

Deaf Reach

Schools | Training Centers | Colleges


 **FESF**
Family Educational Services Foundation

EXPLORING THE DEAF COMMUNITY EXPERIENCES DURING THE PANDEMIC



Table of Contents

1.	A Story of Resilience	3
2.	Uplifting Each Other	6
3.	A Story of Compassion	10
4.	Adjusting to Change	13
5.	Motherhood	16
6.	A Beacon of Hope	19
7.	Inclusivity and COVID	22
8.	A Story of Perseverance	25
9.	The Mother - Daughter Bond	28
10.	Appendix	30



Authors

Maira Siddiqui
Ramsha Sajid
Sarah Sheikh
Taiba Yar Baig
Zunaira Nisar

Reviewed by

Mishal Geary

A Story of Resilience

Mehrin Abrar (Principal)

Deaf Reach School Karachi

As COVID became more widespread, it became clear we would have to shut down the schools to keep our students, staff and their families safe. However, from my 30+ years of experience in the field of Deaf Education, where I have worked with different local NGOs and been involved in several government projects on a national level, I was extremely apprehensive about closing the schools entirely. I knew being away from school for too long would put our students and teachers at a far greater disadvantage.

Our team decided to use this opportunity to focus on weak areas and keep our staff engaged, so we started online meetings for the teachers.

Unfortunately, we faced a lot of issues initially. Most of our teachers did not have a good Wi-Fi connection; some had no internet at all. But despite the challenges, we were able to host sessions. I led discussions on Pakistan Sign Language (PSL) and on how to interpret spoken language to sign language.

It wasn't long before I had to deviate from my teaching schedule to take a more active role translating video content into sign language - from President Alvi's speech to educational materials for our students to help them continue their studies from home.

“ I am quite satisfied with my profession. Despite the challenges, my position in the community and career are very well-established, and my hard work is rewarded ”



The Deaf community is able to access only a section of the content the hearing world produces and hence often misses out on important information. This gap can be filled by having signed content. I.e. the news, YouTube, podcasts, etc., available for them.

For these projects, we needed a filming studio. But everything was closed – it was lockdown. I asked my children to paint a wall in our home white. My son became my camera operator; my daughter took care of the lights. There was only one light so it had to be placed right in front of my face. The first day, while filming, the cat started biting my feet and we had to re-do the shoot.

The videos also needed a voiceover, but it was too loud during the day – the microphone would pick up all the street noise. So we'd start around noon with filming, and in the evenings until about 3 a.m. I would complete the voiceovers for the filmed videos.

By the time lockdown lifted and we could shift production to the school, we had shot over 50 videos. My kids were superheroes helping me to make these – but the changes to our everyday lives affected them. When doing voiceovers, they had to remain very quiet and I would use their help to film, taking up their playtime. I wasn't as available as a mom I wanted to be.

There were a lot of challenges – the heavy monsoon rains increased the difficulty level too, but despite the struggles, I enjoyed my time and my kids did too. Being able to benefit the Deaf community was our biggest achievement.

I have a strong relationship with my family. Despite the lack of resources at times we live in a friendly environment and my husband makes this possible. Life has ups and downs but we need to take care of the things that matter. I am proud to be able to carry on my Father's life work of making language and education a reality for deaf children. (Note: Mehrin's father is Iftikhar Ahmed, the deaf founder of the popular PTV Program "Boltay Haath" in the 1980's.)

I am quite satisfied with my profession. Despite the challenges, my position in the community and career are very well-established, and my hard work is rewarded. I see that now I need to focus more now on my personal growth and make time for recreation and fun, in addition to my work.



Uplifting Each Other

Rizwan Akhter (Parent)

Deaf Reach School Karachi

I am a chemical engineer with 35+ years of experience in my respective field and was working at a leather factory before COVID struck. The company I worked with primarily exported to Europe. When countries started closing their borders in February, exports stopped. Demand had decreased significantly and our company held a meeting. We were informed that 50% of staff would be laid off.

I was fortunate to not be in the first wave of layoffs but I was mentally preparing myself for eventual termination.

By the time stay-at-home lockdown began on March 20th, the business had ceased completely. Everyone was at home now. It was announced that they would pay 50% salary. However, a salaried person sets their budget according to their expenses. This led to a financial crisis at home as we were now shorts of funds.

“ I am satisfied with the moral support that I received during the pandemic since everyone around me was cooperative and supportive of each other ”



I was worried about my younger son's admission costs since he wanted to choose the military as a career. Fortunately, I managed to send him to Army Public School. I was also pleasantly surprised when Deaf Reach School announced that they are providing a free laptop to my daughter Romaisa, for school-based language content and teachers' support for continuing learning during the pandemic period. This brought reassurance and hope to my family

On 15th July, I was informed that the business was no longer profitable and more staff would be laid off; I was removed from my job. At least 4-5 industries similar to where I worked were shut down. It was difficult to switch from the leather industry to another field.

