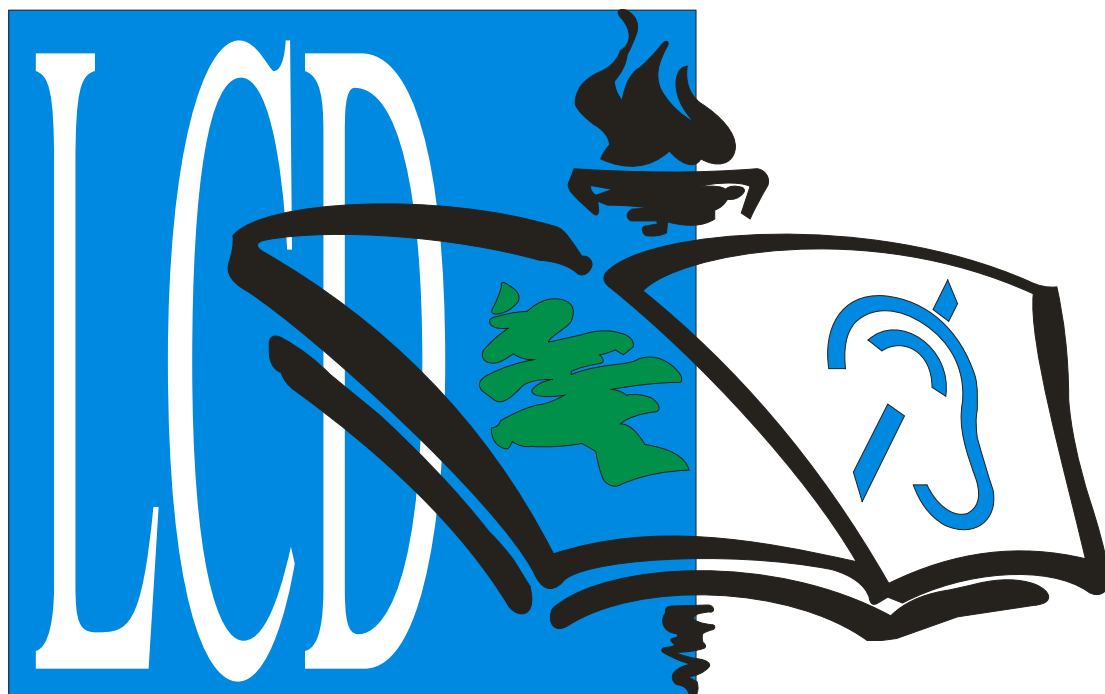


# **The Learning Center for the Deaf**



## **Annual Report 2003**

**Prepared by Hussein Ismail, Ed.D.  
Director**

# **Annual Report (2003)**

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### **1. The Structure of the Learning Center for the Deaf**

#### **Board of Administration**

<b>Chairman of the Board:</b>	Hussein Ismail, Ed.D.
<b>Treasurer:</b>	Ms. Nouha Sultan
<b>Secretary:</b>	Ms. Caroline Haykal
<b>Members of the Board:</b>	Ms. Nada Kanaan
	Ms. Najah El Hamad

