

Evolving Educational Paradigms: Moving Beyond Outdated Rules in Deaf Education in Selected Inclusive Schools Surrounding Harare

Phillipa Mutswanga¹

¹Zimbabwe Open University,

<https://orcid.org/0000-0002-0899-0489>

Corresponding Author's Email: mutswangap@zou.ac.zw or
phillipamutswangah@gmail.com

Abstract

Despite significant strides in inclusive education policy and assistive technologies, many schools continue to rely on outdated pedagogical practices that fail to meet the unique linguistic and cognitive needs of Deaf and hard-of-hearing learners. This study explores the evolving educational paradigms in Deaf education within selected inclusive schools surrounding Harare, Zimbabwe, focusing on the persistence of conventional teaching methods. Employing a qualitative, phenomenological approach, the research captures the lived experiences of five teachers, five hearing parents of deaf children and three deaf learners, selected through purposive sampling. Data were collected via semi-structured interviews, questionnaires and observational checklists, with ethical considerations such as informed consent and confidentiality strictly upheld. Findings reveal several critical challenges, including minimal use of sign language, excessive reliance on written communication and inadequate teacher training in inclusive pedagogies. These issues contribute to learner frustration and hinder both academic achievement and social integration. Thematic analysis indicated a widespread reliance on traditional practices and a lack of systemic support for inclusive teaching. The study underscores the urgent need for comprehensive teacher professional development and parent awareness programmes. It calls for the consistent use of sign language, adoption of learner-sensitive instructional methods and respect for the social and academic needs of deaf learners. Ultimately, the research advocates for reform in teacher education to incorporate mandatory training in deaf-inclusive pedagogy, aiming to create inclusive learning environments that affirm and support deaf learners within both school and family contexts.

Keywords: Outdated Pedagogies, Deaf Education, Inclusive Impact, Harare Schools

Introduction

Education is a fundamental human right and inclusive education has emerged globally as a key strategy for ensuring equitable access to learning opportunities for all students, including those who are Deaf or hard of hearing. Inclusive education refers to the integration of learners with diverse abilities into mainstream classrooms, where their unique needs are recognised and supported. UNESCO (2009) defines inclusion as the process of addressing and responding to the diversity of learners by removing barriers to participation and achievement. While Zimbabwe has adopted inclusive education policies through the Education Act and the Inclusive Education Policy, the practical implementation, particularly for learners with hearing impairments remains inconsistent and often ineffective. In many inclusive schools surrounding Harare, Deaf education is still influenced by outdated pedagogical paradigms, especially the oralist approach. This method, which emphasises speech and lip-reading while minimising or excluding the use of sign language, continues to dominate despite evidence supporting the effectiveness of bilingual-bicultural (Bi-Bi) models. These traditional methods are often ill-suited to the linguistic and cognitive needs of deaf learners, resulting in limited access to content, poor academic outcomes and social isolation (Juhetha, 2021 & Nendauni, 2024). Compounding this issue is the lack of teacher training in inclusive practices and the limited awareness among hearing parents regarding effective communication strategies.

Historically, the dominance of oralism in deaf education can be traced back to the 1880 Milan Conference, which discouraged the use of sign language in favour of aural-oral methods. This led to the systemic marginalisation of deaf culture and language worldwide, with learners with hearing impairments being punished for using sign language and often taught by hearing teachers who lacked cultural competence (Sturley, 2005). Although research from the 1960s onward especially the work of William Stokoe, validated sign language as a full language and gave rise to Bi-Bi education models, many schools in Zimbabwe still rely on methods that exclude visual language learning. This continued reliance on outdated practices is rooted in several factors: entrenched traditions, lack of systemic support, limited resources and misconceptions about deafness. As a result, learners with hearing impairments are frequently taught through written or spoken language alone, which does not align with their primary modes of communication. Teachers often lack proficiency in sign language, and many parents are not trained to support inclusive communication which exacerbates the gap between policy and practice (Chalise, 2024).

