



DEAF CULTURE, HERITAGE AND DIVERSITY

National Report on Deaf Studies Curriculum Survey

Work Package 2

Deaf Culture, Heritage and Diversity

2023-2-NL02-KA220-YOU-000177070



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National Report on Deaf Studies Curriculum Survey

1. Introduction

This report presents the findings of a national survey conducted as part of the Erasmus+ funded project "Deaf Culture, Heritage and Diversity" (DHCD) (Project number: 2023-2-NL02-KA220-YOU-000177070). The DHCD project aims to develop a comprehensive Deaf Studies curriculum to empower Deaf youth and promote a deeper understanding of Deaf culture, history, and experiences within the wider community.

The survey was designed to identify the most important themes and topics to be included in the Deaf Studies curriculum, ensuring that it meets the needs and interests of the Deaf community. By gathering input from Deaf youth, educators, and professionals, we aim to create educational materials that are relevant, engaging, and culturally appropriate.

This national report is part of a broader European effort, with similar surveys conducted in the Netherlands, Slovakia, Austria, and Italy. The collective insights from these national surveys will inform the development of a curriculum that reflects the diversity of Deaf experiences across Europe while addressing common educational needs.

The survey focused on several key areas:

- a. Current access to and quality of Deaf Studies education
- b. Preferred learning methods and accessibility needs
- c. Important themes and topics for inclusion in the curriculum
- d. Gaps in existing Deaf Studies education

The findings presented in this report will directly contribute to shaping the content, structure, and delivery methods of the Deaf Studies curriculum. This collaborative approach ensures that the resulting educational materials will be rooted in the expressed needs and preferences of the Deaf community.

2. Methodology

The survey was conducted online using Google Forms from 19 June to 25 July 2024. It was gathered through social media platforms catering to the Deaf community. The questionnaire was available in both written German and Austrian Sign Language (ÖGS) to ensure accessibility. A total of 38 responses were collected, meeting our target of 30 Deaf youth and 5 Deaf youth workers.

3. Executive summary

This survey of 38 respondents in Austria revealed a strong interest in Deaf identity and culture, with 89,5% rating it as "very important" for inclusion in the curriculum. Deaf history (81,6%) and events and organisations of the Deaf community (78,9%) were also highly prioritised. The survey also highlighted a need for more accessible educational materials, with 28,9% of respondents expressing dissatisfaction with current resources, 50% are neutral towards them. These findings suggest a curriculum focusing on cultural affirmation, practical language skills, and empowerment through rights education would best serve the Deaf community's needs.



4. Survey Demographics

Total respondents: 38

Age distribution:

- 7,9% aged 22-25
- 92,1% aged 26 or older

Primary mode of communication:

- 55,3% primarily use sign language
- 34,2% use both sign and spoken language
- 7,9% primarily use spoken language
- 2,6% use LBG

Geographic distribution:

- 76,3% Vienna (urban)
- 23,7% other (suburban/rural)

These statistics show that despite the fact that the survey was widely published in youth fora, online, at the equalizent summer party and through WITAF's youth programme, few youth took active part. We can only guess why. Nevertheless, we feel this statistic underscores the need for our project as understanding for the subject of Deaf Studies amongst deaf youth is clearly poor. 91% of respondents were over 25. See also the next questions for the results on access to Deaf Studies within / outside of schools.

5. Current Access to Deaf Studies

The survey revealed limited access to Deaf Studies at school:

- Only 7,9% of respondents had had courses or programmes on Deaf Studies at school.

When it comes to courses or programmes outside of schools, accessibility seems to be better: 68,4% of respondents have taken a Deaf Studies course or programme

- Of those who have taken courses:
 - 31,6% rated them as „excellent“
 - 23,7% as "good"
 - 21,1% as "average"
 - 21,1% did not want to rate the courses/programmes

Exposure to Deaf role models in education is infrequent:

- 21,1% never encounter Deaf role models
- 31,6% rarely encounter Deaf role models
- 18,4% sometimes encounter Deaf role models
- 13,2% often encounter Deaf role models
- 15,8% very often encounter Deaf role models

These statistics show that Deaf Studies are only poorly touched upon in schools, whereas a lot of participants have attended courses or programmes outside of official educational settings. Of course, courses outside of schools frequently cater to older participants (see the comment above on the age of respondents).

6. Educational Preferences

Respondents indicated a strong preference for visual learning methods and group discussions:

- 78,9% prefer visual aids
- 68,4% prefer group discussions





- 63,2% prefer hands-on activities
- 42,1% prefer traditional lectures
- 26,3% prefer online-platforms

Regarding educational materials:

- 28,9% are dissatisfied with the accessibility of current materials
- 50% are neutral towards the accessibility of current materials
- 15,8% are satisfied with the accessibility of current materials
- 5,3% are very satisfied with the accessibility of current materials

7. Priority Themes for Curriculum

The survey identified the following top 10 themes, rated by importance:

