



DEAF CULTURE, HERITAGE AND DIVERSITY

European Report on Deaf Studies Curriculum Survey

Work Package 2

Deaf Culture, Heritage and Diversity

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Country:
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Author:
Marek Kanaš, Director
Bc. Diana Majerčáková, project worker

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European Report on Deaf Studies Curriculum Survey

1. Introduction

This European report presents the collective findings of national surveys conducted in Slovakia, the Netherlands, Italy, and Austria 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 European community.

The surveys were 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 across Europe. By gathering input from Deaf youth, educators, and professionals, we aim to create educational materials that are relevant, engaging, and culturally appropriate.

This report synthesizes the insights from the four national reports to 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:

- Current access to and quality of Deaf Studies education
- Preferred learning methods and accessibility needs
- Important themes and topics for inclusion in the curriculum
- 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 across Europe.

2. Methodology

The surveys were conducted online using various platforms (primarily Google Forms) between June and August 2024. The questionnaires were distributed through national Deaf associations, educational institutions, youth groups, social media platforms, and events targeting the Deaf community in each country.

To ensure accessibility, the questionnaires were available in both written national languages and their respective national sign languages. A total of **172 responses** were collected across the four countries:

- **Slovakia:** 79 respondents
- **Netherlands:** 16 respondents
- **Italy:** 39 respondents
- **Austria:** 38 respondents

The respondents included Deaf youths (ages 16-25), Deaf adults (over 26), and Deaf youth workers. The surveys focused on gathering both quantitative and qualitative data on the respondents' experiences, preferences, and priorities related to Deaf Studies education.

Data from each country's survey were analysed individually and then synthesized to identify common themes, differences, and overarching insights applicable at the European level.

3. Executive summary

This European survey aimed to identify key themes and topics for a Deaf Studies curriculum that meets the needs and interests of the Deaf community across Europe. The findings indicate a strong demand for education on Deaf identity, culture, history, sign language, and mental health. Below is a summary of the key findings:

- **High Demand for Deaf Identity and Culture Education:** Over **85%** of respondents (**148 out of 172**) rated Deaf identity and culture as "very important" for inclusion in the curriculum. For example, in Slovakia, **86.1% (68 out of 79 respondents)** rated it as "very important," and in Italy, **97.4% (38 out of 39 respondents)** did the same.
- **Significant Interest in Deaf History and Heritage:** Approximately **80%** of respondents (**138 out of 172**) highlighted the importance of learning about Deaf history and heritage. In Austria, **81.6% (31 out of 38 respondents)** rated it as "very important," and in Italy, **89.7% (35 out of 39 respondents)** did so.
- **Necessity for Sign Language Linguistics:** Over **80%** of respondents (**138 out of 172**) expressed the need for education on sign language grammar, structure, and variations. In Italy, **97.4% (38 out of 39 respondents)** rated it as "very important," and in Slovakia, **86.1% (68 out of 79 respondents)** did so.
- **Emphasis on Mental Health and Well-being:** Mental health emerged as a critical area, with respondents advocating for topics like identity development, coping with audism, and access to Deaf-friendly therapy. In the Netherlands, **87.5% (14 out of 16 respondents)** rated it as "very important," and in Slovakia, **86.1% (68 out of 79 respondents)** did so.
- **Preference for Visual and Interactive Learning Methods:** The majority of respondents favoured visual aids, group discussions, and hands-on activities. In Austria, **78.9% (30 out of 38 respondents)** preferred visual aids, and in the Netherlands, **81.3% (13 out of 16 respondents)** preferred group discussions.
- **Gaps in Current Access to Deaf Studies:** A significant number of respondents had little to no access to Deaf Studies education during their schooling. For example, in Italy, **92.3% (36 out of 39 respondents)** had not received any Deaf Studies lessons in school.
- **Need for Improved Accessibility of Educational Materials:** Many respondents expressed dissatisfaction or neutrality regarding the accessibility of current educational resources. For example, in Austria, **28.9% (11 out of 38 respondents)** were dissatisfied, and **50% (19 out of 38 respondents)** were neutral. This means that **78.9% (30 out of 38 respondents)** were not satisfied, indicating a need for improvement in educational materials.

These findings suggest a strong demand for a comprehensive, culturally affirming, and accessible Deaf Studies curriculum across Europe that addresses both common and country-specific needs. By addressing these needs, the project aims to empower Deaf youth workers and, ultimately, Deaf youths, enriching their understanding and appreciation of Deaf culture, heritage, and diversity.