This study is framed by two theoretical lenses: Vygotsky's Social Constructivism, which emphasises the importance of language and social interaction in learning and Critical Disability Theory (CDT), which critiques the social and institutional barriers that prevent full inclusion of Deaf learners. These frameworks provide insight into how learners with hearing impairments are either supported or excluded within current educational systems and help analyse how systemic inequities continue to shape Deaf education. Despite Zimbabwe's commitment to inclusive education, many inclusive schools surrounding Harare continue to use outdated, oralist-based approaches that marginalise learners with hearing impairments. These methods limit learners' engagement, hinder academic progress and fail to provide the linguistic access necessary for meaningful participation. Furthermore, many teachers lack formal training in inclusive pedagogy or sign language, and hearing parents often remain uninformed about effective strategies for supporting their children's education (Mushtaq, 2024). As a result, learners with hearing impairments are frequently excluded from full educational participation and denied the opportunity to thrive both academically and socially. Thus, although the 2013 Constitution recognises sign language as one of Zimbabwe's official languages and developed syllabus for both primary and secondary schools which went through parliament approval its implementation by every school remains to be answered or researched on. It is against this background that this study seeks to investigate why such outdated practices persist and how they affect the educational experiences of learners with hearing impairments.

The study is guided by one main question and several sub-questions. The main research establishes how outdated rules and practices influence the current state of Deaf education in selected inclusive schools surrounding Harare. The sub-questions explore whether the outdated pedagogical approaches are still used in Deaf education and why they persist

1. to cross check how teachers and hearing parents perceive and respond to the educational needs of learners with hearing impairments.
2. to identify the challenges teachers and parents of children with hearing impairments face in implementing inclusive education.
3. to identify impacts of outdated educational practices on the academic and social experiences of learners with hearing impairments and provides strategies which can be adopted to support a shift toward more inclusive and contemporary practices in Deaf education.

While global literature highlights the benefits of inclusive, bilingual education for learners with hearing impairments, limited research has been conducted in Zimbabwean contexts particularly in peri-urban and rural inclusive schools which gives relevance to this study. By answering these questions, the study aims to uncover the systemic, cultural and practical factors that sustain outdated pedagogies and offer evidence-based recommendations for transforming Deaf education in Zimbabwe. The findings will contribute to filling a critical gap in local research, particularly concerning inclusive practices in peri-urban and rural school settings, where resources and training are often limited.

Materials and Methods

This study adopted a qualitative, phenomenological research design to explore the lived experiences of teachers, hearing parents and deaf learners regarding deaf education in inclusive schools around Harare. The phenomenological approach was chosen to capture in-depth, descriptive accounts of how inclusion is experienced and interpreted by those directly involved in deaf-inclusive education. A purposive sampling strategy was employed to ensure the selection of information-rich participants. The sample consisted of 13 individuals: five teachers from inclusive schools, five hearing parents of deaf children and three learners with hearing impairments from. Selection criteria required a minimum of two years' experience in Deaf-inclusive education for teachers, current enrolment in an inclusive setting for learners with hearing impairments and active involvement as a hearing parent of a deaf child attending an inclusive school.

Multiple qualitative data collection methods were used to gain comprehensive insights through semi-structured interviews were conducted with face-to-face participants. For learners with hearing impairments, sign language interpretation was used to facilitate communication and ensure accurate understanding. Teachers provided detailed narrative accounts of their experiences and perceptions related to inclusive teaching practices. Hearing parents participated in guided, in-person discussions focused on their observations, roles and challenges in supporting their children's education. Classroom observations were conducted using a structured observation checklist to triangulate data and assess actual teaching practices in Deaf-inclusive settings. Data from interviews, narratives and observations was read repeatedly to facilitate immersion and a holistic understanding. A manual thematic analysis was undertaken, beginning with open coding to identify recurring patterns. Emerging themes were then organised according to the core research questions, with particular attention to educational practices, communication methods, stakeholder attitudes and inclusion strategies. Both verbatim quotes and summarised responses were used to illustrate key findings and give voice to participants' experiences.

Ethical standards were rigorously upheld throughout the study. Informed consent was obtained from all participants and confidentiality was strictly maintained. Notably, participants with hearing impairments and parents specifically requested anonymity, asking that their names not to appear in any acknowledgments. All protocols were followed. The results were presented thematically, aligned with the research questions and supported by relevant literature. Each theme was contextualised using participants lived experiences, from which practical recommendations were developed to inform more inclusive, responsive approaches to Deaf education.

