



# PEN-International Self-Study And Retrospective

## *Shaping the Future of PEN-International*

September 25, 2005

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## EXECUTIVE SUMMARY

Focus Group Study for PEN-International  
23 September, 2005

During the gathering of PEN partners and associates in Rochester for meetings and for the Technology Symposium, June 23 through June 30, 2005, representatives of each country were interviewed to obtain their thoughts on the experiences and ideas that they had regarding the first 5 years of PEN-International's operation. Respondents were from Russia, China, the Philippines, Japan, the Czech Republic, and Thailand. Participants were asked to reflect upon the successes/beneficial experiences and the challenges experienced over the first five years of the program. PEN-international directors wished to find out not only the experiences of each individual country, but also what similarities and differences in experience and ideas might exist between the participating countries. The results are to be used to help evaluate the first five years and to give guidance to the next five years of the programs.

Several important topics emerged: Faculty development; international exchanges; employment and career development; student, young deaf professional and administrator training; mainstream education; technology use; and internal bureaucracy. In addition participants listed specific ways in which PEN-International has advanced deaf education in their country, and advice for new PEN institutions. In each case there are similarities regarding the strengths of each aspect, as well as the challenges. Specifics related to which strengths or challenges considered the most important differed by country. This is consistent with the goals of PEN-International to address the specific needs of individual countries. Country contexts including economic status, history, cultural values, structures, resources, politics, and the like, differ widely and create differing needs and solutions. As one individual noted: "We can talk what we want you to help us, and PEN always supports our goals to satisfy our needs."

- Regarding faculty development, there was broad agreement that the information obtained through exchanges, the PEN website, the PEN lab, training sessions and the like were very valuable. There was also agreement that for success in the long run, more time was needed for the training whether it was via videotape, conferences, or in-person training. Most mentioned interpreting issues as needing to be addressed either for translations of materials, for training, or for face to face interactions of other sorts.

"I think we were 10 years behind before and now we are shortening the distance and bringing high technology into our world. Especially because connected with language teaching in the area we are interested in. We are now quite professional."

- All participants were strongly positive regarding international exchanges of all sorts. Many indicated that more and longer exchanges, whether in person or by videotape, should focus in-depth issues related to deaf education.

- Employment and career development were not addressed by every participant country representative but were considered very important nonetheless as the obvious endpoint of education. It was suggested that more sharing of information, programs, and materials across countries would enhance this aspect, including deaf role models.
- The Philippine representatives see a strong need for training for students, young deaf professionals, and university administrators in order to build support for the program and to grow competent and successful deaf leaders.
- Mainstreamed education was important in Russia and China, where issues of tutoring and transferability of programs were mentioned. Technical and non-technical approaches were mentioned.
- All participants were pleased with the technology access and materials acquired. Areas needing further work involve technological glitches, broader access to technology and to materials, and resources to support technology use for training and education.

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- Internal bureaucracy differs across countries and institutions but there is always a need to address the specifics of politics, rules and regulations, and structures that inhibit ideal growth and progress of education for deaf tertiary students.

Specific positive outcomes of PEN work in each country can be summarized in the following fashion:

- Internal networks and programs have been developed which disseminates and shares knowledge.
- Deaf role models have offered broader visions of possibilities for deaf people and their education.
- Workshops/seminars/conferences have enhanced collaboration and new knowledge within each country.

“I think that thanks to you, the language resource center of Charles University is on a much, much higher level because you were the inspiration for us. You showed us what is done here.”

“Also by accessing the website and I could say Martin, look at this, we want something like this. I want to be able to do this and that, and make a logo. So we got inspiration....”

Advice to new institutions within each country included the need for clear understanding and expression of the goals, needs, and expectations of each new institution. Partnerships

beyond the individual institution need to be developed including institutional faculty and administration, government, and perhaps media in order to achieve the best results. Every country encountered interpreting or translation issues. Research and support is needed in every country regarding sign language and/or oral translations and/or technological solutions to communication.

