ICAN guidance for assessors working with deaf children

May 2023

کی جانب سے سماعت سے محروم بچوں ICAN کی ساتھ کام کرنے والے تشخیص کارون کی ربنمائی

منی 2023
This document contains the guidance for assessors delivering ICAN (International Common Assessment of Numeracy) to deaf children.

There are two documents:

Document 1. Information to accompany the assessment. Please familiarise yourself with these points before you administer the assessment.


We use the term ‘deaf’ to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

یہ دستاویز سماعت سے محروم بچوں کو ICAN (عالمی انسانی اعتصام کے نظام) نے بچوں کی رہنمائی پر مشتمل ہے۔

یہ دو دستاویزات ہیں: 

دستاویز 1: تشخیص کے ساتھ معلومات۔ تشخیص کا انتظام کرنے سے پہلے براہ کرم اپنے آپ کو ان نکات سے واقف کر لین۔

دستاویز 2: تشخیص کے انتظام کے بارے میں رہنمائی。

ہم کم سے گھرے تک کی سماعت کے نقشان کی تمام اقسام کے لیے 'سماعت سے محروم' کی اصطلاح استعمال کرتے ہیں۔ اس میں ایک کان مین بہرا پن یا سننے مین عارضی کمی جیسے گلوائر (glue ear) شامل ہیں۔
Deafness and hearing problems are different for each individual and no deaf child is the same. The way deafness affects a child depends on a range of different factors, including:

- what type of hearing loss they have
- what caused their hearing loss
- how old they were when they were diagnosed with hearing loss
- the level of hearing loss they have
- whether the hearing loss is in one or both ears
- when hearing technology was fitted
- how they use the hearing technology
- the way they prefer to communicate
- the level of communication skills they have.
About communication

The different methods of communication can be grouped into three types:

1. Sign language as a first language as well as their local spoken and written language(s) (Bilingual/Multilingual).
2. Listening and speaking (Auditory Oral or Oral Aural)
3. Using a combination of methods flexibly - sign, speech and hearing, fingerspelling, gesture, facial expression, and lip reading (Total Communication).

Children with all levels of deafness can try communicating with any of these approaches. There is no one method which should be considered better than another the important thing is that it works for the child and their family.

Documents/Communication

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About assessment

The role of language in the development of mathematical skills is often underrated and, for deaf children, it is vital to develop the language of mathematical knowledge and skills in the early years. Mathematical assessments should not only cover skills, with number concepts and manipulation, but also the understanding of mathematical concepts.

For deaf children, assessments are likely to involve a range of professionals, using specialised assessments, and including the views of parents and young people themselves. This information supports this process, so that those involved with deaf children and young people understand how to monitor and assess their learning and development effectively.

The underachievement of deaf children is well documented and, despite technological advances too many deaf children are still leaving school not having made the progress that was expected or with lower attainment than their peers. Research shows an enormous variation in the educational achievements of deaf pupils.

The aim of assessments is to understand each child’s individual progress and development, as well as obtain a comparative measure with hearing children of a similar age. Areas of development known to be at risk because of early
childhood deafness will need regular assessment and benefit from early identification and early intervention.

To ensure that assessments are used effectively to influence future management and learning it is important that the factors listed below are considered as they can influence the type and interpretation of assessment results:

- age at diagnosis
- age at, and type of, early intervention
- cause of deafness
- any other disabilities
- age at fitting of hearing aids or implants, and type and fitting of this technology
- the quality and nature of interactions between the child and parent.

تشخيص کا مقصد بر پڑ کے انفرادی پیشرفت اور نشوونما کو سمجھنا ہے، نیز اس عمر کے بچوں کی سماعت کے ساتھ تعابجی پیمانہ حاصل کرنا ہے۔ ابتدائی بچوں میں بہت بن کی وجہ سے ترقی کے جن شعبوں کو خطرہ کا سامنا ہے کہ ان کے لیے باقاعدہ تشویش کی ضرورت بھی اوہ ابتدائی شناخت اور تعاون سے فائدہ بوالہ۔

- تشخيص کے وقت عمر
- ابتدائی تعاون پر عمر اور اس کی قسم
It is also important that:

- all involved understand the assessments and their implications
- those carrying out assessments share the outcomes in accessible formats
- the assessments give a comprehensive picture of progress and not be looked at in isolation
- the assessments are appropriate to the child and what is being assessed
- the assessment isn’t compromised by any communication or language issues.

