



# DEAF CULTURE, HERITAGE AND DIVERSITY

## National Report on Deaf Studies Curriculum Survey

### Work Package 2

Deaf Culture, Heritage and Diversity

2023-2-NL02-KA220-A-000177070

# TURKOOIS

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## National Report on Deaf Studies Curriculum Survey

### 1. Introduction

This report presents the findings of a national survey carried out 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 better understanding of deaf culture, history, and experiences within the wider community.

The survey aims to identify the key themes and topics to be included in the Deaf Studies curriculum so 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 wider European effort, with similar studies conducted in Slovakia, Austria and Italy. The collective insights from these national surveys will be used to develop a curriculum that reflects the diversity of deaf experiences across Europe, while responding to common educational needs.

The survey focused on a number of key areas:

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

The findings presented in this report will directly contribute to shaping the content, structure, and delivery methods of the curriculum for deaf studies. 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 via Google Forms was distributed online from July 1 to 26, 2024. This was shared in the youth group of Turkoois on WhatsApp, with 40 interested young people from all over the Netherlands, and via the Instagram account of Turkoois. The questionnaire was available in both written Dutch and Dutch Sign Language (NGT) to ensure accessibility. A total of 16 responses were collected from deaf young people: 13 young people aged 16-25 and 3 youth workers.

### 3. Summary

This survey of 16 respondents in the Netherlands showed that respondents were generally satisfied with the accessibility of the current teaching material. The quality was rated "average" by 5 respondents and "good" by 4 respondents. These findings suggest that there is room for improvement in the curriculum.

Furthermore, it has been noticed that there is a strong interest in role models and leadership, mental health and mental well-being, with the sub-themes of identity development and self-esteem. Also, topics such as identity and culture of the deaf, including Deafhood, were rated "very important" for inclusion in the curriculum by 75-87.5% of respondents. Deaf rights and advocacy (68.8%) and Sign Language Studies (62.5%) were also given high priority.

In addition, the survey showed that there is a great need for an interactive curriculum; Group discussions were indicated as important by a whopping 81.3% of respondents, and half of them preferred hands-on exercises.

#### 4. Survey Demographics

##### Age Distribution:

- 6.3% are between the ages of 16-18 (1 person)
- 43.8% are between the ages of 19-21 (7 people)
- 31.3% are between 22-25 years old (5 people)
- 18.8% are over 26 years old (3 people)

##### Geographical distribution (provinces):

- 43.8% come from Groningen (7 persons)
- 12.5% from Utrecht (2 persons)
- 12.5% from Zuid Holland (2 persons)
- 6.3% from Noord-Holland (1 person)
- 6.3% from Zeeland (1 person)
- 6.3% from Flevoland (1 person)
- 6.3% from Friesland (1 person)
- 6.3% from Gelderland (1 person)

##### Deaf/hard of hearing/CI user:

- 75% are deaf (12 people)
- 6.3% are hard of hearing (1 person)
- 6.3% have a cochlear implant (CI) (1 person)
- 6.3% (1 person) said, "I am deaf and use CI"
- 6.3% (1 person) said, "I don't use CI, but I still have the implant"

##### Primary Way of Communicating:

- 68.8% mainly use sign language (11 people)
- 25% use both sign language and spoken language (4 people)
- 6.3% (1 person) said: "NmG (Dutch with supported signs) and spoken language"

#### 5. Current Access to Deaf Culture Education

The survey found that the majority of respondents (93.8% / 15 people) have already had lessons in Deaf Culture or Cultural Identity Formation for the Deaf and Hard of Hearing (CIDS) at school. Only one respondent (6.3%) indicated that they had never had such classes.

In terms of participation in courses, workshops or programs on deaf studies or deaf culture, 56.3% (9 people) of respondents indicated that they have ever attended such a course. A small proportion of 12.5% (2 people) were not sure whether they had followed such a course. When asked what the respondents thought of the quality of the course, workshop or program, they answered as follows:

- 5 people rated the quality "average"
- 4 people rated the quality as "good"
- 1 person rated the quality as "excellent"
- 1 person found the quality "poor"

In addition, 31.1% (5 respondents) indicated that they had never attended a course, program or workshop on deaf studies or deaf culture.

### Exposure to Deaf Role Models in Education:

- 62.5% of the respondents indicated that they sometimes encounter deaf role models in education.
- 18.8% often encounter deaf role models.
- 6.3% rarely encounter deaf role models.
- 6.3% never encounter deaf role models.

These statistics indicate that while most respondents have already been taught about deaf culture or CIDS in school, there are fewer respondents who have attended a specific program, course, or workshop in deaf studies or deaf culture. Opinions on the quality of the teaching materials are divided, suggesting that there is room for improvement and further evaluation. In addition, the limited exposure to deaf role models in education highlights the need for greater representation of deaf individuals in educational settings.

## 6. Educational Preferences

### Popular Learning Methods:

The respondents were able to choose multiple options, making the percentages add up to more than 100%. The results show as follows:

- Group discussions are the most popular learning method, as 13 out of 16 respondents (81.3%) chose it.
- 50% (8 respondents) choose practical exercises as an option.
- 43.8% (7 respondents) choose classroom lessons as an option.
- 37.5% (6 respondents) choose visual aids as an option.
- 25% (4 respondents) choose online learning platforms as an option.
- 6.3% (1 respondent) said "everything".
- 6.3% (1 respondent) did not answer.

### Regarding educational materials:

- 62.5% of respondents are neutral about the accessibility of current materials.
- 31.3% are satisfied with the accessibility of the current materials.
- 6.3% are very satisfied with the accessibility of the current materials.