## **Staff List**

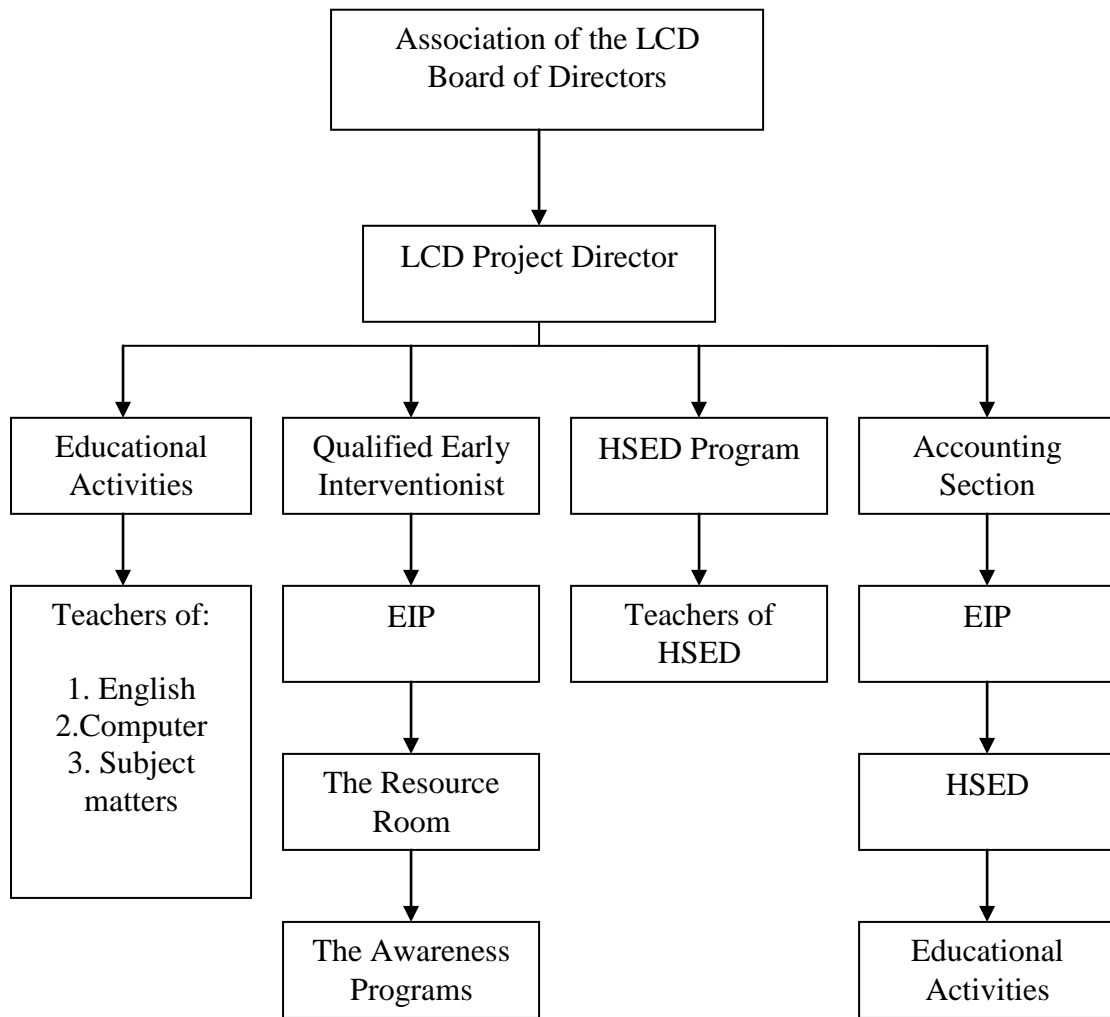
Mr. Hussein Ismail, Ed.D.	Director / Instructor
Mrs. Nadine Badreddine-Ismail	Early Interventionist
Mr. Edmond Nassar	Accountant / Auditor
Mrs. Mary Rizk	Secretary
Ms. Sana Richa	Speech Therapist / Assistant EIP specialist
Ms. Carol Mouawad	Speech and Language Pathologist
Mr. Elias Bou Mansour	Domestic Helper
Ms. Roula Dababneh	Nursery Assistant-Teacher
Mr. Mohammad Abboud	Science-Mathematic Teacher
Mr. Ramez Rizk	Arabic Literature Teacher
Ms. Samia Salameh	English Literature Teacher
Mr. Raymond Bou Assi	Social and Economic Teacher