Results

The findings are presented thematically, combining verbatim accounts with summarised data. Analysis revealed three major themes: communication barriers, persistent outdated pedagogical practices and emotional and academic impact on learners with hearing impairments. All learners with hearing impairments reported significant challenges in classroom communication. Teachers predominantly used spoken language, with minimal or no use of sign language. Students were expected to lip-read or rely on written instructions, which was often delivered inconsistently. A learner with hearing impairment complained, “Teachers always speaks while writing on the chalkboard or walking around the room. I miss most instructions. I feel excluded and confused”.

Several students noted that seating arrangements (for example, being placed at the back) further limited visual access to lessons. Teachers rarely ensured visual or physical cues were accessible and students were often asked to write requests instead of using sign language. Teachers admitted to lacking sign language proficiency and one of the teachers said, “I do not know sign language, so I often ask the student to write what they mean. Sometimes, I just ignore them because I don’t know how to respond”.

Parents also struggled with communication, and they state, “We use writing at home, but their messages are hard to understand. Eventually, we avoid long conversations and leave communication to the teacher”.

Both teachers and parents still relied on outdated pedagogical practices like oralist approaches, emphasising speech and speechreading over visual or bilingual methods. Written tasks were heavily emphasised, even when learners struggled with constructing complete sentences. Learners with hearing impairments expressed how they felt and one of them says, “Our teachers write ‘please write complete sentences’ in my book. It feels like a command. I feel like a failure”.

Observations confirmed limited use of inclusive strategies or assistive technology. There was a noticeable absence of captioned materials, tactile aids, or visual resources in most classrooms. Teachers cited lack of training and high workloads as reasons for failing to implement inclusive methods. Some still believed speech-focused instruction was more socially acceptable. Most teachers noted that, Oral skills are important if they are to be accepted in society.

Learners with hearing impairments expressed feelings of isolation, rejection and emotional distress. Many felt misunderstood by their teachers and disconnected from peers, family and the broader school community. This had an emotional impact as noted by one of the learners with hearing impairment who states, “Inclusion feels more like exclusion. I don’t feel like I belong”.

The over-reliance on written instruction and lack of sign language support, led to reduced participation, lower academic performance and a diminished sense of self-worth. Several learners reported losing confidence and motivation. Parents highlighted that communication breakdowns at home weakened family bonds and compromised emotional support, especially when learners’ needs were misunderstood or minimised. The observation checklist concurred with teacher narratives teaching styles of writing and talking with back to learners with hearing impairments and displayed manners during social acuties were reported less friendly to the inclusion of learners with hearing impairment. It was also observed that learners with hearing impairments had to struggle and do a lot of guess work when lessons started and switched over

to other lessons, they were not timely alerted. Additionally, it was observed that desk arrangements did not allow clear line of sight to learners with hearing impairments. It was also noted with concern that most learners did not have assistive devices and teachers were not aware of types of devices each learner required and nearly all learners with hearing impairments depended on speech reading for communication with teachers and parents. However, during play their colleagues ran about shouting at each other or communicating game rules, they could not participate because they could not understand each other.

Discussion

The findings clearly respond to the research questions and align with Vygotsky's Social Constructivism and Critical Disability Theory (CDT). Communication breakdowns and outdated oralist methods remain dominant in Deaf education around Harare, despite inclusive education policies. Teachers lacked both the specialised training and the necessary tools to implement inclusive practices effectively. Most were not proficient in Zimbabwean Sign Language (ZimSL) and often defaulted to writing or ignored learners with hearing impairment altogether. According to all participants, this reinforced exclusion and minimised the learners' agency in the classroom. Teacher education is a cornerstone of inclusive practice. Florian and Black-Hawkins (2011) emphasise that inclusive education can only be realised if teachers are well-equipped with the knowledge and skills to support all learners. However, in Zimbabwe, many teacher training programmes do not adequately address the needs of learners with hearing impairment. This gap contributes to low expectations, communication barriers and academic underperformance and is an area for possible further studies since it was just mentioned and not investigated.

Most deaf students felt that the teaching they received was inconsistent and confusing. They reported that teachers seemed not to acknowledge their presence, often starting lessons or giving instructions to hearing classmates while learners with hearing impairments were left behind. One learner explained that by the time the teacher turned to the students with hearing impairments, hearing classmates were almost halfway through the task, leaving them wondering what to do since instructions had never reached them. These actions made learners with hearing impairments feel unwanted, out of place and rejected. They suggested that schools should regularly check how teachers mark compositions, implement inclusive practices daily and accommodate learners with hearing impairments during exams and tests to ensure fair treatment and expectations.