These preferences underscore the need for a practical and interactive curriculum that focuses heavily on group discussions and practical exercises. While the majority is neutral on the accessibility of current educational materials, these results indicate that there is room for further improvement to ensure that all learning needs are met and that accessibility optimally meets the needs of deaf and hard-of-hearing young people.

## 7. Priority themes for the curriculum

Main themes identified ranked with the three most chosen subtopics.

1. **Role models and leaders** - 87.5% very important, 12.5% a bit important  
*Subtopics: Deaf educators and researchers, deaf entrepreneurs, deaf artists and performers, deaf activists and lobbyists.*
2. **Mental health and wellbeing** - 87.5% very important, 12.5% a bit important



*Subtopics: Deaf identity development and self-esteem, coping with audism and discrimination, deaf-friendly therapy, and counseling.*

3. **Identity and culture** - 75% very important, 25% a bit important  
*Subtopics: Deafhood and identity of Deaf people, events and organizations, customs and traditions in Deaf culture.*
4. **Deaf rights and advocacy** - 68.8% very important, 31.3% a bit important  
*Subtopics: Deaf Civil Rights Movement and History, Disability Rights Laws and Policies, UN Convention on the Rights of People with Disabilities.*
5. **Sign Language** - 62.5% very important, 37.5% a bit important  
*Subtopics: Grammar and structure, variations and dialects, acquisition and development of sign language, sign language in different countries.*
6. **History** - 56.3% very important, 37.5% a bit important, 6.3% neutral  
*Subtopics: Important moments of the deaf community, history of deaf education, international history of the deaf.*
7. **Accessibility and technology** - 50% very important, 43.8% a bit important, 6.3% neutral  
*Subtopics: Interpretation Services and Technologies, Access to Medical Information in NGT, Subtitling, and Transcription.*
8. **Events & Organizations** - 50% very important, 43.8% a bit Important, 6.3% neutral  
*Subtopics: Festivals and conferences, deaf clubs, and social gatherings, such as sign cafes and NDJ.*
9. **Deaf Education** - 43.8% very important, 50% a bit important, 6.3% neutral  
*Subtopics: History, philosophies, and approaches to deaf education, law, and facilities for deaf students.*
10. **Art and Literature** - 31.3% very important, 43.8% a bit important, 12.5% neutral, 6.3% not important at all  
*Subtopics: Deaf Theatre and Performance Styles, Deaf Filmmakers and Films, Deaf Literature.*

## 8. Key Findings for Curriculum Development

1. There is a desire to emphasize the importance of deaf role models and leaders, such as deaf educators, researchers, entrepreneurs, artists, and activists, in the curriculum. Providing visible and successful role models is seen as an important way to help young people strengthen their own deaf identity.
2. There is a need for more attention to be paid to the development of deaf identity and dealing with audism and discrimination, in the context of mental health and well-being. Respondents indicated that topics such as identity formation, self-esteem, and the impact of discrimination should be discussed in order to better equip young people to cope in an inaccessible society and to promote their mental well-being.
3. There is a strong desire for a focus on developing a positive deaf identity and exploring deaf culture in the curriculum. This includes themes such as Deafhood, cultural norms and traditions, and the role of events and organizations in strengthening community. Discussing these themes can contribute to the appreciation of cultural heritage and develop a stronger sense of self-awareness and pride among deaf students.

4. There is a clear demand for comprehensive knowledge about the rights of the deaf and hard of hearing, including relevant legislation, policies, and the UN Convention on the Rights of Persons with Disabilities. There is a likely need for information on how young people can stand up for their rights and how they can participate in advocacy and policy-making, in order to strengthen their position in society.
5. There is a strong need for in-depth knowledge about sign linguistics, such as grammar, structure, variations, and dialects of sign languages in different countries. There is a desire for the curriculum to provide opportunities for interactive and practical learning to develop these linguistic skills and to highlight the cultural diversity within sign languages.

## 9. Curriculum Recommendations

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

1. Contents:
  - Develop practical exercises that focus on deaf heroes within the curriculum, with a special focus on Dutch culture and the deaf community. This could include, for example, students learning how to interview, where they first learn more about deaf identity, dealing with audism and discrimination, and advocacy. Leaders and role models can share their experiences on how they deal with audism and discrimination, as well as their personal successes and identity processes.
  - Develop content that focuses on the mental health and well-being of deaf people, including coping strategies and identifying resources. Organize group discussions on these themes to promote interaction and engagement.
  - Create a strong foundational module on the identity and culture of deaf people, emphasizing the concepts of deafhood and deaf pride. This can also include practical research into the history of deaf people and its impact on their identity, both past and present.
  - Develop content on deaf rights and advocacy, including practical self-defense skills, argumentation, and knowledge of relevant laws and policies. These modules can be integrated with information on deaf lobbyists and activists.
  - Create a separate module on sign linguistics in the curriculum, combining theoretical knowledge with practical applications.
2. Teaching method:
  - Include hands-on exercises and group discussions in each module to increase engagement.
  - Make sure that all content is available in both written language and sign language.
  - Develop a series of video lectures with deaf presenters, role models, and leaders to provide authentic perspectives.
3. Accessibility:
  - Create all materials with digital accessibility in mind and ensure 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 different learning preferences.
4. Representation:

- Incorporate stories, experiences, and contributions from diverse deaf role models throughout the curriculum.
- Contains content created by deaf artists, writers, and educators.

5. Assessment:

- Develop assessment methods that align with the visual and interactive nature of the content.
- Incorporate project-based assessments that allow students to apply their knowledge to real-world scenarios.

