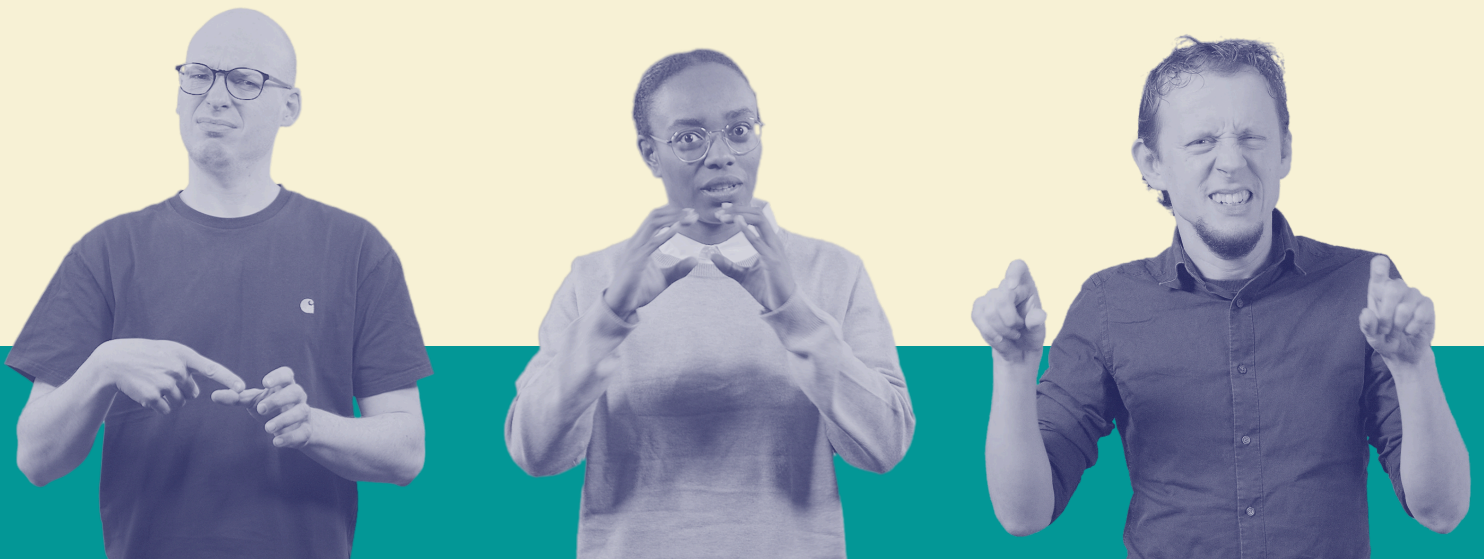


Handbook for Deaf Studies with Deaf young people

2026

Concept of Deaf Studies, lesson plans and
video materials



TURKOOIS



DEAF CULTURE, HERITAGE AND DIVERSITY

1st version, 2026

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Self-published.

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The contents of this handbook are also to be found on www.deafstudies.eu

First edition 2026

ISBN:



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1. Welcome to the DCHD curriculum

1.1 What this curriculum is for

This handbook is part of the DCHD curriculum. It was created to support deaf young people in learning about Deaf Studies in a clear and practical way. Deaf Studies looks at deaf people as a cultural and linguistic community. It explores sign languages, Deaf history, Deaf culture, and the rights and experiences of deaf people.

The goal of this curriculum is to help you understand Deaf heritage and why it matters. Heritage is not only about the past. It also shapes how people feel about themselves today. When deaf young people learn about Deaf heritage, they can build stronger confidence, a stronger sense of belonging, and a clearer identity.

This curriculum is also meant to support real-life learning and action. It offers workshops you can use in youth clubs, camps, training weekends, and school activities. The workshops invite participants to think, discuss, and connect the topics to their own lives. They are designed to be active, visual, and accessible.

1.2 Who it is for

The DCHD curriculum is for people who want to bring Deaf Studies into youth work and education.

It is made for:

- Deaf young people aged 16 to 25, who want to learn more about Deaf heritage, identity, and community life.
- Youth workers and volunteers, especially those working in deaf youth organisations or leading youth activities.
- Educators and trainers, including teachers and workshop leaders who want to use Deaf-centred materials.

You do not need to be an expert in Deaf Studies to use this handbook. The workshops are written in a step-by-step way, so you can follow them easily. At the same time, the content is meaningful and invites deeper discussion.

1.3 How this curriculum was developed

The DCHD curriculum was developed by a European partnership. The partners worked together to create and test the workshops, and to make sure they are useful in different countries and settings.