4. Survey Demographics

Total Respondents: 172

Age Distribution:

- **16-18 years old: 5.2% (9 respondents)**
 - **Slovakia:** 5.1% (4 respondents)
 - **Netherlands:** 6.3% (1 respondent)
 - **Italy:** 2.6% (1 respondent)
 - **Austria:** 0% (0 respondents)
- **19-21 years old: 7.6% (13 respondents)**
 - **Slovakia:** 7.6% (6 respondents)
 - **Netherlands:** 43.8% (7 respondents)
 - **Italy:** 5.1% (2 respondents)
 - **Austria:** 0% (0 respondents)
- **22-25 years old: 13.4% (23 respondents)**
 - **Slovakia:** 16.5% (13 respondents)
 - **Netherlands:** 31.3% (5 respondents)
 - **Italy:** 5.1% (2 respondents)
 - **Austria:** 7.9% (3 respondents)
- **26 years or older: 73.8% (127 respondents)**
 - **Slovakia:** 70.9% (56 respondents)
 - **Netherlands:** 18.8% (3 respondents)
 - **Italy:** 87.2% (34 respondents)
 - **Austria:** 92.1% (35 respondents)

Hearing Status:

- **Deaf: 69.2% (119 respondents)**
 - **Slovakia:** 67.1% (53 respondents)
 - **Netherlands:** 75% (12 respondents)
 - **Italy:** 79.5% (31 respondents)
 - **Austria:** 68.4% (26 respondents)
- **Hard of Hearing: 11.6% (20 respondents)**
 - **Slovakia:** 19% (15 respondents)
 - **Netherlands:** 6.3% (1 respondent)
 - **Italy:** 0% (0 respondents)
 - **Austria:** 10.5% (4 respondents)
- **Cochlear Implant Users: 4.7% (8 respondents)**
 - **Slovakia:** 6.3% (5 respondents)
 - **Netherlands:** 6.3% (1 respondent) (plus 6.3% who are Deaf and use CI)
 - **Italy:** 0% (0 respondents)
 - **Austria:** 2.6% (1 respondent)
- **Deafblind: 1.7% (3 respondents)**
 - **Slovakia:** 1.3% (1 respondent)
 - **Netherlands:** 0% (0 respondents)
 - **Italy:** 2.6% (1 respondent)
 - **Austria:** 2.6% (1 respondent)

- **Hearing: 5.8% (10 respondents)**
 - **Slovakia:** 1.3% (1 respondent)
 - **Netherlands:** 0% (0 respondents)
 - **Italy:** 17.9% (7 respondents)
 - **Austria:** 13.2% (5 respondents)
- **Other: 6.9% (12 respondents)**
 - Includes combinations like Deaf and CI users, parents of Deaf children, etc.

Primary Mode of Communication:

- **Sign Language: 55.8% (96 respondents)**
 - **Slovakia:** 41.8% (33 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Italy:** 53.8% (21 respondents)
 - **Austria:** 55.3% (21 respondents)
- **Both Sign and Spoken Language: 33.7% (58 respondents)**
 - **Slovakia:** 44.3% (35 respondents)
 - **Netherlands:** 25% (4 respondents)
 - **Italy:** 35.9% (14 respondents)
 - **Austria:** 34.2% (13 respondents)
- **Spoken Language: 8.7% (15 respondents)**
 - **Slovakia:** 12.7% (10 respondents)
 - **Netherlands:** 0% (0 respondents)
 - **Italy:** 5.2% (2 respondents)
 - **Austria:** 7.9% (3 respondents)
- **Other: 1.8% (3 respondents)**
 - Includes Signed Spoken Language variants and unspecified methods.

Geographic Distribution:

- **Slovakia (79 respondents):** Representing all eight self-governing regions, with the highest from Bratislava Region (27.8%, 22 respondents).
- **Netherlands (16 respondents):** From various provinces, with the highest representation from Groningen (43.8%, 7 respondents).
- **Italy (39 respondents):**
 - **North Italy:** 81.9% (31 respondents)
 - **Central Italy:** 5.2% (2 respondents)
 - **South Italy:** 12.9% (5 respondents)
- **Austria (38 respondents):**
 - **Vienna (urban):** 76.3% (29 respondents)
 - **Other regions:** 23.7% (9 respondents)

Exposure to Deaf Role Models in Education:

- **Often or Very Often: 21.5% (37 respondents)**
 - **Slovakia:** 33% (26 respondents)



- **Netherlands:** 25% (4 respondents)
- **Italy:** 10.2% (4 respondents)
- **Austria:** 29% (11 respondents)