It is critical that the results from assessments carried out on deaf children provide the information they are meant to. There are specific considerations relevant to assessing deaf children:
1. The assessor should be familiar with assessing deaf children and wherever possible should be familiar to the child.

2. The assessor must be comfortable with the child’s communication preferences.

3. The assessor should know the assessment procedure well so that they can focus on the child, not the assessment materials.

4. The assessor should support the child to feel as comfortable and relaxed as possible.

5. If appropriate, the child should be prepared for the assessment, know the purpose of it, how long it will take, and be encouraged without indicating if responses are right or wrong.

6. The child should be able to watch and listen easily. The assessor should sit opposite or at right angles to the child and be comfortable with the child’s hearing technology.

7. Attention should be paid to the acoustic conditions. The assessment should be carried out in a quiet room with no interruptions.

8. The normal ‘rules’ for using the assessment should be adhered to. If any modifications are made, they must be recorded as a caveat and may invalidate assessment results.

9. The child’s responses may be recorded. Video recording is recommended and allows more detailed analysis and sharing later but this must only be done with parental permission. The storage of the material must also be compliant with data protection requirements.

10. Careful attention should be paid to how the child responds to the assessment. This information can be as useful as the results themselves.

11. Remember, it may be necessary to stop the assessment should a child become distressed, or it becomes evident that the assessment is inappropriate.
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Following assessment, we should be able to:

i. highlight strengths and weaknesses

ii. identify if progress is delayed or if irregular in a certain area

iii. identify if progress in an area is impacted by other factors. For example, cognitive abilities or management of deafness

iv. identify if there are other areas which need to be explored by another professional

v. identify if there are management issues which need to be changed such as, acoustics in the classroom or communication interactions and if so, how

vi. share the information with parents and teachers and the child/young person in accessible formats and involve them in decisions

vii. identify the measurable targets which can be set and include time frames.
Combining information from different assessments and on-going monitoring, particularly for children with complex needs, will provide a picture of their current functioning. It will also help professionals to make decisions about management and future learning as well as any teaching objectives that need to be made.

However, care should be taken when interpreting the assessment results of deaf learners:

1. Assessment instruments (such as ICAN) have not been designed with deaf learners in mind. Consequently, deaf learners may achieve poor results in these assessments because assessment tools do not address to their needs. For instance, a deaf child can have good numeracy skills, but perform poorly in a numeracy test because the questions are poorly worded or because the child has not been taught certain concepts (e.g. the difference between the terms ‘small’, ‘smaller’ and ‘smallest’). After the child has taken the test, it is therefore essential to find out the reason why the child has struggled to answer certain questions and then provide the child with the necessary support.

2. It is usually the case that only a small sample of deaf learners take assessments such as PASEC. In such cases, it is not possible to make
Communication tips to help you deliver the assessment

1. Find out how the deaf child communicates. Every deaf child or young person will have a preferred way of communicating, so find out if they use speech, Pakistani Sign Language (PSL) or a mixture of both. Ask if they need any communication support and if so, find out what type and what level.

2. If the assessor lacks signing skills or, more generally, lacks understanding of the communication methods of deaf children (including deaf children who communicate orally), then it may be a good idea for a deaf adult to support the administration of the test and, in particular, communicate with the child.
3. Get the child's attention. To get a deaf child or young person's attention you can wave, knock on the table, or tap their shoulder lightly.

4. Face the child when you're talking. Make sure that they can see your face clearly when you're talking. Don't move around while you're talking as this will make it impossible for the child or young person to hear your voice and lip-read.