These recommendations aim to create a curriculum that is engaging, interactive, accessible, and highly 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 16 respondents, the sample may not be fully representative of the diverse deaf population in the Netherlands.
- b. Online dissemination: The online nature of the survey may have excluded individuals with limited internet access.
- c. Age range: The focus on young people (16-25) means that the perspectives of older deaf individuals are not captured.
- d. Regional representation: Despite efforts, some regions of the country have been underrepresented in the responses.
- e. It is not known what the respondents learned from the course Deaf Culture and CIDS.

These factors should be taken into account 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 the Netherlands. The results clearly indicate the need for a comprehensive curriculum for deaf studies that emphasizes mental health and well-being, deaf role models and leaders, and the identity and culture of deaf people. Deaf rights and advocacy and sign linguistics also have the interest of deaf youth. The strong preference for group discussions and practical exercises, especially interactive learning style within curriculum.

The findings have important implications for curriculum development:

1. The content should be rooted in cultural affirmation of the deaf, while addressing group discussions and practical exercises.
2. Delivery methods should prioritize interactive engagement in groups.
3. Accessibility and quality should be a core consideration in all aspects of the curriculum.

The following steps include:

1. Collaborate with deaf experts to develop detailed lesson plans based on the prioritized 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 it is fully implemented.



By following these recommendations, we can create a deaf studies curriculum that truly addresses the needs and aspirations of the deaf community.

## 12. Attachments

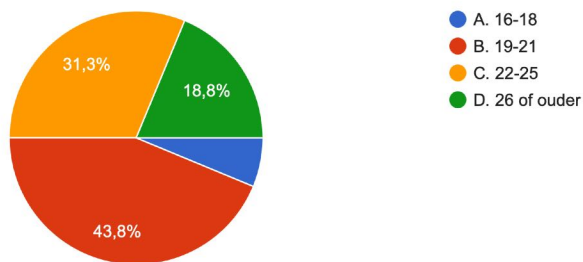
### Appendix A: Survey Questionnaire, Results and Graphs

Note: This questionnaire has been translated from Dutch into English for this report. The original survey was conducted in Dutch. The results and graphs presented here reflect the responses we received in our national survey. This can also be attached as a PDF to this national report.

1. What is your age?
  - A. 16-18 (6,3%)
  - B. 19-21 (43,8%)
  - C. 22-25 (31,3%)
  - D. 26 or older (18,8%)

1. Wat is je leeftijd?

16 antwoorden



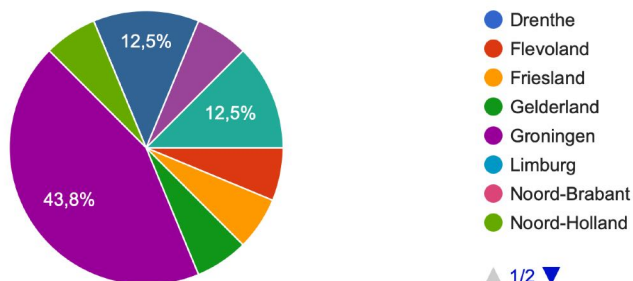
2. In what region do you live?

Drenthe (0%)  
 Flevoland (6.3%)  
 Friesland (6.3%)  
 Gelderland (6.3%)  
 Groningen (43.8%)  
 Limburg (0%)  
 Noord Brabant (0%)  
 Noord Holland (6.3%)  
 Overijssel (0%)  
 Utrecht (12.5%)  
 Zeeland (6.3%)  
 Zuid Holland (12.5%)



## 2. In welke provincie woon je?

16 antwoorden



● Drenthe  
● Flevoland  
● Friesland  
● Gelderland  
● Groningen  
● Limburg  
● Noord-Brabant  
● Noord-Holland

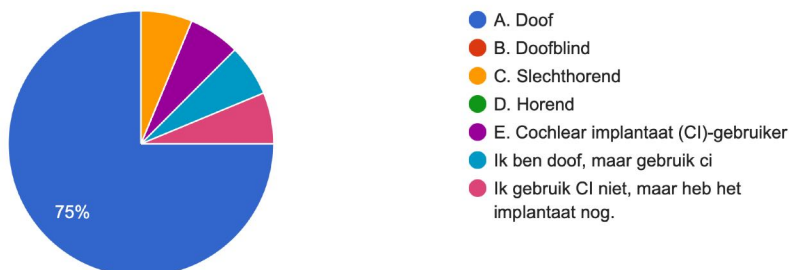
▲ 1/2 ▼

## 3. You are...

- A. Deaf (75%)
- B. Deafblind (0%)
- C. Hearing impaired (6,3%)
- D. Hearing (0%)
- E. Cochlear Implant (CI) user (6,3%)
- I am deaf, but I use ci (6.3%)*
- I don't use CI, but I still have the implant. (6,3%)*

## 3. Ben jij:

16 antwoorden



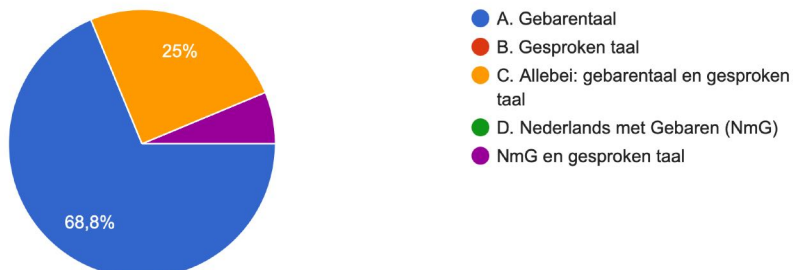
● A. Doof  
● B. Doofblind  
● C. Slechthorend  
● D. Horend  
● E. Cochlear implantaat (CI)-gebruiker  
● Ik ben doof, maar gebruik ci  
● Ik gebruik CI niet, maar heb het implantaat nog.

