



# 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, Germany, 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 12 July 2024 to 16 August 2024. It was distributed through various channels within the Deaf community, likely including national Deaf associations, educational institutions for the Deaf, and social media platforms frequented by the Deaf community. A total of 79 responses were collected, significantly exceeding the initial target.

The majority of responses (42) were submitted on 3 August 2024, indicating a successful outreach effort on that day. There was a notable gap in responses between 16 July and 29 July, suggesting potential challenges in distribution or engagement during that period. The survey saw sporadic responses in August after the peak on 3 August.

The survey was available in both written Slovak and Slovak Sign Language to ensure accessibility for all participants, with a specific focus on the Deaf community.

### 3. Executive summary

This survey of 79 respondents in Slovakia revealed a strong interest in a comprehensive Deaf Studies curriculum that addresses multiple aspects of Deaf life and culture. The importance of learning about Deaf identity and culture was highly rated, with 86.1% of respondents considering it important. Deaf history and heritage were also prioritized, with 88.7% rating it as important. Sign language and its structure were deemed crucial, with 86.1% of respondents emphasizing its importance.

Significant gaps were identified in current Deaf Studies education, with 72.2% of respondents reporting no prior exposure to Deaf Studies courses in school. Mental health and well-being of the Deaf community emerged as a critical area, with 86.1% of respondents supporting its inclusion in the curriculum. Deaf rights and advocacy were also highly valued, with 87.3% of respondents considering it important.

The survey highlighted a need for more accessible educational materials, with only 38% of respondents expressing satisfaction with current resources. There was also a strong preference for visual learning methods, with 63.3% favouring visual aids.

These findings suggest a curriculum focusing on Deaf culture, history, sign language, mental health, and rights education would best serve the Deaf community's needs. The curriculum should also prioritize accessible, visually-oriented learning materials to enhance engagement and effectiveness.

#### 4. Survey Demographics

**Total respondents: 79**

**Age distribution:**

- 70.9% (56 respondents) were 26 years or older
- 16.5% (13 respondents) were 22-25 years old
- 7.6% (6 respondents) were 19-21 years old
- 5.1% (4 respondents) were 16-18 years old

**Hearing status:**

- 67.1% (53 respondents) identify as Deaf
- 19% (15 respondents) identify as Hard of Hearing
- 6.3% (5 respondents) are Cochlear Implant users
- 2.5% (2 respondents) identify as both Deaf and Cochlear Implant users
- 1.3% (1 respondent) each: DeafBlind, Hearing, mother of a deaf son

**Primary mode of communication:**

- 44.3% (35 respondents) use both Sign and Spoken Language
- 41.8% (33 respondents) primarily use Sign Language
- 12.7% (10 respondents) primarily use Spoken Language
- 1.3% (1 respondent) uses Signed Slovak

**Geographic distribution:**

- Bratislava Region (Bratislavský kraj): 22 respondents (27.8%)
- Banská Bystrica Region (Banskobystrický kraj): 12 respondents (15.2%)
- Žilina Region (Žilinský kraj): 10 respondents (12.7%)
- Trenčín Region (Trenčiansky kraj): 9 respondents (11.4%)
- Trnava Region (Trnavský kraj): 8 respondents (10.1%)
- Nitra Region (Nitriansky kraj): 8 respondents (10.1%)
- Prešov Region (Prešovský kraj): 5 respondents (6.3%)
- Košice Region (Košický kraj): 5 respondents (6.3%)

Responses were collected from all eight self-governing regions of Slovakia, with the highest representation from Bratislava Region (Bratislavský kraj) (27.8%) and the lowest from Prešov and Košice Region (Prešovský and Košický kraj) (6.3% each).

#### 5. Current Access to Deaf Studies

**The survey revealed a significant lack of access to formal Deaf Studies education:**

- 72.2% (57 respondents) have not had Deaf Studies courses in school
- Only 27.8% (22 respondents) have had some form of Deaf Studies education in school

**Access to informal Deaf Studies education is also limited:**

- 63.3% (50 respondents) have not participated in any Deaf Studies courses, workshops, or presentations outside of school
- 24.1% (19 respondents) have participated in such activities
- 12.7% (10 respondents) are unsure if they have participated

**Of those who have participated in Deaf Studies activities and provided a quality rating (31 respondents):**

- 19.4% rated the quality as Excellent
- 35.5% rated the quality as Good
- 38.7% rated the quality as Average
- 6.5% rated the quality as Poor

**Exposure to Deaf role models in education is infrequent:**

- 45.6% rarely or never encounter Deaf role models or leaders
- 21.5% encounter them sometimes
- 33% encounter Deaf role models or leaders often or very often

These statistics highlight a significant gap in Deaf Studies education and the need for increased representation of Deaf individuals in educational settings. The data also suggests a need for improving the quality of existing Deaf Studies programs.

## 6. Educational Preferences

**Respondents indicated a strong preference for visual and interactive learning methods:**

- 63.3% (50 respondents) prefer Visual aids (e.g., videos)
- 46.8% (37 respondents) prefer Group discussions
- 44.3% (35 respondents) prefer Practical activities
- 39.2% (31 respondents) prefer Classroom lectures
- 15.2% (12 respondents) prefer Online learning platforms

**Regarding the accessibility of educational materials and resources:**

- 38% (30 respondents) are satisfied or very satisfied
- 48.1% (38 respondents) are neutral
- 13.9% (11 respondents) are dissatisfied or very dissatisfied

These statistics suggest that while existing materials may be functional, they are not fully meeting the needs or expectations of the Deaf community, indicating a clear opportunity for improvement.

The strong preference for visual aids aligns with the visual nature of sign language and Deaf culture. The popularity of group discussions and practical activities suggests a desire for interactive, hands-on learning experiences.

These preferences underscore the need for a visually-oriented, interactive curriculum that prioritizes accessibility. The curriculum should incorporate a multi-modal approach to learning, combining visual, interactive, and practical elements to cater to diverse learning preferences within the Deaf community. There's also a clear need to improve the accessibility and quality of educational resources, potentially through the use of sign language videos, visual content, and interactive materials.

## 7. Priority Themes for Curriculum

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

1. **Deaf History and Heritage** (88.7%, 70 respondents rated important)
  - Subtopics: History of Deaf education (77.2%, 61 respondents), International Deaf history (54.4%, 43 respondents), Important Deaf individuals and leaders (53.2%, 42 respondents)
2. **Deaf Community Events and Organizations** (88.6%, 70 respondents rated important)
  - Subtopics: World Federation of the Deaf (63.3%, 50 respondents), European Union of the Deaf (63.3%, 50 respondents), European Union of Deaf Youth (60.8%, 48 respondents)
3. **Deaf Rights and Advocacy** (87.3%, 69 respondents rated important)