Parents also admitted that communication with their deaf children was difficult. When their children tried to communicate, they often did so with frustration or anger, which sometimes made parents feel blamed. Most parents relied on written notes, which were time-consuming and hard to understand because their children often used a telegraphic writing style. As a result, many parents avoided communication, leaving teachers to serve as intermediaries. This reliance on written communication at home strained emotional bonds and reduced learner confidence. Such practices perpetuated the notion of deafness as a deficiency rather than a cultural and linguistic identity, echoing findings by Musengi (2019) and Marschark and Spencer (2016). Parental attitudes significantly influenced the success of learners with hearing disability. Studies by Moores (2010) and Power and Hyde (2012) show that many hearing parents lack proficiency in sign language and awareness of inclusive practices, which limits communication and support at home, often leading to emotional and academic disengagement among learners with hearing impairments.

The persistent use of outdated teaching methods, such as focusing solely on speech, discouraging sign language and avoiding visual aids, stems from a lack of teacher training in inclusive methodologies, limited awareness of Deaf culture, absence of resources and interpreters and prevailing social stigma around deafness. These findings confirm that many learners experience inclusion in name only, as actual classroom practices continue to promote exclusion. As Lane (2010) and the World Federation of the Deaf (2018) suggest, meaningful inclusion requires structural reform, ongoing professional development and a commitment to respecting learners with hearing impairments, linguistic rights and cultural identity. Several studies highlight that many schools, especially in developing countries, continue to use outdated teaching practices. A report by the World Federation of the Deaf (2018) emphasises that a lack of trained personnel, policy gaps and attitudinal barriers contribute to poor learning outcomes for deaf students. In Zimbabwe, teachers often lack sign language proficiency and resort to writing, which may not be effective given the unique language acquisition patterns of deaf children. Recent studies (Lane, 2010; Marschark & Spencer, 2016) advocate for a bilingual-bicultural (Bi-Bi) approach that incorporates both sign language and the written or spoken language of the wider community. Research shows that learners with hearing impairments thrive in environments that respect their aural-oral linguistic identity and provide access to visual forms of communication when needed.

Parents stressed the importance of continuous teacher supervision to reinforce inclusive practices and suggested that schools should regularly monitor teaching methods. Teachers themselves recommended that the education system issue clear guidelines on implementing primary and secondary school syllabi to better support learners with hearing impairments. A promising example is Zambia's Video Interaction Guidance (VIG) initiative, piloted by the international organisation Kentalis. This approach involves recording real classroom interactions and using them in guided feedback sessions to improve communication strategies with learners with hearing impairments. Hanna (2016), in a chapter on "Innovations in Early Childhood Education," explains how VIG fosters improved communication strategies in classrooms, including for learners with special needs. Kennedy, Landor, and Todd (2012) emphasise VIG's role in enhancing communication through video feedback for parent-child and teacher-learner interactions. Briscoe and Colley (2007) describe it as a valuable tool for professional learning and reflective teaching, while Wrigley and Davidson (2019) highlight its impact on improving teacher communication and inclusion practices specifically with deaf students. Zimbabwe's education system can learn much from such initiatives.

Another evidence-based approach that promotes self-awareness and peer learning among teachers, while embedding inclusive pedagogies for Deaf and hard-of-hearing students, is Hong Kong's Sign-Assisted Instruction Programme (SAIP). SAIP requires teachers to use both speech and signs, supports the creation of subject-specific sign vocabularies, maintains sign language resource centres and trains parents and staff to reinforce sign-supported learning. Kiyama (2018) adds value by emphasising collaborative curriculum design and partnerships with relevant communities and schools to ensure cultural relevance. Maina and Wanjiru (2019) highlight approaches to curriculum development for deaf education. Participants and cited authors agree that collaborative learning and adapting successful models from elsewhere are highly recommended and worthy of adoption in Zimbabwe.