## 4. What is your primary mode of communication?

- A. Sign language (68,8%)
- B. Spoken language (0%)
- C. Both sign language and spoken language (25%)
- D. Signed spoken language (NmG) (0%)
- E. Other (NmG and spoken language) (6,3%)

4. Welke manier van communiceren gebruik je het meest?

16 antwoorden

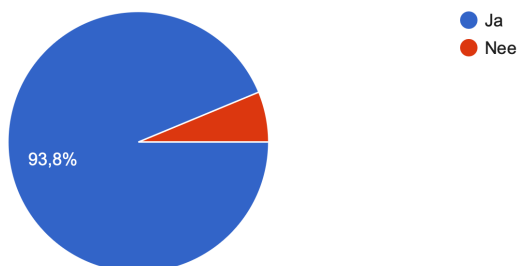


5. Have you ever had Deaf Studies/Deaf Culture or CIDS lessons while you were in school?

- a. Yes (93,8%)
- b. No (6,3%)

5. Heb je ooit les gehad over dovenstudies/dovencultuur of CIDS op school?

16 antwoorden



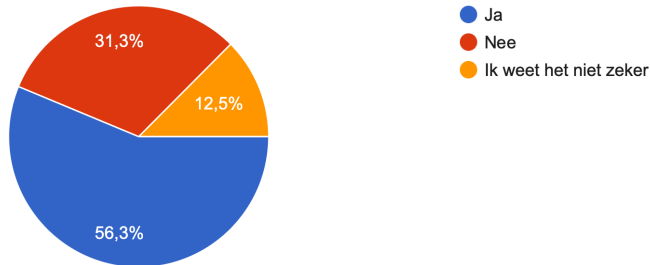
6. Have you ever taken a course or attended a workshop or presentation focused on Deaf Culture (Deaf Studies)?

- A. Yes (56,3%)
- B. No (31,3%)
- C. Not sure (12,5%)



6. Heb je ooit een cursus, workshop of programma gevolgd over dovenstudies/dovencultuur?

16 antwoorden

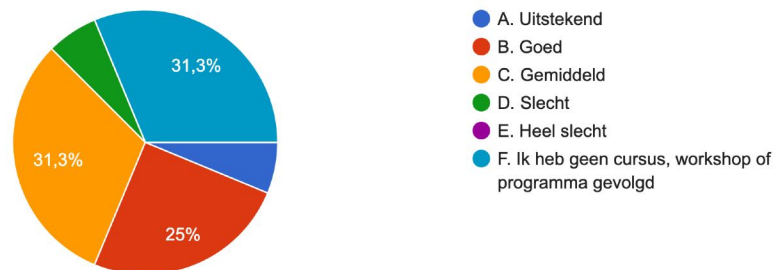


7. If yes, how would you rate the quality of that Deaf Culture (Deaf Studies) course, workshop or presentation?

- A. Excellent (6,3%)
- B. Good (25%)
- C. Average (31,3%)
- D. Poor (6,3%)
- E. Very poor (0%)
- F. None (31,3%)

7. Zo ja, wat is je mening over de kwaliteit van die cursus, workshop of programma over dovencultuur/dovenstudies?

16 antwoorden



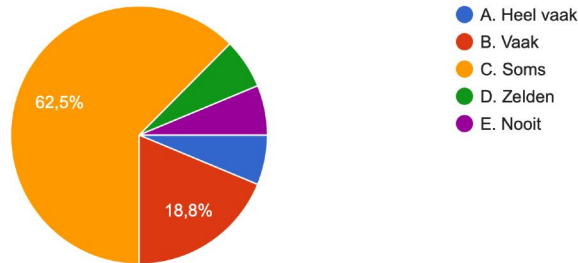
8. How often do you encounter Deaf role models or leaders in your education?

- A. Very often (6,3%)
- B. Often (18,8%)
- C. Sometimes (62,5%)
- D. Rarely (6,3%)
- E. Never (6,3%)



8. Hoeveel dove rolmodellen/dove leiders heb/had je op school?

16 antwoorden



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

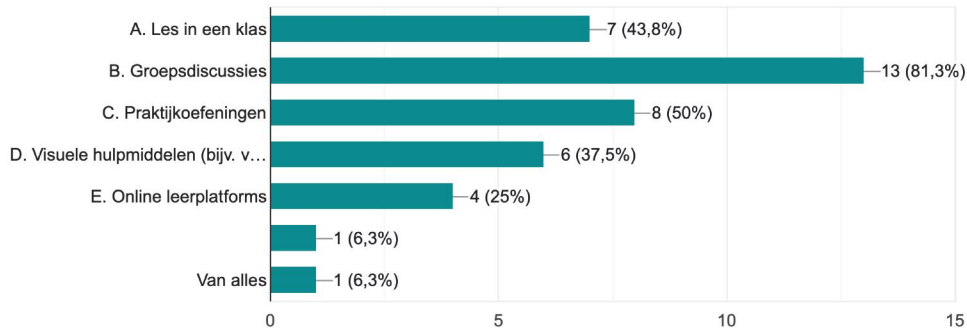
- A. Classroom lectures (43,8%)
- B. Group discussions (81,3%)
- C. Hands-on activities (50%)
- D. Visual aids (e.g. videos, images) (37,5%)
- E. Online learning platforms (25%)
- F. Other (please specify)

None (6,3%)

All of them (6,3)