Clearly the first 5 years of PEN-International's operation has had widespread success in every country participating, even where serious obstacles existed. Equally clearly, participants see a need for increased time and depth for many initiatives. Each country has come up with creative approaches to their specific contexts, and the participants are very enthusiastic about continuing their progress.

## **Focus Study PEN International** September 23, 2005

### Introduction

During the gathering of PEN partners and associates in Rochester for meetings and for the Technology Symposium, June 23 through June 30, 2005, representatives of each country were interviewed to obtain their thoughts on the experiences and ideas that they had regarding the first 5 years of PEN-International's operation. Some were interviewed as a part of a group and some individually. Respondents were from Russia, China, the Philippines, Japan, the Czech Republic, and Thailand. Participants were asked to reflect upon the successes/beneficial experiences and the challenges experienced over the first five years of the program. PEN-international directors wished to find out not only the experiences of each individual country, but also what similarities and differences in experience and ideas might exist between the participating countries. The results are to be used to help evaluate the first five years and to give guidance to the next five years of the programs.

Questions were developed and sent, along with a letter, to each country prior to the arrival of their representatives to the symposium, and participants were aware that they would be interviewed regarding those questions (See Supporting Documents on pages 20 and 21). Questions focused upon their perception of successes and strengths, and the challenges they faced regarding their work with PEN-International across a number of aspects, as well as their suggestions for the next five year program. Many of the following topics were mentioned:

- Career Education and Employment
- Classroom Communication
- Counselor Competencies
- Deaf Education
- English as a Second Language
- Faculty Professional Development
- Interpreter Training and Sign Language Instruction
- Teaching Techniques and Strategies
- Use of Instructional Technologies

The following questions were asked regarding beneficial parts of the program:

1. Describe an activity related to each area listed that was beneficial and should be continued in future PEN initiatives.
2. Describe the effect of this activity upon faculty or students, that is, changes that have occurred (for example, a change in programs, or in faculty teaching and learning, test scores, graduation rates, employment rate changes, and so on).

3. Can you think of additional or new activities or areas of focus in these areas listed that PEN-International might enable the partner institutions to further improve the educational and employment opportunities for students who are deaf?

The following questions were asked regarding challenges encountered:

1. What are some obstacles or challenges you encountered in each of the areas listed while trying to implement your PEN-International initiatives?
2. How did you address or deal with those obstacles/challenges?
3. What changes could PEN-International make to avoid or minimize those challenges in the future?

Finally, participants were asked for their advice for future programs or activities, in this way:

“What general advice would you give to the newer PEN-International partner institutions in your countries? What knowledge or suggestions could you give from your experience to help them to be more successful?”

#### Overall summary of results

##### Faculty Development and Training:

1. Successes/strengths regarding faculty development/training

*Similarities in successes/strengths.* Every country indicated that they had received very valuable faculty development opportunities through PEN. All considered the faculty development/training to be critical. All emphasized the value of learning new information that has helped them in their teaching of students who are deaf or hard of hearing. Several mentioned the value of the PEN website as a source of information, exchange, and training materials. The PEN lab was mentioned as a valuable source of hands-on learning of technology application by the Filipinos and the Chinese in particular.

*Differences in successes/strengths.* Each country differed in terms of the specific aspects of faculty training that they considered to be the most valuable, whether it was the technology skills, teaching strategies, or exchanges and collaboration within the PEN network. This is consistent with the goals of PEN-International in which each country's specific goals and needs are to be addressed where possible rather than to impose standardized solutions upon all countries.

The Filipinos valued highly one-on-one or small group mentoring and discussions with experts, particularly regarding teaching techniques and strategies, counselor competencies, interpreter training, and sign language instruction.

The Russians emphasized the in-depth technical skills learned; feeling that all technological approaches help to make the teaching job more efficient.

The Chinese valued the access to new information regarding teaching and indicated that this has improved the teaching level and learning quality of education for deaf students at their colleges.

The Japanese, Czech, and Thais emphasized the symposiums, conferences, and workshops as highly valued approaches to learning. The Thai representative would like to see a conference in Thailand in some years because it would make it much easier for many people to attend.

