



DeafKidz
INTERNATIONAL



EVALUATION OF
DEAFKIDZ DEFENDERS PILOT
KEY FINDINGS SUMMARY REPORT
ELIZABETH THOMAS – OCTOBER 2022

www.deafkidzinternational.org



End Violence
Against Children



DeafKidz
INTERNATIONAL

OUR VISION:

A world where deaf, hard of hearing, deafened and deafblind children, young people and adults are able to live safely and without fear of abuse and exploitation.

OUR MISSION STATEMENT:

With safeguarding at the heart of all we do, DeafKidz International aims to respond comprehensively to the protection, health, wellbeing and access to education needs of deaf children, young people and adults worldwide.

WHO WE ARE:

DeafKidz International is a UK-based charity which strives to provide deaf people around the world with a voice while empowering them to stay safe.

The abuse and exploitation of deaf children is endemic worldwide; research shows they are three times more likely to be abused than hearing children.

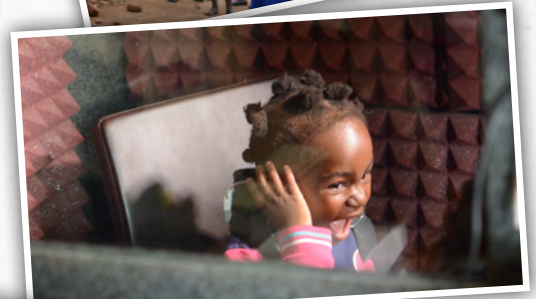
Yet safeguarding and protection networks all too frequently lack the means to support deaf children who may also face barriers to accessing assistance from professionals.

DeafKidz International puts safeguarding and the protection of deaf children, young people and adults at the centre of all its work.

It strives to make meaningful change in the lives of deaf children worldwide by focusing on five key areas - safeguarding & protection, communication, health, education and the economic needs of the deaf communities in some of the poorest and most complex contexts across the world.

It has developed a way of working that puts deaf children first, creating a platform for them to succeed and ensuring no deaf child is left behind.

Elizabeth Thomas is an independent monitoring, evaluation and research consultant contracted to carry out the outcomes evaluation of the DK Defenders program pilot.



**LEADING IN
ONLINE SAFETY
FOR DEAF
CHILDREN**

DK DEFENDERS IMPACT FACT SHEET

DK Defenders was designed by DeafKidz International to teach deaf children how to recognise abuse and know what to do if they feel unsafe. It contains...



7

ANIMATIONS

teaching key messages with no written or spoken language



7

GAMES

to engage children again with the key messages

1

GUIDANCE PACK

to support teachers using DK Defenders



DK Defenders was piloted across 10 schools in Pakistan and South Africa from May - Sept 2022.

THE PILOT REACHED..

10 deaf schools • 620 children • 5-17 years old



PAKISTAN



GIRLS 46%
BOYS 54%



SOUTH AFRICA

IMPACT!

ASSESSMENT OF CHILDREN'S KNOWLEDGE OF ABUSE & PROTECTIVE BEHAVIOURS



Of children assessed had increased their knowledge after completing the DK Defenders sessions



More than doubled their assessment scores.

AFTER COMPLETING DK DEFENDERS. Children were seven times more likely to recognise abuse and remember to say no and get help*

"IT WAS VERY IMPORTANT WHAT WE LEARNT, NOW I CAN PROTECT MYSELF."

STUDENT, 13, F

"MY BODY IS MINE."

STUDENT, 12, F

"IT HELPED (THE CHILDREN) UNDERSTAND WRONG AND RIGHT."

TEACHER, SOUTH AFRICA

"I ENJOYED PLAYING THE GAME AND CHOOSING MY CHARACTER, I FEEL STRONG AND POWERFUL NOW THAT I KNOW HOW TO DEFEND MYSELF FROM ANYONE WHO IS EVIL." STUDENT M

SAFER SCHOOL

98%

of teachers felt more confident **teaching their children how to keep safe** from abuse

91%

of teachers felt more confident **handling children's disclosures** of abuse

DK DEFENDERS



DK Defenders is designed to teach deaf and hard-of-hearing children aged between seven and eleven years old how to recognise abuse, say no and seek help. The main element of the programme is a package of **online animations** that explain – with no written or oral language – seven key safety messages which are followed by **seven games** designed to reinforce the concepts of each theme.

The online materials are intended to be used by schools, who receive written teacher guidance containing suggested lesson plans to accompany the online materials.



HOW IT BEGAN...

Deaf children are three times as likely to be victims of abuse than hearing children, so it is vital to equip the 34 million deaf children around the world with the knowledge and knowhow to stay safe.