- Subtopics: Laws and policies (70.9%, 56 respondents), Deaf civil rights movement (63.3%, 50 respondents), UN Declaration on Rights of Persons with Disabilities (57%, 45 respondents)
- 4. **Deaf Education** (87.3%, 69 respondents rated important)
  - Subtopics: History of deaf education (70.9%, 56 respondents), Rights of deaf students (60.8%, 48 respondents), Technology and aids for the deaf (53.2%, 42 respondents)
- 5. **Deaf Identity and Culture** (86.1%, 68 respondents rated important)
  - Subtopics: Cultural customs and traditions (68.4%, 54 respondents), Deaf humour and storytelling (59.5%, 47 respondents), Deafhood and Deaf identity (55.7%, 44 respondents)
- 6. **Sign Language and Its Structure** (86.1%, 68 respondents rated important)
  - Subtopics: History and development of sign language (72.2%, 57 respondents), Grammar and structure (68.4%, 54 respondents), Acquisition and development (53.2%, 42 respondents)
- 7. **Mental Health and Well-being of the Deaf** (86.1%, 68 respondents rated important)
  - Subtopics: Information sources on mental health (74.7%, 59 respondents), Coping with audism and discrimination (67.1%, 53 respondents), Development of Deaf identity and self-esteem (64.6%, 51 respondents)
- 8. **Deaf Role Models and Leaders** (81%, 64 respondents rated important)
  - Subtopics: Deaf activists and advocates (70.9%, 56 respondents), Deaf artists and performers (62%, 49 respondents), Deaf educators and researchers (62%, 49 respondents)
- 9. **Accessibility and Technology for the Deaf** (78.5%, 62 respondents rated important)
  - Subtopics: Interpreting services and technologies (74.7%, 59 respondents), Text display of video content (69.6%, 55 respondents), Emergency communication systems (55.7%, 44 respondents)
- 10. **Deaf Art and Literature** (74.7%, 59 respondents rated important)
  - Subtopics: Deaf filmmakers and films (68.4%, 54 respondents), Deaf theatre and performative arts (59.5%, 47 respondents), Deaf artists and their works (57%, 45 respondents)

These themes reflect a desire for a curriculum that balances cultural affirmation, linguistic knowledge, practical skills, and empowerment through understanding of rights, history, and community resources. The high importance placed on mental health and well-being also indicates a need for content addressing the unique psychological aspects of the Deaf experience.

## 8. Key Findings for Curriculum Development

### 1. Critical importance of Deaf identity, culture, and history:

86.1% (68 respondents) consider learning about Deaf identity and culture important, with 73.4% (58 respondents) rating it very important. Similarly, 88.7% (70 respondents) believe learning about Deaf history and heritage is important. This indicates a strong need for curriculum content that deeply explores and affirms Deaf cultural experiences and historical perspectives.

### 2. Significant emphasis on sign language and its structure:

86.1% (68 respondents) consider learning sign language and its structure important, with 73.4% (58 respondents) rating it very important. The curriculum should include comprehensive modules on sign language linguistics, practical language skills, and the role of sign language in Deaf culture and identity.

### 3. High priority on Deaf rights and advocacy:

87.3% (69 respondents) believe including deaf rights and advocacy topics in the curriculum is important, with 75.9% (60 respondents) rating it very important. This suggests a need for robust modules on legal rights, advocacy skills, and empowerment strategies.

### 4. Strong focus on mental health and well-being:

86.1% (68 respondents) consider including mental health and well-being topics for the deaf important, with 70.9% (56 respondents) rating it very important. The curriculum should address Deaf-specific mental health issues, coping strategies, and resources.

### 5. Preference for visual and interactive learning methods:

63.3% (50 respondents) prefer visual aids, while other interactive methods like group discussions (46.8%, 37 respondents) and practical activities (44.3%, 35 respondents) are also popular. The curriculum should prioritize visually-oriented, interactive content delivery methods to enhance engagement and effectiveness.

These findings suggest a curriculum that integrates cultural affirmation, linguistic development, rights education, and mental health awareness, delivered through visually-rich, interactive methods tailored to the Deaf community's preferences and needs.



## 9. Recommendations for Curriculum

### Content:

- Develop comprehensive modules on Deaf identity, culture, and history, reflecting the high importance (86.1%, 68 respondents) placed on these topics.
- Create in-depth units on sign language linguistics and structure, addressing the strong interest (86.1%, 68 respondents) in this area.
- Include robust sections on Deaf rights and advocacy, reflecting the high priority (87.3%, 69 respondents) given to these topics.
- Develop content addressing mental health and well-being specific to the Deaf community, as emphasized by 86.1% (68 respondents) of survey participants.
- Incorporate information on Deaf community events, organizations, and role models, which 88.6% (70 respondents) found important.

### Delivery Methods:

- Prioritize visual learning materials, as 63.3% (50 respondents) prefer visual aids.
- Incorporate group discussions (preferred by 46.8%, 37 respondents) and practical activities (favoured by 44.3%, 35 respondents) into each module.
- Ensure all content is available in both written Slovak and Slovak Sign Language.
- Develop video lectures and demonstrations featuring Deaf presenters to provide authentic perspectives.

### Accessibility:

- Improve the accessibility of educational materials, addressing the concerns of the 62% (49 respondents) who were neutral or dissatisfied with current resources.
- Provide captions and transcripts for all video content.
- Offer materials in multiple formats to cater to diverse learning preferences within the Deaf community.

### Representation:

- Include diverse Deaf role models and leaders throughout the curriculum, covering various fields as indicated by survey preferences (e.g., activists, artists, educators, athletes).
- Feature content created by Deaf individuals to ensure authentic representation.

### Technology and Accessibility Focus:

- Incorporate modules on interpreting services, captioning technologies, and emergency communication systems for the Deaf, reflecting the high interest (74.7%, 59 respondents) in these topics.

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

## 10. Challenges and Limitations

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

- a) **Age distribution:** The majority of respondents (70.9%, 56 respondents) were 26 years or older, which may not fully represent the perspectives of younger Deaf individuals.
- b) **Geographic representation:** There was uneven representation across regions, with Bratislava region (Bratislavský kraj) overrepresented (27.8%, 22 respondents) and eastern regions underrepresented (6.3%, 5 respondents each for Presov and Kosice region (Prešovský and Košický kraj)).
- c) **Online distribution:** The use of Google Forms may have excluded individuals with limited internet access or lower digital literacy.

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 Slovakia. The results clearly indicate a desire for a comprehensive Deaf Studies curriculum that emphasizes Deaf identity, culture, history, sign language, rights and advocacy, and mental health and well-being. 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, linguistic knowledge, and advocacy capabilities.
2. Delivery methods must prioritize visual learning and interactive engagement, reflecting the community's preferences.
3. Accessibility should be a core consideration in all aspects of the curriculum, addressing the current gaps in resource availability.
4. The curriculum should incorporate a strong focus on Deaf rights, community events, and role models to foster a sense of empowerment and connection.

**Next steps include:**

1. Collaborating with Deaf educators and experts to develop detailed modules based on the prioritized themes identified in the survey.
2. Creating sample materials that align with the preferred learning methods, particularly visual aids and interactive content.
3. Conducting small-scale pilots of curriculum modules to gather feedback before full implementation.
4. Engaging with Deaf organizations and communities across all regions of Slovakia to ensure comprehensive representation in the curriculum development process.

By following these recommendations, we can create a Deaf Studies curriculum that is truly responsive to the needs and aspirations of the Deaf community in Slovakia, fostering education that is engaging, accessible, and deeply relevant to learners' lives and experiences.

## 12. Annexes

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

Note: This questionnaire has been translated from Slovak to English for the purpose of this report. The original survey was conducted in Slovak. The results and graphs presented here reflect the responses received in our national survey.