5. Speak clearly and naturally. Deaf children and young people may try to lip-read, so they need you to say words as you normally would. Speaking slowly or too loudly makes lip-reading much more difficult.

6. Do not cover your mouth. Covering your mouth with your hands can make lip-reading very difficult, as can chewing gum or eating. It will also muffle any sound you're making.

7. Use visual cues where possible. Point to what you're talking about, and don't be shy about using gestures to support your communication. For example, if you want to ask someone if they'd like a drink, you can point to your mug or make a drinking motion.

8. Make it clear what the topic of conversation is. They will find it easier to guess your words if they know what you're talking about. Make sure the deaf child knows when the topic changes.

9. Stand with your face to the light. Standing by a window or in poor lighting makes lip-reading very difficult.

10. Reduce background noise. Hearing aids and cochlear implants help to amplify sounds. This means the person wearing them has to concentrate very hard on your voice to hear it over everything else. Background noises such as traffic, classroom noise or the radio can make it difficult for them to listen. Block out unnecessary noise by closing windows and doors and turning machines off.
تشخیص فرآیند کرنے میں آپ کی مدد کے لئے مواصلاتی نکات

1. معلوم کرین کہ سمااعت سے محروم بچے کس طرح بات چیت کرتا ہے۔ بر سمااعت سے محروم بچے یا نوجوان کے پاس بات چیت کا ایک ترجیحی طریقہ بوگا، لہذا معلوم کرین کہ آپ یہ بولنا، پاکستانی اشاروں کی زبان (PSL) یا دونوں کا مرکب استعمال کریں ہیں۔ پوچھئیں کہ کیا اپنے کسی مواصلاتی تعاون کی ضرورت ہے یا اگر ابتدائی ہے تو معلوم کرین کہ کس قسم اور کس سطح پر۔

2. اگر تشخیص کنندہ کے پاس اشاروں کی زبان میں بات کرنے کی مبارک ہو کی کمی ہو یا، عام طور پر، سمااعت سے محروم بچوں (بشنم سمااعت سے محروم چہ یا زبانی طریقہ) کے مواصلاتی طریقہ کی سمجھ نہیں رکھتے ہیں، تو یہ ایک سمااعت سے محروم بالگ کے لئے ثبوت ہے کیا انتظام میں مدد کرنے اچھا خیال ہے اور کس بچے کی ساتھ بات کرنے کی ضرورت ہے اگر اس تحقیق کے پیشہ کی خیز ہے۔

3. بچے کی توجہ حاصل کرنے کے لئے آپ باتھے لوگوں سے بات کریں، میز پر دستک دے اسکٹی ہوں، با ان کہ یہ کسی بھی کوئی سے تعلق نہیں سکتی ہو۔

4. جب آپ بات کر رہے ہوں تو بچے کا سامنا کریں۔ اس کے لئے آپ کو یقینی بنانے کے لئے جب آپ بات کر رہے ہوں تو ہی آپ کا چھپھ تحقیق دے کے بچے کی توخہ زبفل کریں۔

5. صاف اور فضائی طریقہ پر بات کریں۔ سمااعت سے محروم بچے اور نوجوان بونٹوں سے پڑھنے کی کوشش کر سکتے ہیں، اس لئے آپ سے احساس کی اداکیگی اس طرح چاندی بھی جسیسا کہ آپ عام طریقہ پر بولتے ہیں۔ آبستھہ یا بہت زور سے بولنا بونٹوں کو پڑھنے کی اہمیت مشکل بنانے دیتا ہے۔

6. اپنی منہ نہیں ذهنیں۔ منہ کو اپنے باتہون سے ذہنیاں بونٹوں کو پڑھنہا بھی مشکل بنانا سکتا ہے، جیسا کہ چپونگم یا کوئی چیز کہنا۔ یہ آپ کی کسی بھی اواز کو دیتا گا۔
Delivering the assessment

This assessment can be delivered through four alternative methods.