1. Deaf Identity and Culture (89,5% rated very important)
 - a. Subtopics: events and organisations, cultural practices and traditions, deafhood and deaf pride
2. Deaf History and Heritage (81,6% very important)
 - a. Subtopics: Deaf education history, notable Deaf figures, mile stones and success stories of the Deaf community
3. Events and organisations of the Deaf Community (78,9% very important)
 - a. Subtopics: Deaf clubs, festivals and conferences, Deaflympics
4. Sign Language Linguistics (78,9% very important)
 - a. Subtopics: Grammar, language acquisition, linguistic history
5. Getting to know Deaf role models and executives (73,7% very important)
 - a. Subtopics: Deaf pedagoges, researchers, activists, business owners and athletes
6. Technology and Accessibility (73,3% very important)
 - a. Subtopics: interpreting services, subtitles, deaf friendly emergency communication systems
7. Deaf Didactics (73,3% very important)
 - a. Subtopics: History of Deaf Didactics, bilingual/bicultural pedagogy, rights and accomodation
8. Deaf Rights and Advocacy (71,1% very important)
 - a. Subtopics: Disability rights laws, activism and campaigns of the Deaf community, political participation and representation, international Deaf rights and international conventions
9. Deaf Arts and Literature (68,4% very important)
 - a. Subtopics: Deaf film directors, Deaf artists, Deaf literature
10. Mental Health and Well-being (68,4% very important)
 - a. Subtopics: Development of Deaf identity, ressources for mental health, handling audism and discrimination, deaf friendly therapy and counselling

These themes reflect a desire for a curriculum that balances cultural affirmation, practical skills, and empowerment through knowledge of rights and resources.



8. Key Findings for Curriculum Development

1. Strong emphasis on Deaf identity and culture: The high importance placed on Deaf identity (89,5%) indicates a need for curriculum content that affirms and explores Deaf cultural experiences. Also, Deaf History and Heritage play a very important role for many participants. This should be a foundational element of the curriculum.
2. 78,9% of the participants find it very important to learn about events and organisations of the Deaf Community. This suggests that there is a need for information and exchange on these and also the wish to participate in them.
3. Also, Sign Language Linguistics are important to 78,9% the participants and they are interested in learning more about grammar, language acquisition and linguistic history.
4. Deaf studies are underrepresented in school education, as only 7,9% of the participants state that they have come in contact with it during their school career. This suggests the necessity to cooperate with schools and to develop the curriculum with stake holders in the educational sector or to make it accessible to them when the curriculum development process is completed.
5. As 28,9% of the participants are unsatisfied with and 50% are neutral towards already existing materials on Deaf Studies, there is a high demand for improving materials, as well as creating new and better ones.
6. Preference for visual and interactive learning: With 78,9% favouring working with visual aids and 68,4% interested in working with group discussions, the curriculum should prioritise visual, engaging content delivery methods.

These findings suggest a curriculum that interweaves cultural affirmation, practical skills, and empowerment strategies, delivered through visually-oriented, interactive methods.

9. Recommendations for Curriculum

Based on the survey results, we recommend the following for the Deaf Studies curriculum:

1. Content:
 - Develop a strong foundational module on Deaf identity and culture, emphasising Deafhood and Deaf pride concepts.
 - Include modules on Deaf history and heritage, highlighting both national and international perspectives.
 - Include content on events and organisations of the Deaf Community. Possibly integrate the participation in such events and organisations in the curriculum.
 - Integrate sign language linguistics throughout the curriculum, combining theoretical knowledge with practical application.
2. Delivery Methods:
 - Prioritise visual learning materials, including infographics, videos, and interactive online modules.
 - Incorporate group discussions and hands-on activities into each module to enhance engagement.
 - Ensure that the curriculum is mostly created for on-site implementation, as only few participants are interested in online-settings. Nevertheless, learning from the COVID-19 pandemic, online implementation should still be considered and flexibility should be inbuilt.
3. Accessibility:
 - Create all materials with digital accessibility in mind, ensuring compatibility with screen readers and other assistive technologies.
 - Provide transcripts and captions for all video content.



- Offer materials in multiple formats (e.g., text, video, interactive) to cater to diverse learning preferences.
4. Representation:
 - Include stories, experiences, and contributions of diverse Deaf role models throughout the curriculum.
 - Feature content created by Deaf artists, writers, and educators.
 5. Assessment:
 - Develop assessment methods that align with the visual and interactive nature of the content.
 - Include project-based assessments that allow students to apply their learning to real-world scenarios.

These recommendations aim to create a curriculum that is engaging, accessible, and deeply relevant to the needs and interests of the Deaf community.

10. Challenges and Limitations

While the survey provided valuable insights, some limitations should be noted:

- a. Sample size: With 38 respondents, the sample may not fully represent the diverse Deaf population in Austria.
- b. Age range: The curriculum should focus on the needs of Deaf youth up to 25 years old, but mostly people over 26 filled out the survey (92,1%)
- c. Online distribution: The online nature of the survey may have excluded individuals with limited internet access.
- d. Regional representation: Despite efforts, some regions of the country may be underrepresented in the responses.

These factors should be considered when interpreting the results and developing the curriculum.

11. Conclusion

This survey has provided crucial insights into the educational needs and preferences of the Deaf community in Austria. The results clearly indicate a desire for a comprehensive Deaf Studies curriculum that emphasises Deaf identity, culture, and events and organisations of the Deaf community. The strong preference for visual and interactive learning methods underscores the need for innovative, Deaf-centred pedagogical approaches.

The findings have significant implications for curriculum development:

1. Content should be rooted in Deaf cultural affirmation while addressing practical skills and knowledge.
2. Delivery methods must prioritise visual learning and interactive engagement.
3. Accessibility should be a core consideration in all aspects of the curriculum.

Next steps include:

1. Collaborating with Deaf educators to develop detailed lesson plans based on the prioritised themes.
2. Creating sample materials that align with the preferred learning methods identified in the survey.
3. Conducting small-scale pilots of curriculum modules to gather feedback before full implementation.