The partner organisations are:

- Turkoois (Netherlands)
- equalizent (Austria)
- WITAF (Austria)
- Innosign (Slovakia)
- IST (Italy)

From the start, the curriculum followed the idea of “nothing about us without us”. This means deaf people were involved in the process, not only as participants, but also as creators and decision-makers. The partners used feedback from deaf young people, youth workers, and advisors to improve the workshops. This helped make the curriculum more practical, more respectful, and more connected to real deaf lives.

The result is a handbook that you can use right away, while also learning the bigger ideas behind Deaf Studies and Deaf heritage.

2. What we mean by Deaf Studies

2.1 Deaf Studies in short

Deaf Studies is a field that looks at deaf people's lives from a social and cultural view. It does not start from the idea that deaf people are "broken" or need to be "fixed". Instead, it focuses on deaf people as part of a community, with shared experiences, shared spaces, and shared ways of communicating.

Deaf Studies is interdisciplinary. This means it brings ideas from different areas, like linguistics, history, sociology, education, and cultural studies. It asks questions such as: how do sign languages develop, what does Deaf culture look like, how did Deaf communities organise, and what power systems shaped deaf people's lives.

A central point in Deaf Studies is that sign languages are full human languages. They are not "mime", and they are not a copy of spoken languages. This matters, because language access affects education, social life, and equal chances in society.

2.2 Key themes

Language

Language is at the centre of Deaf Studies. Many deaf people use a national sign language as their main language, and language access shapes learning, identity, and belonging. Rights work around sign languages often focuses on recognition, education, and access to information.

Culture

Deaf Studies looks at Deaf culture as something real and valuable. Culture can include shared values, humour, social rules, stories, art, and ways of meeting each other. It can also include how Deaf people pass knowledge from one generation to the next.

Community

Deaf communities are built through relationships, organisations, and meeting spaces. Many deaf people find community later in life, not only at birth. Deaf Studies pays attention to how community supports wellbeing, confidence, and identity.

History

Deaf history includes Deaf schools, Deaf clubs, Deaf activism, and the changing views on sign language. Deaf Studies also looks at how hearing-led systems in education and medicine have shaped deaf people's choices and opportunities.

Power

Power is about who makes decisions, who controls knowledge, and whose voices are heard. Deaf Studies often points out that deaf people have been spoken for, instead of being listened to. It also looks at "audism", meaning discrimination based on hearing and speaking norms.

Rights

Deaf Studies connects strongly to human rights. International human rights standards recognise the cultural and linguistic identity of deaf people, including sign languages and Deaf culture. These rights link directly to education, access, and equal participation.

2.3 Deaf Studies in youth work and non-formal education contexts

Youth work and non-formal education are not only about giving information. They are also about creating experiences where young people can explore who they are, build confidence, and feel that they belong.

In this handbook, Deaf Studies is used as a tool for identity development. Many deaf young people grow up with limited access to Deaf history, Deaf role models, and sign language-rich spaces. When they learn about Deaf heritage and Deaf community life, it can support a stronger and more positive sense of self.

Deaf Studies also supports critical thinking. It helps young people notice how power works in daily life: in school, in services, in media, and even in families. This does not mean teaching young people what to think. It means giving them words, stories, and examples so they can understand their experiences and speak about them.

Finally, Deaf Studies fits well with workshop learning. Workshops can make space for discussion, storytelling, and peer learning. They can connect “big ideas” like language rights and access to real situations, like asking for interpreters, choosing a school path, or dealing with stereotypes. This is where Deaf Studies becomes practical, not only theoretical.

3. Heritage and identity development

3.1 Why heritage matters for identity

Heritage helps people answer simple but important questions: where do I belong, who understands me, and what am I proud of. For many deaf young people, heritage can be hard to access, because they may grow up with limited contact with other deaf people or sign language spaces. Research on deaf identity development describes how belonging and self-understanding are shaped by social experiences, access to community, and feeling recognised by others.

Heritage can also support resilience. Resilience does not mean “being strong all the time”. It means having support, skills, and protective factors that help people cope with challenges. Studies on resilience in deaf and hard of hearing people describe how positive identity, supportive relationships, and community connection can be part of these protective factors.

3.2 Deaf heritage: what it includes

Deaf heritage includes the places and spaces where deaf people have built community life. This can be deaf clubs, schools, sports groups, associations, and community centres. These spaces have often been key for passing on sign language, shared traditions, and community knowledge. Research on deaf clubs, for example, describes them as social and cultural hubs, not just leisure spaces.