This study revealed that outdated pedagogical practices continue to dominate Deaf education in inclusive schools around Harare, despite national policies recognising Zimbabwe Sign Language (Zim SL) and endorsing inclusive education. Classrooms still rely heavily on oralist methods, written communication and speechreading approaches that often exclude rather than

support learners with hearing impairments. These practices contribute to poor academic outcomes, social isolation and emotional distress among deaf students. True inclusion goes beyond simply placing learners with hearing impairments in mainstream settings; it requires transforming those systems to support linguistic and cultural diversity. Inclusion should respect Deaf identity, prioritise communication access and promote equity. Unfortunately, many schools still approach inclusion from a deficit perspective, expecting students with hearing impairments to adapt to systems not designed for them. This study found that a lack of teacher training, limited use of sign language, inadequate classroom support and poor family communication all contribute to continued exclusion. Although Zimbabwe has made strides in inclusive policy, practical implementation remains inconsistent and under-resourced. Addressing these issues requires a shift from integration to empowerment. Schools must adopt learner-centred inclusive approaches grounded in respect for Deaf culture and bilingual education. Teachers and families need practical tools, ongoing training, and systemic support to meet the unique needs of learners with hearing impairments. By implementing these changes, Zimbabwe can build a more inclusive education system that affirms learners with hearing impairments' identities and ensures they are not only present in classrooms but fully supported to succeed.

The study recommends that the education system adopt Sign-Bilingual (Bi-Bi) educational models to reduce reliance on outdated practices; mandate teacher training in Deaf education and Sign Language to ensure teacher proficiency; provide all teachers in inclusive schools with pre-service and in-service training emphasising inclusive pedagogy, Deaf culture and differentiated instruction; offer free or subsidised Zim SL training for parents to empower and engage them in managing their deaf children; organise parental awareness workshops to educate parents about Deaf culture, inclusive strategies and early language development; recruit Deaf educators as role models who possess sign language skills; ensure sign language interpreters are available in all-inclusive classrooms; have the Ministry of Primary and Secondary Education monitor adherence to inclusive policies; invest in inclusive learning materials and technologies such as captioned videos, visual aids and interactive digital platforms and support awareness campaigns led by Deaf advocacy organisations to reduce stigma and promote Deaf rights. Finally, recruiting Deaf educators and interpreters as role models will help facilitate linguistically inclusive classrooms.

Conclusion

This study revealed that outdated pedagogical practices continue to dominate Deaf education in inclusive schools around Harare, despite national policies recognising Zimbabwe Sign Language (ZimSL) and endorsing inclusive education. Most classrooms still rely heavily on oralist methods, written communication, and speechreading approaches that often exclude rather than support learners with hearing impairments. These practices may contribute to poor academic outcomes, social isolation and emotional distress among deaf students. True inclusion goes beyond merely placing learners with hearing impairments in mainstream settings; it requires transforming systems to support linguistic and cultural diversity. Inclusion should respect Deaf identity, prioritise communication access and promote equity. Unfortunately, many schools still approach inclusion from a deficit perspective, expecting deaf students to adapt to systems not designed for them. This study found that a lack of teacher training, limited use of sign language, inadequate classroom support, and poor family communication all contribute to continued exclusion. Although Zimbabwe has made strides in inclusive policy, practical implementation remains inconsistent and under-resourced. Addressing these issues requires a shift from integration to empowerment. Schools must adopt inclusive, learner-centred approaches grounded in respect for Deaf culture and bilingual

education. Teachers and families need practical tools, ongoing training and systemic support to meet the unique needs of learners with hearing impairments. By implementing these changes, Zimbabwe can build a more inclusive education system that affirms learners with hearing impairments' identities and ensures they are not only present in classrooms but fully supported to succeed.

- **Strengthen Policy Monitoring and Support:** The Ministry of Primary and Secondary Education should actively monitor the implementation of inclusive education policies. This includes evaluating teaching strategies used by educators and parents of learners with hearing impairments and organising regular workshops focused on modern Deaf education techniques—such as the use of captioned videos, visual aids and interactive digital platforms.
- **Mandatory Deaf Education in Teacher Training:** Teacher education programmes must incorporate compulsory training in Deaf education and Zimbabwean Sign Language (Zim SL). This will help produce teachers proficient in Sign-Bilingual (Bi-Bi) approaches and reduce dependence on outdated and ineffective teaching methods.
- **Comprehensive Pre-service and In-service Training:** All teachers working in inclusive schools should receive both pre-service and ongoing in-service training. This training should focus on inclusive pedagogical practices, Deaf culture and differentiated instruction techniques to cater for the diverse learning needs of all students.
- **Parental Empowerment and Support:** Parents of deaf children should be offered free or subsidised training in Zimbabwean Sign Language and Deaf education practices. These workshops should aim to equip parents with the skills needed to support early language development and promote effective communication and learning at home.
- **Provision of Sign Language Interpreters:** Inclusive classrooms must be supported with qualified Sign Language interpreters to ensure full access to instruction for learners with hearing impairments, fostering equity and participation in the learning process.
- **Professional Development for School Supervisors:** School supervisors should receive regular in-service training to stay updated on modern inclusive education strategies. This will enable them to effectively guide and support teachers in phasing out outdated teaching practices within inclusive settings.