#### Survey: Identifying Themes for Deaf Culture Education Program (Deaf Studies Curriculum)

Hello! We are working on creating an amazing education program (curriculum) and workshop materials for the Deaf community that is all about YOU! 🙌 We want to make sure that young Deaf people like you have the opportunity to learn about their culture, history, and experiences in a way that is exciting and meaningful. ✨

To make this happen, we need your help! 🙌 We are conducting a survey to find out what topics and themes are most important to you and your Deaf community. Your opinions are extremely important as they will help us create content and materials that will be relevant, engaging and empowering for young Deaf people around the world. 💖

The questionnaire has 4 parts and should only take a few minutes to complete. Don't worry, your answers will be kept private and will only be used for developing the education program (curriculum) and workshop materials. Plus, you don't even have to give us your name - it's completely anonymous! 😊

By taking part in this survey, you will be helping to shape the future of Deaf education. Your thoughts and ideas will help us celebrate Deaf Culture (Deaf Studies), empower Deaf youth, and create a more understanding and inclusive world. 🌍

So, are you ready to have your say? 🗣️ Let's do it together and create something amazing! 🙌😊

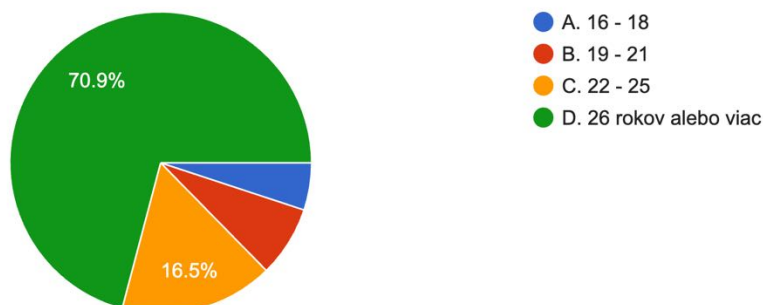
#### Section 1: Demographic Information

##### 1. What is your age?

- 16-18 years old: 4 respondents (5.1%)
- 19-21 years old: 6 respondents (7.6%)
- 22-25 years old: 13 respondents (16.5%)
- 26 years or older: 56 respondents (70.9%)

Aký je váš vek?

79 responses



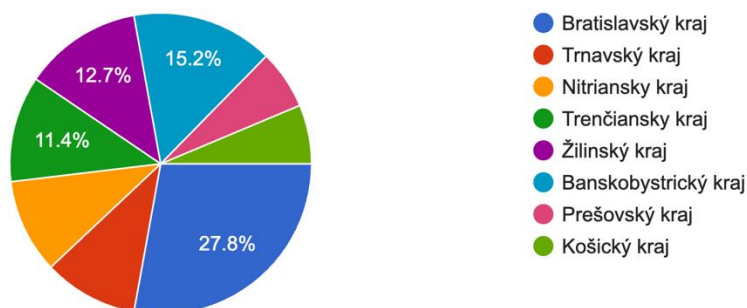


## 2. Where in the region do you live?

- Bratislava Region (Bratislavský kraj): 22 respondents (27.8%)
- Banská Bystrica Region (Banskobystrický kraj): 12 respondents (15.2%)
- Žilina Region (Žilinský kraj): 10 respondents (12.7%)
- Trenčín Region (Trenčiansky kraj): 9 respondents (11.4%)
- Trnava Region (Trnavský kraj): 8 respondents (10.1%)
- Nitra Region (Nitriansky kraj): 8 respondents (10.1%)
- Prešov Region (Prešovský kraj): 5 respondents (6.3%)
- Košice Region (Košický kraj): 5 respondents (6.3%)

V ktorej krajine žijete?

79 responses

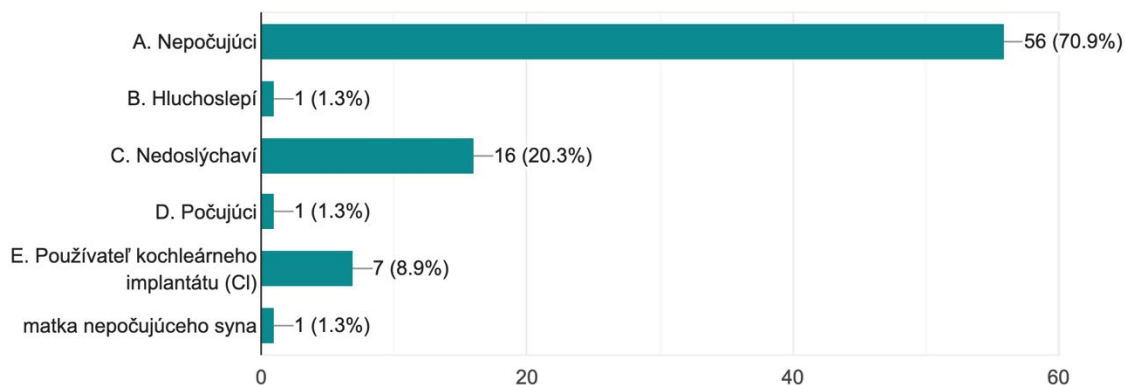


## 3. Are you:

- Deaf: 53 respondents (67.1%)
- Hard of Hearing: 15 respondents (19%)
- Cochlear Implant user: 5 respondents (6.3%)
- Other:
  - Both Deaf and Cochlear Implant user: 2 respondents (2.5%)
  - DeafBlind: 1 respondent (1.3%)
  - Hearing: 1 respondent (1.3%)
  - Mother of a deaf son: 1 respondent (1.3%)
  - Uses Signed Slovak: 1 respondent (1.3%)

Ste:

79 responses

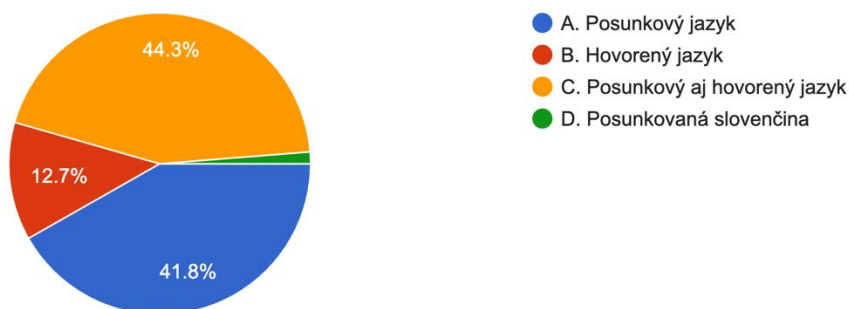


#### 4. What is your primary mode of communication?

- Sign Language: 33 respondents (41.8%)
- Spoken Language: 10 respondents (12.7%)
- Both Sign and Spoken Language: 35 respondents (44.3%)
- Other:
  - Signed Slovak: 1 respondent (1.3%)

Aký je váš primárny spôsob komunikácie?

79 responses



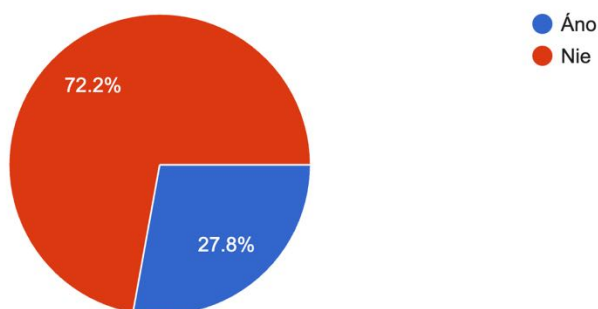
## Section 2: Access to Deaf Culture (Deaf Studies)

#### 5. Have you ever had Deaf Culture (Deaf Studies) lessons while you were in school?

- Yes: 22 respondents (27.8%)
- No: 57 respondents (72.2%)
- I'm not sure: 0 respondents (0%)

Mali ste niekedy v škole hodiny Kultúry Nepočujúcich (Deaf Studies)?