- **Sometimes: 34.3% (59 respondents)**
 - **Slovakia:** 21.5% (17 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Italy:** 30.8% (12 respondents)
 - **Austria:** 18.4% (7 respondents)

- **Rarely or Never: 44.2% (76 respondents)**
 - **Slovakia:** 45.6% (36 respondents)
 - **Netherlands:** 12.6% (2 respondents)
 - **Italy:** 59% (23 respondents)
 - **Austria:** 52.7% (20 respondents)

These demographics highlight a diverse sample, with a significant proportion of respondents over the age of 26 (73.8%, 127 respondents). The majority identify as Deaf (69.2%, 119 respondents) and primarily use sign language or a combination of sign and spoken language.

5. Current Access to Deaf Studies

Access to Deaf Studies Education in School:

- **Have had Deaf Studies lessons in school:**
 - **Slovakia:** 27.8% (22 respondents)
 - **Netherlands:** 93.8% (15 respondents)
 - **Italy:** 7.7% (3 respondents)
 - **Austria:** 7.9% (3 respondents)
- **Have not had Deaf Studies lessons in school:**
 - **Slovakia:** 72.2% (57 respondents)
 - **Netherlands:** 6.3% (1 respondent)
 - **Italy:** 92.3% (36 respondents)
 - **Austria:** 92.1% (35 respondents)

Participation in Deaf Studies Courses, Workshops, or Programs Outside School:

- **Yes:**
 - **Slovakia:** 24.1% (19 respondents)
 - **Netherlands:** 56.3% (9 respondents)
 - **Italy:** 25.6% (10 respondents)
 - **Austria:** 68.4% (26 respondents)
- **No:**
 - **Slovakia:** 63.3% (50 respondents)
 - **Netherlands:** 31.3% (5 respondents)
 - **Italy:** 74.4% (29 respondents)
 - **Austria:** 26.3% (10 respondents)
- **Not Sure:**
 - **Slovakia:** 12.7% (10 respondents)
 - **Netherlands:** 12.5% (2 respondents)
 - **Italy:** 0% (0 respondents)
 - **Austria:** 5.3% (2 respondents)

Quality of Deaf Studies Courses (for those who participated):

Slovakia (31 respondents rated the quality):

- **Excellent:** 19.4% (6 respondents)
- **Good:** 35.5% (11 respondents)
- **Average:** 38.7% (12 respondents)
- **Poor:** 6.5% (2 respondents)

Netherlands:

- **Excellent:** 6.3% (1 respondent)
- **Good:** 25% (4 respondents)
- **Average:** 31.3% (5 respondents)
- **Poor:** 6.3% (1 respondent)
- **None (did not attend):** 31.3% (5 respondents)

Italy:

- **Excellent:** 16.7% (4 respondents)
- **Good:** 41.7% (10 respondents)
- **Average:** 8.3% (2 respondents)
- **Poor:** 4.2% (1 respondent)

- **Very Poor:** 4.2% (1 respondent)
- **None (did not attend):** 25% (6 respondents)

Austria:

- **Excellent:** 31.6% (12 respondents)
- **Good:** 23.7% (9 respondents)
- **Average:** 21.1% (8 respondents)
- **Poor:** 2.6% (1 respondent)
- **None (did not rate):** 21.1% (8 respondents)

Exposure to Deaf Role Models in Education:

- **Often or Very Often: 21.5% (37 respondents)**
 - **Slovakia:** 33% (26 respondents)
 - **Netherlands:** 25% (4 respondents)
 - **Italy:** 10.2% (4 respondents)
 - **Austria:** 29% (11 respondents)
- **Sometimes: 34.3% (59 respondents)**
 - **Slovakia:** 21.5% (17 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Italy:** 30.8% (12 respondents)
 - **Austria:** 18.4% (7 respondents)
- **Rarely or Never: 44.2% (76 respondents)**
 - **Slovakia:** 45.6% (36 respondents)
 - **Netherlands:** 12.6% (2 respondents)
 - **Italy:** 59% (23 respondents)
 - **Austria:** 52.7% (20 respondents)

These findings indicate a significant gap in access to Deaf Studies education, particularly within formal schooling. The Netherlands stands out with higher access, possibly due to specific national programs like CIDS (Cultural Identity Formation for the Deaf and Hard of Hearing). There's also a notable lack of exposure to Deaf role models in educational settings across most countries.

This underscores the importance of the DHCD project's goal to empower Deaf youth workers to bridge this gap and bring Deaf Studies closer to Deaf youths.