9. Welke manieren van leren vind je het meest interessant en leerzaam?

16 antwoorden

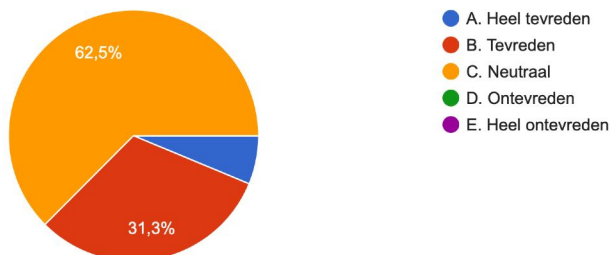


10. How satisfied are you with the accessibility of the educational materials and resources you have collected?

- A. Very satisfied (6,3%)
- B. Satisfied (31,3%)
- C. Neutral (62,5%)
- D. Dissatisfied (0%)
- E. Very dissatisfied (0%)

10. Hoe tevreden ben je over de toegankelijkheid van het lesmateriaal dat je nu hebt, of hebt gehad?

16 antwoorden

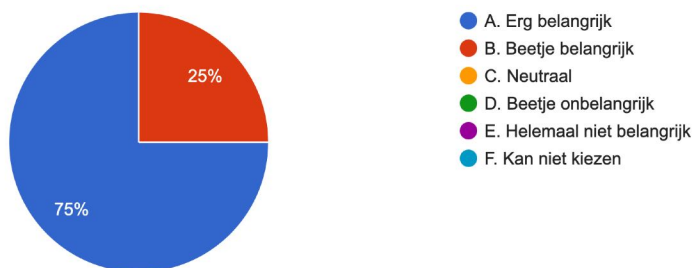


11. How important is it for Deaf youth to learn about Deaf identity and culture?

- Very important (75%)
- Somewhat important (25%)
- Neutral (0%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

11. Hoe belangrijk is het voor dove jongeren om meer te weten over de identiteit en cultuur van doven?

16 antwoorden

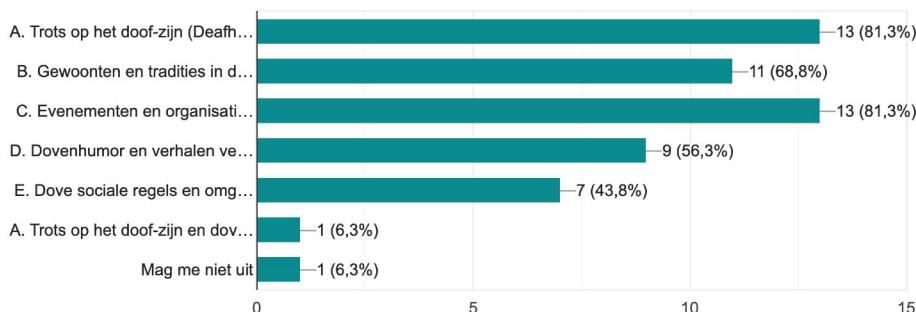


12. Which aspects of Deaf identity and culture should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- Deafhood and Deaf identity (81,3%)
- Deaf cultural practices and traditions (68,8%)
- Deaf community events and organisations (81,3%)
- Deaf humour and storytelling (56,3%)
- Deaf social norms and etiquette (43,8%)
- Other (please specify)
  - o Proud to be Deaf and Deaf identity (6,3%)
  - o Doesn't matter to me (6,3%)

12. Welke onderwerpen over identiteit en cultuur van doven moeten in het workshopprogramma?

16 antwoorden

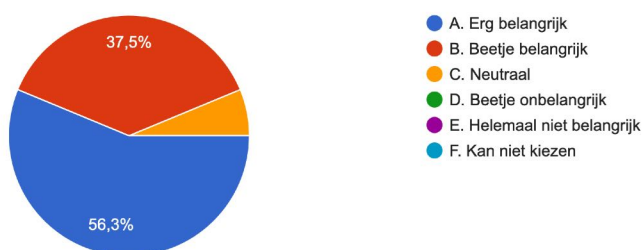


13. How important is it for Deaf youth to learn about Deaf history and heritage?

- Very important (56,3%)
- Somewhat important (37,5%)
- Neutral (6,3%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

13. Hoe belangrijk is het voor dove jongeren om meer te weten over de geschiedenis van doven?

16 antwoorden



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

- Deaf education history (68,8%)
- Notable Deaf individuals and leaders (62,5%)
- Deaf community milestones and achievements (81,3%)
- Deaf heritage sites and museums (25%)
- International Deaf history (68,8%)
- Other (please specify)
  - o Doesn't matter to me (6.3%)

14. Welke onderwerpen over de geschiedenis van doven moeten in het workshopprogramma?

16 antwoorden

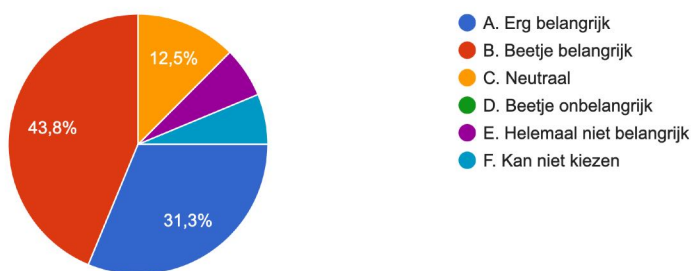


15. How important is it to include Deaf art and literature in the education programme (curriculum) and workshop materials?