The Thai and Filipino representatives also specifically mentioned the value of the within-network exchanges and collaboration as important ways to learn from each other.

## 2. Challenges faced regarding faculty development/training

*Similarities in challenges faced.* With regard to challenges met and recommendations for future faculty development efforts, each country uniformly agreed that the training so far, while very good, was, in various ways, not sufficient to make the differences needed for improving tertiary level deaf education. More extensive training (between one or two months and a year) over a longer time frame than currently offered, either in- country or in the United States was seen as critical for going beyond the surface level of knowledge and comfort of technology use, teaching techniques, and even for explaining to others why change is needed, so that the new information can be most effectively applied and taught to others.

*Differences among countries in the specific focus of challenges.* Again, countries varied in the specific issues that seemed to be the most challenging in their context, whether this was due to national, cultural, institutional, or even individual factors. Several participants mentioned difficulties in obtaining qualified faculty or persuading existing faculty to participate in additional training. Not only attitude of existing faculty, but the critical characteristics of new faculty were mentioned. Several also mentioned the need for using videoconferencing more for training. Finally, several mentioned the difficulty in obtaining skilled oral or sign interpreters so that communication in the classroom or at workshops can improve.

Japanese and the Filipino participants mentioned the need for additional human resources. The Filipino participants have limitations on staff hiring and difficulties in attracting qualified faculty. Most of their faculty members are currently part-time. (As an additional note, many deaf students from lower income families are in need of financial aid in order to attend school). Japanese participants said the burden of preparation for workshops and exchanges falls primarily upon the faculty and expressed a need for some assistant staff time to help with such logistics (they had such assistance for one event and it was a great help). Particularly they mentioned a translation burden upon the few faculties who are fluent in English and hope for some way to lessen that burden of time and translation.



Japanese, Chinese, and Filipinos mentioned the need for expanded use of videoconferencing for faculty training and for in-network exchanges. The Filipinos would like videoconference sessions on learning strategies, counseling career competencies, and language. The Chinese individual in particular suggested the use of videoconferencing for actually observing an on-going classroom in the United States.

The Japanese participants suggested further training at conferences, such as the APCD's higher education branch with Asian partner institutions.

The Filipinos would like to have support for research in order to conduct viable scientific research regarding material adaptation, learning strategies, and monitoring results. They have also had difficulty downloading whole papers and thus it has been complex or not possible to access many articles.

The Filipino, Russian, and Japanese participants discussed the difficulty in getting existing faculty to attend development/training sessions. In the Philippines and in Japan there are often scheduling conflicts and both participants suggest the need for smaller groups, targeted topics, and possibly repeated workshops. However such efforts present their own challenges, including additional cost. Russians and Japanese in particular also encounter resistance from older faculty for additional training. In Russia one solution has been to force faculty to learn by placing them in multimedia rooms, in Japan they are discussing targeted topics or perhaps required meetings.

Several participants mentioned faculty attitudes and selection. Chinese and Russian participants emphasized the need to select the correct faculty to teach deaf and hard-of-hearing students. The Chinese noted that the whole person must be considered, and the Russians added that these persons must be flexible, creative, demonstrate the ability to adjust, and have a unique attitude. In China a new faculty member is teamed with an older professor in a mentor relationship for an entire year, during which time the new member must meet stated goals and will be evaluated by faculty and students. In the Philippines it is stressed that the faculty must understand both socio-cultural and medical variables in learning how to teach each student the content such that they really understand it.

China, Japan, and the Czech Republic participants all expressed frustrations with obtaining or training interpreters. In China interpreters cannot always completely express terminology or words accurately. In Japan the faculty must serve as oral and sign interpreters often and this is quite a burden and not always excellent communication. In the Czech Republic interpreters who know more than one sign language are rare, making conferences and the like difficult. They recommend summer courses or the like to train interpreters in at least ASL and BSL, as those are internationally used languages. Thailand on the other hand is encouraged to train 500 interpreters in 5 years but does not have the resources to do that. They believe that an interpreter training lab (also for faculty) would help to solve this problem.