DeafKidz International's extensive research has shown that there are few safeguarding resources available for deaf children and what does exist is not accessible enough.

Knowing that deaf children will engage with fun and interactive games, which require little or no reading, work began to create a prototype funded by Comic Relief's Tech for Good and the Paul Hamlyn Foundation.

This simple game, designed for children aged between five and 10, was based around the theme of consent, empowering children to understand that they do not have to do something if it makes them feel uncomfortable.

Tested on a focus group of deaf children the findings were positive, which led to an emergency grant from Oak Foundation to create and launch a successful set of mini-games focussing on safety and coronavirus.

DeafKidz versus COVID-19 responded to the lack of deaf-accessible information at the start of the pandemic, covering topics including hand washing, not touching your face and social distancing.

This in turn led to a prestigious funding award for a two-year project from the Global Partnership to End Violence against Children and DK Defenders was born.

INTRODUCING
GAMES TO
SUPPORT LIFE
SKILLS-BASED
EDUCATION
FOR DEAF
CHILDREN WAS A
MASTERSTROKE!

PRINCIPAL

HOW IT WORKS

DK Defenders games were developed from a deaf perspective with input from a working group of various experts including child protection officers, deaf teachers and online digital specialists.

Designed for deaf children aged between seven and twelve, the games are highly visual, interactive and energetic with minimal text and no auditory/atmospheric input.

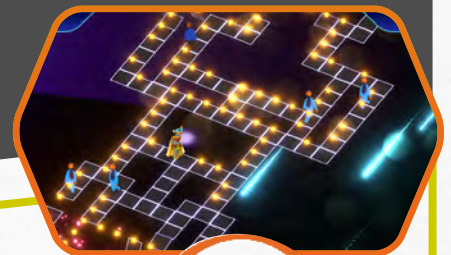
The seven games are fun, fast, interactive and totally visual, using body language, gestures and facial expression to convey the important messages.

The first four games - **Trusted Adult**, **Saying Stop**, **Keeping Secrets** and **Private Body Parts** – are designed to develop a solid foundation and essential skills.

The final three games - **Cyber Bullying**, **Indecent Pictures/Videos**, and **Online Grooming** – expand on these themes, particularly focussing on safety online.

The resource also includes a teachers' guide and lesson plans with some additional classroom activities, based on delivery over three one-hour sessions.

The games, which are 2D so suitable for use in countries with low bandwidth, are currently available in English, French, Spanish and Portuguese, and will soon have Urdu, Hindi and Arabic.



OUR RESEARCH FOUND

DeafKidz International carried out a consultation with deaf children, parents and professionals and found:

- Information about sexual abuse and exploitation is rarely taught, if at all, before the age of 12/13
- Poor quality translation
- Deaf children's reading age generally below their chronological age
- Few adults aware of any online resources for deaf children
- Few parents discuss sex/abuse/exploitation with their deaf children, and there are few supporting resources
- Deaf children mostly don't acquire knowledge through passive learning
- Deaf children's preferred learning medium is through interactive, simple, visual resources e.g. gaming. This confirmed/reinforced that deaf children need tailored early intervention, hence the focus on younger children.

CHILDREN LEARN THROUGH PLAY, DIFFICULT CONCEPTS AND CLEARING THE AIR ABOUT MYTHS AND MISCONCEPTIONS IN A POSITIVE AND SUPPORTIVE MANNER WAS MADE EASY WITH THE DK DEFENDERS PROGRAM.

TEACHER



THE DK DEFENDERS PILOT

The pilot programme was delivered to more than 600 children between May and September 2022 in two different countries – Pakistan and South Africa.

Teachers across 10 specialist schools for deaf children received the teacher guidance and an introductory workshop. The schools in Pakistan were run by DeafKidz International's partner DeafReach and schools in South Africa (Durban) were engaged by partner Thrive.

PAKISTAN

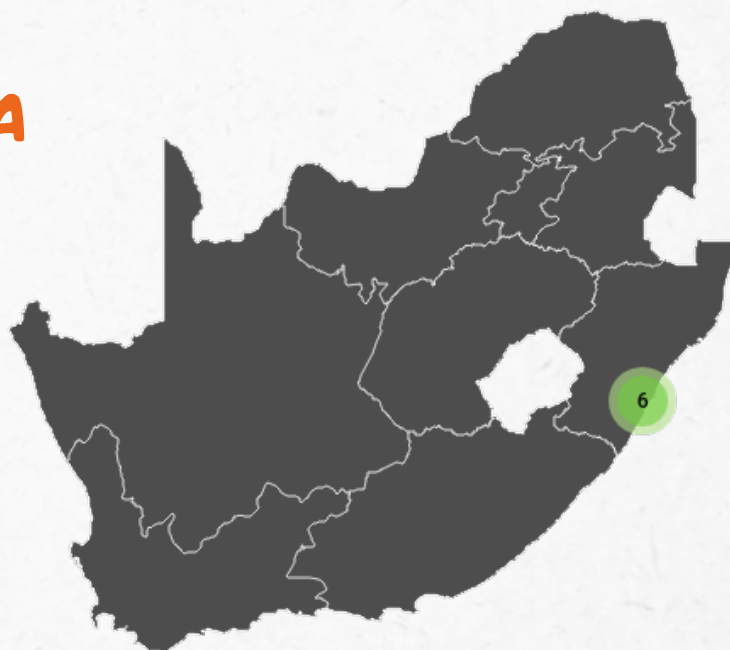
- 4 schools (day)
- 318 children
- 7 – 11 years old