- Very important (31,3%)
- Somewhat important (43,8%)
- Neutral (12,5%)
- Somewhat unimportant (0%)
- Not at all important (6,3%)
- Can't decide (6,3%)

15. Hoe belangrijk is het om dove jongeren te leren over kunst en literatuur gemaakt door dove mensen?

16 antwoorden



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

- Deaf artists and their works (43,8%)
- Deaf theatre and performance art (62,5%)
- Deaf poetry and storytelling (37,5%)
- Deaf filmmakers and movies (62,5%)
- Deaf literature (books by Deaf authors or about Deaf characters/experiences) (50%)
- Other (please specify)
  - o All (6,3%)



16. Welke onderwerpen over kunst en literatuur gemaakt door dove mensen moeten in het workshopprogramma?

16 antwoorden

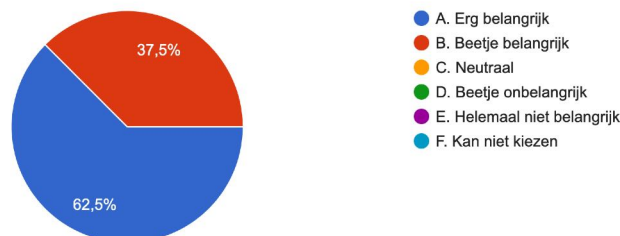


17. How important do you think it is for Deaf youth to learn about Sign language and its structure?

- Very important (62,5%)
- Somewhat important (37,5%)
- Neutral (0%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

17. Hoe belangrijk denk je dat het is voor dove jongeren om te leren over gebarentaal, taalkunde en gebarentaalgrammatica?

16 antwoorden



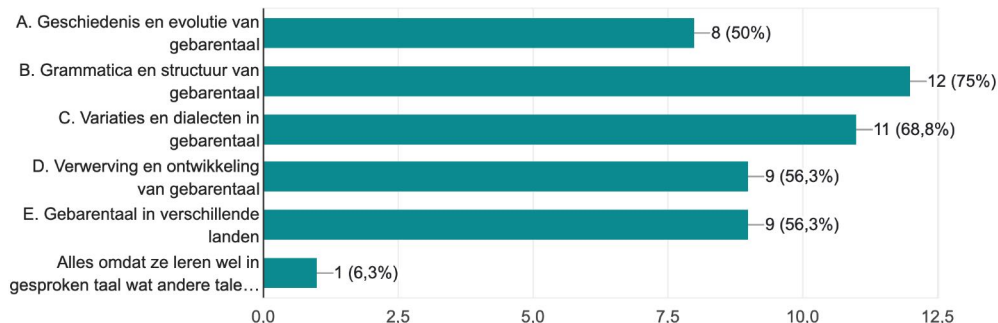
18. Which aspects of Sign language should be covered in the education programme (curriculum) and workshop materials? (Select all that apply)

- Sign language history and evolution (50%)
- Sign language grammar and structure (75%)
- Sign language variations and dialects (68,8%)
- Sign language acquisition and development (56,3%)
- Sign language in different countries (56,3%)
- Other (please specify) (6,3%)
  - o All because they do learn in spoken language what other languages are



### 18. Welke onderwerpen over gebarentaal moeten in het workshopprogramma?

16 antwoorden

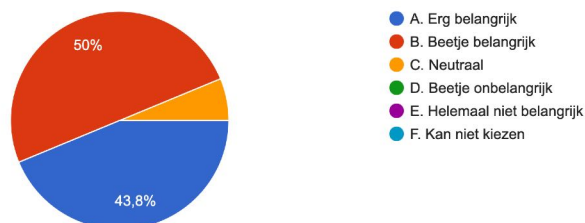


### 19. How important is it to include topics related to Deaf education in the education programme (curriculum) and workshop materials? (Select all that apply)

- Very important (43,8%)
- Somewhat important (50%)
- Neutral (6,3%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

### 19. Hoe belangrijk is het voor dove jongeren om onderwerpen over dovenonderwijs in het workshopprogramma te doen?

16 antwoorden

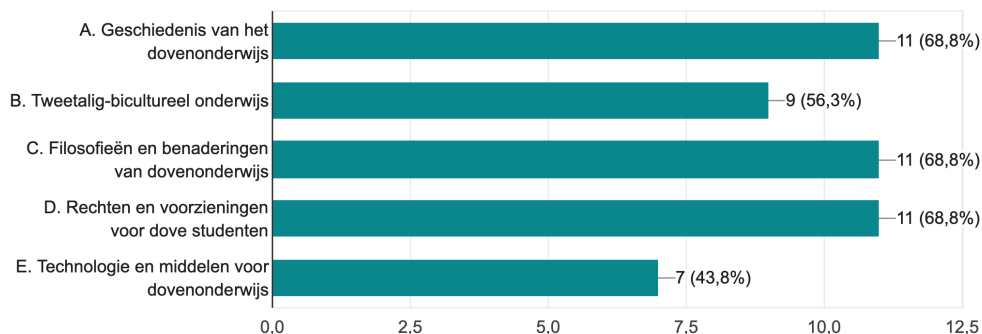


### 20. Which aspects of Deaf education should be covered in the education programme (curriculum) and workshop materials? (Select all that apply)

- History of Deaf education (68,8%)
- Bilingual-bicultural education (56,3%)
- Deaf education philosophies and approaches (68,8%)
- Deaf students' rights and accommodations (68,8%)
- Deaf education technology and resources (43,8%)
- Other (please specify) (0%)

20. Welke onderwerpen over het dovenonderwijs moeten in het workshopprogramma?

16 antwoorden

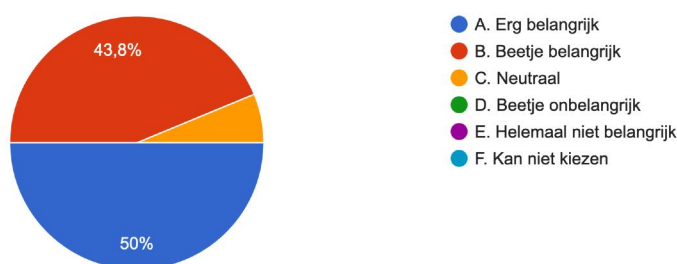


21. How important is it to include topics related to accessibility and technology for the Deaf community in the education programme (curriculum) and workshop materials?