## International Exchange Programs

### 1. Strengths regarding exchange programs.

*Similarities in opinion.* All participants felt very positive about the international exchanges in which they learned about other cultures, people, schools, and situations that surround deaf education in other countries. Personal growth, meeting role models, developing self-confidence, sharing experiences with other students, classroom participation, and the greater learning of deaf culture were stressed as positive outcomes of these student exchanges.

“A model is needed. Like when Bob Davila and Hurwitz visited us, it was a wonderful visit mixture – teachers from the school for the deaf, deaf people themselves, and parents who are so excited that perhaps one day our deaf people will be like that.”

*Differences in opinion.* There were essentially no differences in opinion regarding this topic, but the Thais and the Japanese put greater emphasis upon the high value of the exchanges with other countries through the PEN network. In fact the two countries have worked together on three different instructional technology workshops (educational audiology, teaching Japanese sign language, and deaf education).

### 2. Challenges faced regarding exchange programs.

*Similarities of challenged faced and recommendations regarding exchange programs.* Most of the countries recommended that there should be regularly scheduled, premeditated exchanges at least once a year for each partner, in order to adequately plan and recruit students. Most also felt that the exchanges should be longer in order to understand cultural and educational differences and similarities better, and the exchanges should go beyond sightseeing to meet with professionals and deaf organizations in other countries. The exchanges with access to oral and/or sign language interpreters were said to be the most beneficial and needed to be planned further ahead to be sure they were available.

*Differences of challenges faced and recommendations regarding exchange programs.* Partners differed regarding challenges in this area. For example, there were differences regarding the type of exchange and the housing arrangements.

Japanese participants stressed the need for continuity and careful long-range planning of exchanges so that students have more time to prepare, and the hope for at least one exchange opportunity per year. They also mentioned that their students express high interest in visiting institutions other than NTID (Gallaudet, CSUN).

The Japanese and Chinese participants recommended expanded use of videoconferencing technology for more frequent and in-depth exchanges of

materials and information to include a greater number of students and to widen the context of information exchange.

Filipinos recommended that the younger students should be involved so that there is time for them to share and educate other students back at home. They emphasized the need for students to meet older deaf professionals and to focus upon deaf organizations and advocacy.

The Thai participants recommended that cultural exchange should involve living with a family for a month in order to truly try to understand the culture, both hearing and deaf, so that true sharing and understanding can occur. They also recommended a focus upon cultural aspects of each country during such meetings as the Tech Symposium. For example there could be one time set aside for the sharing and learning through displays, traditional clothing or food, activities, or other cultural experiences during the conference.

The Czech participants recommended exchanges in which students actually attend school programs for a semester or a summer school program or even an entire year. The Chinese participants likewise recommended participation in classes, even in a short exchange time frame.

### Employment and Career Education

#### 1. Strengths of PEN-International regarding employment.

*Similarities of experience.* Three countries stressed this positive aspect of their association with PEN-international, focusing upon this important final step in the educational process through working with employers, internships, and job placements. Russian and Japan participants focused upon their 100% employment rate. The Russians considered it a test of their quality and efficiency of teaching. The Filipinos have been very active in this area and have seen as a result, an improved employment rate of graduates and improved links with employers for internships as well.

*Differences of experience.* The differences relate to the stress on this topic by three countries (Russia, Japan, and Philippines) and the lack of stress noted by the other countries (China, Thailand, and Czech Republic).

#### 2. Challenges and recommendations regarding employment

*Similarities of challenges and recommendations.* Japan, Russia, and the Philippines felt that there would be big advantages to sharing information across PEN-International partners regarding employment and career education, and deaf graduates' roles in society. There was a suggestion that videos, advice, and other materials could be exchanged.

*Differences in recommendations.* Each of the three countries above had unique and interesting suggestions for enhancing this aspect of PEN-International, as seen below:

The Japanese participants stressed the exchange of the achievements of graduates and deaf individuals as inspiration for students and as information for faculty as career counselors.