79 responses

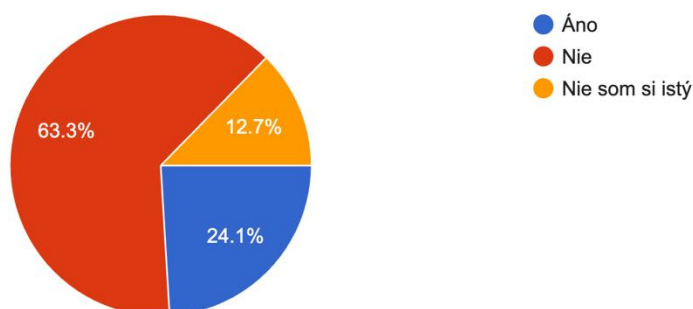


**6. Have you ever taken a course or attended a workshop or presentation focused on Deaf Culture (Deaf Studies)?**

- Yes: 19 respondents (24.1%)
- No: 50 respondents (63.3%)
- I'm not sure: 10 respondents (12.7%)

Absolvovali ste niekedy kurz, workshop alebo prezentáciu zameranú na Kultúru Nepočujúcich (Deaf Studies)?

79 responses

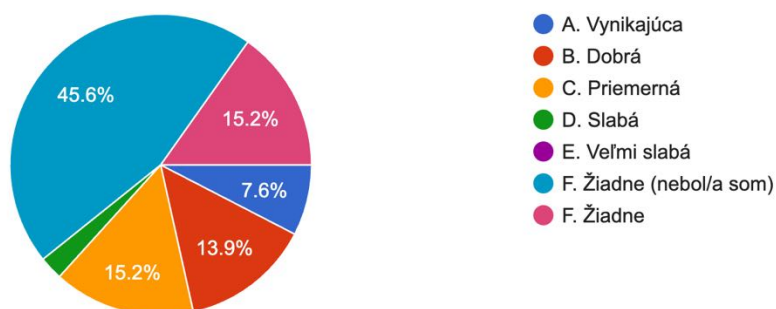


**7. If yes, how would you rate the quality of that Deaf Culture (Deaf Studies) course, workshop or presentation?**

- Excellent: 6 respondents (7.6%)
- Good: 11 respondents (13.9%)
- Average: 12 respondents (15.2%)
- Poor: 2 respondents (2.5%)
- Very poor: 0 respondents (0%)
- None (I didn't attend): 36 respondents (45.6%)
- None: 12 respondents (15.2%)

Ak ÁNO, ako hodnotíte kvalitu tohto kurzu, seminára alebo prezentácie o Kultúre Nepočujúcich (Deaf Studies)? (V prípade, že ste neboli, kliknite na "F. Žiadne (nebol/a som)").

79 responses

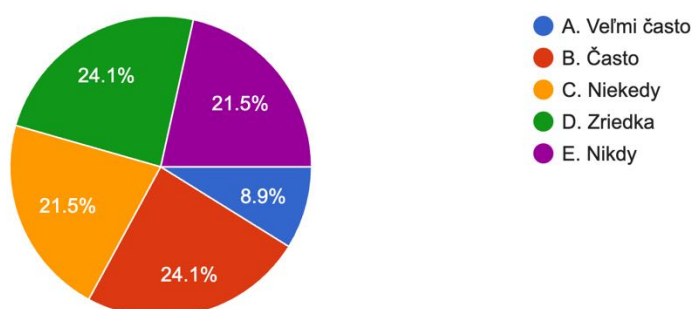


## 8. How often do you encounter Deaf role models or leaders in your education?

- Very often: 7 respondents (8.9%)
- Often: 19 respondents (24.1%)
- Sometimes: 17 respondents (21.5%)
- Rarely: 19 respondents (24.1%)
- Never: 17 respondents (21.5%)

Ako často sa stretávate s Nepočujúcimi vzormi alebo lídrami vo vašom vzdelávaní?

79 responses



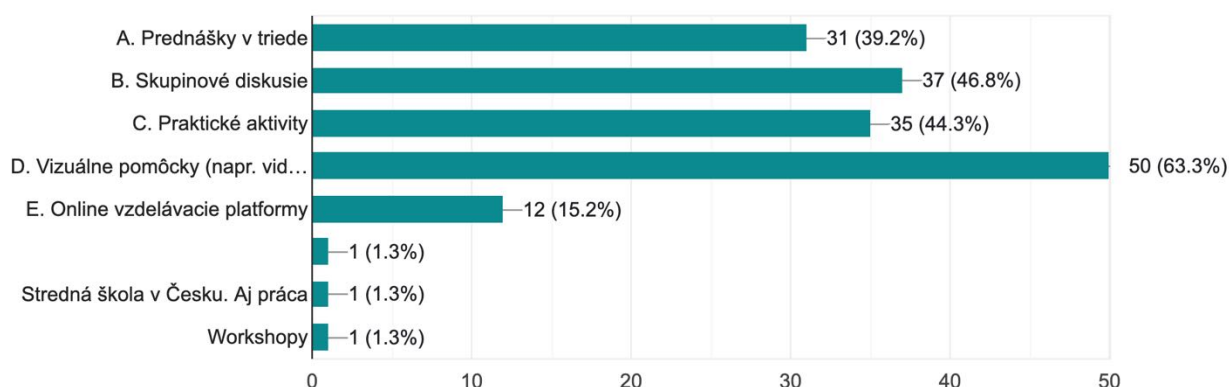
## Section 3: Educational Experiences and Preferences

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

- Classroom lectures: 31 respondents (39.2%)
- Group discussions: 37 respondents (46.8%)
- Practical activities: 35 respondents (44.3%)
- Visual aids (e.g., videos): 50 respondents (63.3%)
- Online learning platforms: 12 respondents (15.2%)
- Secondary school in Czech Republic. Also work: 1 respondent (1.3%)
- Workshops: 1 respondent (1.3%)
- Unspecified: 1 respondent (1.3%)

Aké metódy učenia považujete za najzaujímavejšie a najvzdelávanejšie? (Vyberte všetky, ktoré sa vzťahujú)

79 responses



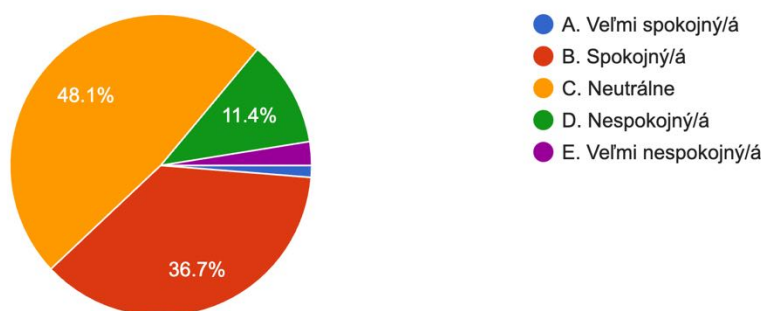


#### 10. How satisfied are you with the accessibility of the educational materials and resources you have collected?

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

Ako ste spokojní s prístupnosťou vzdelávacích materiálov a zdrojov, ktoré ste zozbieral/a?