- Very important (50%)
- Somewhat important (43,8%)
- Neutral (6,3%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

21. Hoe belangrijk is het voor dove jongeren om onderwerpen over toegankelijkheid en technologie voor de dovengemeenschap in het workshopprogramma te doen?

16 antwoorden



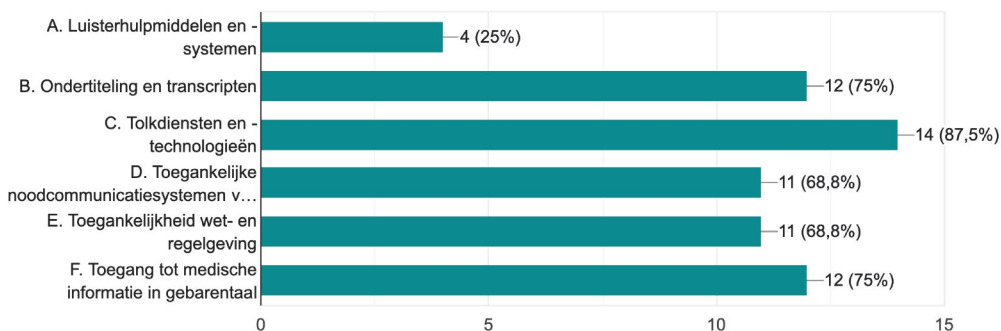
22. Which accessibility and technology topics should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- Assistive listening devices and systems (25%)
- Text display of video content (including captions for accessibility (sound to text) and subtitles for translation)) (75%)
- Interpreting services and technologies (87,5%)
- Deaf-friendly emergency communication systems (68,8%)
- Accessibility laws and regulations (68,8%)
- Access to medical information and resources in Sign language (75%)

- Other (please specify) (0%)

22. Welke onderwerpen over toegankelijkheid en technologie moeten in het workshopprogramma?

16 antwoorden

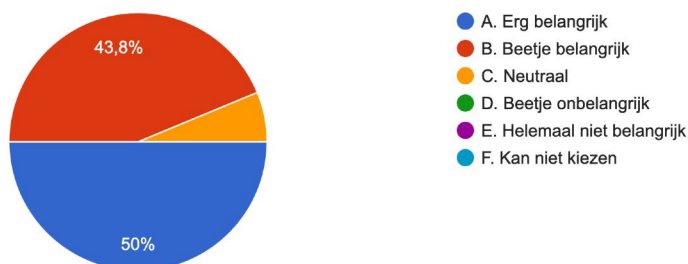


23. How important is it for Deaf youth to learn about Deaf community events and organisations?

- Very important (50%)
- Somewhat important (43,8%)
- Neutral (6,3%)
- Somewhat unimportant (0%)
- Not at all important (0%)
- Can't decide (0%)

23. Hoe belangrijk is het voor dove jongeren om meer te weten over evenementen en organisaties in de dovengemeenschap?

16 antwoorden



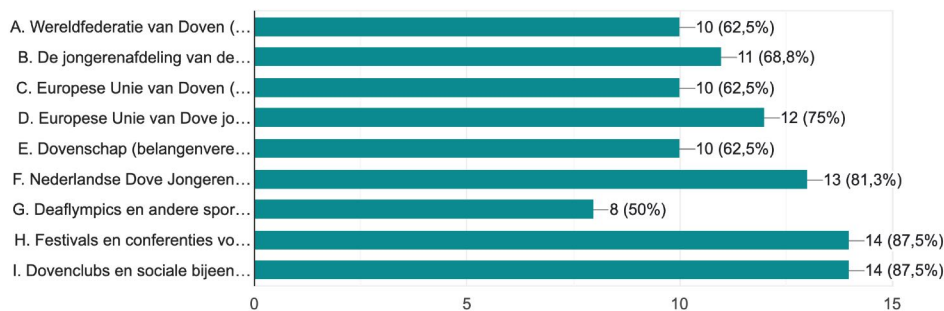
24. Which Deaf community events and organisations should Deaf youth learn about? (Select all that apply)

- World Federation of the Deaf (WFD) (62,5%)
- World Federation of the Deaf Youth Section (WFDYS) (68,8%)
- European Union of the Deaf (EUD) (62,5%)
- European Union of the Deaf Youth (EUDY) (75%)
- National Deaf associations in your country (Dovenschap) (62,5%)
- Youth National Deaf associations (Nederlandse Dove Jongeren) in your country (81,3%)
- Deaflympics and other sports events (50%)
- Deaf festivals and conferences (87,5%)

- Deaf clubs and social gatherings (87,5%)
- Other (please specify) (0%)

24. Over welke evenementen en organisaties in de dovengemeenschap moeten dove jongeren weten?

16 antwoorden

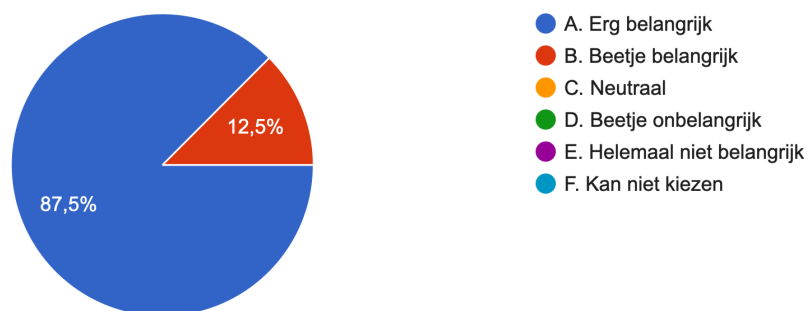


25. How important is it for Deaf youth to explore Deaf role models and leaders?

- A. Very important (87,5%)
- B. Somewhat important (12,5%)
- C. Neutral (0%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