## **Volunteers**

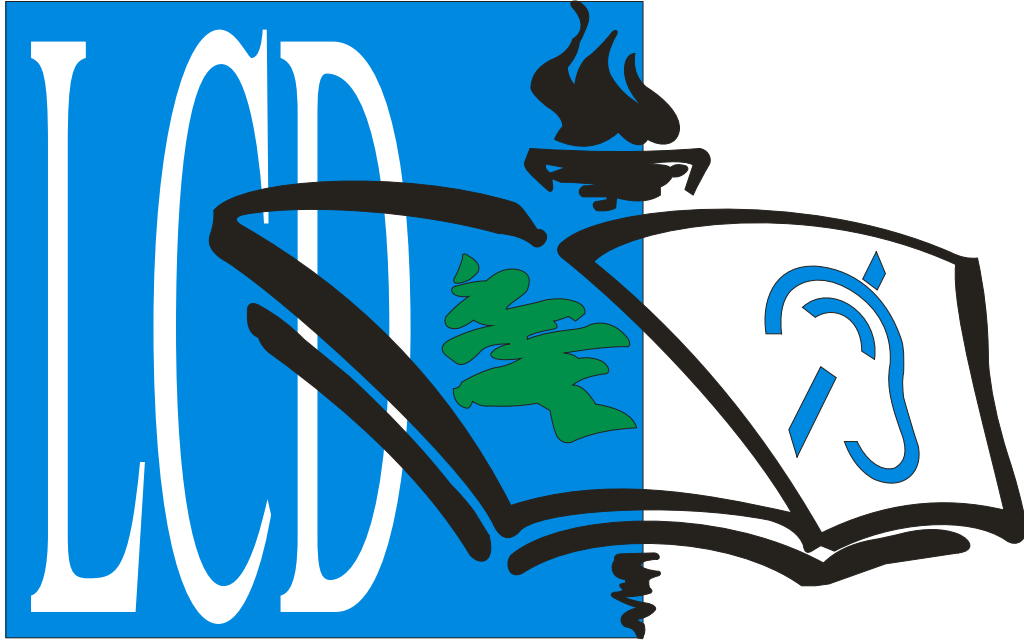
Mr. Mt. Rayan Kouatly	LCD's legal advisor
Ms. Maha Kaddoura	Text Translator
Mr. Claude Hayek	Physics Teacher for HSED program
Dr. Raed Mohsen	Psychologist
Mr. Maher Abed Raboh	Handy-Man

## **Learning Center for the Deaf**

# The Structure of the LCD



# **The Learning Center for the Deaf**



## **Mission and Activities 2003**

### 3. The Basic data about the Center

Name	<b>The Learning Center for the Deaf (LCD)</b>
Date established	January 2002
Legal status	Charity Registration Number: AD 89, established 2002 with the Lebanese Government
Visiting address	Sacre Coeur Hospital Crossing, Near Evangelical Church, Baabda – Brazilia
Contact person	Hussein Ismail, Ed.D. Project Director
Telephone number	00961-5-954584 / 00961-3-700584
Fax number	00961-5-954584
E-mail address	<a href="mailto:hismail@inco.com.lb">hismail@inco.com.lb</a> ; <a href="mailto:lcd_lebanon@hotmail.com">lcd_lebanon@hotmail.com</a>
Type of organization	Charitable Service Organization
Identity	The LCD is non-profit, non-secretarian, and non-governmental association established to promote, facilitate, and empower deaf men and women through education throughout Lebanon
Main areas of activity	Educational

## **The Statement of the LCD**

The Center's primary focus is educational with specific emphasis on young children and young adults.

Further, the LCD's members believe in the empowerment of the Deaf in general, including the family of the deaf person. The program therefore also responds to the needs of deaf adults through further education and literacy classes. It also reaches out to the world of the hearing with information that helps spread awareness about deafness, how to deal with the deaf and on the prevention of hearing loss.

## **Objective**

The Learning Center for the Deaf provides essential programs, comprised of the High School Education for the Deaf (HSED), the Early Intervention Program (EIP) for parents of deaf babies and young children, Educational Activities for the Deaf incorporating English language tuition, and Awareness Programs about Deafness.

## **Reasons for the Selection of the Activities**

The programs were chosen as the core activities of the LCD because they are currently poorly covered or absent in a country like Lebanon, therefore there is a great need to provide these programs for the parents of deaf babies and young children as well as to young deaf adults.

The Early Intervention Program (EIP) first offers parents, besides rehabilitation, all necessary information to equip them and enable them to take the right informed decision themselves for their child(ren). Presently, most of the time, it is someone who is telling parents what to do with their child(ren). Families benefit psychologically from the Support Group meetings for families, in the presence of an experienced psychologist in the field of deafness. Parents of deaf babies and young infants who live at a distance from schools for the deaf are deprived of an EIP therefore the LCD program also includes a correspondence course. The Resource Room offers parents detailed information in any area they want to know regarding deafness and related subjects, but unfortunately most information is in English which prevents many families to benefit from this service on their own.

The High School Education for the Deaf: This program helps elevate the Deaf people's level of education, and promotes them to the world of the hearing who still underestimate the academic capacities of the Deaf. Presently the level of education terminates at Brevet (Grade 9 - Junior High School – age 15) which means that students are not qualified to enter College or University. This program also helps students coming from different backgrounds to relate to each other, and prepares them for College where they will integrate with the hearing world.