The Russian participants wished to have ways to encourage self-confidence/self-esteem among deaf graduates, as well as ways to teach students how to become conscientious workers.

The Filipino participants wanted to further educate and mentor graduates to help strengthen their careers and prevent lowering of standards, including efforts to similarly benefit other schools or organizations associated with deaf people. They also wanted to create employers' manual and develop publications for continuing education.

#### Student and young deaf professional development.

This area was stressed only by the Filipinos, but there was considered extremely important for developing leadership, maintaining standards of excellence at the workplace, career development, and attitudes/values orientation for both students and young Deaf professionals. Self-advocacy skills were also emphasized. This is an area that they would like to develop further. They felt that they had limited information regarding issues and research findings in this area so that their initiatives were microscopic and activity based rather than helping broadly with developing and strengthening student development interventions.

#### Administrator development and advocacy

As a corollary to the faculty and student development, the Filipinos also consider the issues of administrator development to be critical and see the need for greater development/training in areas of planning and implementation of accommodations, management of human and material resources, programs and institutions, and the need for advocacy with industries and society. Finally they stressed the need for more solid research so that there can be greater understanding and support for these activities. They recommended mentoring for administration regarding curriculum in particular, lasting 6 months to 1 year on site.

#### Deaf education in the mainstream

##### 1. Strengths regarding PEN-International's benefits to mainstreaming.

Two countries in particular, China and Russia, focused heavily upon mainstream education issues. The Russian participant emphasized the value of coordinating the various programs and methods of teaching within the participating Russian

universities so that deaf or hard-of-hearing students can more easily transfer from university to university. The Chinese participant learned about tutoring from NTID and they are working on setting up ways of having professors tutor in China.

## 2. Challenges regarding mainstreaming.

*Similarities in mainstreaming challenges.* Both Russia and China have experienced difficulties in putting deaf and hearing students together in class, and experience not only questions of how technology can best help, but also the reality that the deaf students are behind in some areas, particularly reading and writing. Both are searching for both technological and non-technological approaches to easing these difficulties.

### *Differences in mainstreaming challenges.*

In Russia the use of technology and software has reduced the problems, as well as organizing the classroom differently and situating the class in a computer lab. The software allows the instructor to see the individual progress of each student as they move through the equipment, and therefore pick up problems that might develop. There was mention that using software/computers makes the hearing students more comfortable.

In China, there are issues related to faculty and the need to slow the pace for the deaf students, and with tutoring. They are working on improving a speech recognition system so that the faculty member could simply talk as usual. Students are required to write a dissertation before graduating and their weakness in writing is a difficulty. Tutoring is needed but offers challenges related to additional payment and system rules regarding faculty/student loads. However it was noted that the deaf students are often better than the hearing students in painting and design classes.

## Technology Use

### 1. Strengths and benefits from technology use.

*Similarities in perceived benefits in the use of technology through PEN-International.* Nearly every participant was pleased with the technology that they have been able to acquire through participation in the program. As mentioned before, the PEN lab, the website, the videoconferencing, and the tools for improving faculty training, exchanges of information, and student education have been significant.

“Maybe you could offer more workshops through the videoconference. At least it would be a little cheaper because we would not be going there but we would be learning additional strategies.”

*Differences in perceived benefits in the use of this technology.* Partners differed in which types of technology has been the most beneficial, according to their expressed needs and desires.

In China, there has been extensive use of the multimedia technologies in areas such as creative design, and allows the faculty member to teach better. The faculty member speaks into a microphone, the large screen shows the large written character, the student can read the instructor's lips, and this is all combined with images and pictures. In this way design is more effectively taught along with a focus on reading and vocabulary.

Similarly in Russia, the faculty has a head device with a small camera and microphone such that digital text appears on the screen with text highlighted so that the student can lipread and read at the same time. The lecture is captured on CD and disseminated to students for practice at their convenience.

In Japan, the focus was upon the use of educational media for the sharing of educational exchanges and practices between countries.

Participants from the Czech Republic emphasized the acquisition of software that was crucial.

