GALLAUDET UNIVERSITY IN MADRID

Becca AbuRakia-Einhorn
Coordinator of Education Abroad
Gallaudet University

Emily Hennessy
Manager, Faculty Led and Custom Programs
CIEE Portland

Paco Frisuelos Krömer, PhD
Academic Director
CIEE Global Institute Madrid
CSU NORHTRIDGE IN CAPE TOWN

Tuamana Ruhaka
Deaf Studies (Senior)

Christine Ganancial
Business (Senior)

Tyra White
Deaf Studies (Senior)

Nohemi Perez
Deaf Studies (Senior)

Dr. Lissa Stapleton
Assistant Professor of Deaf Studies
CSU Northridge
CIEE Access Grant

• Part of 5-year pledge to expand opportunities for students underrepresented in study abroad

• Total of $120,000 granted to six institutions

• Two grants awarded in 2019 for programs focused on Deaf culture
GALLAUDET UNIVERSITY IN MADRID
“Sign Language of Spain (LSE) and Spanish Deaf Culture”
“Accessibility aims to fill in the gaps left by exclusionary design practices, inclusive design aims to surpass conventional definitions and change standards of practice.”
Gallaudet (Fast Facts)

• Located in Washington, DC
• 1,623 students at the university level (undergraduate, masters, PhD)
• Bilingual teaching, learning, research in English and American Sign Language
• Most students are deaf, hard of hearing, deafblind. A small percentage are hearing.
• Some students born to deaf families, others born to hearing parents.
Deaf culture for study abroad

- Desire to learn other sign languages
- Desire to meet deaf people around the world
- Fear of traveling due to difficulties or discrimination
- Excitement to travel (connecting with other deaf people, strong communication skills)
- Unique needs for housing
- Unique needs for the classroom
Considerations for Programs

- Physical Environment
- The Information Environment (Classroom, Museum visits, etc.)
- The Program/Policy Environment
- Attitudinal Environment
Working with CIIE

- Site Visit
- Staff Training
- Monthly phone calls
- Connecting CIIE to local Deaf professors
- CIIE + Spanish Sign Language Lessons
Self-Education

- Invest time in learning about history and culture of group
- Gather institutional context and international travel experience
- Understand specific accommodation needs
Collaboration

- Involve all parties in planning from start
- Identify local partners: community access, expertise, logistics insight
- Begin with micro view: safety protocols, communication and interpretation needs
Creativity

• Approach itinerary with sensitivity to budget

• Get creative with low/no cost activities that engage students and enhance their cultural experience

• Be flexible with timeline: accommodations and budget depend on needs of confirmed participants
LSE CLASSES
THEATER WORKSHOP
THEATER PERFORMANCE

"ESPIRITUS DE ORIENTE"
(El camino a la sabiduría)

Lauren Brown - Juan Cornejo - Carina Dominguez - Isela García
Felix González - Donielle Harris - Deborah Kanter - Gracie Kelleher
Esteban Kovacs - Gabriella Matteo - Luis Montalvo - Anjel Perez
Emely Rodriguez Romero - Alberto R Sifuentes

Viernes, 28 de junio de 2019, a las 19h
CENTRO SOCIOCULTURAL BOHEMIOS
Dos invitaciones por persona hasta completar aforo
WEEKEND TRIP TO VALENCIA
LSE SHORT FILM FESTIVAL IN ALMUSSAFES
ACTIVITIES WITH DEAF LOCAL COMMUNITIES
MEET THE LOCALS
CHALLENGES

• Lack of knowledge of Deaf cultures within Deaf Culture
• Communication – rely on interpreters
• There are no protactile trained interpreters in Spain
• Required huge flexibility of time
• Non cohesive group - Diversity within the participants
• Sites not accessible for deaf groups
• Difficult to get all parts on board – good intentions are not enough
• Budget and summer dates constraints
TAKEAWAYS

• Staff should be well-trained in sign language
• Institution should discuss expectations with provider and participants
• Extra support in charge of group
• Pre-departure is key – use online resources
• Get deaf locals on board and review roles and responsibilities
• Find alternatives to safety protocols
• Use mobile apps to communicate
• Range of activities to engage all students
STUDENT FEEDBACK
CALIFORNIA STATE UNIVERSITY
NORTHRIIDGE
A 24 hour flight

30 bags
12 students
2 Faculty
1 Interpreter

Welcome to Cape Town, South Africa!
Daily South African Sign Language classes

Our teachers, Andiswa and Atiyah, were excellent. This was a true language and cultural exchange.
Edeaf, a Deaf vocational training school. We spent two days here visiting Deaf students, learning about their programs, practicing South African Sign Language, and learning about each others’ cultures.
Tine, a Deaf CSUN student, shared with a local South African Deaf student about her struggle to get access to American Sign Language growing up and the two of them shared how they sign certain words differently like water and wow.
This is the headquarters of the South African Deaf Association, DEAFSA. The association shares their space with a Park Inn Hotel and have advocated for Deaf people to be hired at the hotel. We met the Director, Jabaar Mohamed.
I LOVE Coffee

A Deaf owned and operated coffee shop. This shop hires Deaf staff from the EDeaf vocation program. We learned more about Deaf leadership and business practices.
We took a tour of the University of Cape Town’s Disability Services office
• Robben Island Museum - Nelson Mandala
• Slave Museum
• Table Mountain
• Solms Delta Wine Estate
• Langa Township
• Fairy Glen Game Reserve
What is one highlight of being in a Deaf Centered study abroad experience?
Our project

Photovoice

For the purpose of this project, we used Photovoice as a tool to compare and contrast, Deaf activism within Black Deaf communities in the U.S. and Cape Town, South Africa, in order to more deeply understand Deaf representation and resistance of oppression through the arts.

“What Does Activism Look like in Deaf Space?”
From Apartheid to Today: Black Deaf Activism, Culture & Education in South Africa

PhotoVoice Exhibit
Deaf Studies Social Justice Conference
Thank you!
What questions can we answer?

Special Thank you to CIEE for awarding us the Faculty Led Grant!
thank you
THANK YOU