The Education Activities for the Deaf: English, (and computer literacy in the future), Social and Moral discussions prepare deaf students to deal better with practical life issues and to know more about matters of life. This program also effectively helps the Deaf in daily matters by becoming able to use the English language to facilitate

computer literacy, to send messages on their cellular phones, computer management, and the efficient use of the Internet. Additionally, these lessons allow deaf students from different schools and backgrounds to mingle in the Center.

Awareness Programs about Deafness: This program gives awareness to the Lebanese public concerning Deaf people and Deafness, through interviews and talk shows on the local TV stations, brochures, and a book about deafness, written by Hussein, which will be distributed for free by the Lebanese Ministry of Social Affairs (delay in publication by the government). Also, this program provides activities for children in regular nursery settings by experiment, telling a story interacting with a deaf puppet, and introducing a deaf adult teaching some signs used by the deaf people.

The Association: This is the first association in Lebanon where the members are all Deaf. There is not yet an association where even the majority of members are deaf. The LCD Association allows the deaf for the first time to take decisions for themselves and speak for themselves; not hearing persons speaking for them.



## The Learning Center for the Deaf

### 4. Statistical Data of the number of beneficiaries during the year 2003

Programs offered at the LCD	Number of Beneficiaries
<b>Early Intervention Program</b>	
Rehabilitation for Deaf Children with their Parents	<b>7</b>
The Support Group	<b>6 – 10 families</b>
Lectures for families of deaf children	<b>22 families of deaf children</b>
Consultation	<b>50 families approximately</b>
Integrated Nursery	<b>1</b> (started in Oct. '03, hopefully during 2004 the number of children will grow)
The Resource Room	Unspecified; open for all professionals
John Tracy Clinic's Correspondence Books for families of deaf children	<b>10 families</b>
<b>Educational Activities for the Deaf</b>	
English Classes	<b>9 students</b> (at 2 different levels)
Speech Lessons	<b>5 persons</b>
Sign Language Class	<b>9 parents and students</b>
Consultation	<b>40 – 50 deaf adults</b>
<b>High School Education for the Deaf</b>	
First Year	<b>8 students</b> (one dropped during Nov. '03) 2 boarders, 5 day-schoolers
<b>Awareness Programs about Deafness</b>	Unspecified; National level

# **The Learning Center for the Deaf**

## **5. Activities of the LCD**

### **The Initiation of the LCD**

We thank God for the year 2003, in which we saw many developments regarding the initiation of the LCD and its activities, especially its moving to the new premises. The Center that was rather bare became full of life. A number of children and their families have given life to the place. The involvement and devotion of the committee members who are all deaf have proven that they are there to work. The phone does not stop ringing, and many of the callers are parents of deaf children from all ages who seek for the advice of our personals.

New employees have joined during the year 2003. Carol and Sana who are both Speech Therapist and who come to the Center on a part time basis. They both find themselves in the program, as they work more than just part-timers. Teachers of the High School program have also joined with the full belief that the students who enrolled in this program can succeed and pass the official governmental examination at Baccalaureate level. Mary, a new secretary, Elias, a deaf man, a domestic helper, and a kindergarten teacher, Roula, have also joined. The Center has also acquired some faithful persons who worked at the Center as volunteers.

The Center is blessed since the people working in it today, help spread the atmosphere of a home where everyone is welcome to join the family as long as he/she, like us, does not see working here as just a job, but rather a mission that everyone believes in and is devoted for.

In conclusion, no words can be sufficed: God has been so good to us, to the Center, and to the deaf who benefit from its services.



### **LCD in the New Building**

The Center has moved into new premises on September 1<sup>st</sup>, 2003, to accommodate expanded programs. In general, the Center has shown great success as its programs have emerged in response to a need, and have proven growth and quality. The programs currently provided are the Early Intervention Program, Educational Activities for the Deaf, as well as Awareness Programs about Deafness, plus effective September 2003, the program of High School Education for the Deaf, the Integrated Nursery for Hearing children and Deaf Children. The

Computer Classes and the Audiological Room will be implemented in the future.

The programs of our Center, effective September 2003, are taking place at a rented building in Beirut, which is ideal to accommodate the current program and realize other future important programs. Also it is ideally situated on the border between East and West Beirut with good road connections and has been rented with an option to purchase. Purchase of this building would enable all the necessary alterations and improvements to be made and assure the long term viability of the LCD project.