● Hyderabad ● Karachi ● Rashidabad ● Sukkur

SOUTH AFRICA

- 6 schools (day & residential)
- 302 children
- 5 – 15 years old



● School 1 ● School 2 ● School 3 ● School 4 ● School 5 ● School 6





In South Africa the pilot reached children and teenagers outside the seven to 11 age range, providing good insight into how age does and does not affect the way children respond to, and learn from, DK Defenders.

Forty-six percent of children involved across both countries were girls, and 54% boys.

In Pakistan, boys made up two-thirds (65%) of the participants.

The seven themes were delivered to groups of children across, on average, three sessions each lasting between one and three hours.

The evaluation of the pilot was designed to answer two sets of questions around how DK Defenders can work in real classrooms and what impact it has on children, as well as the adults around them.



GIRLS 46%

BOYS 54%

IMPLEMENTATION

- How do children engage with DK Defenders? What do they think of it?
- What might stop children and schools using DK Defenders?
- How does DK Defenders work 'in real classrooms'?
- If DK Defenders is used by schools and partners in different ways, what effects does this have?

IMPACT

- How does the knowledge and behaviour of children change during and after they take part in DK Defenders sessions?
- Do different children experience different changes?
- What do children need to help them learn with DK Defenders?
- How do the different program elements contribute to overall impact?

DATA WAS COLLECTED THROUGH:

Children's knowledge assessment

Children's focus groups

Session observations

Teacher survey

Interviews with school staff

Parent survey

KEY PROGRAMME INDICATORS INCLUDED:

- Number of children using digital gaming toolkit
- Increased ability of children to identify different types of abuse and knowledge of suitable protective behaviours, including saying no

This Summary Report by Elizabeth Thomas presents the key findings from the evaluation.

There were seven significant key findings which are outlined in brief on the following pages.

Further detail can be found in the full report and technical appendices.

I WAS AMAZED AT THE DIGNIFIED MANNER IN WHICH THE SUBJECT WAS PRESENTED TO ADOLESCENT CHILDREN.

PARENT

KEY FINDING 1:

CHILDREN ARE VULNERABLE AND LACK VITAL KNOWLEDGE ABOUT WHAT ABUSE IS & WHAT TO DO WHEN THEY ARE UNSAFE

The data from children's assessments taken before they started the programme and the teacher survey painted a worrying picture of children who are frequently experience abuse but have extremely limited knowledge about what counts as abuse and what they should do to protect themselves and get help.

Staff in the pilot schools handle disclosures and indications of various types of abuse, which take place both in and out of school, including:

- physical abuse
- sexual abuse
- coercion
- bullying

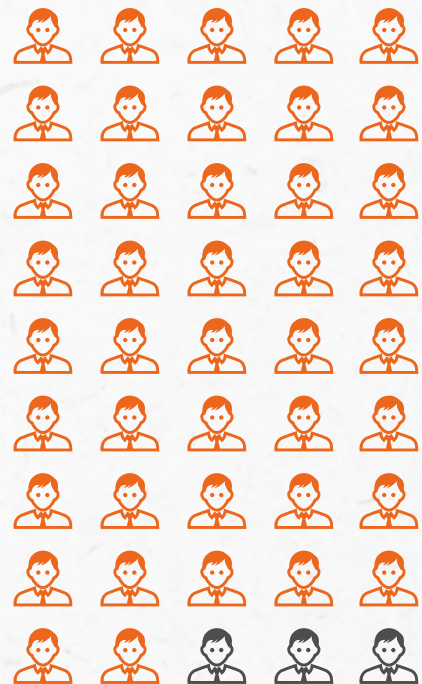
Unsurprisingly, teachers are worried: 94% are always or nearly always concerned about the safety of the children in their class.

Teachers are confident in their ability to handle their concerns and disclosures correctly but 49% have never had any formal safeguarding training.