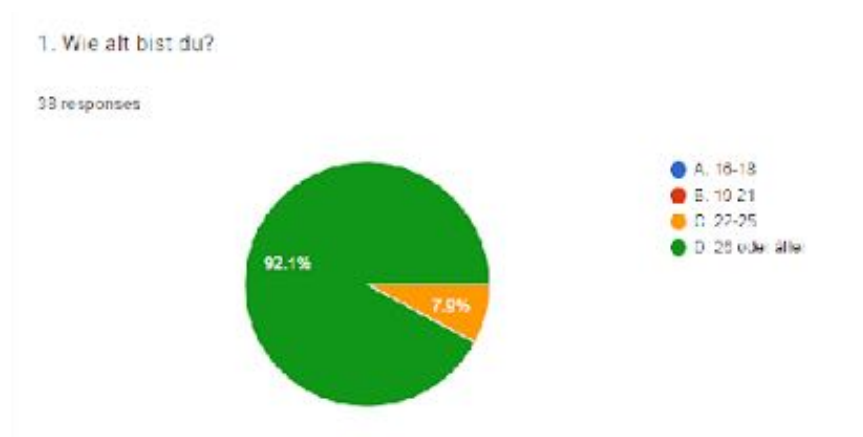
By following these recommendations, we can create a Deaf Studies curriculum that is truly responsive to the needs and aspirations of the Deaf community.

12. Annexes

Annex A: Survey Questionnaire, Results, and Graphs

Note: This questionnaire has been translated from German to English for the purpose of this report. The original survey was conducted in German. The results and graphs presented here reflect the responses received in our national survey. This is attached as a PDF merged with this national report.

1. How old are you?
 - A. 16-18 (0%)
 - B. 19-21 (0%)
 - C. 22-25 (7,9%)
 - D. 26 or older (92,1%)





2. Where do you live?
- A. Netherlands (0%)
 - B. Slovakia (0%)
 - C. Austria (100%)
 - D. Italy (0%)

2. In welchem Land wohnst du?

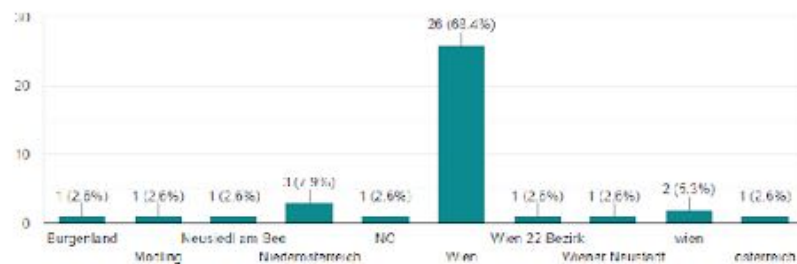
33 responses



3. In what region do you live?
List your region

3. In welcher Region wohnst du?

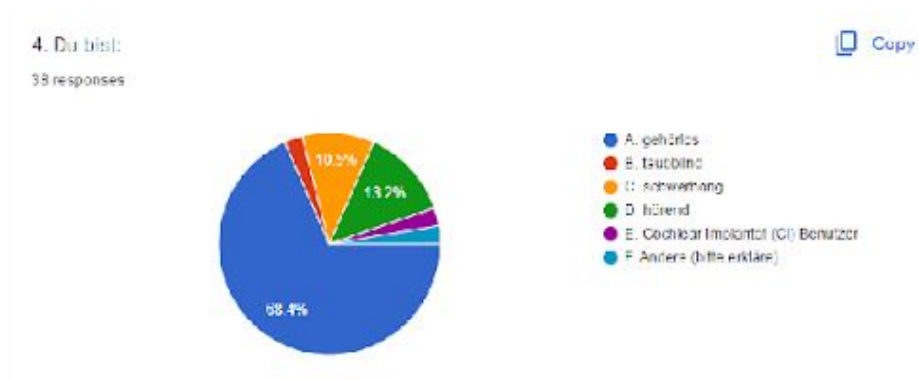
33 responses





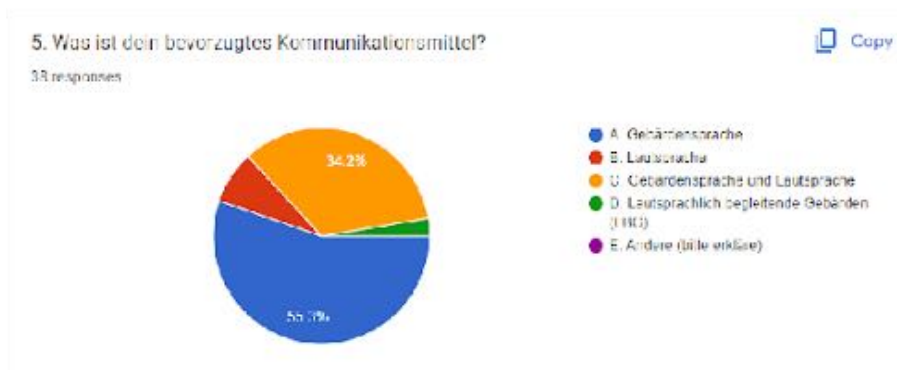
4. You are...