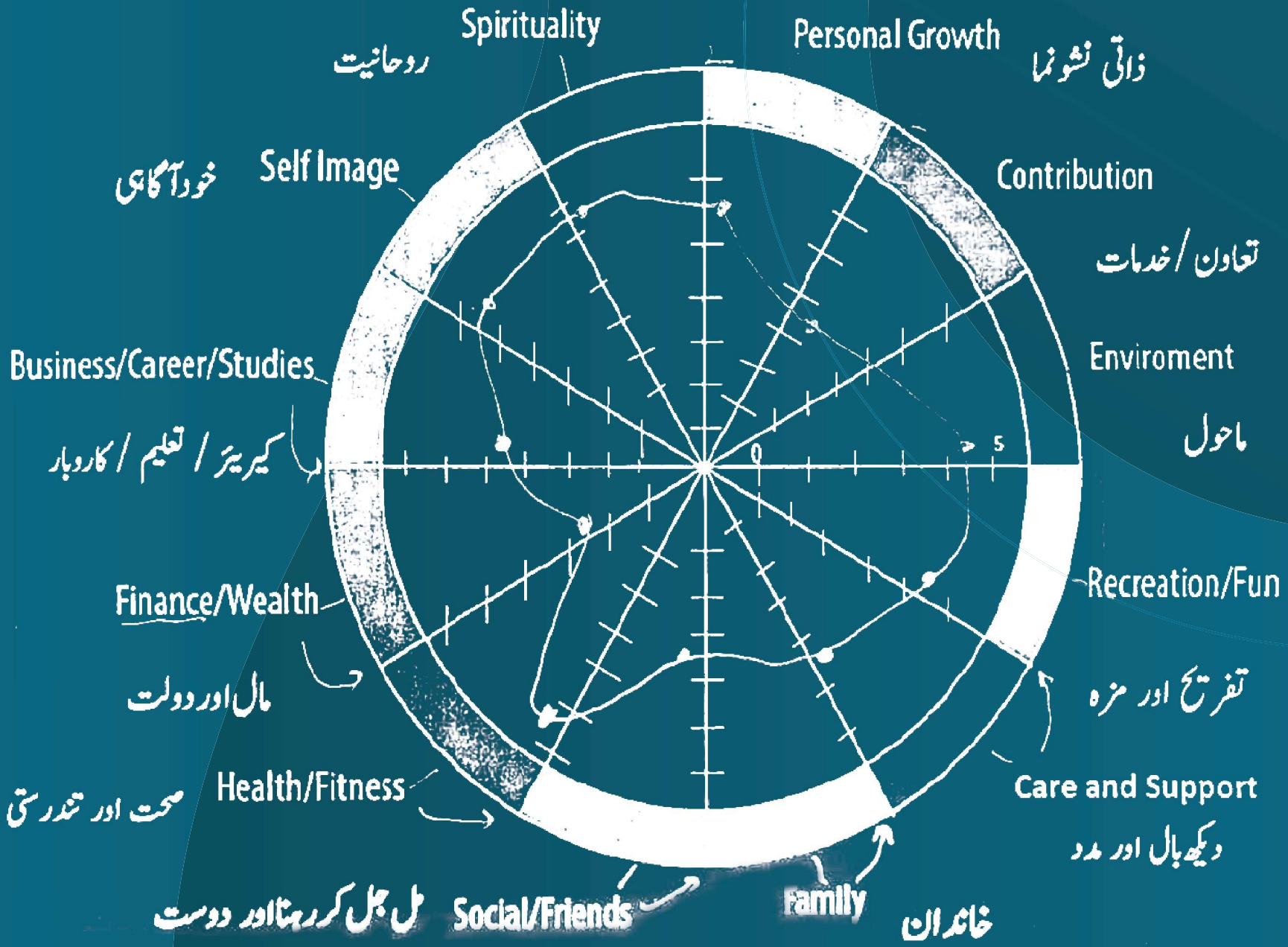
I started the job hunt. I got ready in the morning for my regular office hours and to keep my family from knowing, I pretended I was still going to the leather factory. I continued to come back home at the same time as I used to from my job. This was a daily routine for me.

I did not want to discuss my financial and social considerations with my family because it would depress them. I have a very loving, caring and friendly family. I always try to avoid getting them tense. I am satisfied with the moral support that I received during the pandemic since everyone around me was cooperative and supportive of each other.

While job hunting, I came to realize that there were jobs but not as many as I'd expect and those were not even suitable for my qualifications. I survived 3-4 months like this.

Finally, I decided that I would provide services on my own. The amount that any employer would pay me is something I could earn myself. So why should I work for someone else? Now, it's been almost four months since I started my own leather manufacturing business.





A Story of Compassion

Nadeem Ahmed_(Teacher)

Deaf Reach School Karachi

When I studied at Dewa College for the Deaf, the students made a lot of effort to learn without guidance. I ended up learning many things on my own through the internet. The school lacked the quality of education that I wanted and the teachers were not as efficient as most of them didn't know sign language. So, I decided to become a teacher and help make a difference for deaf children.

Now, I have been working at the Deaf Reach School for the last 14 years as an IT expert and I can teach what I know, to young deaf students. I want my students to learn how to learn by doing active research. I am very grateful for the chance I've been given to educate and empower other deaf children. I've found my life's purpose.

As a part of the team developing the Distance Learning Program (DLP), even I can do more research.

I have improved my vocabulary in Pakistan Sign Language (PSL) as well as my graphic designing and PowerPoint presentation skills. I am also quite passionate about cricket and have played cricket at the national and international levels. I believe my future is bright and I aim to become an IT trainer for the Deaf at a higher level.

I come from a household with multiple underlying issues ranging from financial struggles to a basic lack of empathy and cohesiveness amongst its members, and with the COVID lockdown things only got worse for me at a personal end. Although I usually resort to conflict avoidance to maintain peace within my house, during the lockdown since everyone was home I tried to resolve the conflict. However, all in vain as my family continued to fight with me and blame me for everything.

At home, I am the youngest and also deaf, so my family often looks down on my opinion. But among my friends and students, I am a counselor. At work the Deaf Reach School team and our Principal Ms. Mehrin, have been supportive in all situations.

My health and fitness have been affected during this time. My family members lost their jobs and it is difficult to maintain a healthy diet. With the fear of COVID everyone has had more to worry about.

It will be a challenge if schools close again. My job might suffer, and my family would suffer too. I might feel very isolated again. However, I like to view the future with optimism. I respect and love myself and do my best to take care of myself. I am also grateful to Deaf Reach as during this past year of the pandemic, all of the staff were retained with full salaries – none were let go or reduced.

I believe I am in the right place. IT has been my career and I am skilled in it. I am happy I found the right field for me and I have a good quality of life, especially as I can be of help to others.

I do need improvement in many areas - especially financially and physically, but I am satisfied with my career and the recreation and fun I have in life. The biggest gaps are my family issues and lack of a supportive home environment. I need to focus more on improving the aspects of finance, career and health in my life.



“ I am very grateful for the chance I've been given to educate and empower other deaf children ”



Adjusting to Change

Umer Ashfaq (Student)

Deaf Reach School Karachi

My name is Umer. I am a student of Class 11 at Deaf Reach School in Karachi. In my family we are all deaf – my mother, father, and three brothers. We are thankful for the reopening of our school. At the school, my mother works as a teacher in the KG dept., and my younger two brothers are students. In addition to my studies, I work as a kitchen helper where my co-workers and I cook, serve food and arrange kitchen-related activities at school like bake sales.