References

- Briscoe, T. & Colley, B. (2007). *Video Interaction Guidance: A Tool for Reflective Practice and Professional Development*. London: Jessica Kingsley Publishers.
- Chalise, K. (2024). *Perceptions of Teachers towards Inclusive Education with Focus on Hearing Impairment*. Doctoral Dissertation, Kathmandu University School of Education.
- Florian, L. & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828. <https://doi.org/10.1080/01411926.2010.501096>
- Hanna, K. & Wrigley, M. (2016) *Video Interaction Guidance: Supporting Positive Relationships and Communication in Education*." Jessica Kingsley Publishers, London.
- Kiyama, J. M. (2018). *Collaborative Curriculum Design: Community and School Partnerships in Kenya*. Published in International Journal of Educational Development, this article highlights co-designed curricula involving local communities to ensure cultural relevance.
- Kennedy, H., Landor, M. & Todd, L. (2012). *Video Interaction Guidance: A Relationship-Based Intervention* Jessica Kingsley Publishers, London.
- Juhetha, B. (2021). *The implementation of a bilingual-bicultural literacy intervention programme for deaf learners in Namibia*. Published University of the Free State.
- Lane, H. (2010). *The mask of benevolence: Disabling the deaf community* (2nd ed.). Dawn Sign Press.
- Mushtaq, S. G. (2024). *Empowering Parents of Deaf and Hard-Of-Hearing: A mixed Method Study to Develop a Comprehensive Framework for Understanding and Choosing Communication Options*. Doctoral dissertation, Alliant International University.
- Marschark, M. & Spencer, P. E. (2010). *The Oxford handbook of deaf studies, language and education* (Vol. 2). Oxford University Press.
- Maina, W. M. & Wanjiru, A. (2019). *Development of Inclusive Curricula for Deaf Learners in Kenya*. *Journal of Education and Practice*.
- Moore, D. F. (2010). Epistemologies, deafness, learning and teaching. *American Annals of the Deaf*, 154(5), 447–455. <https://doi.org/10.1353/aad.0.0123>
- Musengi, M. (2019). Inclusive education for deaf learners in Zimbabwe: Rhetoric or reality? *African Journal of Disability*, 8(1), 1–9. <https://doi.org/10.4102/ajod.v8i0.471>
- Nendauni, L. (2024). Sign Language Marginalisation in Early Childhood Development Education in Zimbabwe: Towards Linguistic Inclusivity. *African Journal of Development Studies (AJDS)*, 14(2), 263-285.
- Power, D. & Hyde, M. (2002). The characteristics and extent of participation of deaf and hard-of-hearing students in regular classes in Australian schools. *Journal of Deaf Studies and Deaf Education*, 7(4), 302–311. <https://doi.org/10.1093/deafed/7.4.302>
- Sturley, C. (2005). The suppression of sign language: Revisiting the Milan Congress of 1880. *Journal of Deaf Studies and Deaf Education*, 10(3), 215–229.
- Sibanda, P. (2018). Awareness of the benefits of sign bilingual education in the education of deaf children in Zimbabwe. *Scientific Journal of Pure and Applied Sciences*. DOI: [10.14196/sjpas.v7i11.2556](https://doi.org/10.14196/sjpas.v7i11.2556)
- UNESCO. (2009). *Policy guidelines on inclusion in education*. United Nations Educational, Scientific and Cultural Organisation. <https://unesdoc.unesco.org/ark:/48223/pf0000177849>
- World Federation of the Deaf. (2018). *Position paper on inclusive education*. <https://wfdeaf.org/wp-content/uploads/2018/07/WFD-Position-Paper-on-Inclusive-Education-5-June-2018.pdf>.