pages*
- *A working group can take care of the revision of the different manuals*

### Local available equipment

Shubi provided Body Worn hearing aids. At Meru unit the hearing aids still worked properly because parents provided the necessary penlight batteries on a regular basis.

At Patandi unit the hearing aids didn't function, because battery supply was not arranged as was agreed before. The battery recharging unit at Patandi TTC was not available according to teachers of Patandi unit.

At Patandi TTC the liquid needed for audiometry manufacturing was finished, impression material had expired. At Patandi unit the materials had not been used and were therefore 'borrowed' during the Shubi training.

A question was raised about the preferred type of hearing aids: body worn or behind-the-ear.

A beamer and a printer were brought to Tanzania. The beamer was brought back to the Netherlands, the printer was left behind at Patandi.

### Content of the training

1. General aspects
2. Communication
3. Audiometry
4. Earmoulds and hearing aids

### General remarks from Dutch Shubi volunteers

- The tasks of the logistic coordinator were not clear for all volunteers.
- The board of Shubi Foundation should write down vision and goals in a document available for volunteer Shubi tutors before they leave to Tanzania
- Volunteers like to have protocols for the structure of the lessons and minimal goals
- Volunteers like to have protocols for the travel preparations,
- Volunteers have to be asked if and how they want to be active as Shubi volunteers after their return from a training
- Evaluation forms should be standardized so that yearly evaluations have a similar structure each year

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### Future planning of training

Two out of three agreed Shubi trainings have been provided. The next one will be organised in autumn 2009. New agreements have to be made.

Will, Roel and Renee have told that they liked to be tutors and might be available next time.

Renee and Saskia wrote a proposal to the Shubi board for an extra communication training of 2<sup>nd</sup> year diploma students in February 2009. The Shubi board is positive. Cor Pouw will send their proposal to Mr Magoha.

### List of actions

- Suzanne will translate the Dutch notes about the evaluation meeting in English. This version will be mailed to Mr. Kaoneka, Mr Abdulrazak and Mr. Magoha
- Suzanne writes a proposal for an evaluation format
- Cor Pouw will mail the proposal for the extra training to Mr. Magoha
- Cynthia and Berna will write down the tasks of a logistic coordinator
- The Shubi board will write down Shubi's vision and expectations of volunteers
- The Shubi board will formulate a proposal about certification and will discuss with Mr Magoha
- The Shubi board will formulate her opinion about the preferred type of hearing aids to be provided by Shubi.
- A working group writes a revised edition of the manual 'audiometry'
- Cor Pouw writes a revised edition of the manual ' earmould manufacturing'