6. Educational Preferences

Preferred Learning Methods (Multiple selections allowed):

- **Visual Aids (e.g., Videos):**
 - **Slovakia:** 63.3% (50 respondents)
 - **Netherlands:** 37.5% (6 respondents)
 - **Italy:** 69.2% (27 respondents)
 - **Austria:** 78.9% (30 respondents)
- **Group Discussions:**
 - **Slovakia:** 46.8% (37 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Italy:** 69.2% (27 respondents)
 - **Austria:** 68.4% (26 respondents)
- **Hands-on Activities:**
 - **Slovakia:** 44.3% (35 respondents)
 - **Netherlands:** 50% (8 respondents)
 - **Italy:** 84.6% (33 respondents)
 - **Austria:** 63.2% (24 respondents)
- **Classroom Lectures:**
 - **Slovakia:** 39.2% (31 respondents)
 - **Netherlands:** 43.8% (7 respondents)
 - **Italy:** 71.8% (28 respondents)
 - **Austria:** 42.1% (16 respondents)
- **Online Learning Platforms:**
 - **Slovakia:** 15.2% (12 respondents)
 - **Netherlands:** 25% (4 respondents)
 - **Italy:** 26.3% (10 respondents)
 - **Austria:** 26.3% (10 respondents)

Satisfaction with Accessibility of Educational Materials:

Slovakia (79 respondents):

- **Very Satisfied:** 1.3% (1 respondent)
- **Satisfied:** 36.7% (29 respondents)
- **Neutral:** 48.1% (38 respondents)
- **Dissatisfied:** 11.4% (9 respondents)
- **Very Dissatisfied:** 2.5% (2 respondents)

Netherlands (16 respondents):

- **Very Satisfied:** 6.3% (1 respondent)
- **Satisfied:** 31.3% (5 respondents)
- **Neutral:** 62.5% (10 respondents)
- **Dissatisfied:** 0% (0 respondents)
- **Very Dissatisfied:** 0% (0 respondents)

Italy (39 respondents):

- **Satisfied:** 41% (16 respondents)
- **Neutral:** 28.2% (11 respondents)
- **Dissatisfied:** 28.2% (11 respondents)
- **Very Dissatisfied:** Not specified

Austria (38 respondents):

- **Very Satisfied:** 5.3% (2 respondents)
- **Satisfied:** 15.8% (6 respondents)
- **Neutral:** 50% (19 respondents)
- **Dissatisfied:** 28.9% (11 respondents)
- **Very Dissatisfied:** 0% (0 respondents)

These preferences highlight a universal demand for interactive and visually engaging learning methods. Group discussions and hands-on activities are particularly favoured, aligning with the project's intent to develop interactive workshops and trainings. Satisfaction with the accessibility of current educational materials varies, indicating a need for improvement—one of the key areas the DHCD project aims to address.

7. Priority Themes for Curriculum

The survey identified the following top 10 themes for the curriculum across the four countries. Each theme includes the total number and percentage of respondents (out of 172) who rated it as "Very Important," along with key subtopics and their respective data.

Note: The total number of respondents for the subtopics may not match the total number of respondents who rated the main theme as "Very Important." This discrepancy occurs because after rating the main theme, respondents were asked to select specific subtopics they found important, and they could choose multiple subtopics or skip some altogether.

1. Deaf Identity and Culture

- **Rated "Very Important" by 88.4% (152 out of 172 respondents)**

This theme was highly prioritized across all countries, reflecting the strong desire among Deaf individuals to learn about and embrace their identity and culture.

- **Subtopics:**

- **Cultural Practices and Traditions:** Selected by **65.12%** (112 out of 172 respondents)
 - **Slovakia:** 68.4% (54 out of 79 respondents)
 - **Netherlands:** 68.8% (11 out of 16 respondents)
 - **Austria:** 78.9% (30 out of 38 respondents)
 - **Italy:** 69.2% (27 out of 38 respondents)
 - **Total:** 112 respondents
- **Deafhood and Deaf Identity:** Selected by **64.53%** (111 out of 172 respondents)
 - **Slovakia:** 55.7% (44 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Austria:** 65.8% (25 respondents)
 - **Italy:** 74.4% (29 respondents)
 - **Total:** 111 respondents
- **Deaf Community Events and Organizations:** Selected by **66.86%** (115 out of 172 respondents)
 - **Slovakia:** 49.4% (39 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Austria:** 81.6% (31 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 115 respondents

2. Events and Organizations of the Deaf Community

- **Rated "Very Important" by 84.9% (146 out of 172 respondents)**

Emphasizing the desire for community engagement and networking.