My older brother Usman used to attend Deaf Reach. Three years ago he received a 5-year scholarship to attend the American School for the Deaf (ASD) in Connecticut, USA. He is doing great there and we are all so proud of him.

Before school re-opened, during the lockdown everything was closed and I had to sit at home all the time. I didn't understand my syllabus properly. I was frustrated taking online classes using my mobile phone and laptop. The screen was affecting my eyesight.

“ I was getting pretty irritated with only being able to talk to my friends via mobile chats and video calls. Now at least I can meet my friends and get together with them ”



I was getting pretty irritated with only being able to talk to my friends via mobile chats and video calls. Now, at least I can meet my friends and get together with them. I am grateful to be able to rejoin school.

I was happy for being able to be with my family but thankfully COVID is at its closing stages and now I can play cricket with my friends.



Motherhood

Shafaq Umair

(Parent and Producer) Karachi

My husband worked for Emirates Airlines. During the pandemic airline travel was shut down. My husband lost his job straight away. Many staff were dismissed from Emirates as per their protocols. My husband applied for another job but it took almost 3 months before he could start work.

During this period we worried about our household expenses. We had some savings and became more vigilant and careful with our spending. This was difficult as it was the month of March.

Not only did we have a marriage ceremony, but Ramadan Kareem was around the corner. That is when I joined the DRS- Distance Learning Project (DLP) as a voice-over artist, to help with my household expenses.

“ I want to see my children making something of their own, informed by an organic concept ”



Then my sister suffered from kidney failure. She needed dialysis and thankfully my elder sister donated her kidney to help. Despite four months of difficulty we were able to handle these situations with our limited savings.

During this time my son Zaid – a student at Deaf Reach School Karachi – saw how much work women did and started participating at home and in domestic tasks like taking care of the garden, cooking, cleaning and even washing.

I am quite passionate about gardening. We have a traditional garden where we grow different vegetable and fruit plants using composting/decomposing conventional vegetation methods. At first my son observed and later learned then started working with us.

Considering the challenges we've faced over this last year, I have decided to shift to village life. One of the main motivations is the fresh climate, air, water, food...everything! The people [of Hunza,] are well developed socially and economically. Their literacy rate is very high [95%]. Karachi's literacy rate is not as high.

Another important motivation are my children. They are accustomed to the habits of artificial life. They are not active and cannot think or take action on their own. Artificial materials kill the thinking of our children. Until they are isolated from a materialistic lifestyle, they will not be able to develop their thoughts.

I want to see my children making something of their own, informed by an organic concept. Previously, I only wanted to be a consumer. Now I see that a consumer can be anyone. I want my children to be producers, not consumers.



A Beacon of Hope

Afsheen Haider

(Parent) Karachi

I worked in a center and was even able to retain my job during the first phase of the lockdown. Previously I have also worked as a teacher for 2 years and been the Center Manager at the English Language Institute for about 3 years. I like to invest my time and energy towards continuous personal and professional development. My daughter who is deaf was very young when I started my job. Now she has grown up and takes care of the household chores when I am at work.

My husband's office was shut down for some time during the pandemic. We suffered a pretty big financial crunch. It was difficult to manage the expenses with the salary from my job as the number of students decreased during the pandemic. There was also a deduction from our salaries.

“Thankfully, I have enough willpower to overcome problems and take good care of myself and my family”



Eventually, I lost my job and I realized the difference between my family and others. I came to see that not many people help each other in bad times. Some people have proved that they have good hearts.

Now that lockdown has been lifted, things have started to settle down a bit. I am very content with the care given at Deaf Reach. When my child goes to school, I am not afraid because I know the school is providing the best care for my child and considering all SOPs.

I am very happy that schools have opened. My son John was fed up of being at home. He desperately wanted to be at school. He stopped studying at home because he wanted to go to school.

When I reflect on myself, I am grateful that I can use the skills Allah has provided me in the right places. I studied better, I could have gotten better work. But I have my say in what I decide to do. Whatever I am gotten involved in, people have appreciated me and I enjoy that a lot. I can fulfill my needs with my work, and I have the skills to adapt myself according to the situation.

Sometimes, I get worried when faced with a difficult problem but usually I manage to find a solution. Thankfully, I have enough willpower to overcome problems and take good care of myself and my family.

I try to provide my family with healthy food and protect them from diseases. I follow the SOPs strictly, so much that my husband started calling me 'touch.'

Reflecting on the different areas of my life, I think I have lived a satisfactory and complete life. After plotting my experiences on the wheel, I see there are some flaws – the wheel has the look of a punctured tire. There are still areas to improve.

Inclusivity and COVID

Shahida Parveen_(Parent)
Deaf Reach School Sukkur

I often travel through rural areas. I see a lot of deaf children. Because my daughter is deaf, I have an interest in and notice how deaf girls live. To me, they are not provided the right to live their lives well. They are not given a chance to get an education. They are busy, working for their families' homes and then their own, as they are often forced to marry at a very young age. Despite their labor, they are not granted much importance in their villages and are often ignored.

When I look at them, I see fear in their eyes.

It makes me glad that we can live in the city. My daughter has a chance to acquire quality education from a reputable institution- the Deaf Reach School. I dream that she will be able to use her reading and writing skills to do something good. I am proud that she is interested in her education. Inshallah, my daughter will gain success from this. I try very hard to help her.

““ My daughter has a chance to acquire quality education from a reputable institution- the Deaf Reach School and I want to give my daughter quality time and attention””



My daughter always achieves the first position in her class. Her hard work and dedication make me so happy. The most important thing for me is that she can do anything at the same level as a child without hearing loss.

Last year when the pandemic began, her school introduced the Distance Learning Program (DLP). I faced many challenges during this time. I am an educated woman; I have experience teaching at a private school for six years. I love reading books and also attend English Learning classes regularly. Because of my experience, I was able to help my daughter with her studies, easily explaining things she did not understand.