## 2. Challenges and recommendations regarding technology use.

*Similarities in challenging experiences and recommendations.* Although all participants saw considerable benefit through their technology acquisitions/use, there are some common challenges. One relates to the actual technology use and the technological glitches that occur, and others relate to the need for other types of technologies or for more access. In addition, as mentioned earlier, there is a need for increased training of faculty on the technologies and the application to education.

*Differences in challenging experiences and recommendations.* There are a wide variety of issues related to technology use that differ by such things as availability of technology, and by national or local contexts.

In China speech recognition programs are causing frustrations as one professor's voice may be recognized but not another's. There is a hope for research and better technology regarding improvement in this area.

In the Philippines the limited numbers of computers and other high tech facilities in other schools and organizations in the country makes it difficult to make optimal use of the equipment, and there has been some hard feeling generated as a result as well. In addition there has been difficulty in downloading whole papers and thus need better and simpler access procedures.

In Japan, there is a desire to expand the interchanges using the technology to share cultural events, student presentations, and the like with other countries, but cost is a factor.

In Thailand there is a strong desire to bring in various interpreting aids with wires and microphones (not FM) so that interpreting can be widely extended. There was an urgent need expressed for an interpreter training lab which could also be used to improve faculty's signing abilities.

In the Czech Republic there have been issues with the internal bureaucracy which led to limited acquisition of the PEN-International technologies. In addition there have been costs for reprintings, proceedings, materials, disks and so on. They need a color printer for the burner, DVDs and help with packaging in order to meet the demand for proceedings from the conference. It is too much to send on the internet.

“Much more important than high technology however is training. The Human resources are the most critical. I'm not sure everyone needs videoconferences. It is best to educate, especially since sometimes the videoconferences run into technical troubles hearing or having time lapses.”

### Internal Bureaucracy Issues

Two country participants mentioned bureaucracy as a challenge. In both cases support for the programs has been difficult to obtain and the programs often come into conflict with existing structures. A need was expressed to find ways to educate and convince institutional leadership of the educational needs of deaf students and how they differ from hearing students.

In the Philippines there is difficulty in educating college administration regarding the different needs of deaf students, particularly the longer time required and this conflicts with standard college policy. In the Czech Republic internal politics play a negative role. In all cases, the participants expressed a need for greater awareness within the university regarding the needs of deaf students for successful education. Additionally, money is an issue since they joined the European Union and have become 'poorer' in many ways.

“Since we are a foundation they (administration) still think we are an outreach thing. We have to defend why we do certain programs, what are deaf students are, how come we have to have only small number of deaf students and then how come the proportion of faculty is so high.”

### Specific ways in which PEN has advanced deaf education in country.

*Japan.* In Japan affiliation has pushed the government of Japan to recognize TCT as a 4-year college as of October 1, 2005, using the NTID model. The establishment of PEPNet-Japan in 2005 has established a network of institutions and organizations within Japan which holds activities and discussions helpful to all participants.

*Russia.* The creation of PEN-Russia in 2004 will create tremendous opportunities for students to transfer between universities.

*Philippines.* The workshops and seminars, and additional training that other schools and organizations could attend have been helpful in promoting deaf awareness in the community. For example the last Deaf Awareness/Deaf Festival had participants from three different schools and an organization that sponsors deaf student activities. In addition, collaboration through faculty development initiatives contributed to the development of the Career Information Resource Manual for schools and organizations for and of the Deaf.

*Thailand.* The association with PEN has increased the post-secondary opportunities for those with disabilities using the NTID model. The visit of high ranking deaf individuals Dr. Davila and Dr. Hurwitz has provided both hearing and deaf individuals with role models and a vision of possibilities, as well as challenging the experts in deaf education to learn more. PEN has helped to create a deaf network in Thailand, and Ratchasuda College, now recognized as a special center, can make requests easily through the network.

*Czech Republic.* Through the seminars and dissemination of proceedings, information has been passed on to schools in other countries, creating a network. The proceedings were also passed along to a special internet café working with deaf and hard-of-hearing people.