Method-1. The child will be given the assessment. The child completes the assessment without any help.

Method-2. The child will be given the written copy of the assessment. The assessment is read to the child. The script in document 2 has had the language modified to help the child to understand the questions.

Method-3. The child will be given the written copy of the assessment. The assessment is signed to them. The signing instructions are in document 2.
Method-4. The child will be given the written copy of the assessment. The assessment is delivered using a total communication approach. A combination of method 2 and 3 outlined in document 2 can be used.

تشخيص کی فرآیند

اس تشخيص کو چار متبادل طریق سے پہچا یا جا سکتا ہے۔

طریق-1 ہے کو تشخيص دی جانے گی۔ چہ بغیر کسی مدد کے تشخيص مکمل کرتا ہے۔

طریق-2 ہے کو تشخيص کی تحریری کانسی دی جانے گی۔ تشخيص بچے گو پرھ کر سنوائی جاتی ہے۔ دستاویز 2 کے اسکریپٹ مین بچے گو سوالات کو سمجھنے میں مدد کرنے کے لیے زبان میں ترجمہ کی گئی ہے۔

طریق-3 چہ کو تشخيص کی تحریری کانسی دی جانے گی۔ تشخيص کو اشاروں کی مدد سے پتہ چاہتا ہے۔ اشارے کے کئی بیاہات دستاواز نمبر 2 میں بیاہی ہے۔

طریق-4 بچے گو تشخيص کی تحریری کانسی دی جانے گی۔ تشخيص کل مواصلاتی نقطہ نظر کا استعمال کرتے بچے گو فرآیند کی جاتی ہے۔ دستاواز 2 میں بیاہ کر ہے طریق 2 اور 3 کا مجموعہ استعمال کیا جا سکتا ہے۔

Use the mode of communication which the child is most comfortable with. This can be spoken, sign or a total communication approach. The class teacher and any specialist support staff working with the child can assess which method of delivery would be best for the child. However, any reasonable adjustment to the assessment must not give the deaf child an unfair advantage over other children.

Before you start the assessment read the notes in document two on the next page.

مواصلات کا وہ طریق، استعمال کریں جس میں بچے سب سے زیادہ آرام دہ ہو۔ بہ بولا جا سکتا ہے، اشاروں میں کیا جا سکتا ہے یا کل مواصلاتی نقطہ نظر کو استعمال کیا جا سکتا ہے۔ کلاس ثیرپر اور بچے کے ساتھ کام کرنے والا کوئی بهی مابہم معاون عمل اس بات کا اندازہ لگا سکتا ہے کہ بچے کے لیے ترسیل کا کون سا طریقہ
Document 2: Guidance on administering the assessment

Starting the assessment

- Familiarise yourself with the content of the assessment and its instructions.
- Introduce yourself to the student.
- Record which method of delivery is to be used Method 1, 2, 3 or 4 (see below).
- Record that the child has a hearing impairment.
- Explain to the student what the assessment will involve.
- Generally make sure that the child is as relaxed and prepared as possible.
- You can allow up to 45 minutes to administer the assessment.

Methods of administering the assessment

- Method 1
  - Familiarise the child with the content and instructions.
  - Encourage the child to participate.
  - Use positive reinforcement.

- Method 2
  - Use visual aids and gestures.
  - Provide auditory feedback.

- Method 3
  - Use written instructions.
  - Encourage the child to write their answers.

- Method 4
  - Use technology-based tools.
  - Provide real-time feedback.

- Additional considerations
  - Be aware of the child’s individual needs.
  - Adapt the assessment as needed.
  - Maintain a positive and supportive attitude.

Note: The assessment should be conducted in an environment that is free from distractions and interruptions.
You can use one of four different methods to administer the assessment. Choose the method which is best for the particular child.

**Method-1:**

Give the child the assessment to complete. Explain that they are to read the instructions, work out the answers and that you cannot help them to answer the questions. Some answers they will tell you, some they will write down. You need to record their responses on the sheet used for all children.