Some teachers give lessons related to safeguarding, usually following the local set (mainstream) curriculum and using traditional teaching methods such as textbooks. Communication difficulties and cultural taboos stop parents from teaching their children safeguarding messages.

The children's knowledge assessment results indicate that children are not learning safety messages related to abuse, even where teachers or parents are trying to teach them.

**94% OF
TEACHERS ARE
ALWAYS CONCERNED
& 6% ARE OFTEN
CONCERNED**



“I never knew much about these topics because no one told me anything in detail. I was only told to be careful. My mother also is not good with signs and there is a communication gap between us.”

Student, 12, F, Pakistan

KEY FINDING 2:

DK DEFENDERS LEADS TO IMMEDIATE INCREASES IN CHILDREN'S KNOWLEDGE, WHICH CHILDREN THEN APPLY TO DIFFERENT SCENARIOS


Assessment of children's knowledge before and immediately after completing the DK Defenders sessions showed a clear and **statistically significant increase** in their ability to recognise abuse and knowledge of suitable protective behaviours including **saying no and seeking help.**

- **91% of children assessed had increased their knowledge after completing DK Defenders**
- **Over half (56%) more than doubled their assessment scores**

Data from session observations, focus groups and interviews gave more detail on **what** children had learnt, and an indication of **how deeply** they had learnt it.

Theme 01

Pupils learn to turn to a **Trusted Adult** if they feel unsafe.



Theme 02

Pupils learn to **Say Stop** if someone is doing something that makes them feel unsafe.



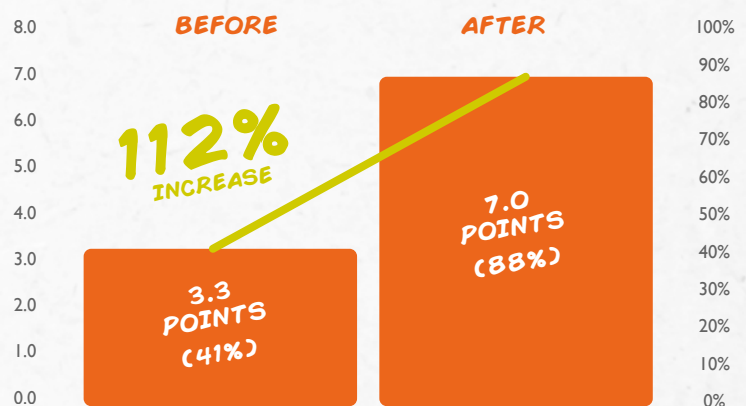
The first two DK Defenders themes contain two key messages, or protective behaviours: 'Say Stop' and 'Tell A Trusted Adult'. The other five themes build on these and apply them to situations such as 'Good Touch Bad Touch' and 'Sharing pictures and videos'.

The two key messages were well absorbed by children aged **six or over**. Children repeated the messages **quickly, confidently and enthusiastically** both at the end of all the sessions, and a couple of weeks afterwards.

"Games for learning about my safety are such a new idea. I have played a lot of games online but they were confusing as they were for hearing people. With DK Defenders program I feel safe and prepared to deal with any challenge. I will protect my sister and friends also and teach them."

Student, Pakistan

CHILDREN'S KNOWLEDGE ASSESSMENT: MEAN SCORES BEFORE AND AFTER DK DEFENDERS



SAMPLE SIZE (N=81)

KEY FINDING 2: CONTINUED



Children were also able to apply **their learning in new situations**, both in scenarios given during sessions by session-leaders and by evaluators during focus groups. Some children also **applied the messages unprompted to previous experiences** or everyday situations they found themselves in. This also led to session leaders receiving questions within sessions and some disclosures after sessions.

Teachers were not the only ones children shared their thoughts with following DK Defenders sessions: 26% of parents surveyed said that their child had shared a new concern or worry with them after completing DK Defenders,

The evidence on children's learning and learning processes indicates that:

- learning goes beyond immediate recall
- children continue absorbing and reflecting on the key messages both during and after sessions

It also suggests the sessions may have increased children's likelihood of **successfully recognising an unsafe situation and asking for help**.

The evaluation also identified **what children found most difficult** about learning the DK Defenders key messages. Some children had difficulties applying the messages learnt in class to new hypothetical scenarios. Some also had difficulty with the later messages, either because they contained more complex concepts – e.g. Good Secrets Bad Secrets - and/or because they referenced experiences children were not totally familiar with e.g. using online chat functions.