“They really value the proceedings because it can help those who could not take part in the seminar and they also value the disks because they can play it to their students also and even to train the interpreters. “

Advice to new PEN partner institutions within country.

Not all participants responded to this question, however there were good recommendations from the three who did.

*Philippines.* Understand what you and your school are advocating; conduct research and respond appropriately. Start with a few representatives initially and clarify and address expectations of each group or school. This includes interventions for the specific needs of the mainstreamed environment as a separate entity with different needs from those of deaf students in special schools.

*China.* The need to expand throughout China is critical due to the population and underdevelopment of deaf education. Information should be given to primary and middle schools to prepare them and educate them regarding higher education and PEN. Form good partnerships with the government and media in order to advance more. Continue to support sign language research. Continue to spread advanced teaching ideas and teacher training.

*Czech Republic.* Continue to set up PEN programs with or without full university support with students as the primary focus. Interpreter training needs to be a primary objective along with student and faculty exchanges.



## Conclusion

This study was undertaken in order to collect the experiences and ideas of the PEN-International partners and associates regarding the past 5 years of association with PEN. Similarities and differences were noted, recommendations for the next 5 years, and advice for new institutions. All of this information will be helpful in evaluating the first 5 years and in planning for the next 5 years of operation of PEN-International.

Several important topics emerged: Faculty development; international exchanges; employment and career development; student, young deaf professional and administrator training; mainstream education; technology use; and internal bureaucracy. In addition participants listed specific ways in which PEN-International has advanced deaf education in their country, and advice for new PEN institutions. In each case there are similarities regarding the strengths of each aspect, as well as the challenges. Specifics related to which strengths or challenges considered the most important differed by country. This is consistent with the goals of PEN-International to address the specific needs of individual countries. Country contexts including economic status, history, cultural values, structures, resources, politics, and the like, differ widely and create differing needs and solutions. As one individual noted: “We can talk what we want you to help us, and PEN always supports our goals to satisfy our needs.”

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“I think we were 10 years behind before and now we are shortening the distance and bringing high technology into our world. Especially because connected with language teaching in the area we are interested in. We are now quite professional.”

- All participants were strongly positive regarding international exchanges of all sorts. Many indicated that more and longer exchanges, whether in person or by videotape, should focus on more in-depth issues, with interpreters, and focused on serious education or deafness related issues, in addition to sight-seeing.
- Employment and career development were not addressed by every participant country representative but were considered very important nonetheless as the obvious endpoint of education. It was suggested that more sharing of information, programs, and materials across countries would enhance this aspect, including deaf role models.

- The Philippine representatives see a strong need for training for students, young deaf professionals, and university administrators in order to build support for the program and to grow competent and successful deaf leaders.
- Mainstreamed education was important in Russia and China, where issues of tutoring and transferability of programs were mentioned. Technical and non-technical approaches were mentioned.
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Advice to new institutions within each country includes the need for clear understanding and expression of the goals, needs, and expectations of each new institution. Partnerships beyond the individual institution need to be developed including institutional faculty and administration, government, and perhaps media in order to achieve the best results. Every country encountered interpreting or translation issues. Research and support is needed in every country regarding sign language and/or oral translations and/or technological solutions to communication.

Clearly the first 5 years of PEN-International’s operation has had widespread success in every country participating, even where serious obstacles existed. Equally clearly,

participants see a need for increased time and depth for many initiatives. Each country has come up with creative approaches to their specific contexts. Participants are very enthusiastic about continuing their progress.