**Method-2:**

Give the child the assessment to complete. Explain that you will read the assessment to them. They are to work out the answers and that you cannot help them to answer the questions. Some answers they will tell you, some they will write down. You need to record their responses on the sheet used for all children. Please record any other points of interest, e.g. time taken, did not understand language used.
Method-3:

Give the child the assessment to complete. Explain that you will sign the assessment to them. They are to work out the answers and that you cannot help them to answer the questions.

There are visual labels to support Method 3 (see page 12). Do not sign this vocabulary as it gives the child the answer. Explain to the child that you will be using labels sometimes. Use the first label (to demonstrate how this works. Ask the child to look around the room and tell you which window is the smallest. To help them understand the question, show the label smallest. If they don't understand this, show the label small (see page 12). If all the windows are the same size, choose something else in the room to ask them to look at. If this does not work, then choose something else and make a label.
They will tell or sign to you some answers and they will write down other answers. You need to record their responses on the sheet used for all children. Please record any other points of interest, e.g. time taken, did not understand language used. If the child asks for clarification to better understand the question, please provide this clarification. For example, with question 6 if the child signs, *more bananas?* and with question 26 if the child signs *need box, apples put?* you can sign that this is correct. On the other hand, if the child is asking you to help them to answer the question, you must not provide this assistance.

Method-4

Give the child the assessment to complete. Explain that you will use a total communication approach to deliver the assessment to them. Tell them they must work out the answers and that you cannot help them to answer the questions.

Read the instructions above on method 2 and 3. Use a combination of these approaches. You can use the spoken word or/and the visual labels to deliver the questions. Do not sign this vocabulary as it gives the child the answer.
This section identifies ways of asking certain questions (for Method 2, 3 and 4).

**Method 2**

Read these instructions to the child.

1. Which cat is inside the box?
2. Which child is farthest from the tree? If the child does not appear to understand, say which child is far from the tree? Record if the child requires this language change.
3. Which is the shortest pencil? If the child does not appear to understand, say which pencil is short? Record if the child requires this language change.
4. Here are some balls. Here are some boxes. If we put the balls inside the boxes, which box will hold the most balls? If the child does not appear to understand, say which box will have the biggest number of balls. Record if the child needs this language change.
5. Look at the chart. How many apples are there?
6. Look at the bananas. Look at the oranges. How many more bananas than oranges are there?
7. What is the time on this clock?
8. Look at the calendar. Look at the 5th of March. What is the day?
9. Look at the second Monday in March. What is the date?
10. Show me the straight line.
11. Show me the triangle.
12. How many birds are there? Are there 6 or 8 or 9 or 5?
13. Look at these things. Which group has the most number of things? If the child does not appear to understand, say which is the biggest number of things? Record if the child requires this language change.
14. Tell me these numbers.
15. Do these sums.
16. There were 43 children in the park. 25 children went home. How many children are still in the park?
17. A man has 48 apples. He puts 3 apples in each box. How many boxes does he need for all the apples to go in?
Method 3

Sign these instructions to the child.

1. Where is the cat… Show the child the label… inside the box (see page 12).

2. Where is the child Show the label…. farthest from the tree (see page 12). If the child does not appear to understand, try the second label provided… far from the tree (see page 12). Make a record if the child requires this language change.

3. Which pencil is Show the label… the shortest (see page 12). If the child does not understand, try the second label. short (see page 12). Make a record if the child needs this language change.

4. Here are some balls. Here are some boxes. If we put the balls inside the boxes, which box will have the most balls in? If the child does not appear to understand try signing, which box will have the biggest number of balls? Record if the child needs this language change.