- **Subtopics:**

- **National Deaf Associations:** Selected by **63.95%** (110 out of 172 respondents)
 - **Slovakia:** 54.4% (43 respondents)
 - **Netherlands:** 62.5% (10 respondents)

- **Austria:** 71.1% (27 respondents)
- **Italy:** 76.9% (30 respondents)
- **Total:** 110 respondents
- **International Organizations (WFD, EUD):** Selected by **72.09%** (124 out of 172 respondents)
 - **Slovakia:** 63.3% (50 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Austria:** 73.7% (28 respondents)
 - **Italy:** 92.3% (36 respondents)
 - **Total:** 124 respondents
- **Deaf Festivals and Conferences:** Selected by **68.60%** (118 out of 172 respondents)
 - **Slovakia:** 58.2% (46 respondents)
 - **Netherlands:** 87.5% (14 respondents)
 - **Austria:** 78.9% (30 respondents)
 - **Italy:** 71.8% (28 respondents)
 - **Total:** 118 respondents

3. Mental Health and Well-being

- **Rated "Very Important" by 84.3% (145 out of 172 respondents)**

Highlighting the community's concern for mental health and the need for supportive resources.

- **Subtopics:**
 - **Deaf Identity Development and Self-esteem:** Selected by **79.07%** (136 out of 172 respondents)
 - **Slovakia:** 64.6% (51 respondents)
 - **Netherlands:** 93.8% (15 respondents)
 - **Austria:** 92.1% (35 respondents)
 - **Italy:** 89.7% (35 respondents)
 - **Total:** 136 respondents
 - **Coping with Audism and Discrimination:** Selected by **73.84%** (127 out of 172 respondents)
 - **Slovakia:** 67.1% (53 respondents)
 - **Netherlands:** 87.5% (14 respondents)
 - **Austria:** 73.7% (28 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 127 respondents
 - **Deaf-friendly Therapy and Counselling:** Selected by **69.19%** (119 out of 172 respondents)
 - **Slovakia:** 60.8% (48 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Austria:** 73.7% (28 respondents)
 - **Italy:** 76.9% (30 respondents)
 - **Total:** 119 respondents

4. Deaf Role Models and Leaders

- **Rated "Very Important" by 82% (141 out of 172 respondents)**

Underlining the importance of representation and inspiration within the community.

- **Subtopics:**

- **Deaf Educators and Researchers:** Selected by **76.16%** (131 out of 172 respondents)
 - **Slovakia:** 62% (49 respondents)
 - **Netherlands:** 87.5% (14 respondents)
 - **Austria:** 86.8% (33 respondents)
 - **Italy:** 89.7% (35 respondents)
 - **Total:** 131 respondents
- **Deaf Activists and Advocates:** Selected by **74.42%** (128 out of 172 respondents)
 - **Slovakia:** 70.9% (56 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Austria:** 81.6% (31 respondents)
 - **Italy:** 76.9% (30 respondents)
 - **Total:** 128 respondents
- **Deaf Artists and Performers:** Selected by **63.95%** (110 out of 172 respondents)
 - **Slovakia:** 62% (49 respondents)
 - **Netherlands:** 75% (12 respondents)
 - **Austria:** 76.3% (29 respondents)
 - **Italy:** 76.9% (30 respondents)
 - **Total:** 110 respondents

5. Deaf History and Heritage

- **Rated "Very Important" by 80.8% (139 out of 172 respondents)**

Learning about Deaf history and heritage is viewed as essential for understanding the community's past and shaping its future.

- **Subtopics:**

- **History of Deaf Education:** Selected by **81.40%** (140 out of 172 respondents)
 - **Slovakia:** 77.2% (61 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Austria:** 84.2% (32 respondents)
 - **Italy:** 92.3% (36 respondents)
 - **Total:** 140 respondents
- **Deaf Community Milestones and Achievements:** Selected by **66.28%** (114 out of 172 respondents)
 - **Slovakia:** 46.8% (37 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Austria:** 84.2% (32 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 114 respondents
- **International Deaf History:** Selected by **64.53%** (111 out of 172 respondents)

- **Slovakia:** 54.4% (43 respondents)
- **Netherlands:** 68.8% (11 respondents)
- **Austria:** 76.3% (29 respondents)
- **Italy:** 71.8% (28 respondents)
- **Total:** 111 respondents

6. Sign Language Linguistics

- **Rated "Very Important" by 80.2% (138 out of 172 respondents)**

Emphasizing the importance of understanding the structure and nuances of sign language.

