RESOLUTIONS FROM THE 4TH DEAFNET[1] AFRICA CONFERENCE ON THE THEME *"DEAF EDUCATION:-EMPOWERING DEAF PERSONS IN AFRICA THROUGH KNOWLEDGE"*, HELD IN JOHANNEBURG, SOUTH AFRICA FROM 26TH TO 30TH SEPTEMBER 2016.

EARLY CHILDHOOD DEVELOPMENT

1. NADs[2] and stakeholders to utilize the availability of role models of Parents of the deaf children to promote parental involvement in the education of the deaf as this will foster attitudinal change.

2. NADs to support the establishment and empowerment of parents' support groups socially and economically.

3. Countries to encourage innovative teaching methodologies for deaf children while unchanging the curriculum with the aim to improve learning, reading and writing of the second language.

4. NADs to partner with other relevant stakeholders to lobby their governments to increase budgetary provision for quality education in order to address the challenges of teacher training, instructional materials, support costs of employing sign language teachers and interpreters.

5. To encourage the involvement of principals, HODs, NADs and Deaf community leaders and other school management boards in policy and decision making processes.

6. DeafNET[3] to support the replication of the Red Star Model in other African Countries (NADs)

7. NAD's and its relevant stakeholders to link the Sustainable Development Goal (SGD) 4 that ensures inclusive and quality education for all and promote lifelong learning and take into account Article 24 of UNCRPD[4] on Education to ensure the educational needs of the deaf and deaf-blind and to maximize their academic and social development.

8. Advocacy for Early Identification and intervention for deaf children in line with CRPD Article 25 (b) on health, this will provide countries with appropriate strategies for promoting early communication among deaf children. Additionally, lobby Early Childhood Development Centre's educators for training on deaf education and signing.

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[1] Deaf in document refers to all variations of deafness including deaf-blind.

[2] NAD refers to National Association of the Deaf

[3] DeafNET refers to Deaf Network

[4] UNCRPD refers to the United Nations Convention on the Rights of Persons with Disabilities

9. NADs should work with their government and other stakeholders to collect evidence on deaf people and their related challenges to inform policy formulation, planning and budgeting.

SIGN LANGUAGE AND EDUCATION

10. Sign linguists to collect a variety of signs for use in education to enhance quality methodologies and learning in all aspects.
11. A need for more qualified sign linguists and educators in deaf education at all levels.
12. A need for increased formal training opportunities for teachers to improve their SL competency, this has budget implications.
13. NADs to ensure that their advocacy issues are in line with the updated current needs of deaf learners within the existing rapidly changing education systems.
14. A need for Deaf educators to be qualified in both National Sign Language and teaching qualification.
15. Need for STEM signers (Science, Technology, Engineering and Maths) through researching for more vocabulary of signs to support science career pathways for the deaf.
16. Use of social media to promote sharing/exchange of STEM knowledge
17. Stakeholders in Africa to work with their governments to increase opportunities for the deaf children to further their education beyond primary / basic education.
18. NAD's to advocate for more representation of deaf people in parliament and/or government bodies so as to increase the voice of deaf persons at different levels.
19. Increase mentorship and experiential learning opportunities for sign linguists trainees.

ADULT EDUCATION AND TRAINING

20. Promote adult literacy training courses for deaf adults so as to increase their competency with Sign Language in day to day life experiences
21. DeafNET to promote exchange (co-enrollment) programmes for its members to gain experience and knowledge from other model countries.
22. Need to contextualize sign language training to accommodate contextual and cultural opportunities and demands.

23. Encourage more South African people (especially deaf people too) to enroll for deaf interpreter courses and lobby for course funding
24. National Institute of the Deaf (NID) to strengthen their academic qualifications offered to the deaf students, so as gain more recognition across Africa
25. Assessment and evaluation of sign language programmes should be carried out.
26. Promote involvement of skilled sign language instructors/teachers in sign language training.
27. Advocate for introduction of Sign Language interpreters training programmes in higher education and training institutions and introduce professional deaf interpreters' course.
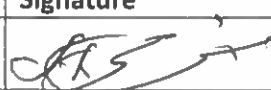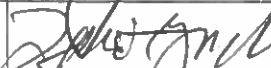
HUMAN RIGHTS, HEALTH AND WELLBEING

28. Advocate for recognition of Sign Languages in National legislations and formulation of policy guidelines for its implementation.
29. Countries that have ratified the CRPD to increase advocacy efforts to ensure its domestication and alignment into the national laws.
30. NADs to work with other DPOs to follow up with their governments on periodic reporting to the CRPD committee of experts on key issues of concern.
31. Lobby Governments to recognize and promote the cultural and linguistic identity of the deaf community in line with CRPD and promotion of research on deaf specific areas.
32. NAD's to partner with health service providers and provide Sign language training courses for its practitioners to bridge the communication barrier to health access.

Deaf Education and Community inclusion

33. Adopt the approach of working together and forming partnerships to foster action and more impact on deaf communities.
34. Integrate vocational and self-reliance among the deaf
35. Promote capacity building and socio-economic empowerment programmes to improve the livelihoods for deaf people.
36. Develop strategies to address unemployment and poverty among deaf people by lobbying for their inclusion in government programmes.
37. Inclusion of deaf people in all aspects of community life including faith based communities.

Endorsed by the delegates attending the 4th DeafNET Centre of Knowledge conference, on 29th September 2016 at Johannesburg,

No	Names of delegates	Country	Signature
1.	Mohamed BENSARI	ALGERIA	
2.	Balla Keita	MALI	
3.	FANNY SINGINI	MALAWI	J. Singini
4.	BWIRE EDGAR	UGANDA	
5.	JOHN J. MAUKIRI	TANZANIA	
6.	tojic hamdinor	Ethiopia	
7.	ALI BAKAR ALI	ZANZIBAR	
8.	RABERANTO Duly S.	MADAGASCAR	
9.	ALPHA BOUBACAR DIOP	GUINEA	
10.	MAMADOU THIAM	MAURITANIA	
11.	Assi Abdelaziz	Morocco	
12.	Bhana David	Seychelles	
13.	Irani Jankee	Mauritius	I. Jankee.
14.	Innocent DJONTHE	CAMEROON	
15.	SIETY BLANDINE	GABON	
16.	BEOSSO YVES	Chad	
17.	JONATHAN XANUXH	GHANA	
18.	Makhosini P. Makhubu	Swaziland	
19.	MWKumma CHIKWATA	ZAMBIA	
20.	POLOKO Qebose	BOTSWANA	
21.	Andriamampura Diamondra Donald	MADAGASCAR	

22.	Mary Chipoka	Zimbabwe	
23.	Tshepo Maseko	South Africa	
24.	SYLVIA BATHLOMEUS	NAMIBIA	
25.	Marie Louise KANDA	DRC	
26.	Loraise Clair	Rodrigues	
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