5. Look at the chart. How many apples are there?
6. Look at the bananas. Look at the oranges. How many more bananas than oranges are there?
7. What is the time on this clock?
8. Look at the calendar. Look at the 5th of March. What is the day?
9. Look at the second Monday in March. What is the date?
10. Which is a ... Show the label ... a straight line (see page 12).
11. Which is a ... Show the label ... a triangle (see page 12).
12. How many birds are there? Are there 6 or 8 or 9 or 5?
13. Sign...flowers. balls. pencils. apples. Which has the most? If the child does not appear to understand, sign which is the biggest number of things? Record if the child requires this language change.
14. Sign these numbers to me.
15. Do these sums.
16. 43 children in the park. 25 go home. How many now in the park? If the child does not appear to understand, use the sign for remain/stayed in the park.
17. Man in the shop has 48 apples. He puts 3 apples in a box. How many boxes for all the apples? If the child does not appear to understand you can sign 3 apples in 1box, how many boxes does he need?
4. یہانہ کچھ گیندین بین۔ یہانہ کچھ خانے بین۔ اگر بم گیندین کو خانوں کے اندر رکھیں تو کس دیں میں سب سے زیادہ گیندین ہون گی؟ اگر بچھ سمجه نہیں آتا بے تواشوارے سے کرنے کی کوشش کرتے، کس باکس میں گیندین کی سب سے زیادہ تعداد بھیگی؟ اگر بچھ گی اس زبان کی تبدیلی کی ضرورت بو تو ریکارڈ کریں۔

5. چارٹ کو دیکھیں۔ وہانہ کتنے سیب بین؟

6. کیلون کو دیکھیں۔ مائٹس نام کو دیکھیں۔ مائٹس سے کتنے کیلے زیادہ بین؟

7. اس گھڑی پر چا ہوتے ہیں؟

8. کیلنڈر کو دیکھیں۔ 5 مارچ کو دیکھیں سے کتنے کیا ہے؟

9. مارچ کے دوسھ پر کو دیکھیں۔ تاریخ کب سے ہے؟

10. کوئی نیا سے لیبل دکھائیں۔ ایک سیدھی لکیر (صفحہ 12 دیکھیں)

11. کوئی نیا سے لیبل دکھائیں۔ ایک مثلث (صفحہ 12 دیکھیں)

12. کتنے پرندے بین؟ کیا 6 یا 8 یا 9 یا 5 بین؟

13. اشارہ کریں۔ یہ گیندین پنسلوں سیب کیا ہے۔ سب سے زیادہ بین؟ اگر بچھے کی سمجه مین نہیں آتا تو سب سے بڑی چیز کا اشارہ کریں؟ اگر بچھے کو اس زبان کی تبدیلی کی ضرورت بو تو ریکارڈ کریں۔

14. مجھے یہ نمبر اشارہ میں بتائیں۔

15. یہ سوالات حل کریں۔

16. پارک مین 43 چا 25 گھر چا گتے۔ پارک مین اب کتنے بین؟ اگر بچھ سمجھے نہیں پاتا بے تو پارک مین رہنے/ئے جنرے کیلے اشارہ کا استعمال کریں۔

17. دکان مین آدمی کے پاس 48 سب بین۔ وہ ایک چا ہے مین 3 سیب رکھتا ہے۔ تمام سب سے کتنے خانے بین؟ اگر بچھ سمجھے نہیں پاتا بے تو ایک چا مین 3 سب کا اشارہ کر سکے بین، اسے کتنے دبھیں کی ضرورت ہے؟
Labels

Cut these out and use them to support Method 3. You can also use the labels to support Method 4.

If the assessment is being delivered in Urdu, you will need to produce your own labels in Urdu.

smallest
small
inside
the box (for Question 1)
farthest
from the tree (for Question 2)
far from the tree (for Question 2)
the shortest (for Question 3)
short (for Question 3)
a straight line (for Question 11)
a triangle (for Question 12)
درخآت سے دور (سوال 2 کے لیے)
مختصر ترین (سوال نمبر 3 کے لیے)
مختصر (سوال نمبر 3 کے لیے)
ایک سیدھی لائئن (سوال 11 کے لیے)
ایک مثلث (سوال 12 کے لیے)
We work with partners in low and middle income countries to eliminate avoidable blindness and promote equal opportunities for people with disabilities.

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