**"IT HELPED
THE CHILDREN
UNDERSTAND
WRONG AND
RIGHT."**

**TEACHER.
SOUTH AFRICA**

**IT WAS VERY
IMPORTANT
WHAT WE
LEARNT. NOW I
CAN PROTECT
MYSELF.**

LEARNER, 13.F

**"MY BODY
IS MINE."**

LEARNER, 12. M



**"That small girl
she understood the
program and she was
challenging with so
many questions to all
of us!"**

Session Leader, South Africa

CASE STUDY: MAHEEN

ELEVEN-YEAR-OLD MAHEEN REMEMBERS THE TIME SHE RECEIVED A SERIES OF TEXT MESSAGES FROM A MYSTERY NUMBER, BUT IT WASN'T UNTIL SHE PLAYED DK DEFENDERS GAMES THAT SHE LEARNED HOW TO RESPOND APPROPRIATELY.

“An unknown number was constantly sending me messages and then also shared some questionable pictures,” she recalled. “I got really scared upon seeing it. But I found the courage and told my mother who made me block the number.

“My mother did tell me earlier about staying away from strangers and not letting anyone touch me. But I never understood why or how I could protect myself.”

Maheen attends the Deaf Reach School in Karachi, Pakistan, and took part in the DK Defenders games alongside her classmates, who learned together techniques that could one day keep them safe.

“These games helped me learn in great detail that I should say no when someone makes me feel uncomfortable and inform a trusted adult immediately,” she said.

“They were highly informative and interesting. My favourite part of the game was crossing out private body parts.

The DK Defenders games, said Shaukat, a teacher at Maheen’s school, helped build on the safeguarding work that the school had already undertaken and improved the rapport between staff and students.

“The process has helped us create a bonding and network of informed and empowered community members,” Shaukat said. “I feel included in a circle of care and my knowledge base to help support children has been strengthened.”

“Now I feel very confident and brave about protecting myself from bad people,” Maheen added.

“No one is allowed to touch me except my mother or doctor. If I feel uncomfortable then I have to inform someone and not get scared.”



KEY FINDING 3:

CHILDREN'S EDUCATIONAL EXPERIENCES AND COMMUNICATION ABILITIES ARE THE MAIN BARRIERS TO LEARNING

The evaluation explored the reasons why some children experienced these difficulties in learning with DK Defenders. The main reasons that some had more difficulty understanding and applying the key messages related to:

- the child's experiences of deaf education, including: how long they had attended a deaf school, at what age they started and the quality of teaching they had received.
- their language levels and confidence in communicating, particularly their level of understanding and use of sign language.

Children's understanding of signs affected their ability to engage with the direct teaching element of the programme, and therefore understand some of the key concepts. Session leaders also noted this was the case for children with additional educational needs. **Children's language levels and educational needs had a greater effect on their learning with DK Defenders than age, gender or location.**

Though some children found it harder to understand the direct teaching part of the programme, the online animations and games were designed to be as universally accessible as possible, with minimal written language. The digital element presented a key opportunity for these children to engage with the DK Defenders messages in a language-minimal way. The next section explains how they supported learning even among children facing greater barriers to learning.



THIS CHILD HAD MOVED FROM A MAINSTREAM SCHOOL AS HE COULD NOT COPE THERE, HE WAS LEARNING SIGN LANGUAGE FOR THE FIRST TIME AT 10 YEARS OLD AND HAD BEEN FEELING OVERWHELMED AND DOWN, THIS DAY WAS DIFFERENT FOR HIM - HE WAS A WINNER! [...] HE WAS FINALLY INVOLVED IN SOMETHING THAT HE COULD DO WELL, SOMETHING THAT DIDN'T REQUIRE HIM TO USE LANGUAGE AND WHERE HE COULD JUST BE HIMSELF!

(DKD TEACHER)

KEY FINDING 4:

DK DEFENDERS ANIMATIONS AND GAMES ARE POWERFUL CATALYSTS FOR LEARNING

DK Defenders is an innovative programme in its use of animations and games to teach key safety messages to deaf children. One of the aims of the evaluation was to understand how much this innovative programme element contributes to the overall impact of the program.

The evaluation analysed the effect of different program elements by observing sessions and assessing children's knowledge where the order of adult-led teaching and the digital resources had been switched. The animation and games created a clear path to learning by developing children's understanding, confidence, belonging and engagement.

1

UNDERSTANDING

It was clear through observations and assessment that the animations were vital for embedding understanding of the key messages, particularly for children who found it harder to understand the messages through direct teaching and above all for children who had limited language levels. This could be observed powerfully when children acted or signed along to the animations of their own accord.

'One of the heart-warming experiences...was witnessing children with autism, special needs, or slow intellectual processes progressing really well after watching the animation and playing the games. Usually...they struggle with learning and they receive content taught at a different level of understanding, but with this online learning system they did exceptionally well.'