We are very happy with the garden, around the building, which provides many chances for experiments and experiences for the young children (playing with water and sand, raising animals and growing plants). The garden and the space also allows us to do many activities for the families, like a “play day”, “grandparents day”, or “siblings day”, etc.

Therefore, in turn, we are very glad that the Wilde Ganzen (Wild Geese) in the Netherlands as well as the faithful Organization of AMT-Nederland who have always supported our work, are willing to make the biggest effort they can to raise the necessary amount of money for this building project. Hopefully by September 2004, we will be able to purchase this building.

### **High School Education for the Deaf**



In brief, the High School Education for the Deaf program provides schooling for young deaf people to continue their education from 9<sup>th</sup> to 12<sup>th</sup> grade and seven students are currently enrolled in the first year of a four year program. Upon the completion of their education, deaf students can go to university or college to specialize in a specific domain of interest. This program is the only program of its kind currently available in Lebanon. Therefore, there is a high need to expand and further develop this program and allow the young deaf people to finally pursue the ambition of their dreams. It is thrilling to observe the faces of these young deaf students studying at the first year of High School program, as we could see their inner feeling of joy and satisfaction.

## **English classes (Educational Activities for the Deaf)**

Students of the English classes are a great fun to have in the Center. They are generally very studious and eager to learn and communicate in a language that is internationally used. The progress the students made is amazing, while they started this course knowing nothing at all; they are now able to construct a great number of correct sentences. At the end of 2003, a class of students has attained the 4<sup>th</sup> English level, and they are eager to study English at the 5<sup>th</sup> level. Some of the students plan to continue higher than this level. The students of this class have passed their exams for the fourth course and they all succeeded with an average grade of 84 on 100. Beside this class, there is a class of second level, where the students are doing very well.



In addition to the benefit of the English language, these adult students feel productivity, being cultured, and have the opportunity to see their old and new friends.

## **The Early Intervention Program**

Slowly the Early Intervention Program at LCD is growing to achieve the vision set for it. The year 2003 was an experimental stage, which led us to professionalism. The program is now much richer despite the lack in the area of Audiology.

There is a need for further trainings especially that at the EIP of LCD there is the belief that there should be different approaches for different children and different needs.



By the end of 2003, Nadine and Sana have traveled to Canada to attend a seminar on Auditory Verbal Therapy (AVT), which was very successful since it initiated a base for a professional implementation for children who have a good amount of residual hearing. A relationship of quality was born between the team of LCD and AVT in Canada. The future need is to further the knowledge in other approaches to bring

implementation to the level of professionalism that LCD is seeking. Classes of Sign Language given at the LCD are helping parents to communicate richly in signing. In the future there is a need to explore bilingualism and learn about the degree and conditions of its success.

The end of the year has witnessed openness to hospitals and more openness by other institutions. While there was a back up in the beginning by some institutions; time is changing such an attitude, and more people are aware that EIP of LCD is not there to compete but to fill in gaps and to coordinate with all existing programs.

One of the near-future plans of EIP of LCD is to bring more awareness on the importance of Early Detection and Early Intervention due to the fact that a limited amount of families are presently heading for an EIP.

### **The Support Group**



The program of the Support Group, which is part of the Early Intervention Program, was a wonderful and very fruitful idea which allowed the families (mostly mothers) to meet and exchange feelings and experiences. This surely brought them to more self-confidence in themselves and their children. One of the mothers who is also enrolled in a different program said that she was very happy with the chances that helped widen her

horizon, especially with the Support Group and the course for families.

Although the idea of volunteering is not so much lived in Lebanon, we find ourselves very lucky that for the Support Group a professional psychologist, Dr. Raed Mohsen, who has experience in the field of deafness, and who in addition is a known personality due to his show on television, has volunteered to run the Support Group. For the course too, people have volunteered to give the lectures on different subjects.

### **The Family Day**

The Course for families includes lectures and workshops on Hearing Tests, Hearing Aids, Causes of Deafness, Genetics, Cochlear Implant, Modes of Communication, Communication, Language, Listening and Speech, Play, Integration, and psychological matters besides Health and Nutrition, and the role of the Speech Therapist, Neurologist, and Occupational Therapist.