25. Hoe waardevol is het voor dove jongeren om dove rolmodellen en leiders te ontdekken?

16 antwoorden

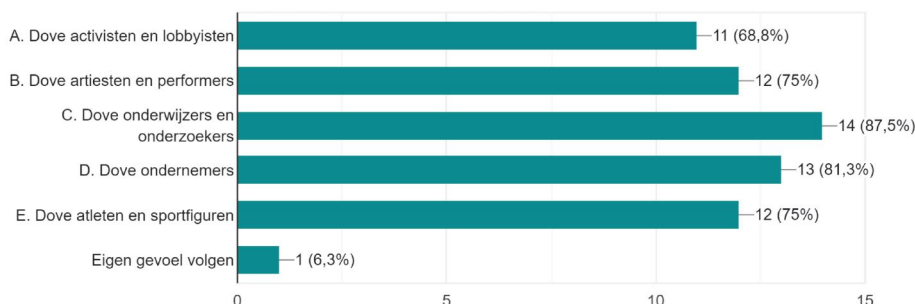


26. Which categories of Deaf role models and leaders should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf activists and advocates (68,8%)
- B. Deaf artists and performers (75%)
- C. Deaf educators and researchers (87,5%)
- D. Deaf businedd owners and entrepreneurs (81,3%)
- E. Deaf athletes and sports figures (75%)
- F. Other (please specify) (6,3%)
  - Follow own feel

26. Welke groepen dove rolmodellen en leiders moeten in het workshopprogramma?

16 antwoorden

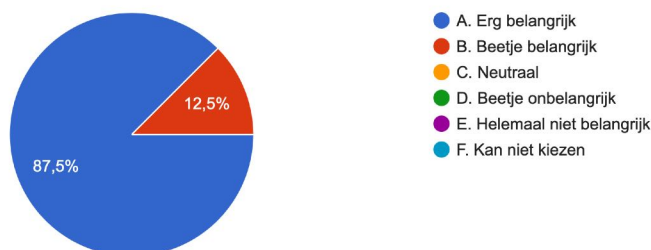


27. How important is it to include topics related to Deaf mental health and well-being in the education programme (curriculum) and workshop materials?

- A. Very important (87,5%)
- B. Somewhat important (12,5%)
- C. Neutral (0%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

27. Hoe belangrijk is het om onderwerpen over de geestelijke gezondheid en het mentaal welzijn van doven in het workshopprogramma te doen?

16 antwoorden

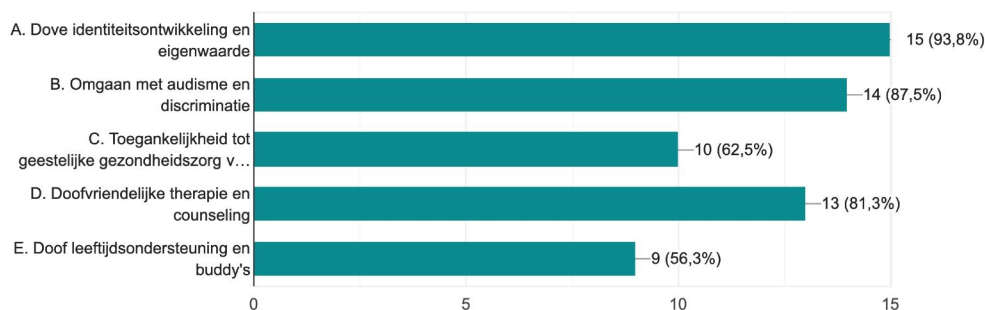


28. Which topics related to Deaf mental health and well-being should be included in the education programme (curriculum) and workshop materials? (Select all that apply)

- A. Deaf identity development and self-esteem (93,8%)
- B. Coping with audism and discrimination (87,5%)
- C. Mental health resources for Deaf individuals (62,5%)
- D. Deaf-friendly therapy and counselling (81,3%)
- E. Deaf peer support and mentoring (56,3%)
- F. Other (please specify) (0%)

28. Welke onderwerpen over geestelijke gezondheid en mentaal welzijn van doven moeten in het workshopprogramma?

16 antwoorden

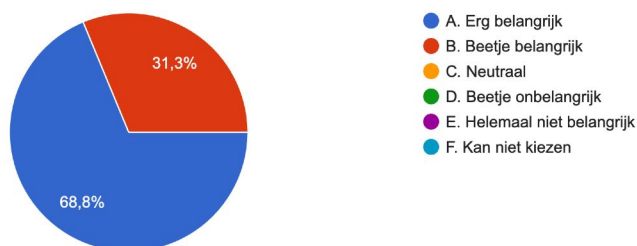


29. How important is it to cover Deaf rights and advocacy in the education programme (curriculum) and workshop materials?

- A. Very important (68,8%)
- B. Somewhat important (31,3%)
- C. Neutral (0%)
- D. Somewhat unimportant (0%)
- E. Not at all important (0%)
- F. Can't decide (0%)

29. Hoe belangrijk is het om rechten van doven en belangenbehartiging in het workshopprogramma te doen?

16 antwoorden



30. 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 (81,3%)
- B. Disability rights laws and policies (75%)
- C. UN declaration regarding people with disabilities (68,8%)
- D. Deaf community activism and campaigns (50%)
- E. Deaf political participation and representation (62,5%)
- F. International Deaf rights and advocacy (56,3%)
- G. Other (please specify) (0%)

### 30. Welke onderwerpen van rechten van doven en belangenbehartiging moeten in het workshopprogramma?

16 antwoorden