Session leader, South Africa

"DKI games helped make all of it so easy to understand. What our teachers were explaining using presentations and worksheets, we could see it all through games which helped me understand and relate to it easily."

Student, I I, M, Pakistan

*STUDENTS
WERE INTRIGUED
AND ENGROSSED
IN LEARNING
KEY CONCEPTS
THROUGH PLAY.
PRINCIPAL*

KEY FINDING 4: CONTINUED

2

CONFIDENCE

Understanding the messages **increased the confidence** of children who, according to the adults who knew them, had very low self-esteem due to years of social exclusion and difficulty in learning through traditional teaching methods.

3

BELONGING

Seeing themselves represented in the characters and avatars of the online materials also boosted their children's confidence and feeling that DK Defenders was made especially for them as deaf children.

4

ENGAGEMENT

"Because the children were having so much fun playing the games, it seemed that they were really receptive to learning new things when it was time to introduce new topics."

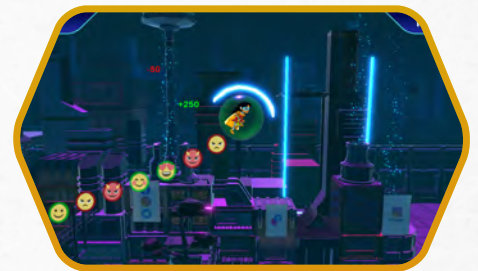
Session leader, South Africa

Children of all ages, from five to 17 years old, found the games entertaining. Wanting to play the games meant children engaged with even long sessions.

Engagement was best with one or two children to a computer.

Observations showed that children did not feel the performance anxiety that they normally felt during traditional 'chalk and talk' lessons while they were playing the games and animations. Better engagement and reduced pressure leads to better learning.

The digital aspect was key for generating engagement and embedding learning. Games were designed to be used in browsers on laptops – the most common type of technology in schools across different contexts – and with low bandwidth internet. Implementers still faced some challenges with relying on schools to provide hardware and internet too weak to support gameplay for multiple children. These challenges can be eased by making the material available offline.



CASE STUDY: MSEBE

ELEVEN-YEAR-OLD MSEBE, FROM DURBAN IN SOUTH AFRICA, HAD NEVER PLAYED A GAME LIKE DK DEFENDERS BEFORE, AND IT WAS, IN HER OPINION, GREAT FUN.

“My favourite,” she told researchers with a big smile. “Enjoyed a lot.”

Msebe was one of 302 pupils aged between five and 15 and living in Durban who took part in the trials and learned a whole host of lessons about how to recognise potentially abusive situations and how to act appropriately.

“It is wrong,” signed Msebe, when asked what she would do if someone took her to a private place and showed her a picture of someone who was naked.

“If the person made me feel scared I would say STOP (with voice) and would run to tell my Mom about the person.”

The South African students had limited access to computer equipment and the internet, as well as low levels of literacy, which made it difficult for them to express themselves.

However, Debra Clelland, who led the South African trials, said the team were able to read the pupils’ body language, which showed a huge difference in the children by the end.

“We don’t know what they would do in a real-life abuse situation, but the games achieved their purpose because they overcame the communication barriers and the children did repeat the messaging they’d seen back to us,” she said.

“One of the children said that playing the games had been the best thing he’d ever done and when we finished we really felt we’d made a difference.”



KEY FINDING 5:

BEST LEARNING COMES FROM SPECIFIC TEACHING PRACTICES...

Although the animations and games were a powerful tool that without which DK Defenders would not have achieved its impact, the evaluation also found that the best learning happened when some **direct teaching took place before the animations and games were introduced.**

The best teaching drew on a range of strategies that session leaders found particularly effective:

✓ FORMATIVE ASSESSMENT

Session leaders assess prior knowledge, and use that to build up concepts gradually. Observation of learners and use of scenarios tailored to children's context is as important as direct questioning for assessing understanding.

✓ ADAPTED SIGN USE

Session leaders need to assess children's understanding of signs, including which signs they may already use for key concepts. Selected signs are then used consistently with that same group of learners.

✓ EMBODIED LEARNING

Session leaders use physical enactment to teach and embed concepts, with children acting out messages and animations, and leaders creating scenarios through role play to teach or assess children's understanding.

Observations and teacher surveys found that these strategies benefited all learners, but particularly supported those with lower language levels or additional needs. Many teachers (40%) who delivered did not follow the provided lesson plans completely, often to adapt better to their class's needs. Equipping session leaders with these skills will help them adapt their teaching in the most impactful way.



Children learn through play, difficult concepts and clearing the air about myths and misconceptions in a positive and supportive manner was made easy with the DK Defenders program.