- A. Deaf (68,4%)
- B. Deafblind (2,6%)
- C. Hard of hearing (10,5%)
- D. Hearing (13,2%)
- E. Cochlear Implant (CI) user (2,6%)
- F. Other (please specify) (2,6%)



5. What is your primary mode of communication?

- A. Sign language (55,3%)
- B. Spoken language (7,9%)
- C. Both sign language and spoken language (34,2%)
- D. Signed written language (LBG) (2,6%)
- E. Other (please specify) (0%)

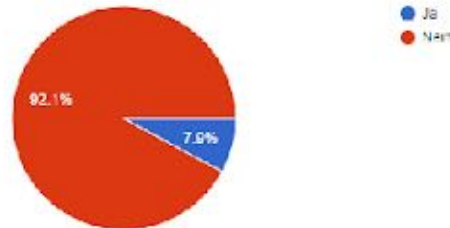




6. Have you ever had Deaf Culture (Deaf Studies) lessons while you were in school?
A. Yes (7,9%)
B. No (92,1%)

6. Hast du während deiner Schulzeit jemals Unterricht in Gehörlosenkultur (Deaf Studies) gehabt?

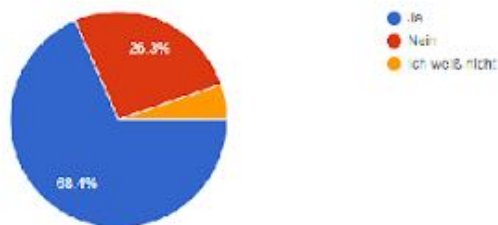
39 responses



7. Have you ever taken a course or attended a workshop or presentation focused on Deaf Culture (Deaf Studies)?
A. Yes (68,4%)
B. No (26,3%)
C. Not sure (5,3%)

7. Hast du jemals einen Kurs besucht oder an einem Workshop oder einer Präsentation zum Thema Gehörlosenkultur (Deaf Studies) teilgenommen?

33 responses



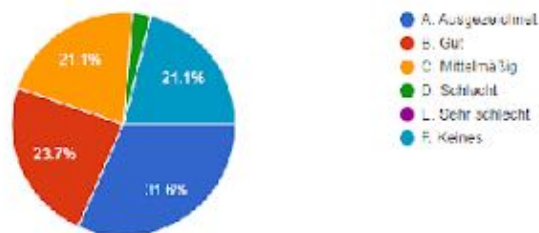


8. If yes, how would you rate the quality of that Deaf Culture (Deaf Studies) course, workshop or presentation?

- A. Excellent (31,6%)
- B. Good (23,7%)
- C. Average (21,1%)
- D. Poor (2,6%)
- E. Very poor (0%)
- F. None (21,1%)

8. Wenn ja, wie würdest du die Qualität des Gehörlosenkultur (Deaf Studies) Kurses, Workshops oder Präsentation bewerten?

38 responses

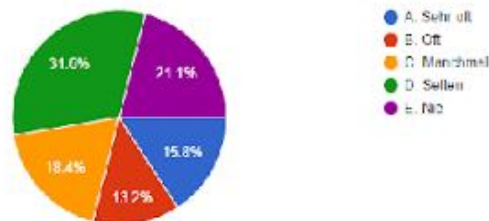


9. How often do you encounter Deaf role models or leaders in your education?

- A. Very often (15,8%)
- B. Often (13,2%)
- C. Sometimes (18,4%)
- D. Rarely (31,6%)
- E. Never (21,1%)

9. Wie oft triffst du in deiner Ausbildung auf gehörlose Vorbilder oder Führungskräfte?

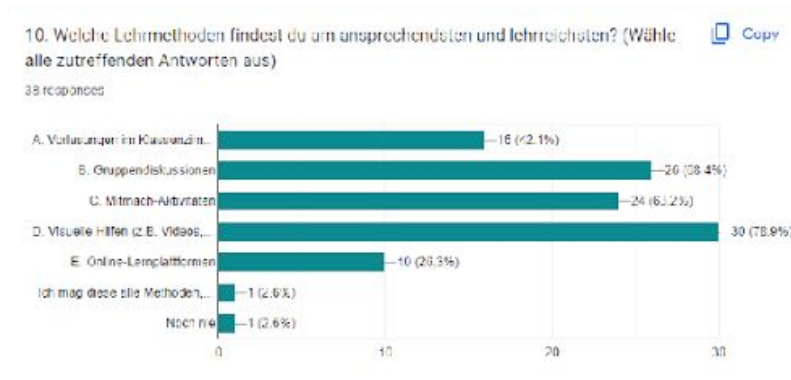
39 responses





10. What learning methods do you find most engaging and educational? (Select all that apply)

- A. Classroom lectures (42,1%)
- B. Group discussions (68,4%)
- C. Hands-on activities (63,2%)
- D. Visual aids (e.g. videos, images) (78,9%)
- E. Online learning platforms (26,3%)
- F. Other (please specify) (5,2%)
 - I like all methods, I like it when the methods are varied
 - Never

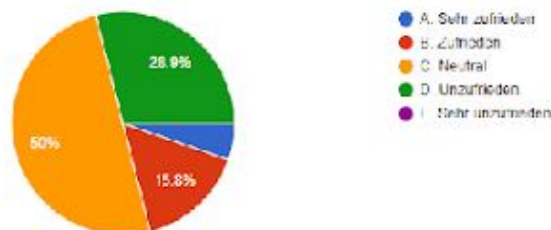


11. How satisfied are you with the accessibility of the educational materials and resources you have collected?

- A. Very satisfied (5,3%)
- B. Satisfied (15,8%)
- C. Neutral (50%)
- D. Dissatisfied (28,9%)
- E. Very dissatisfied (0%)