79 responses



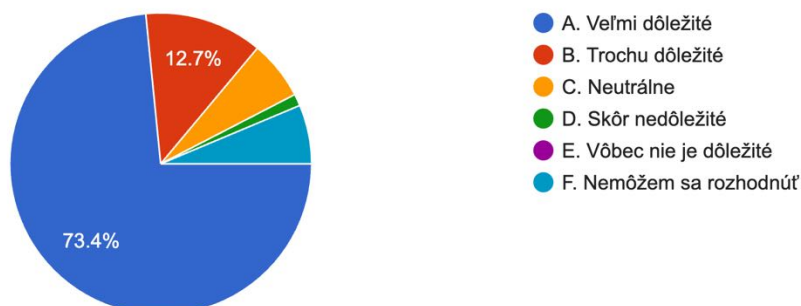
#### Section 4: Identifying Themes for Deaf Culture (Deaf Studies) Education Program (Curriculum)

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

- Very important: 58 respondents (73.4%)
- Somewhat important: 10 respondents (12.7%)
- Neutral: 5 respondents (6.3%)
- Rather unimportant: 1 respondent (1.3%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 5 respondents (6.3%)

Ako dôležité je pre nepočujúcu mládež spoznávať identitu a kultúru Nepočujúcich?

79 responses





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

- Deafhood and Deaf identity: 44 respondents (55.7%)
- Cultural customs and traditions of the Deaf: 54 respondents (68.4%)
- Events and organizations of the Deaf community: 39 respondents (49.4%)
- Deaf humour and storytelling: 47 respondents (59.5%)
- Social norms and etiquette of the Deaf: 39 respondents (49.4%)

Ktoré aspekty identity a kultúry Nepočujúcich by mali byť zahrnuté do vzdelávacieho programu (učebných osnov) a materiálov na semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

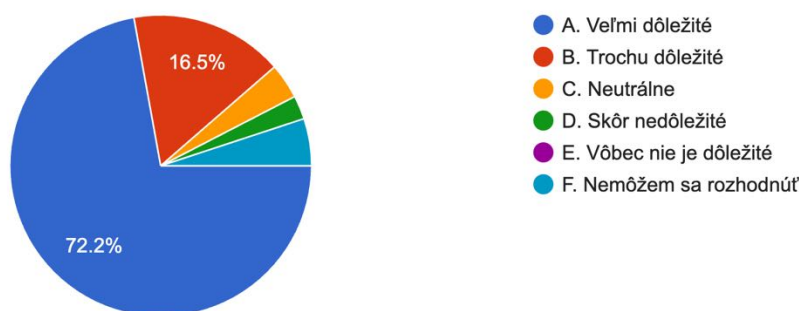


## 13. How important is it for Deaf youth to learn about Deaf history and heritage?

- Very important: 57 respondents (72.2%)
- Somewhat important: 13 respondents (16.5%)
- Neutral: 3 respondents (3.8%)
- Rather unimportant: 2 respondents (2.5%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 4 respondents (5.1%)

Ako je dôležité, aby sa nepočujúca mládež dozvedela o histórii a dedičstve Nepočujúcich?

79 responses

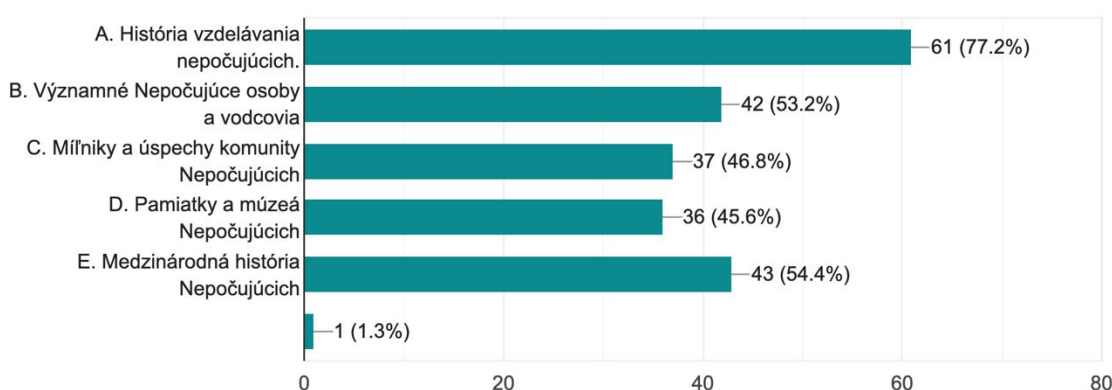


**14. Which topics related to Deaf history should be covered in the education program (curriculum) and workshop materials? (Select all that apply)**

- History of Deaf education: 61 respondents (77.2%)
- Important Deaf individuals and leaders: 42 respondents (53.2%)
- Milestones and achievements of the Deaf community: 37 respondents (46.8%)
- Deaf monuments and museums: 36 respondents (45.6%)
- International Deaf history: 43 respondents (54.4%)
- Other (unspecified): 1 respondent (1.3%)

Ktoré témy týkajúce sa histórie Nepočujúcich by mali byť zahrnuté vo vzdelávacom programe (učebných osnovách) a materiáloch pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

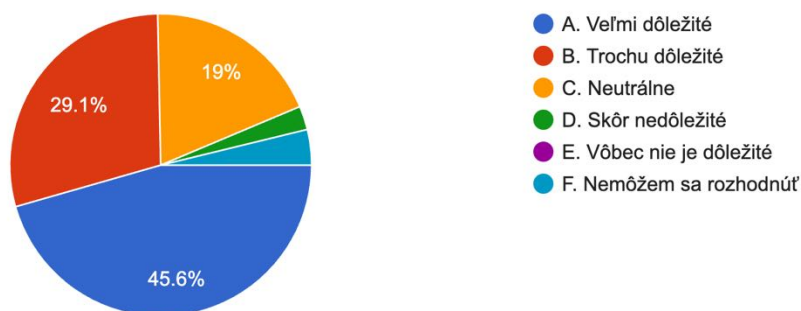


**15. How important is it to include Deaf art and literature in the education program (curriculum) and workshop materials?**

- Very important: 36 respondents (45.6%)
- Somewhat important: 23 respondents (29.1%)
- Neutral: 15 respondents (19.0%)
- Rather unimportant: 2 respondents (2.5%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 3 respondents (3.8%)

Ako dôležité je zahrnúť umenie a literatúru Nepočujúcich do vzdelávacieho programu (učebných osnov) a materiálov na semináre?

79 responses



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

- Deaf artists and their works: 45 respondents (57.0%)
- Deaf theater and performative arts: 47 respondents (59.5%)
- Poetry and storytelling in Deaf culture: 41 respondents (51.9%)
- Deaf filmmakers and films: 54 respondents (68.4%)
- Deaf literature (books by Deaf authors or about Deaf experiences): 35 respondents (44.3%)

Ktoré témy súvisiace s umením a literatúrou Nepočujúcich by mali byť zahrnuté do vzdelávacieho programu (osnov) a materiálov pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

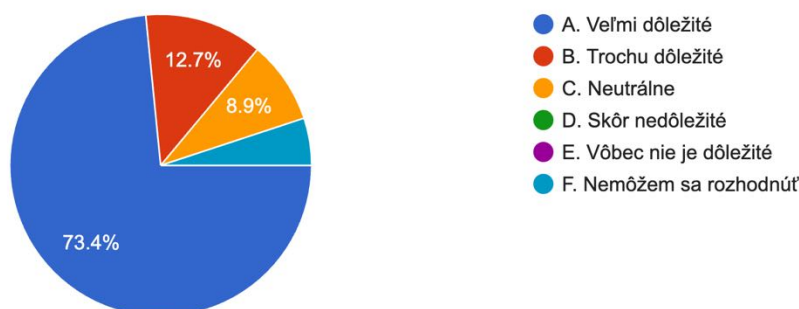


**17. How important do you think it is for Deaf youth to learn about sign language and its structure?**

- Very important: 58 respondents (73.4%)
- Somewhat important: 10 respondents (12.7%)
- Neutral: 7 respondents (8.9%)
- Rather unimportant: 0 respondents (0%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 4 respondents (5.1%)

Nakoľko je podľa vás dôležité, aby sa nepočujúca mládež naučila posunkový jazyk a jeho štruktúru?