But teaching is a full-time job for a good reason, and I have a lot of household responsibilities to take care of. My son is disabled and I have an elderly mother-in-law to care for alongside all the housework. While I want to give my daughter quality time and attention, it gets very difficult to do so many things at the same time.



A Story of Perseverance

Mujeeb-Ur-Rehman (Teacher)

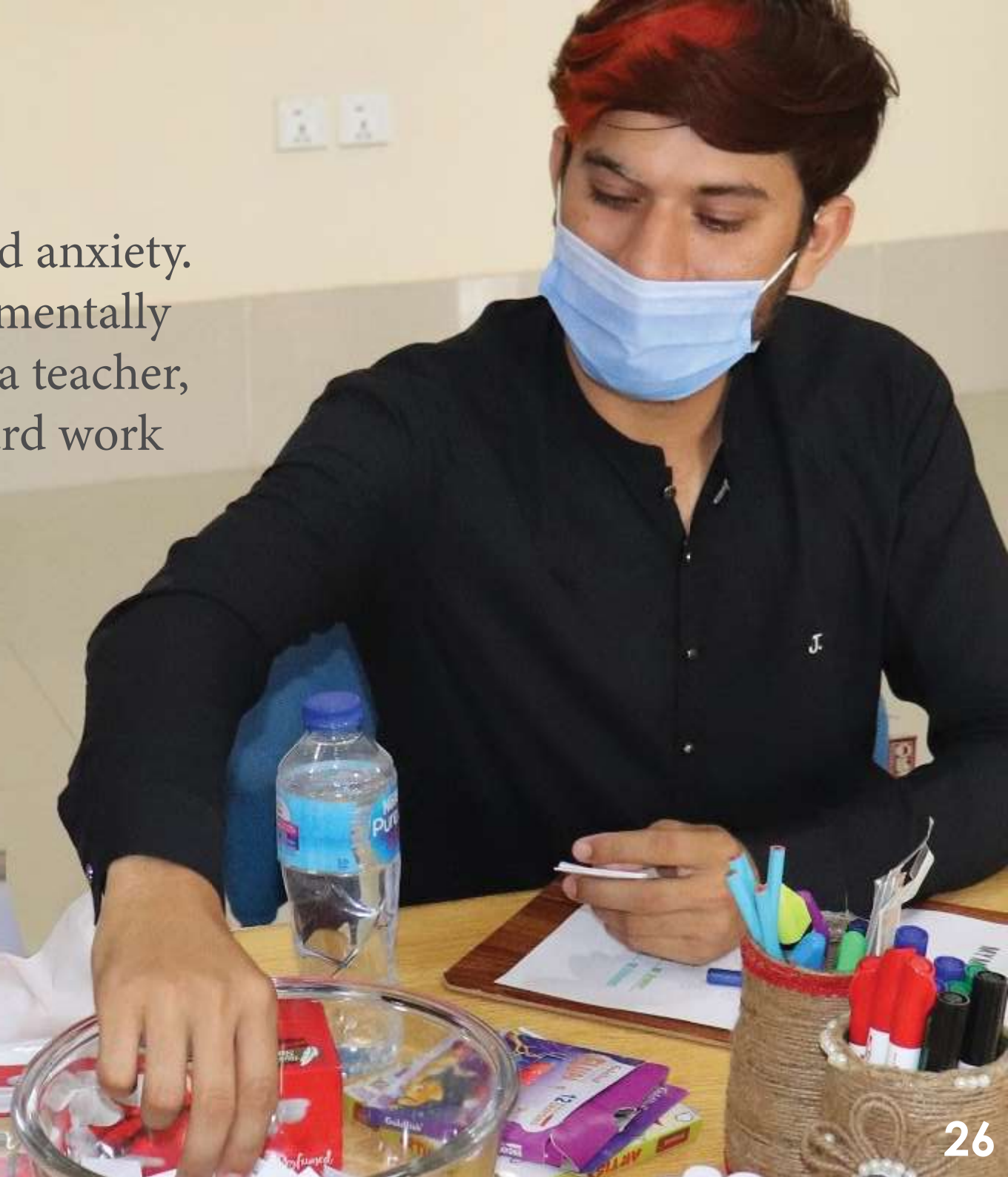
Deaf Reach School Sukkur

Once, after going for a walk on the beach in Karachi with my friends, I had the opportunity to go to a very tall building. When we reached the top, we all felt very scared – we were high up! I was afraid that if I or anyone else fell we would have died on the spot. Fear can eat you from inside and stop you from doing things you want to do.

Last year, COVID brought the same fear and anxiety. It challenged us physically, mentally and emotionally. Even though I am a multitasker, a certified teacher in PSL, language skills, computer and basic math, and have a teaching experience of nearly four and a half years with DRS Sukkur, the uncertainty because of the virus made me extremely anxious.

At the beginning of the spread of the virus, educational institutions closed and like everyone else, I was confined to my home. I was getting bored so I started an English course hosted by our school. I completed my tasks and reported from home. I was happy that our team kept us busy during such a stressful situation and wanted us to stay healthy and not worry.

“ COVID brought fear and anxiety. It challenged us physically, mentally and emotionally. But being a teacher, I achieved my goals with hard work and dedication ”



When the pressure and stress of the pandemic situation gradually decreased, the school re-opened for teachers.

Being in the school was a very different experience from working at home. Since the Distance Learning Program (DLP) started. But I worried for if one of us got infected with the virus, it could have been a problem for everyone.

Thanks to Allah, our team was able to continue our efforts and hard work following all SOPs. Working in the office was stressful sometimes and that frustrated me. But we all had different challenges and everyone had good intentions.

My work is very important to me, so I did not worry about my frustrations too much and didn't let problems stand in the way of my success. I achieved my goals with hard work and dedication.



The Mother - Daughter Bond

Sheema Muskan (Student)

Deaf Reach School Sukkur

I am a playful person, mostly engrossed in either playing games all day long or investing my time in learning how to cook and sew. During the lockdown however, I was at home with my mother all day. My mother suffers from bone problems due to diabetes. I often thought that my mother does not care about her health and just did household chores all day long.