11. Wie zufrieden bist du mit der Zugänglichkeit der von dir gesammelten Lehrmaterialien und Ressourcen?

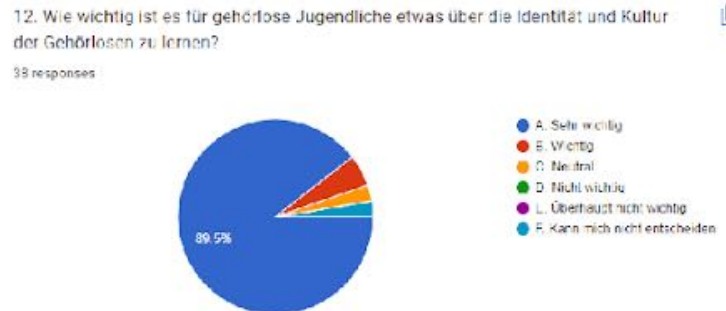
38 responses





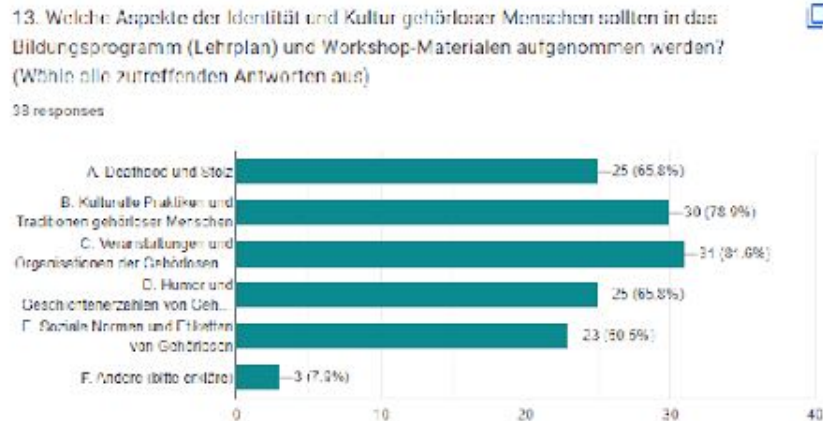
12. How important is it for Deaf youth to learn about Deaf identity and culture?

- A. Very important (89,5%)
- B. Somewhat important (5,3%)
- C. Neutral (2,6%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)



13. Which aspects of Deaf identity and culture should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deafhood and Deaf identity (65,8%)
- B. Deaf cultural practices and traditions (78,9%)
- C. Deaf community events and organisations (81,6%)
- D. Deaf humour and storytelling (65,8%)
- E. Deaf social norms and etiquette (60,5%)
- F. Other (please specify) (7,9%)



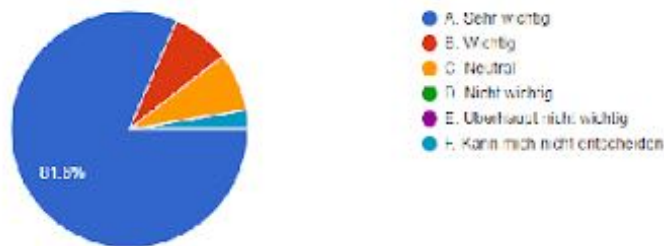


14. How important is it for Deaf youth to learn about Deaf history and heritage?

- A. Very important (81,6%)
- B. Somewhat important (7,9%)
- C. Neutral (7,9%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

14. Wie wichtig ist es für gehörlose Jugendliche, etwas über die Geschichte und das Erbe der Gehörlosen zu erfahren?

33 responses

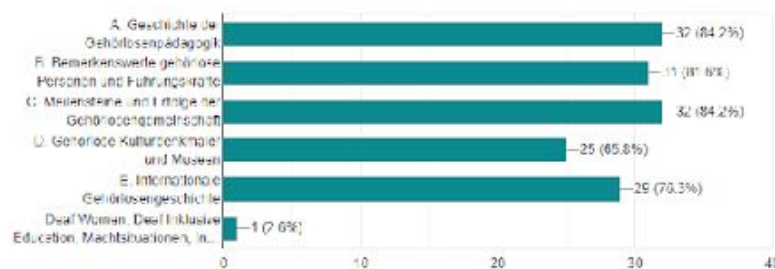


15. Which topics related to Deaf history should be covered in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf education history (84,2%)
- B. Notable Deaf individuals and leaders (81,6%)
- C. Deaf community milestones and achievements (84,2%)
- D. Deaf heritage sites and museums (65,8%)
- E. International Deaf history (76,3%)
- F. Other (please specify) (2,6%)
 - Deaf women, Deaf inclusive education, BiPoc, Deaf Gain,...

15. Welche Themen im Zusammenhang mit der Gehörlosengeschichte sollten im Bildungsprogramm (Lehrplan) und in den Workshop-Materialien behandelt werden? (Wähle alle zutreffenden Antworten aus)

33 responses



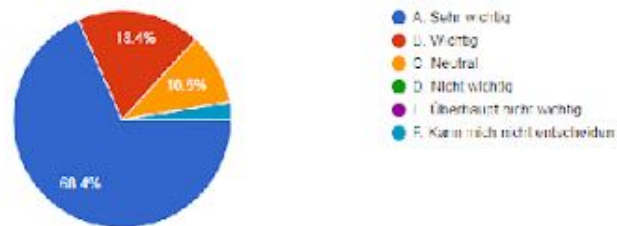


16. How important is it to include Deaf art and literature in the education programme (curriculum) and workshop materials?