Usually it is mothers that attend the course, but luckily some fathers showed as well. Since part of our goals is to make the whole family involved in meeting the needs of the child with a hearing loss we took the chance of one of the lectures to invite the whole family with the children and their siblings.



Thanks to the Family Care Association and to Therese, a friend who is good at handicraft, we had a wonderful program for the children. The lecture on Listening and Speech went very well. Then, everyone had his sandwich in the beautiful green garden of the school, and in the afternoon the children joined the adults and we had a workshop together in relation to play and making puppets. It was a great success. It was surely a day no one

will forget, and it was surely a blessing to hear the laughter and to see the smiles drawn on the faces of the small children and their parents, “the big children”.

### **Integrated Nursery**

The Integrated Nursery is necessary for the Early Intervention Program as the difficult financial situation in Lebanon is forcing many mothers of the deaf babies to work. Unfortunately these mothers are putting their babies in a regular nursery and these nurseries, even when cooperative; provide the minimum of assistance, while the child needs much more. This is why the Center has provided a special integrated nursery to help these deaf babies benefit from an environment that respects their needs.



Indeed, the idea of the Nursery started after we had three requests concerning this matter. Finally we decided to start with this program so that whenever there is a child we could immediately accept him/her in. The aim is to receive hearing and deaf children. This will also help us observe the child's tendencies to be drawn to a more visual or

auditory world.

## **The Resource Room**



The Resource Room, which has already been established on a small scale, aims to provide extensive information about issues of deaf people and Deafness, to families, professionals, or even the general public. The Center aims at providing translation of the most important documents to Arabic to enable people who do not know the English language to be scientifically and objectively informed about subjects related to

deafness. Therefore it is also regarded as part of the awareness program of the Center.

## **Sign Language Classes**

Sign Language classes have started in October 2003 due to a great demand. The matter that made us go for it is the need for some parents to learn Sign Language in order to communicate richly with their children who use Sign Language themselves.



Since October 2003, it was the first experience for the first course, one mothers and an aunt who is the care giver of the child, are joining the course, in addition to 6 participants, one of whom is a speech pathologist at LCD, two are text translators, and others just wishing to be acquainted with the Deaf Culture.

The Sign Language classes are part of our awareness purposes since they invite the hearing world to the world of the Deaf.

## **The Consultation**

Consultation has become part of our program. Parents and students seek our, especially Hussein's, advice. Also Thursday evenings have become a habitual visiting by the committee members of the club for the deaf, asking Hussein for his opinion about certain difficulties that they are facing.

## **No Man's Land**

Some people take the impression that Lebanon is a rich country, while in reality Lebanon has great debts which the people are paying the price of, with taxes, etc. Some people think it is the responsibility of the Government to take care of the Deaf in Lebanon, but the reality is that private associations are doing the job, regardless the difference in quality, sincerity, honesty and credibility. This brings with it the fact that our association (LCD), among other devoted associations, is in No Man's Land.

The associations for the disabled in Lebanon are under the Lebanese Ministry of Social Affairs, not Education, and this naturally brings with it the fact that the educational aspect which includes education, training and workshops for teachers, as well as curriculum for the schools is quite neglected. It is mostly the individual efforts that determine the level and the quality of work offered to the children.

And the Lebanese Government, which helps very little in the field of disability, gives financial assistance to associations only on the basis of individuals and does not even cover all their expenses. The Government does not help in any investment or provision of a location, nor does it provide any financial assistance for this purpose. The old regulations of the Government which are still applied today, make that the financial support for deaf children who are in primary classes and need one or two teachers, is the same than the support provided for students of Secondary Education and who need at least 8 teachers to cover all subject matters. And while the Government is aware of the importance of Early Intervention, in their regulations there is nothing to support this area in the education of the deaf, nor do they support nurseries since they do not support children under the age of three (preschool age).

Individual Lebanese donors rarely help and the reasons are many, which are hard to explain in a report, but the big number of associations of different rate of integrity and standards, is one reason besides the economical and political situation, and the cultural aspect, which is not easy to absorb in a complex country like Lebanon. Most organizations abroad prefer to help the third world countries, since Lebanon is not seen as a poor country, especially considering the high cost of living which is similar to Europe.

But all these factors, which should change with time, impose the fact that the field of disability in Lebanon, is a neglected field and the associations are in No Man's Land.