Now I don't see her in such a light.

I realized my mother's work was not insignificant – she got tired and worked hard all day. I felt guilty so I made an effort to help my mother with the housework, to give her a chance to relax.

By doing so, I saw the happiness on my mother's face. It made me happy and content.



“ By helping my mother with domestic tasks during the lockdown, I saw the happiness on my mother's face. It made me happy and content ”



Process and Documentation

Introduction

Aiming to participate in the storytelling project with EdTech Hub, this paper presents the whole process and documentation of storytelling exploration carried out with deaf communities in Pakistan. The study was carried with the support of Principals and coordinators (focal persons) from Deaf reach schools; Karachi, Hyderabad and Sukkur. To complete the whole process of storytelling exportation (from planning to findings), the study completion cycle was of 4 months approximately (March-June 2021). Further details about the process and documentation of the study are as follow:

Goal and Objective

The intended output was to document the benefits, ease and/or challenges of using different processes to knowledge attainment/learning. Rather than creating a cookie-cutter story or a case study, the key goal and objective of the project was:

- Exploring the experiences of the deaf community during the 2020-2021 pandemic,
- To create a multi-layered process of data collection with the help of our target audience.

Scope of the Study

- How the global COVID-19 pandemic impacted the lives of the Deaf Community,
- Observing the experiences of people while employing a human-centric lens – not just a slice of life vis a vis their relation to Deaf Reach.

Methodology

The study aimed to explore the experience of the deaf community by exploring the views of deaf community stakeholders-teachers, parents, students, family and supporting staff. This focus required the participants' in-depth exploration of the nature of the study to reflect on the qualitative research's interpretive and dialectic nature. Hence, we opted for the following qualitative methods:

- Gathering stories using the multi-pronged approach,
- Different testing, iterating and implementing processes.

Participants' Profile

The following participants from the Deaf Reach Community participated in the current storytelling project:

- Teachers,
- Students,
- Parents,
- Supporting/Working Staff.

Sampling Seating and Procedure

Considering the purposive sampling process, the following seating sampling and procedures have been implemented:

- A total of 42 deaf reach community participants have participated from three regions of Pakistan-Karachi, Hyderabad and Sukkur. I.e. 15 Teachers, 15 Parents and 12 Students; both male and female.

Data Collection Tools and Strategies

Following data collection tools and strategies (samples attached in appendices) have been implemented to gather the stories from the deaf community:

- Semi-structured interview guideline,
- Voice recordings,
- Video recordings,
- Focus Group Discussions (FGDs),
- In-Person and WhatsApp-based question and answers to a more casual and thorough exploration of key themes emerged from the data collected, participants' experiences and way forwards,
- Elements like an emotional mood trackers, stickers to express feelings and moods, exploring the wheel of life to see how the candidates are faring as PEOPLE,
- Illustrations and graphics,
- Zoom-meetings, constructive discussion and conversation approaches.

Data Collection Tools Validation

- A few experts from Deaf Reach School Karachi who had an understanding of my study, professional experiences in a related field, and they evaluated whether the items given in tools (interview guide, observation, and FGDs' tools) captured the study area under consideration.

Data Analysis

For the present study, the data analysis was carried out in the following two parts:

- Document/ content analysis – using pictures and activity sheets,
- Translations and Transcriptions of audio and voice recordings.

Ethical Considerations

Following ethical consideration have been ensured throughout the study:

- The team focused on carefulness, confidentiality, anonymity, respect, objectivity, legality and contextual settings.
- The collected data was stored and locked in a printed transcript and also in encrypted files. After the compilation of the study, all recorded and stored data was destroyed.
- The participation was voluntary and the participants had had the option of withdrawing from the study at any time.
- The participants also had the right to withhold any information which they do not want to share with the team and also can ask to stop the recording if they felt uncomfortable.
- The participants were made aware of their involvement in the study. They were asked to sign a consent form requesting them to be interviewed.

Limitations

The limitations for the study were;

- Due to Covid situation and restrictions, the team could not travel to interview these individuals in person. These individuals were also not accessible for individual interviews.
- Three campuses out of seven have been selected due to time and traveling restrictions.

Dissemination of the results

The dissemination of the study results will be carried as:

- If participants wish, they will be informed about research findings by receiving a copy of the research report and the provided information will also be published in relevant journals.

Key Challenges

The key challenges encountered during the process and documentation were:

- Ongoing COVID Situation and COVID-19 restrictions,
- Making online coordination and communication with our co-teams,
- Maintaining the connection throughout the whole process with our teachers and families that we have been testing,
- Keeping the records of all gathered data and its proper organization to ensure not to miss any important story,
- Constant follow-ups with our deaf participants on WhatsApp, without being able to use voice notes,
- Connectivity issues.

Key Opportunities

The key opportunities gained throughout the process were:

- Glocal collaboration (EdTech Hub, In-country connections), contribution and support,
- Knowing the diverse and Deaf cultural differences,
- Learned to manage teamwork, planning, organization and how to dedicate productively,
- Understood the family dynamics and the way they survive in hard times.
- Maintaining the connection throughout the whole process with our deaf community teachers and families that we have been testing,
- Learning and gaining insights regarding their storytelling experiences from different people with different cultures at EdTech Hub meetings,
- Exposure to different learning experiences and processes dynamically and systematically,
- Got to understand deaf education (deaf community content and context) both theoretically and practically, and how to assess and evaluate them,
- Reconnected with teachers and friends for short periods, learned how to use the laptop and communicate with teachers on WhatsApp, connect with some friends on phone and with the IT teachers.


Key Recommendations

The rigorous process and documentation of storytelling-study has led to the following key recommendations:

- Add digital resources to teacher capacity building program,
- Find small ways to connect the deaf community or even share their stories,
- Pieces of training on digital literacy and 21st-century skills to our deaf teachers and students to avoid facing conflicts in making online connections with them,
- Improve ICT skills and teacher-parents-students engagement skills,
- Test digital tools with teachers and students for iteration and to create a feedback loop,
- Making sure of connectivity issues, cellular networking, and electricity availability.