- **Subtopics:**

- **Grammar and Structure:** Selected by **79.07%** (136 out of 172 respondents)
 - **Slovakia:** 68.4% (54 respondents)
 - **Netherlands:** 75% (12 respondents)
 - **Austria:** 92.1% (35 respondents)
 - **Italy:** 89.7% (35 respondents)
 - **Total:** 136 respondents
- **History and Evolution of Sign Language:** Selected by **74.42%** (128 out of 172 respondents)
 - **Slovakia:** 72.2% (57 respondents)
 - **Netherlands:** 50% (8 respondents)
 - **Austria:** 81.6% (31 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 128 respondents
- **Acquisition and Development:** Selected by **65.70%** (113 out of 172 respondents)
 - **Slovakia:** 53.2% (42 respondents)
 - **Netherlands:** 56.3% (9 respondents)
 - **Austria:** 78.9% (30 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 113 respondents

7. Accessibility and Technology for the Deaf

- **Rated "Very Important" by 79.1% (136 out of 172 respondents)**

Indicating the need for improved access to technology and services.

- **Subtopics:**

- **Interpreting Services and Technologies:** Selected by **85.47%** (147 out of 172 respondents)
 - **Slovakia:** 74.7% (59 respondents)
 - **Netherlands:** 87.5% (14 respondents)
 - **Austria:** 94.7% (36 respondents)
 - **Italy:** 97.4% (38 respondents)
 - **Total:** 147 respondents



- **Captioning and Subtitles:** Selected by **75.58%** (130 out of 172 respondents)
 - **Slovakia:** 69.6% (55 respondents)
 - **Netherlands:** 75% (12 respondents)
 - **Austria:** 81.6% (31 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 130 respondents
- **Deaf-friendly Emergency Communication Systems:** Selected by **69.19%** (119 out of 172 respondents)
 - **Slovakia:** 55.7% (44 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Austria:** 84.2% (32 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 119 respondents

8. Deaf Rights and Advocacy

- **Rated "Very Important" by 74.4% (128 out of 172 respondents)**

Reflecting the desire for empowerment through knowledge of legal rights and advocacy skills.

- **Subtopics:**

- **Disability Rights Laws and Policies:** Selected by **77.91%** (134 out of 172 respondents)
 - **Slovakia:** 70.9% (56 respondents)
 - **Netherlands:** 75% (12 respondents)
 - **Austria:** 89.5% (34 respondents)
 - **Italy:** 82.1% (32 respondents)
 - **Total:** 134 respondents
- **Deaf Civil Rights Movement and History:** Selected by **70.93%** (122 out of 172 respondents)
 - **Slovakia:** 63.3% (50 respondents)
 - **Netherlands:** 81.3% (13 respondents)
 - **Austria:** 73.7% (28 respondents)
 - **Italy:** 79.5% (31 respondents)
 - **Total:** 122 respondents
- **Political Participation and Representation:** Selected by **66.68%** (112 out of 172 respondents)
 - **Slovakia:** 51.9% (41 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Austria:** 76.3% (29 respondents)
 - **Italy:** 76.9% (30 respondents)
 - **Total:** 102 respondents

9. Deaf Education

- **Rated "Very Important" by 73.8% (127 out of 172 respondents)**

Highlighting the need for improvements and awareness in Deaf education.

- **Subtopics:**



- **History of Deaf Education:** Selected by **73.84%** (127 out of 172 respondents)
 - **Slovakia:** 70.9% (56 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Austria:** 76.3% (29 respondents)
 - **Italy:** 79.5% (31 respondents)
 - **Total:** 127 respondents
- **Rights of Deaf Students and Accommodations:** Selected by **68.60%** (118 out of 172 respondents)
 - **Slovakia:** 60.8% (48 respondents)
 - **Netherlands:** 68.8% (11 respondents)
 - **Austria:** 73.7% (28 respondents)
 - **Italy:** 79.5% (31 respondents)
 - **Total:** 118 respondents
- **Educational Technologies and Resources:** Selected by **63.95%** (110 out of 172 respondents)
 - **Slovakia:** 53.2% (42 respondents)
 - **Netherlands:** 43.8% (7 respondents)
 - **Austria:** 71.1% (27 respondents)
 - **Italy:** 87.2% (34 respondents)
 - **Total:** 110 respondents

10. Deaf Arts and Literature

- **Rated "Very Important" by 69.2% (119 out of 172 respondents)**

Supporting the appreciation of artistic contributions within the Deaf community.