Teacher, Pakistan

KEY FINDING 6:

...BUT SESSIONS CAN BE DELIVERED BY TEACHERS AND NON-TEACHERS.

DK Defenders is designed to be delivered by teachers within schools, but circumstances in the two pilot countries led to two modes of delivery.

Teachers in both Pakistan and South Africa received the written guidance and a remote or in-person workshop before the scheme was implemented in their schools. In Pakistan, the same teachers delivered the sessions to groups of learners, but in South Africa sessions were led by the local partner and volunteers.

The evaluation was not designed to compare the effectiveness of two different models, however, analysis found no significant differences in the learning achieved which suggests that the programme can be delivered effectively by both teachers and non-teachers.

Some benefits to delivery by external visitors were identified: delivery is likely to be consistent and high quality (see full report for more details).

The true difference in impact between the two models described above will only be identifiable in longer-term outcomes. Desirable longer-term outcomes for DK Defenders include:

- Teaching staff use DK Defenders on repeated basis, so children receive messages more than once
- Teaching staff can competently handle safeguarding concerns and identify signs of abuse
 - Parents are more likely to discuss safeguarding and abuse with their children and act on any concerns
- Children are better protected and more likely to receive help when they need it (overall impact)

The scope of this evaluation only included short-term outcomes and the true difference in impact between the two models will only be identifiable in longer-term outcomes.

However, there are indications that DK Defenders is able to create early change among teachers and parents that might lead to these longer-term outcomes.



CASE STUDY: TAHLA

PRIOR TO PLAYING THE DK DEFENDERS GAMES, TAHLA YASEEN KNEW NOTHING ABOUT ONLINE AND REAL-LIFE DANGERS SUCH AS INAPPROPRIATE ONLINE REQUESTS, TOUCHING AND SHARING INTIMATE PICTURES.

He did know about the danger posed by strangers, however, having once had a frightening experience in a shop where the shopkeeper grabbed his hand and refused to let it go.

He escaped and went home to tell his mother, but Tahla's lack of further understanding of why strangers can pose such dangers online and in real life was shared by very many of his peers and understood by parents of students, who realized how vulnerable their children were.

“Discussing sexual abuse, calling out an abusive adult and talking about personal safety is a big taboo in our culture and specially discussing it with children,” one parent said.

“I have three daughters and we are always concerned about their personal safety. It weighs heavily on my mind when I have to travel with them or attend a large gathering.”

The games helped enormously with this, calming the parents' fears as they saw how the children gained vital knowledge during their learning journey, with Tahla walking away feeling safe and empowered.

“My favourite part was the way the Trusted Adult figure would come to hug us and help us whenever we would fall down,” said Tahla. “It felt really nice to see it. It reminded me of how my mother hugs me.”

“Now I feel comfortable in discussing such things with my parents and I know now how to protect myself.”

“Even if I am deaf, no-one should think I am weak.”



KEY FINDING 7:

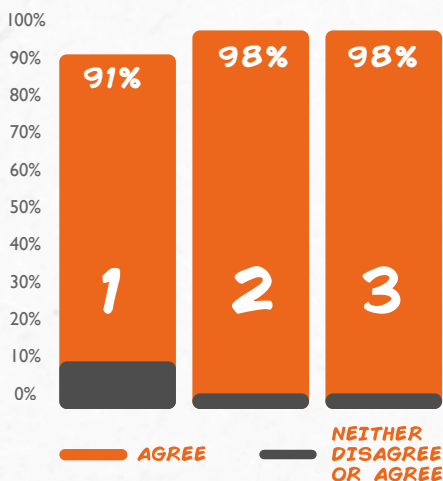
DK DEFENDERS CAN EQUIP ADULTS TO BETTER PROTECT THEIR CHILDREN, BUT MORE CONSISTENT ENGAGEMENT IS REQUIRED FOR SUSTAINABLE IMPACT.

TEACHER SURVEY RESPONSES FOLLOWING IMPLEMENTATION OF DK DEFENDERS

1 - I feel more able to handle disclosures of abuse.

2 - I feel more confident teaching children about how to keep safe.

3 - I would use DK Defenders in my classroom again



SAMPLE SIZE (N=47)

“I think this program definitely makes it easier for children to talk about such topics with their adults, we may have good communication but were lacking the right vocabulary to address these topics. Thank you Deaf Reach and DK Defenders for this game.”

Father of deaf son, Pakistan

Both teachers and parents surveyed reported changes to their knowledge, attitudes and abilities as a result of DK Defenders being implemented in their schools, though the engagement of each group varied.

Teachers across both countries felt more competent at handling disclosures and teaching safeguarding topics, even when they had not delivered the content themselves. They were also likely to use DK Defenders again.