Mood-Tracker Activity Sheet (English version)

MY MOODS FOR _____




30 numbered water droplets arranged in a grid for tracking mood.

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30		

Angry **Excited** **Happy** **Grateful**
Calm **Stressed** **Bored** **Exhausted**

Mood-Tracker Activity Sheet
(Urdu Version)

میرا مزاج _____



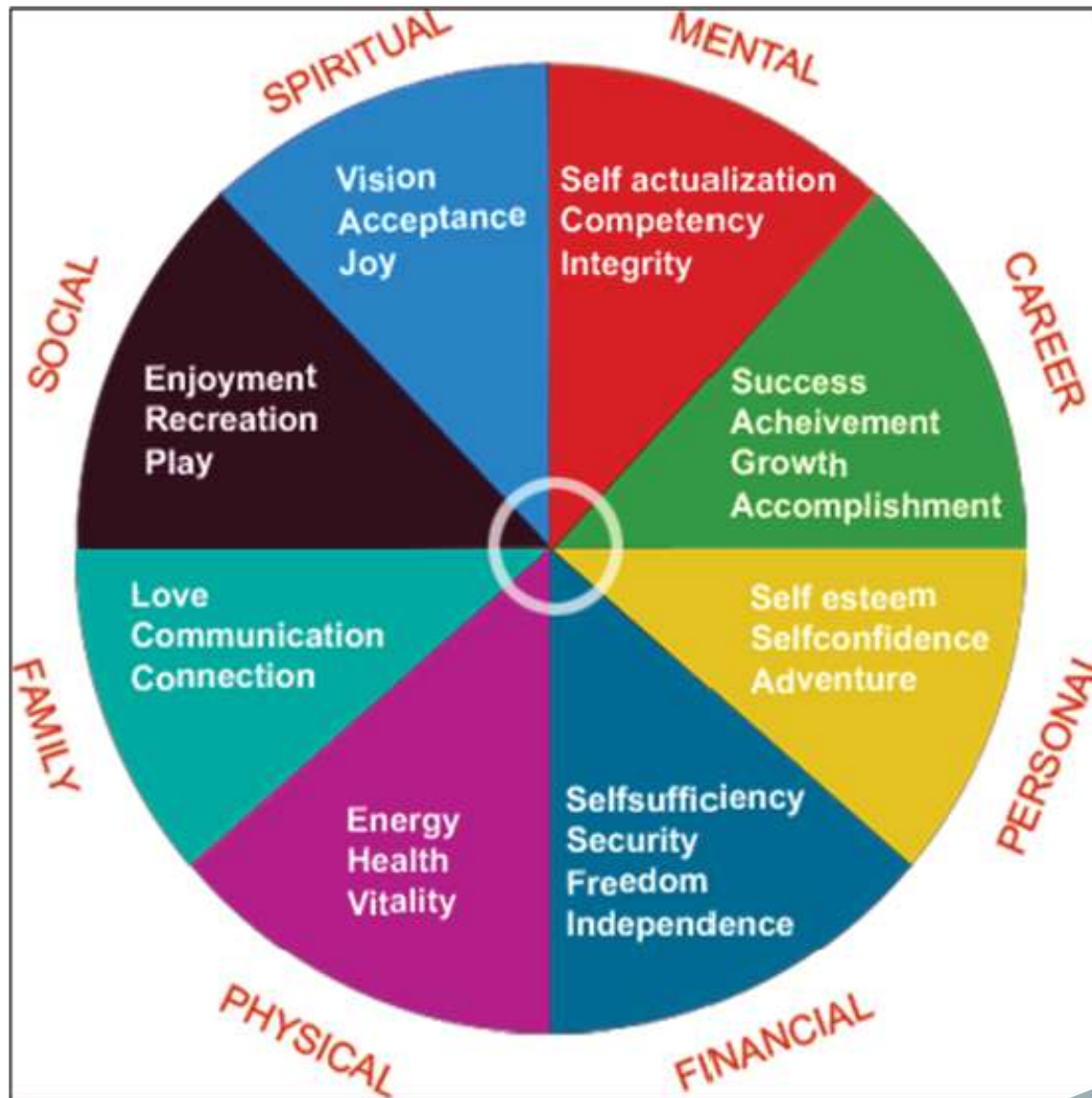
30 numbered water droplets arranged in a grid for tracking mood.

شکر گزار	خوش	پر جوش	غمسہ
تھکا ہوا	بیزار	پریشانی / دباؤ	پراسکون

Wheel of Life Activity Sheet

Introduction

The **Wheel of Life** is a powerful tool for visualizing all areas of your life at once. We are requesting you to look at eight parts of your life and respond to the activity given below.