79 responses

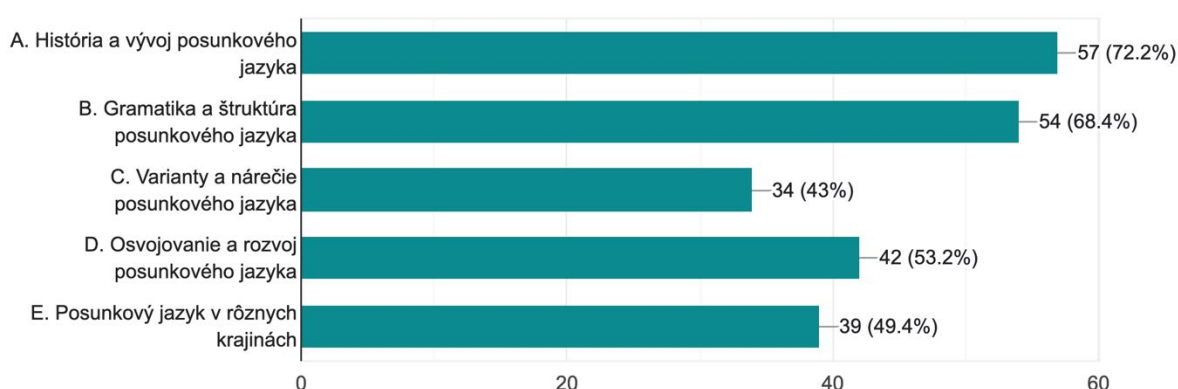


**18. Which aspects of sign language should be covered in the education program (curriculum) and workshop materials? (Select all that apply)**

- History and development of sign language: 57 respondents (72.2%)
- Grammar and structure of sign language: 54 respondents (68.4%)
- Variants and dialects of sign language: 34 respondents (43.0%)
- Acquisition and development of sign language: 42 respondents (53.2%)
- Sign language in different countries: 39 respondents (49.4%)

Ktoré aspekty posunkového jazyka by mali byť zahrnuté vo vzdelávacom programe (učebných osnovách) a materiáloch pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

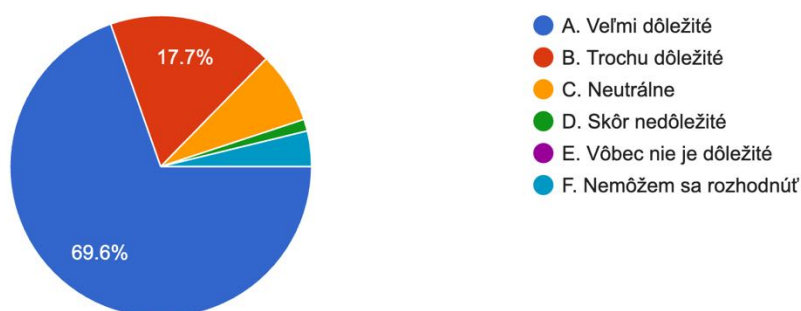


**19. How important is it to include topics related to Deaf education in the education program (curriculum) and workshop materials?**

- Very important: 55 respondents (69.6%)
- Somewhat important: 14 respondents (17.7%)
- Neutral: 6 respondents (7.6%)
- Rather unimportant: 1 respondent (1.3%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 3 respondents (3.8%)

Ako dôležité je zahrnúť témy týkajúce sa vzdelávania nepočujúcich do vzdelávacieho programu (učebných osnov) a materiálov na semináre?

79 responses

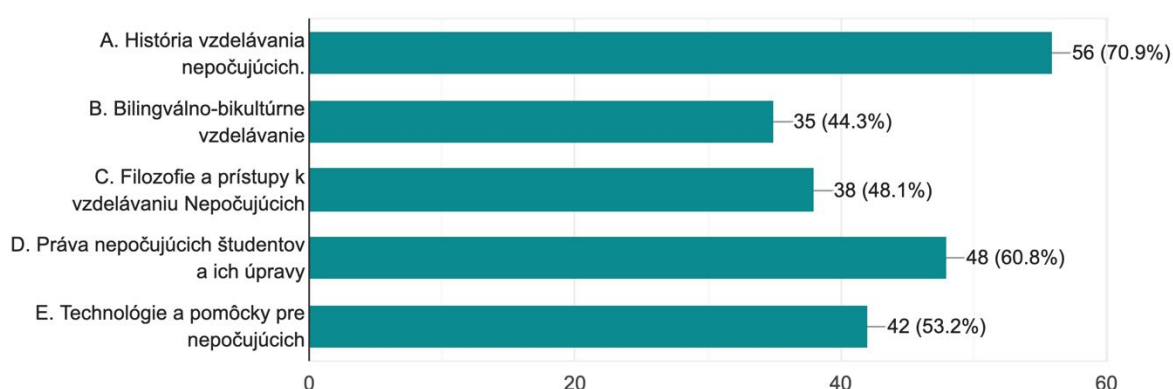


**20. Which aspects of Deaf education should be covered in the education program (curriculum) and workshop materials? (Select all that apply)**

- History of deaf education: 56 respondents (70.9%)
- Bilingual-bicultural education: 35 respondents (44.3%)
- Philosophy and approaches to deaf education: 38 respondents (48.1%)
- Rights of deaf students and their adjustments: 48 respondents (60.8%)
- Technologies and aids for the deaf: 42 respondents (53.2%)

Ktoré aspekty vzdelávania nepočujúcich by mali byť zahrnuté vo vzdelávacom programe (učebných osnovách) a materiáloch pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

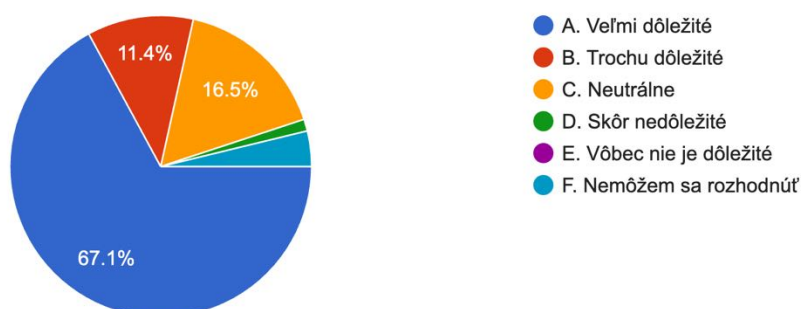


**21. How important is it to include topics related to accessibility and technology for the Deaf community in the education program (curriculum) and workshop materials?**

- Very important: 53 respondents (67.1%)
- Somewhat important: 9 respondents (11.4%)
- Neutral: 13 respondents (16.5%)
- Rather unimportant: 1 respondent (1.3%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 3 respondents (3.8%)

Ako dôležité je zahrnúť témy týkajúce sa prístupnosti a technológií pre komunitu Nepočujúcich do vzdelávacieho programu (učebných osnov) a materiálov na semináre?