## **Planning for *PEN-International Self-Study and Retrospective***

June 24, 2005  
13:00 to 17:00  
Park Plaza Hotel

1. Goals
  - a. To collect opinions from PEN-International partner leadership regarding the most effective elements of PEN-International programs in their countries related to improving faculty teaching and student performance.
  - b. To list existing and *new* areas of focus for PEN-International so that partner universities can continue and improve the educational and employment opportunities for deaf students.
2. Expected outcomes
  - a. Conduct a meeting with the PEN leadership, gather information and transcripts of the meeting. Produce a 15-20 page report for review by all participants, then submit a finalized report by September 1, 2005.
3. Individuals Attending
  - a. Self-Study Team
    - i. Pat DeCaro, Kelly Masters, interpreting and translation staff
  - b. Partners (Director or Designate Representing Country) Meeting on June 24, 2005
    - i. Stanevsky, Alexander, Bauman Moscow Director and Translator (Russia)
    - ii. Ninfa Viernes, Designate of DLSU - College of St Benilde Director (Philippines)
    - iii. Shirasawa Mayumi Designate of TCT and PEPNet Japan (Japan)
    - iv. Designate of Director Bao, Representing all China Partners and Translator
  - c. Individual Meetings to be Scheduled for Affiliate Members During Delegation Visit
    - i. Daniela Janáková, Charles University, Czech Republic
    - ii. Jitprapa Sri-oon, Ratchasuda College of Mahidol University, Thailand

**Shaping the Future of PEN-International**  
**Partner Discussion Guide**  
**June 24, 2005**

Welcome to RIT and to our discussion group. As we mentioned to you in our previous letter to you, you are the leaders in your respective countries. You have had four years of experience and growth already with PEN-International. You have encountered obstacles that you have overcome in different ways, and you have seen the impact of your work upon the faculty and students or others with whom you work. It is important for any organization to occasionally assemble a group of leaders to dialogue and make recommendations to the organization. You are the experts, who together, can help to formulate a vision and to map initiatives for the next five years for PEN-International.

We are here today to begin this discussion. We sent you previously a list of possible topics for consideration, repeated here for your convenience:

Possible topics of importance to consider regarding the future directions for PEN:

- Career Education and Employment
- Classroom Communication
- Counselor Competencies
- Deaf Education
- English as a Second Language
- Faculty Professional Development
- Interpreter Training and Sign Language Instruction
- Teaching Techniques and Strategies
- Use of Instructional Technologies
- Other topics (please specify)

Before we begin discussion, we want to give you all about a half hour or so to write down your thoughts (as outlined below). You do not have to write in English here. We do want to keep your thoughts, but we can have them translated here later. For now they are to help to organize the discussion today.

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**A: Topics for Discussion**

Using the above list, or other topics that we did not include, please write down the five (5) topics that you consider the most important for PEN-International to address. In the discussions today we will try to select the 4 or 5 mentioned by the most people to discuss. Under each topic, please explain briefly why that topic is so important for PEN-International to consider in future initiatives. If there is not enough time to discuss all of your selections, we will still have some of your thoughts written here.

1)

2)

3)

4)

5)

**B. Specific Examples of Challenges You Have Addressed**

In writing down these examples, please be as detailed in your description as possible. Please use the following three questions to guide your answers below:

- What are some obstacles or challenges you encountered in each of the areas listed below, while trying to implement your PEN-International initiatives?
  - How did you address or deal with those obstacles/challenges?
  - What changes could PEN-International make to avoid or minimize those challenges in the future?
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**1) Challenges related to faculty development activities.**

2) Challenges related to instructional technologies activities that you have used (teaching tools, multi-media labs, etc.).

**3) Challenges related to cultural exchange activities that you have had.**

**C. Specific Examples of Activities that have had a Positive Impact Upon Faculty Teaching or Student Performance**

In writing down these examples, please be as detailed as possible. Please use the following questions to guide your writing for each of the areas listed below:

- Describe an activity that was beneficial and should be continued in future PEN initiatives.
  - Describe the effect of this activity upon faculty or students, that is, changes that have occurred (for example, things like a change in programs, or in faculty teaching and learning, test scores, graduation rates, employment rate changes, and so on).
  - Can you think of additional or new activities or areas of focus for PEN-International that might enable the partner institutions to further improve the educational and employment opportunities for students who are deaf?
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**1) An activity related to faculty development.**

**2) An activity related to instructional activities that you have used.**

**3) An activity related to cultural exchange activities that you have been involved in.**



#### **D. Overall Advice**

What general advice would you give to the newer PEN-International partner institutions in your countries? What knowledge or suggestions could you give from your experience to help them to be more successful?