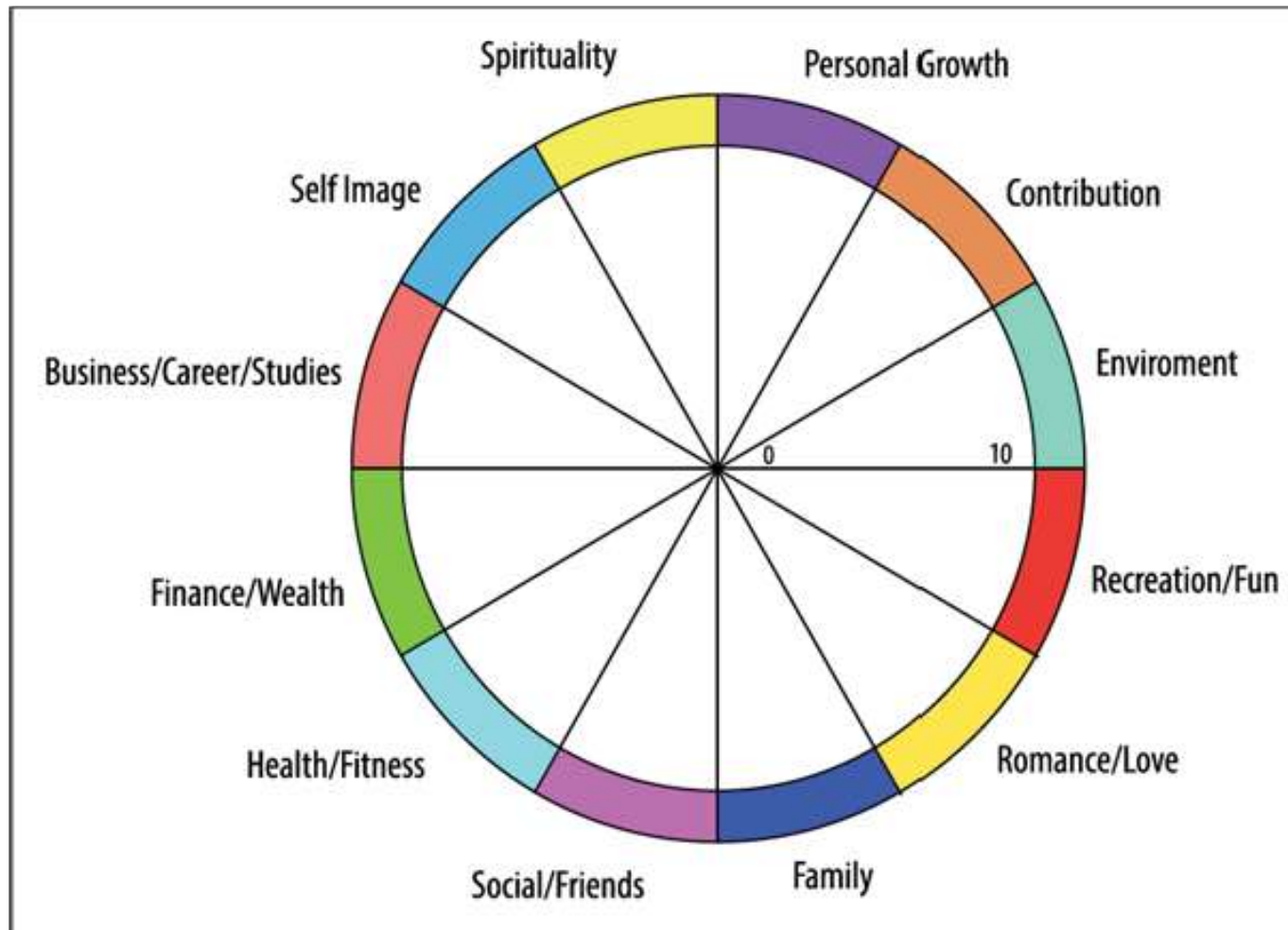


Activity

(15 minutes)

Instructions

- Ask yourself the question “how satisfied am I in this particular area?” for each category.
- Rate yourself in each category using the 0 to 5 scale, where 0 is completely unsatisfied and 5 is completely satisfied.
- Give reasons for the scores you assign in each category.



Self-Evaluation

- **Take a moment to appreciate your Wheel of Life.**

- **What does it look like?**

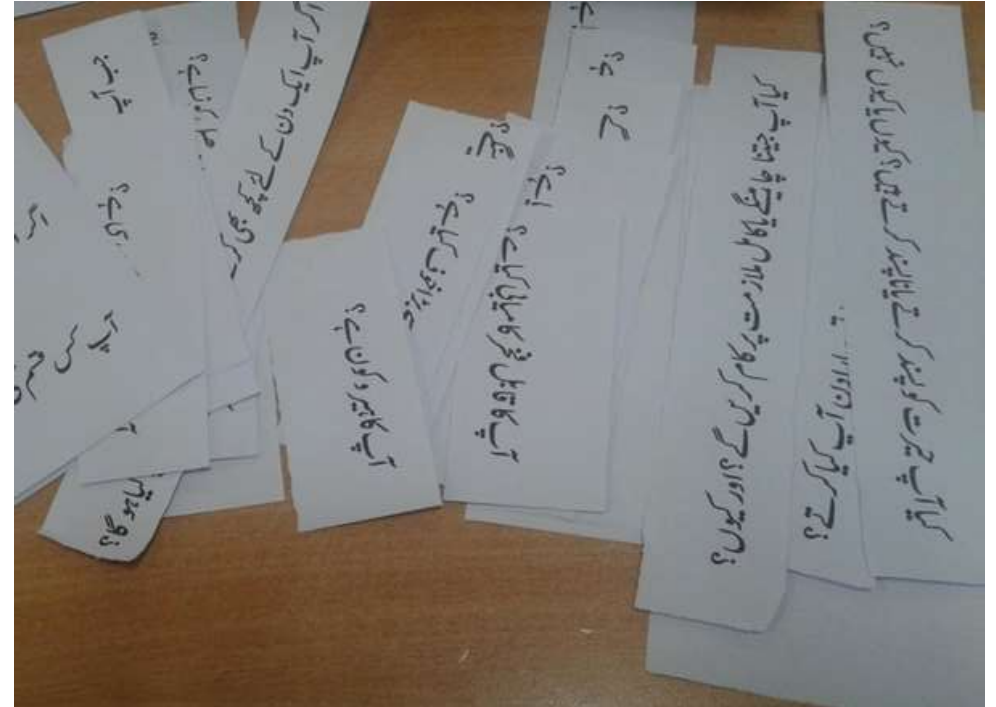
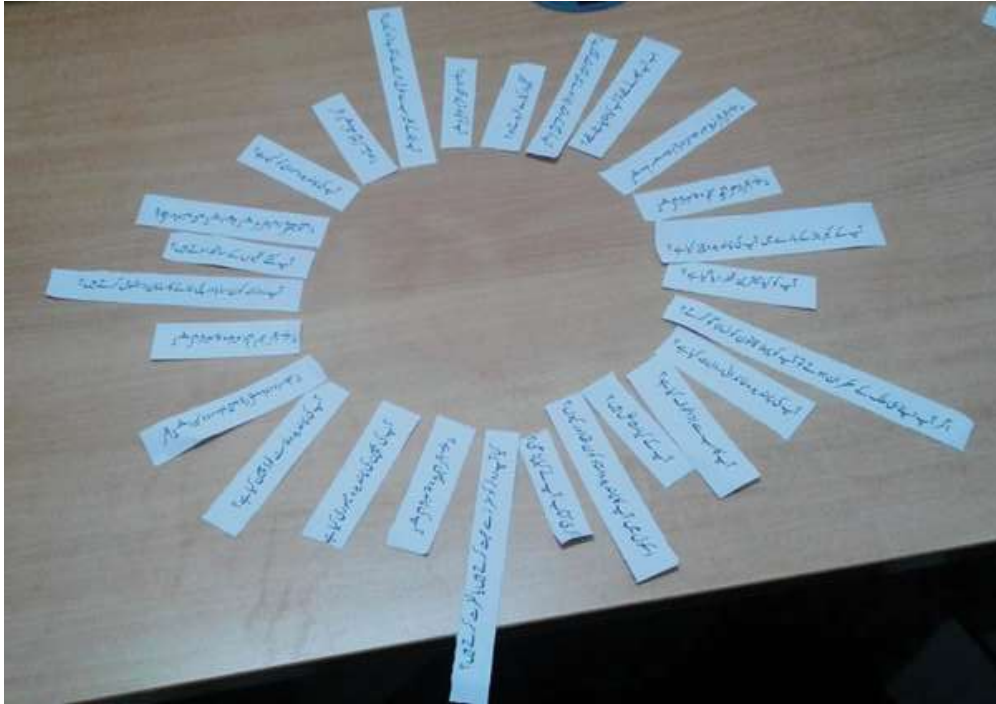
- **Are there any surprises for you?**