- **Subtopics:**

- **Deaf Filmmakers and Movies:** Selected by **76.16%** (131 out of 172 respondents)
 - **Slovakia:** 68.4% (54 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Austria:** 86.8% (33 respondents)
 - **Italy:** 87.2% (34 respondents)
 - **Total:** 131 respondents
- **Deaf Theatre and Performance Art:** Selected by **68.60%** (118 out of 172 respondents)
 - **Slovakia:** 59.5% (47 respondents)
 - **Netherlands:** 62.5% (10 respondents)
 - **Austria:** 71.1% (27 respondents)
 - **Italy:** 87.2% (34 respondents)
 - **Total:** 118 respondents
- **Deaf Artists and Their Works:** Selected by **67.40%** (116 out of 172 respondents)
 - **Slovakia:** 57% (45 respondents)
 - **Netherlands:** 43.8% (7 respondents)
 - **Austria:** 81.6% (31 respondents)
 - **Italy:** 84.6% (33 respondents)
 - **Total:** 116 respondents

8. Key Findings for Curriculum Development

1. **Universal Emphasis on Deaf Identity and Culture:** There is a unanimous call for including Deaf identity and culture as foundational elements of the curriculum. This aligns with the project's aim to make Deaf youths aware of their rich culture and heritage.
2. **Significant Demand for Education on Sign Language Structure and Linguistics:** Respondents expressed a strong need to deepen their understanding of sign language, emphasizing grammar, structure, and variations. This supports the development of linguistic competence, a key aspect of Deaf Studies.
3. **Mental Health and Well-being as Critical Components:** The inclusion of mental health topics is highly prioritized, highlighting the unique challenges faced by the Deaf community. Addressing these will contribute to the well-being and active participation of Deaf youths in society.
4. **Desire for Knowledge on Deaf Rights and Advocacy:** There is a clear demand for comprehensive education on legal rights and advocacy skills to empower the Deaf community. This is crucial for enabling youths to stand up for their rights and engage in advocacy.
5. **Preference for Interactive and Visual Learning Methods:** The majority prefer group discussions, hands-on activities, and visual aids. This supports the project's plan to develop engaging workshops and materials that cater to these preferences.
6. **Need for Improved Accessibility of Educational Materials:** A significant number are dissatisfied or neutral about current materials' accessibility. Improving this is essential for the project's success in enriching the knowledge of Deaf youths.
7. **Limited Access to Deaf Studies within Formal Education:** Most respondents reported minimal exposure during schooling, emphasizing the need for resources outside traditional academic settings—precisely what the project aims to provide through youth workers.
8. **Importance of Deaf Role Models and Leadership:** Featuring Deaf role models is crucial for inspiration and identity development. The project plans to involve Deaf youth workers who can serve as role models.

These findings provide a clear roadmap for curriculum development, ensuring it meets the expressed needs and aligns with the project's objectives to empower Deaf youths through tailored education.

9. Recommendations for Curriculum

Based on the collective findings and the project's goals, the following recommendations are proposed for developing the European Deaf Studies curriculum:

1. Content Development:

- **Core Modules on Deaf Identity and Culture:** Develop modules that explore Deafhood, cultural practices, traditions, social norms, and community events, fostering pride and self-awareness among Deaf youths.
- **In-depth Sign Language Linguistics:** Include comprehensive studies on sign language grammar, structure, history, and variations, offering practical exercises to enhance linguistic skills.
- **Mental Health and Well-being:** Incorporate modules addressing mental health challenges specific to the Deaf community, including strategies for coping with audism and discrimination.
- **Deaf Rights and Advocacy:** Create content that educates learners on legal rights, advocacy skills, disability laws, and international conventions like the UNCRPD, empowering them to participate actively in society.
- **Showcasing Deaf Role Models and Leaders:** Feature stories and contributions of diverse Deaf individuals in various fields to inspire youths and provide tangible examples of success.
- **Accessibility and Technology:** Educate learners on available technologies, interpreting services, and accessibility tools, enhancing their ability to navigate and utilize resources.
- **Events and Organizations:** Provide information on local, national, and international Deaf organizations and events to encourage community engagement and networking.

2. Delivery Methods:

- **Visual and Interactive Learning:** Prioritize the use of videos, infographics, visual aids, and interactive modules, catering to visual learning preferences commonly found among Deaf individuals.
- **Group Discussions and Hands-on Activities:** Incorporate collaborative learning and practical exercises to enhance engagement, mirroring the interactive workshops planned by the project.
- **Bilingual Approach:** Ensure all content is available in both written language and national sign languages, promoting bilingual literacy and accessibility.