Deaf heritage also includes movements and moments of change, such as campaigns for sign language recognition, equal access, and deaf-led decision-making. It includes everyday culture too: stories, humour, social rules, celebrations, art, and the “small” habits of a visual way of living.

Some heritage is under pressure. Work on Deaf heritage in the United Kingdom highlights how the loss of deaf clubs and other long-term community spaces can affect identity formation and heritage transmission.

3.3 Identity in a hearing-centric world

A hearing-centric world often sends messages, directly or indirectly, about what is “normal” and what is “better”. This can lead to internalised messages, like feeling ashamed of signing, trying to hide deafness, or thinking that deaf success must always mean “acting hearing”. Deaf Studies often names this kind of power as audism, meaning the idea that hearing ways of communicating and living are superior.

Recent research also shows that oppression can be internalised and that this can relate to wellbeing and mental health for deaf people. This is one reason why positive identity work matters, especially for young people¹.

Role models and visibility can make a big difference here. Seeing deaf adults living full lives can help young people imagine their own future, build confidence, and feel less alone. Research on deaf role model work describes how role models can support children and families, especially when children are growing up in hearing families with limited access to deaf community knowledge.

3.4 From personal story to collective story

Identity is personal, but it is also social. Many deaf people recognise parts of their own story in other people's stories: experiences with school, access, communication barriers, pride, and finding community. When young people connect their personal experiences to a wider community story, they often gain language to explain what they lived through, and they feel more grounded in who they are. Studies on deaf identity construction describe how young people make meaning through lived experience and social context.

That is why many workshops in this handbook use reflection tools. These can include guided discussions, story circles, personal timelines, mapping important places, and sharing objects, photos, or memories that connect to heritage. The goal is not to force anyone to share private details. The goal is to offer safe ways to reflect, to choose what to share, and to see how individual experiences connect to a larger Deaf story.

¹ <https://pubmed.ncbi.nlm.nih.gov/39939356/>

4. Connections to other marginalised-group studies

4.1 Why the comparison matters

Deaf Studies is not the only field that asks questions about identity, power, and belonging. Other fields, such as Black studies, also grew because people wanted their own histories, knowledge, and lived experiences to be taken seriously in education. In many countries, Black studies grew through student activism that challenged what universities taught and whose stories were seen as “important”².

Comparing Deaf Studies with other marginalised-group studies can be useful for two reasons. First, it shows that identity work is not “extra”, but a real part of learning. Second, it offers shared tools: critical thinking, community knowledge, and a focus on how systems create inequality. These tools help young people understand their lives better and speak about their experiences with more confidence.

4.2 Similarities and differences

There are clear similarities. Many marginalised groups have experienced being described by outsiders, instead of being listened to. Many have fought for representation, equal rights, and respect for their languages and cultures.

There are also differences. Deaf Studies has a strong focus on sign languages and on access to communication. Research has shown a shift from seeing deaf people only as a “special needs” group towards seeing them as a cultural and linguistic minority, especially in education and language policy discussions.

Another difference is audism. Audism means judging deaf people through hearing norms, such as speaking and hearing being seen as “better”. The term was coined by Tom Humphries, and it is used to name discrimination and power linked to hearing-centred ideas³.

Deaf Studies also often highlights intersectionality. This means people can belong to more than one group at the same time, and these identities can shape each other. For example, a deaf person may also be Black, Roma, migrant, queer, or disabled. This affects how they experience access, discrimination, and belonging.

² <https://africana.sfsu.edu/history>

³ H-Dirksen L. Bauman, *The Journal of Deaf Studies and Deaf Education*, Volume 9, Issue 2, April 2004, Pages 239–246

4.3 A note on respectful facilitation

Comparisons can help, but they must be handled with care. The goal is not to decide who has it “worse”. That kind of discussion can become unhelpful and can hurt trust in the group.

A good approach is to invite nuance. You can ask: what is similar here, what is different, and what can we learn from each other? You can also remind participants that every person has their own story. In workshops about identity, it is important to keep the space respectful, to allow people to pass on questions, and to avoid pressure to share personal experiences.

5. A short history of Deaf Studies and pioneers

5.1 Milestones that shaped the field

Deaf Studies did not appear overnight. It developed through struggles around education, language, and rights.

One major event in deaf history was the Milan conference in 1880, where sign languages were pushed out of many schools, and oralism was promoted as “better”. This decision influenced deaf education for many decades and reduced many children’s access to sign language.

Another important milestone was the growing recognition that sign languages are full languages. A key early step was William Stokoe’s work, which supported the linguistic study of sign languages and helped change how many people understood them.