- **Where are the biggest gaps in satisfaction levels?**

- **Which area of your life do you most want to focus on to enhance your satisfaction levels?**



Ice-Breaking Activity



Storytelling Project-2021 Family Educational Services Foundation Consent Form

As part of our Distance Learning Program, Deaf Reach is conducting a mix of discussions and activities to learn more about your story during last year. Our purpose is to conduct a casual discussion where we gain your valuable perspective and dive deeper into your life, decisions, and experiences.

To capture the engaging discussion, we will be recording the discussion in audio and video form. Deaf Reach gives the utmost respect to the participants' privacy and will be using the gathered data for internal use only. All participants will be kept anonymous.

I have been provided detailed information about this project and agree to the guidelines outlined above. I hereby give my consent to participate in this research study and also agree to have my interview recorded.

Participant's Name: _____

Participant's Designation: _____

Name of Campus: _____

Date: _____

Signature: _____

Consent Form

(Urdu Version)

Appendix-D1

فیمیلی ایجوکیشنل سروسز فاؤنڈیشن

رضامندی فارم

ہمارے فاصلاتی تعلیم کے پروگرام کے حصے کے طور پر، ڈیف ریچ گزشتہ سال کے دوران آپ کی کہانی کے بارے میں مزید جاننے کے لئے بات چیت اور سرگرمیوں کا ایک مرکب ہمارا مقصد ایک آرام دہ اور پرسکون گفتگو کرنا ہے جہاں ہم آپ کا قیمتی نقطہ نظر حاصل کریں اور آپ کی زندگی، فیصلوں اور تجربات پر تفصیلی گفتگو کریں گے۔ مرتب کرنا ہے۔ ڈیف ریچ کے شرکاء کی رازداری کو انتہائی احترام دیتے ہیں اور جمع کردہ ڈیٹا کو صرف داخلی دلچسپ گفتگو کو ریکارڈ میں لینے کے لئے ہم آڈیو اور ویڈیو شکل میں اس گفتگو کو ریکارڈ کرتے رہیں گے۔ استعمال کے لئے استعمال کریں گے۔ تمام شرکاء کو گمنام رکھا جائے گا۔

میں اس تحقیقی مطالعہ میں حصہ لینے کے لئے اپنی رضامندی دیتا ہوں اور اپنے مجھے اس پروجیکٹ کے بارے میں تفصیلی معلومات فراہم کی گئیں ہیں اور مذکورہ بالا خطوط پر راضی ہوں گے۔ انٹرویو کو ریکارڈ کروانے پر بھی راضی ہوں۔

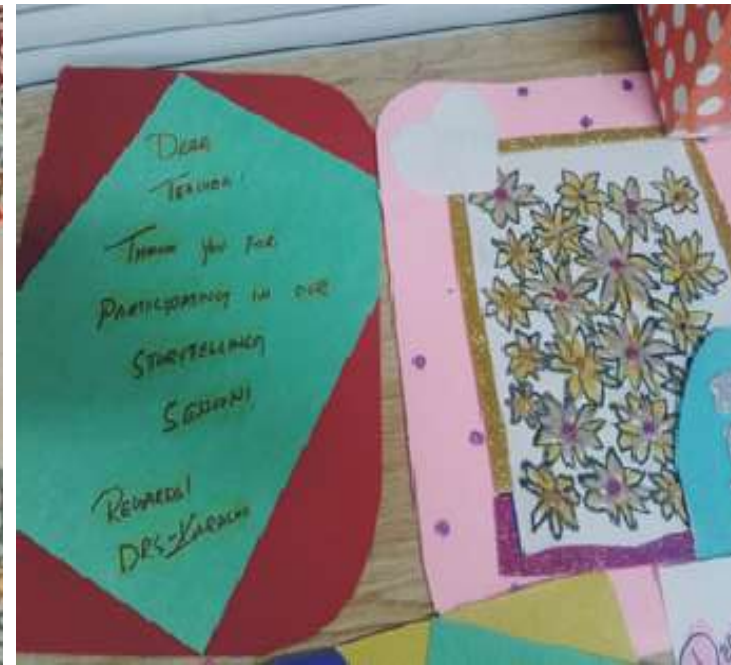
شریک کا نام: _____

شرکاء کا عہدہ: _____

کیمپس / اسکول کا نام: _____

دستخط: _____

Token of Appreciation





Deaf Reach

Schools | Training Centers | Colleges

A Program of Family Educational Services Foundation



www.fesf.org.pk



+9221 34017000



info@fesf.org.pk



[/deafreachprogram](https://www.facebook.com/deafreachprogram)



[/deaf.reach](https://www.instagram.com/deaf.reach)