79 responses



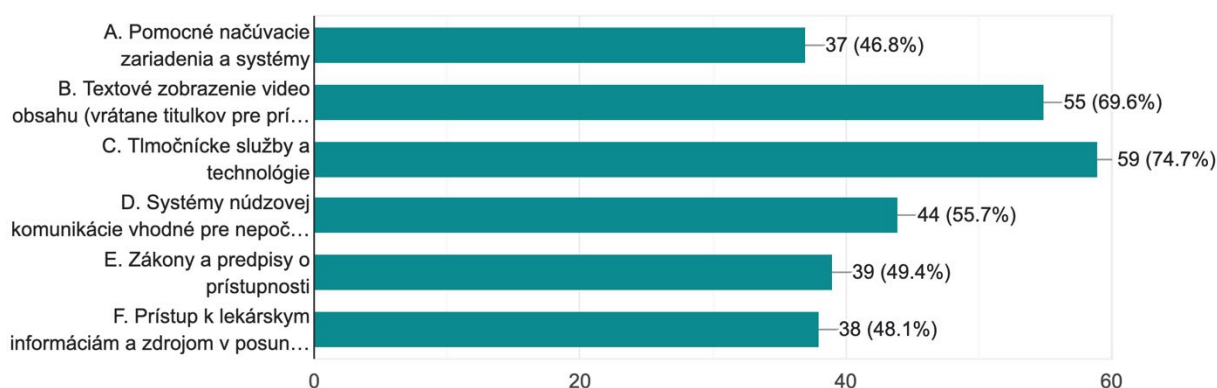


## 22. Which accessibility and technology topics should be included in the education program (curriculum) and workshop materials? (Select all that apply)

- Assistive listening devices and systems: 37 respondents (46.8%)
- Video content captioning (including subtitles for the deaf): 55 respondents (69.6%)
- Interpreting services and technologies: 59 respondents (74.7%)
- Visual communication systems suitable for the deaf: 44 respondents (55.7%)
- Accessibility laws and regulations: 39 respondents (49.4%)
- Access to medical information and resources in sign language: 38 respondents (48.1%)

Ktoré témy týkajúce sa prístupnosti a technológií by mali byť zahrnuté do vzdelávacieho programu (učebných osnov) a materiálov pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

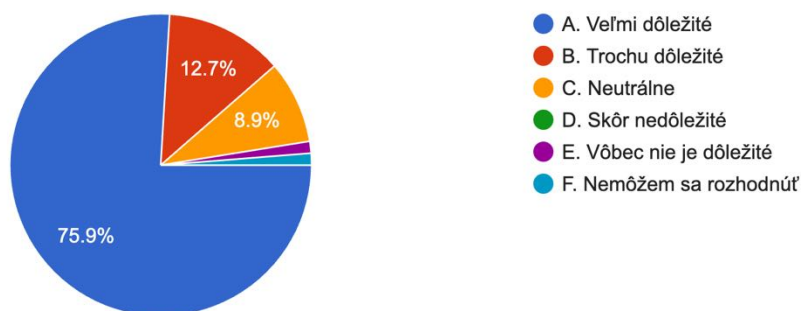


## 23. How important is it for Deaf youth to learn about Deaf community events and organisations?

- Very important: 60 respondents (75.9%)
- Somewhat important: 10 respondents (12.7%)
- Neutral: 7 respondents (8.9%)
- Rather unimportant: 1 respondent (1.3%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 1 respondent (1.3%)

Ako dôležité je pre mladých nepočujúcich dozvedieť sa o podujatiach a organizáciách komunity nepočujúcich?

79 responses



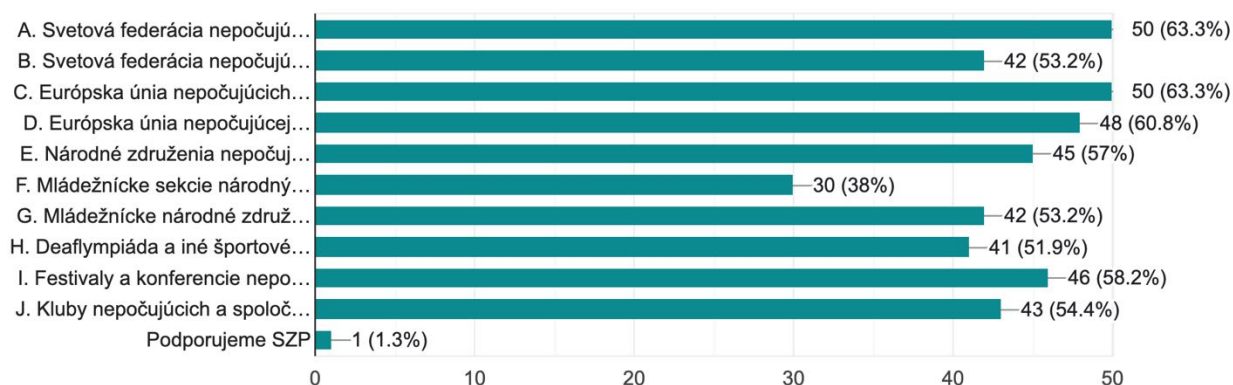


**24. Which Deaf community events and organisations should Deaf youth learn about?  
(Select all that apply)**

- World Federation of the Deaf: 50 respondents (63.3%)
- World Federation of the Deaf Youth Section: 42 respondents (53.2%)
- European Union of the Deaf: 50 respondents (63.3%)
- European Union of the Deaf Youth: 48 respondents (60.8%)
- National associations of the deaf: 45 respondents (57%)
- Youth sections of national deaf associations: 30 respondents (38%)
- National youth deaf associations: 42 respondents (53.2%)
- Deaflympics and other deaf sports events: 41 respondents (51.9%)
- Deaf festivals and conferences: 46 respondents (58.2%)
- Deaf clubs and societies: 43 respondents (54.4%)
- We support SZP: 1 respondent (1.3%)

O ktorých podujatiach a organizáciách komunity Nepočujúcich by sa mali mladí nepočujúci dozvedieť? (Vyberte všetky, ktoré sa týkajú)

79 responses

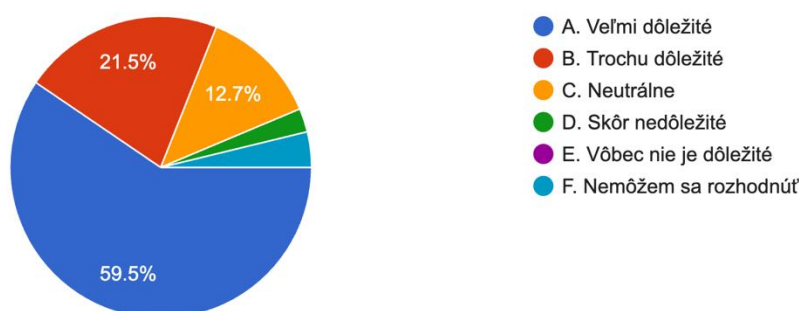


## 25. How important is it for Deaf youth to explore Deaf role models and leaders?

- Very important: 47 respondents (59.5%)
- Somewhat important: 17 respondents (21.5%)
- Neutral: 10 respondents (12.7%)
- Rather unimportant: 2 respondents (2.5%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 3 respondents (3.8%)

Ako dôležité je pre nepočujúcu mládež spoznávať Nepočujúce vzory a vodcov?