Activism also shaped the field. In 1988, the Deaf President Now protest at Gallaudet University became a major symbol of deaf-led leadership and representation. It showed the power of collective action and influenced how many people talked about deaf rights⁴.

5.2 From “medical problem” to cultural-linguistic minority lens

For a long time, deafness was mostly described as a medical problem. Deaf Studies helped challenge that idea by focusing on language, culture, and community life. Today, many researchers and educators describe deaf children as a cultural and linguistic minority, especially when discussing bilingual education and language access.

This shift matters because it changes the questions we ask. Instead of asking only “how can we fix the person”, we ask “how can we remove barriers” and “how do we support language and identity”.

5.3 Pioneers and key contributions

Deaf Studies has been shaped by deaf-led knowledge and by scholarship that took Deaf culture seriously.

For example, Carol Padden and Tom Humphries wrote about Deaf culture from the inside and explained how language, shared traditions, and everyday life connect people into a community. Their work helped many readers understand why “Deaf” can be an identity, not only a hearing status.

⁴ <https://gallaudet.edu/deaf-president-now/>

Paddy Ladd introduced the concept of “deafhood”, describing identity as a journey rather than a fixed label. This idea is often used to talk about pride, healing from negative messages, and building a stronger connection to community.

Other writers, such as Harlan Lane, also influenced public debates by criticising hearing-led systems that claim to help deaf people while limiting deaf people’s choices and power.

5.4 Role models and representation for deaf young people

Role models matter because they make the future feel possible. When deaf young people see deaf adults leading, teaching, creating art, or organising change, it supports confidence and motivation. Deaf Studies often highlights stories of deaf leaders and community builders for this reason.

This handbook also treats role models as part of heritage. Heritage is not only old events. It is also the living community, and the people who keep knowledge moving forward.

5.5 European dimension and shared heritage across borders

Deaf communities exist in every European country, and they have both local and shared histories. Sign languages are different from country to country, but many struggles are similar: education, access to interpretation, public information, and recognition.

At the European level, the European Parliament has called for recognition and support of national sign languages, including a resolution in 1988 and follow-up actions later.

At the global level, the UN convention on the rights of persons with disabilities includes clear references to sign languages and access to information.

This wider context matters for young people. It shows that Deaf identity is personal, local, and also connected to a bigger movement for language rights and equal participation.

6. What this curriculum contains

6.1 Curriculum framework: structure, learning goals, and progression

The DCHD curriculum is built as a clear learning path. It is a training course with 10 topics in a blended learning format and a total of 30 hours of learning activities.

The main learning aim is to improve understanding and appreciation of deaf culture, heritage, and diversity. It also aims to equip deaf youth workers with the skills and knowledge to train deaf young people effectively.

The blended learning approach combines:

- self-directed learning with the help of the video toolkit
- interactive online activities
- group discussions and practical exercises (face-to-face or online)
- practical application of learned concepts

All materials are collected in a digital manual. They are available on the website for download.

6.2 Topics and activities

The curriculum contains the following topics and hours:

Topic number	Topic	Duration
1	Identity and culture of the deaf	3 hours
2	History and heritage of the deaf	3 hours
3	Art and culture	3 hours
4	Sign language structure	3 hours
5	Deaf education	3 hours
6	Accessibility technology for the deaf community	3 hours
7	Events and organisations within the deaf community	3 hours
8	Getting to know deaf role models and leaders	3 hours
9	Mental health and well-being of deaf people	3 hours
10	Rights and representation of the interests of deaf people	3 hours

The topics were not chosen at random. They were prioritised using:

- insights from advisory boards
- insights from survey work about Deaf Studies impact, educational gaps, and needed topics

The curriculum uses a wide range of activities to keep learning active and practical. In the training plan, you will see methods such as discussions, intergenerational discussions, learning journeys, workshops, brainstorming, and video-based learning.

6.3 What comes with each workshop

Each topic is supported by a set of workshop materials that are designed to be easy to use. For each topic, there are:

- methodology sheets
- slides (presentations)
- worksheets
- self-assessment questionnaires

These materials are downloadable in multiple written languages: Dutch, German, Slovak, and Italian.

6.4 Multimedia resources linked to the workshops

The curriculum is linked to a set of videos that support learning. The videos are used in the workshops, and they also support self-directed learning through the video toolkit.

The project also includes 20 educational videos in different formats (for example explanatory videos, sketches, animations, and short documentaries). The curriculum refers to these videos to support the activities. The videos can also be watched separately and used outside the curriculum to increase impact.

The videos are available in the project sign languages: NGT, ÖGS, LIS, and SPJ.