3. Accessibility:

- **Universal Design for Learning (UDL):** Apply UDL principles to create materials accessible to all learners, aligning with the project's aim to improve the quality of youth work.
- **Multiple Formats:** Offer materials in various formats (text, video, interactive content) to accommodate different learning preferences and ensure inclusivity.
- **Assistive Technologies:** Integrate assistive technologies and ensure compatibility with screen readers and other tools, addressing the dissatisfaction with current materials.

4. Representation and Inclusivity:

- **Diverse Perspectives:** Include contributions from Deaf individuals of various backgrounds, ages, genders, and ethnicities to reflect the community's diversity.

- **Content Created by Deaf Individuals:** Prioritize materials developed by Deaf educators, artists, and professionals to provide authentic perspectives and support the project's focus on empowering Deaf youth workers.

5. Collaboration and Piloting:

- **Engage Deaf Youth Workers:** Collaborate with Deaf youth workers in the curriculum development to ensure relevance and effectiveness, aligning with the project's target group.
- **Pilot Testing:** Conduct trial trainings and small-scale pilots in different countries to gather feedback, refining the curriculum before wider implementation.

6. Integration into Youth Work:

- **Empower Youth Workers:** Provide training for Deaf youth workers, enhancing their skills and enabling them to support Deaf youths better—a primary objective of the project.
- **Resource Provision:** Supply youth clubs, associations, and institutions with the developed materials to fill the current gap in resources for conveying Deaf Studies.

By following these recommendations, the curriculum will not only address the expressed needs but also align with the DHCD project's goals of enriching Deaf youths' knowledge and understanding, improving youth work quality, and fostering an inclusive environment.

10. Challenges and Limitations

- **Sample Size and Representation:** Varied sample sizes and an overrepresentation of respondents over 26 years may not fully capture perspectives of Deaf youths aged 16-25, the project's primary target group.
- **Regional Differences:** Uneven geographical representation within countries may limit the generalizability of findings to all regions, requiring localized adjustments.
- **Online Distribution Limitations:** The reliance on online surveys may have excluded individuals with limited internet access or lower digital literacy, potentially skewing results.
- **Cultural and Educational Differences:** Differences in educational systems and cultural contexts across countries may affect the applicability of certain findings and recommendations, necessitating adaptable curriculum components.
- **Limited Awareness of Deaf Studies:** The low exposure to Deaf Studies in formal education highlights a potential challenge in implementing the curriculum, emphasizing the need for strategic dissemination through youth workers.

These challenges should be considered in the curriculum development process, ensuring strategies are in place to address them, thereby maximizing the project's impact.

11. Conclusion

The European Deaf Studies Curriculum Survey underscores a collective aspiration across Slovakia, the Netherlands, Italy, and Austria for a comprehensive, accessible, and culturally affirming Deaf Studies curriculum. The emphasis on Deaf identity, culture, history, sign language, mental health, and rights reflects a shared desire to empower Deaf individuals through education.

Addressing the gaps in current access to Deaf Studies, particularly within formal education, is essential. By implementing the recommendations outlined in this report, stakeholders can develop a curriculum that not only meets the educational needs of Deaf learners but also strengthens the cohesion and cultural pride of the Deaf community across Europe.

The DHCD project's focus on empowering Deaf youth workers as facilitators of this knowledge is crucial. By enhancing their skills and providing them with tailored materials, we ensure better support for Deaf youths.

Next Steps:

1. **Collaborative Development:** Work closely with Deaf educators, youth workers, and experts to develop detailed curriculum modules based on the prioritized themes.
2. **Creation of Educational Materials:** Develop engaging videos, interactive content, and workshop materials, ensuring they align with preferred learning methods identified in the survey.
3. **Trial Trainings:** Organize pilot trainings for Deaf youth workers across participating countries to refine the curriculum and gather feedback.
4. **Network Building:** Establish a network of Deaf youth workers in Deaf Studies to facilitate collaboration, knowledge sharing, and innovation.
5. **Dissemination:** Ensure wide dissemination of the curriculum and materials to youth clubs, associations, and institutions, bridging the gap in resources.

By following these steps and integrating the survey findings, the DHCD project can successfully achieve its goal of enriching Deaf youths' understanding of their culture, heritage, and diversity, ultimately leading to improved quality of youth work and a more inclusive society.

12. Annexes

Annex A: National Reports – <https://deafstudies.eu/project-result/>