- A. Very important (68,4%)
- B. Somewhat important (18,4%)
- C. Neutral (10,5%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

16. Wie wichtig ist es, Kunst und Literatur für Gehörlose in das Bildungsprogramm (Lehrplan) und den Workshop-Materialien aufzunehmen?

33 responses

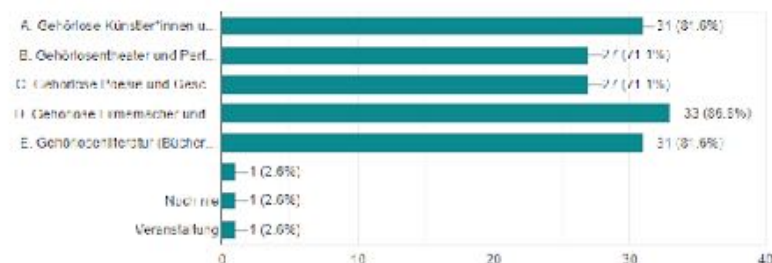


17. Which topics related to Deaf art and literature should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf artists and their works (81,6%)
- B. Deaf theatre and performance art (71,1%)
- C. Deaf poetry and storytelling (71,1%)
- D. Deaf filmmakers and movies (86,8%)
- E. Deaf literature (books by Deaf authors or about Deaf characters/experiences) (81,6%)
- F. Other (please specify) (7,9%)
 - Never
 - Events

17. Welche Themen im Zusammenhang mit Gehörlosen Kunst und Literatur sollten in das Bildungsprogramm (Lehrplan) und den Workshop-Materialien aufgenommen werden? (Wähle alle zutreffenden Antworten aus)

33 responses





18. How important do you think it is for Deaf youth to learn about Sign language and its structure?

- A. Very important (78,9%)
- B. Somewhat important (10,5%)
- C. Neutral (7,9%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

18. Wie wichtig ist es deiner Meinung nach für gehörlose Jugendliche, etwas über die Gebärdensprache und ihre Struktur zu lernen?

38 responses

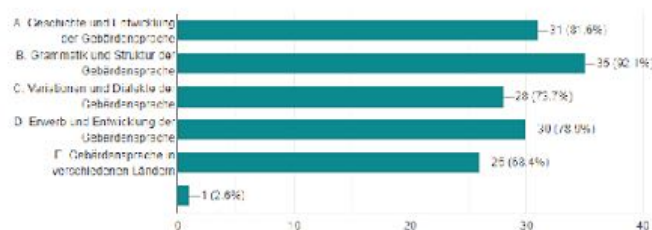


19. Which aspects of Sign language should be covered in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Sign language history and evolution (81,6%)
- B. Sign language grammar and structure (92,1%)
- C. Sign language variations and dialects (73,7%)
- D. Sign language acquisition and development (78,9%)
- E. Sign language in different countries (68,4%)
- F. Other (please specify) (2,6%)

19. Welche Aspekte der Gebärdensprache sollten im Bildungsprogramm (Lehrplan) und in den Workshop-Materialien behandelt werden? (Wähle alle zutreffenden Antworten aus)

38 responses



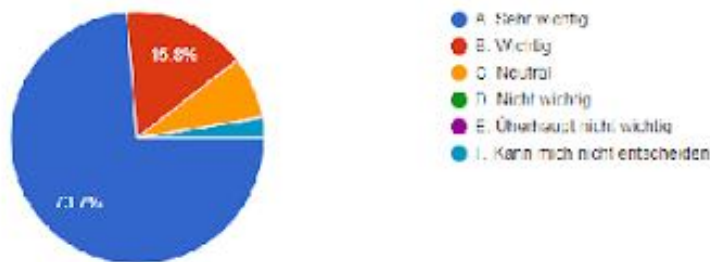


20. How important is it to include topics related to Deaf education in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Very important (73,7%)
- B. Somewhat important (15,8%)
- C. Neutral (7,9%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

20. Wie wichtig ist es, Themen im Zusammenhang mit der Gehörlosenpädagogik in das Bildungsprogramm (Lehrplan) und den Workshop-Materialien aufzunehmen?

33 responses



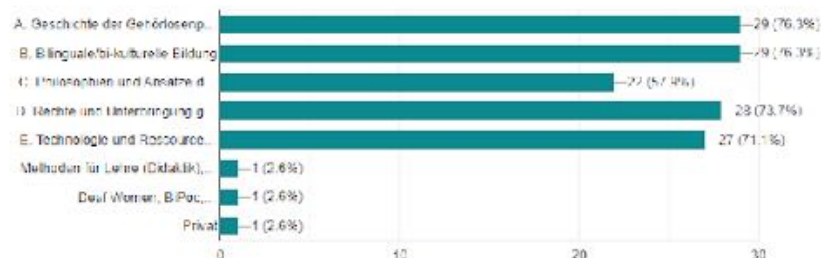
21. Which aspects of Deaf education should be covered in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. History of Deaf education (76,3%)
- B. Bilingual-bicultural education (76,3%)
- C. Deaf education philosophies and approaches (57,9%)
- D. Deaf students' rights and accommodations (73,7%)
- E. Deaf education technology and resources (71,1%)
- F. Other (please specify) (7,9%)
 - Didactic methods, learning and exams
 - Deaf women, BiPoc
 - Private