Both school leaders and teaching staff highlighted the importance of receiving some training in order to deliver DK Defenders as effectively as possible.

“Such training will also help educators to report more of such cases. Helps them be more open to discuss such topics specially since they have misconceptions and cultural taboos associated with them.”

(School Principal, Pakistan)

During the pilot, parents were informed about the programme but did not receive direct support themselves. Parents surveyed were pleased that their children’s school was delivering DK Defenders and some found it changed their own mindsets.

“When we learnt about the DK Defenders program I was amazed at the dignified manner in which the subject was presented to adolescent children...The DK Defenders program was an eye opener and spoke directly about why we need to educate and inform our children.”

(Mother of deaf student, Pakistan)

Although they felt confident keeping their children safe, half of parents surveyed were not certain what they should do if a child came to them with a concern. This suggests parents would benefit from some targeted content themselves and that at least some would be willing to engage with it. It would also increase the likelihood that children’s disclosures would lead to better protection.

There is no data from this pilot evaluation on how well activities, attitudes and competencies among teachers or parents are sustained beyond the end of the programme. As these are core to achieving the longer-term outcomes outlined above, an important next step will be for DeafKidz International to build on the short-term positive outcomes identified in this evaluation and plan how to achieve sustained change by developing teacher engagement and practice, and targeted content for parents.

RECOMMENDATIONS

THE EVALUATION IDENTIFIED SEVERAL WAYS TO INCREASE LEARNING FOR EACH CHILD, WHILE ALSO INCREASING THE NUMBER OF CHILDREN REACHED. IT ALSO HIGHLIGHTED WAYS TO REFOCUS ON LONGER-TERM OUTCOMES.

REACH

- Develop content to meet the demands of a wider age range than originally targeted. Increase potential reach by developing content related to issues particularly affecting teenagers, such as sex and relationships.
- Create an offline version of the online materials to ensure smooth delivery in classrooms and to increase engagement amongst children and parents at home.



IMPACT

Deepen impact for children, especially those with lower language levels, by sharing the 'best practice' teaching strategies identified through updated teacher guidance, an online platform and/or Communities of Practice.



SUSTAINABILITY

- Review the programme Theory of Change in light of evaluation findings, focusing on how to increase the sustainability of short-term outcomes.
- Make adaptations to the programme delivery model(s) that might increase quality of delivery and impact.
- Ensure the delivery model is clearly defined and implemented consistently to allow for evaluation of effectiveness.

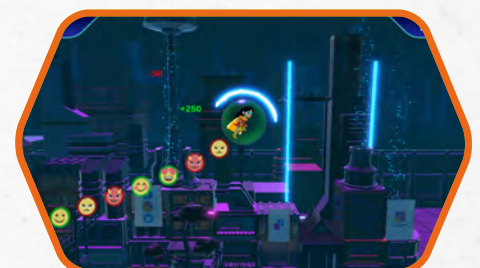


LEARNING

- Use monitoring to ensure fidelity to the chosen model(s).
- Capture longer-term data from pilot study and new schools to identify to what extent engagement and change is sustained and check for negative outcomes.



Further recommendations are given in the full report, to be published for general use in November.



STUDENTS
WERE INTRIGUED
AND ENGROSSED
IN LEARNING
KEY CONCEPTS
THROUGH PLAY.

PRINCIPAL



THE CUSTOMIZABLE GAMES
DELIGHTED OUR STUDENTS AND
OPENED THE DOOR TO LEARNING AND
SAFEGUARDING IN A UNIQUE WAY..

TEACHER

DISCUSSING SEXUAL ABUSE,
CALLING OUT AN ABUSIVE ADULT
AND TALKING ABOUT PERSONAL
SAFETY IS A BIG TABOO IN
OUR CULTURE AND SPECIALLY
DISCUSSING IT WITH CHILDREN..

PARENT

I ENJOYED PLAYING THE
GAME AND CHOOSING MY
CHARACTER. I FEEL STRONG
AND POWERFUL NOW THAT
I KNOW HOW TO DEFEND
MYSELF FROM ANYONE WHO
IS EVIL.

**ALI, STUDENT
HYDERABAD.**

I ENJOYED PLAYING THE GAME
AND CHOOSING MY CHARACTER.
I FEEL STRONG AND POWERFUL
NOW THAT I KNOW HOW TO
DEFEND MYSELF FROM ANYONE
WHO IS EVIL.

**ALI, STUDENT
HYDERABAD.**

HELPS EQUIP
THE TEACHERS TO
IDENTIFY INDICATORS
OF ABUSE AND
DISTRESS AMONG
CHILDREN

**KULSUM, MOTHER OF
TWO DEAF DAUGHTERS**





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No deaf child left behind