79 responses

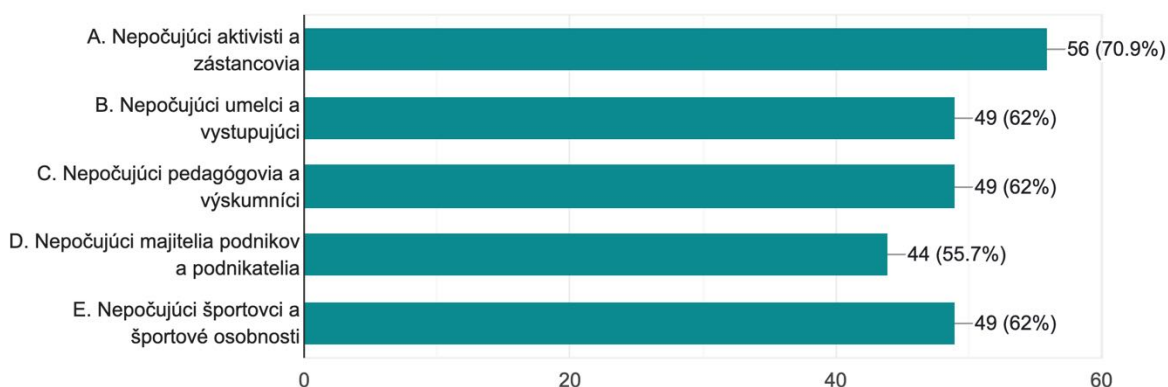


## 26. Which categories of Deaf role models and leaders should be included in the education program (curriculum) and workshop materials? (Select all that apply)

- Deaf activists and advocates: 56 respondents (70.9%)
- Deaf artists and performers: 49 respondents (62%)
- Deaf educators and researchers: 49 respondents (62%)
- Deaf business owners and entrepreneurs: 44 respondents (55.7%)
- Deaf athletes and sports personalities: 49 respondents (62%)

Ktoré kategórie Nepočujúcich vzorov a vodcov by mali byť zahrnuté do vzdelávacieho programu (osnov) a materiálov pre semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses



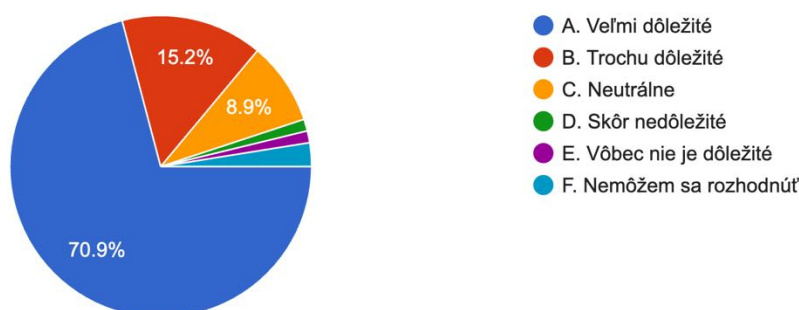


**27. How important is it to include topics related to Deaf mental health and well-being in the education program (curriculum) and workshop materials?**

- Very important: 56 respondents (70.9%)
- Somewhat important: 12 respondents (15.2%)
- Neutral: 7 respondents (8.9%)
- Rather unimportant: 1 respondent (1.3%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 3 respondents (3.8%)

Ako dôležité je zahrnúť témy týkajúce sa duševného zdravia a pohody nepočujúcich do vzdelávacieho programu (učebných osnov) a materiálov na semináre?

79 responses

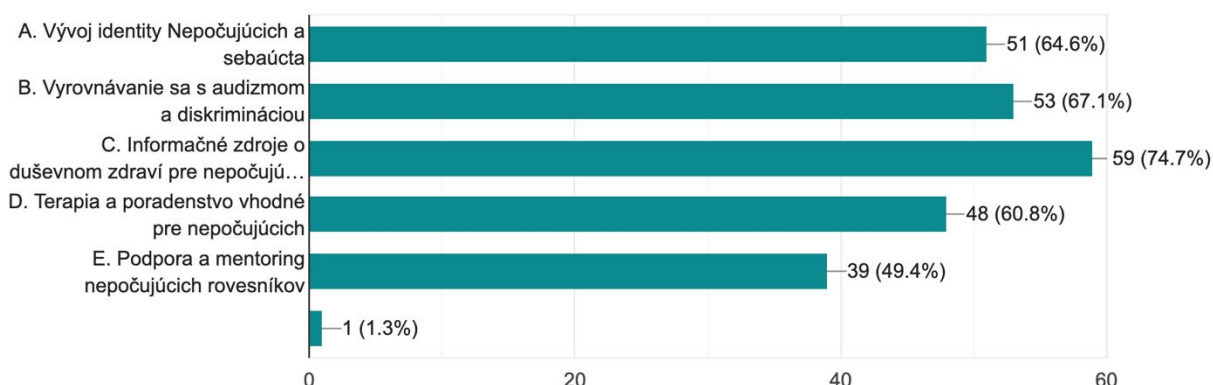


**28. Which topics related to Deaf mental health and well-being should be included in the education program (curriculum) and workshop materials? (Select all that apply)**

- Development of Deaf identity and self-confidence: 51 respondents (64.6%)
- Coping with audism and discrimination: 53 respondents (67.1%)
- Information resources on mental health for the deaf: 59 respondents (74.7%)
- Therapy and counselling suitable for the deaf: 48 respondents (60.8%)
- Support and mentoring of deaf peers: 39 respondents (49.4%)
- (Unlabelled option): 1 respondent (1.3%)

Ktoré témy týkajúce sa duševného zdravia a pohody nepočujúcich by mali byť zahrnuté do vzdelávacieho programu (učebných osnov) a materiál...a semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses



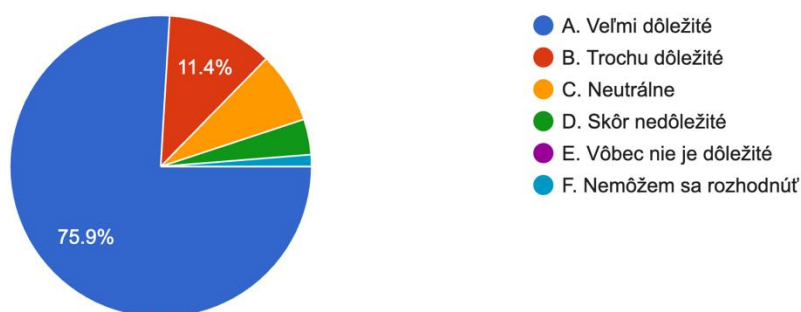


**29. How important is it to cover Deaf rights and advocacy in the education program (curriculum) and workshop materials?**

- Very important: 60 respondents (75.9%)
- Somewhat important: 9 respondents (11.4%)
- Neutral: 7 respondents (8.9%)
- Rather unimportant: 2 respondents (2.5%)
- Not important at all: 0 respondents (0%)
- Cannot decide: 1 respondent (1.3%)

Ako dôležité je zahrnúť práva nepočujúcich a ich obhajobu do vzdelávacieho programu (učebných osnov) a materiálov na semináre?

79 responses



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

- Deaf civil rights movement and history: 50 respondents (63.3%)
- Laws and policies regarding rights of persons with disabilities: 56 respondents (70.9%)
- UN Declaration on the Rights of Persons with Disabilities: 45 respondents (57%)
- Activism and campaigns of the Deaf community: 36 respondents (45.6%)
- Political participation and representation of the Deaf: 41 respondents (51.9%)
- International Deaf rights and advocacy: 44 respondents (55.7%)

Ktoré aspekty práv Nepočujúcich a ich obhajoby by mali byť zahrnuté do vzdelávacieho programu (učebných osnov) a materiálov na semináre? (Vyberte všetky, ktoré sa vzťahujú)

79 responses