21. Welche Aspekte der Gehörlosenpädagogik sollten im Bildungsprogramm (Lehrplan) und den Workshop-Materialien abgedeckt werden? (Wähle alle zutreffenden Antworten aus)

Copy

33 responses



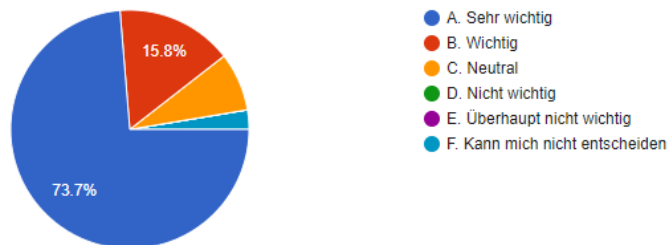


22. How important is it to include topics related to accessibility and technology for the Deaf community in the education programme (curriculum) and workshop materials?

- A. Very important (73,7%)
- B. Somewhat important (15,8%)
- C. Neutral (7,9%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

22. Wie wichtig ist es, Themen im Zusammenhang mit Barrierefreiheit und Technologie für die Gehörlosengemeinschaft in das Bildungsprogramm (Lehrplan) und den Workshop-Materialien einzubeziehen?

38 responses

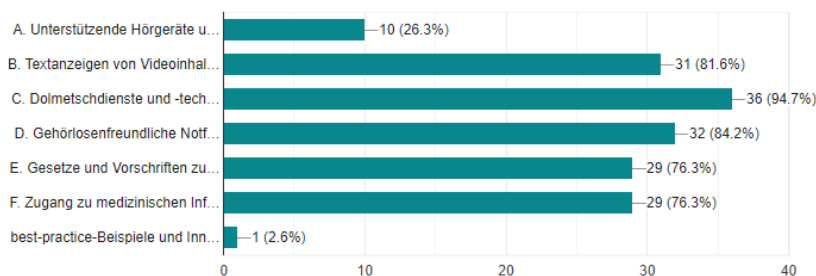


23. Which accessibility and technology topics should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Assistive listening devices and systems (26,3%)
- B. Text display of video content (including captions for accessibility (sound to text) and subtitles for translation)) (81,6%)
- C. Interpreting services and technologies (94,7%)
- D. Deaf-friendly emergency communication systems (84,2%)
- E. Accessibility laws and regulations (76,3%)
- F. Access to medical information and resources in Sign language (76,3%)
- G. Other (please specify) (2,6%)
 - Examples for best practices and innovations

23. Welche Themen zur Barrierefreiheit und Technologie sollten in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufgenommen werden? (Wähle alle zutreffenden Antworten aus)

38 responses



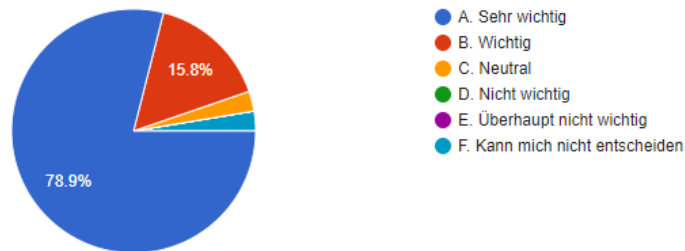


24. How important is it for Deaf youth to learn about Deaf community events and organisations?

- A. Very important (78,9%)
- B. Somewhat important (15,8%)
- C. Neutral (2,6%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (2,6%)

24. Wie wichtig ist es für gehörlose Jugendliche, etwas über Veranstaltungen und Organisationen der Gehörlosengemeinschaft zu erfahren?

38 responses

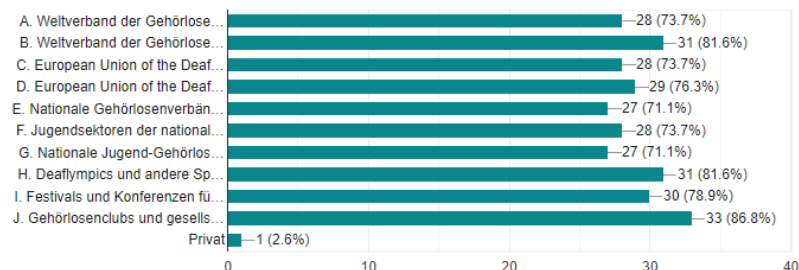


25. Which Deaf community events and organisations should Deaf youth learn about? (Select all that apply)

- A. World Federation of the Deaf (WFD) (73,7%)
- B. World Federation of the Deaf Youth Section (WFDYS) (81,6%)
- C. European Union of the Deaf (EUD) (73,7%)
- D. European Union of the Deaf Youth (EUDY) (76,3%)
- E. National Deaf associations in your country (71,1%)
- F. Youth sections of National Deaf associations in your country (73,7%)
- G. Youth National Deaf associations in your country (71,1%)
- H. Deaflympics and other sports events (81,6%)
- I. Deaf festivals and conferences (78,9%)
- J. Deaf clubs and social gatherings (86,8%)
- K. Other (please specify) (2,6%)
 - Private

25. Über welche Veranstaltungen und Organisationen der Gehörlosengemeinschaft sollten sich gehörlose Jugendliche informieren? (Wähle alle zutreffenden Antworten aus)

38 responses





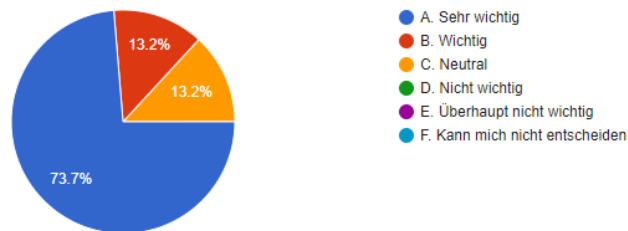
26. How important is it for Deaf youth to explore Deaf role models and leaders?

- A. Very important (73,7%)
- B. Somewhat important (13,2%)
- C. Neutral (13,2%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

26. Wie wichtig ist es für gehörlose Jugendliche, gehörlose Vorbilder und Führungskräfte kennenzulernen?



38 responses



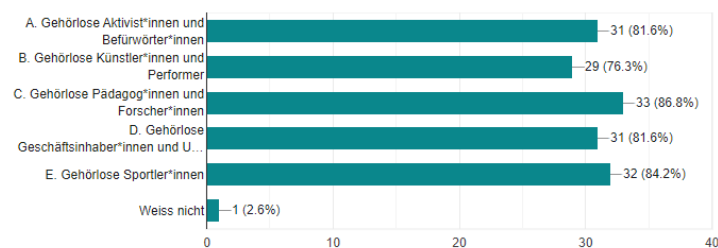
27. Which categories of Deaf role models and leaders should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf activists and advocates (81,6%)
- B. Deaf artists and performers (76,3%)
- C. Deaf educators and researchers (86,8%)
- D. Deaf business owners and entrepreneurs (81,6%)
- E. Deaf athletes and sports figures (84,2%)
- F. Other (please specify) (2,6%)
 - I don't know

27. Welche Kategorien gehörloser Vorbilder und Führungskräfte sollten in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufgenommen werden? (Wähle alle zutreffenden Antworten aus)



38 responses



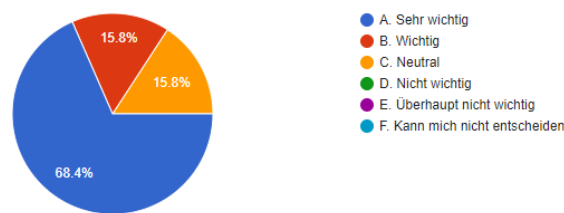


28. How important is it to include topics related to Deaf mental health and well-being in the education programme (curriculum) and workshop materials?

- A. Very important (68,4%)
- B. Somewhat important (15,8%)
- C. Neutral (15,8%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

28. Wie wichtig ist es, Themen im Zusammenhang mit der psychischen Gesundheit und dem Wohlbefinden gehörloser Menschen in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufzunehmen?

38 responses

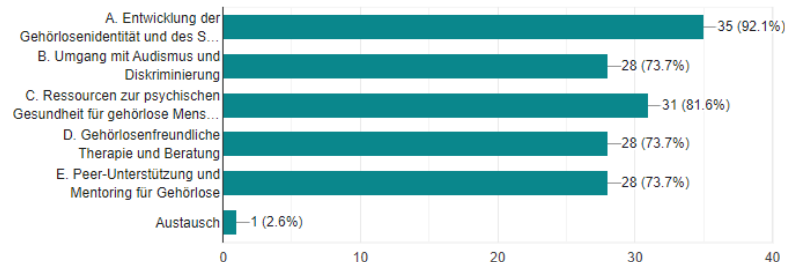


29. Which topics related to Deaf mental health and well-being should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf identity development and self-esteem (92,1%)
- B. Coping with audism and discrimination (73,7%)
- C. Mental health resources for Deaf individuals (81,6%)
- D. Deaf-friendly therapy and counselling (73,7%)
- E. Deaf peer support and mentoring (73,7%)
- F. Other (please specify) (2,6%)
 - Exchange

29. Welche Themen im Zusammenhang mit der psychischen Gesundheit und dem Wohlbefinden gehörloser Menschen sollten in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufgenommen werden? (Wähle alle zutreffenden Antworten aus)

38 responses



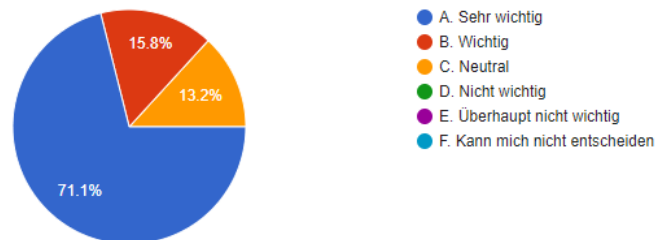


30. How important is it to cover Deaf rights and advocacy in the education programme (curriculum) and workshop materials?

- A. Very important (71,1%)
- B. Somewhat important (15,8%)
- C. Neutral (13,2%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

30. Wie wichtig ist es, die Rechte und Interessensvertretung von Gehörlosen in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufzunehmen?

38 responses



31. Which aspects of Deaf rights and advocacy should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf civil rights movement and history (73,7%)
- B. Disability rights laws and policies (89,5%)
- C. UN declaration regarding people with disabilities (71,1%)
- D. Deaf community activism and campaigns (73,7%)
- E. Deaf political participation and representation (76,3%)
- F. International Deaf rights and advocacy (73,7%)
- G. Other (please specify) (0%)

31. Welche Aspekte der Rechte und Interessensvertretung von Gehörlosen sollten in das Bildungsprogramm (Lehrplan) und Workshop-Materialien aufgenommen werden? (Wähle alle zutreffenden Antworten aus)

38 responses