6.5 Where to find additional materials

All of the materials can be found on our website: www.deafstudies.eu.

This website contains:

- The survey reports (European-level and national reports)
- Workshops materials in digital format (same format as this handbook and also as stand-alone workshops)
- Video's mentioned in each workshops

7. Pedagogical approach and principles

7.1 Blended learning model

The DCHD curriculum uses a blended learning model. This means you can combine different ways of learning in one programme: self-directed learning, online activities, and group sessions.

In this curriculum, blended learning includes:

- self-directed learning with the help of the video toolkit
- interactive online activities
- face-to-face or virtual group discussions and practical exercises
- practical activities to apply what people learned

This structure gives flexibility. It can fit different settings and different learning preferences, while still keeping a clear learning path.

7.2 Deaf-centred and visually accessible design

The DCHD curriculum is designed to be deaf-driven, deaf-centred, and deaf-friendly. We chose this approach because sign language is the first language for many participants, and because materials should match the needs and strengths of deaf trainers and deaf young people.

In practice, this means:

- activities are conducted in sign language and facilitated by native signers or staff who can sign well
- the materials use more visual elements and reduce reliance on long texts
- visual images are used alongside sign language to support understanding, including for people with lower literacy levels, people with migratory backgrounds and limited national language skills, and people with intellectual disabilities
- when something is not clear for people in a country, additional explanations can be provided in text and videos

The project also commits to accessibility in its digital tools and platforms, using recognised accessibility guidelines for online resources.

7.3 Safe learning spaces

Many methods in this curriculum are based on sharing experiences, discussing ideas, and learning from each other. Because of that, it is important to create a supportive and respectful learning environment.

The curriculum's method guidelines include practical steps that help with this, for example:

- establish rules for taking turns in discussions
- use visual aids to support discussions
- take your time, and make sure everything is understood

The methods also include offering personal support if needed, giving clear step-by-step instructions in sign language, and using props or visual aids during role-play.

7.4 Participation and empowerment

Participation is a central principle of the DCHD project. The curriculum supports participation through interactive learning methods such as discussions, critical thinking, and group work. These methods help learners build their own opinions, understand other views, and become more independent. Self-directed learning also supports this independence as a goal.

Deaf youth workers are also seen as peer role models. Their active involvement supports an environment where deaf young people can participate with more confidence.

7.5 Accessibility

The workshops are designed to be highly interactive, so they work best when participants are actively involved throughout. They usually run most smoothly when the whole group uses the same sign language.

The materials are made for deaf young people who can sign. However, you can also adapt the workshops for a group of deaf (young) people who are not yet confident in sign language. In that case, you may choose to include a sign language interpreter and a speech-to-text interpreter, so key information is also available in written form.

If you are working with a group of hearing people, the workshops can in principle be adapted as well. In that situation, you should consider having sign language interpreters present, ideally at least two.

8. How to use the workshops

8.1 Suggested routes through the curriculum

You can use this curriculum in different ways, depending on your setting and the time you have.

Full pathway

The full course includes 10 topics in a blended learning format and covers 30 hours in total.

Pick-and-mix

You can also choose single topics and use them as stand-alone workshops. The curriculum structure allows flexibility in delivery, while still supporting different learning styles and preferences.

8.2 Timing and session formats

Each topic is planned as 3 hours.

In the training plan, topics are often divided into two chapters of approximately 1.5 hours each. This makes it easier to run the content as:

- one longer session, or
- two shorter sessions on different days

The course is designed for both face-to-face and virtual delivery, because group discussions and practical exercises can be done in person or online.

8.3 Facilitation checklist

Before you run a workshop, check the basic set-up and materials listed in the training plan. Depending on the topic, this can include:

- a projector and equipment for watching videos
- online tools such as jamboard for group work
- resources such as archive materials or materials from the past, when the topic asks for it

Also plan for accessibility:

- make sure visuals and videos are clear and easy to follow
- use teaching methods that are deaf-friendly and culturally relevant
- prepare with the sign language interpreters (see 7.5)

8.4 Managing group dynamics

The curriculum is built around interactive methods such as discussions, intergenerational discussions, learning journeys, and role-play.

To support good group dynamics, we recommend:

- forming groups that are as diverse as possible - but yet share the same language
- setting clear rules for turn-taking
- taking enough time for preparation and feedback (for example in role-play)
- making sure everyone understands the task before moving on

9. Differentiation and adaptation

9.1 Differentiation by age and life experience

The curriculum is made for deaf young people aged 16 to 25, and with as facilitators youth workers aged 18 and above.

Within that age range, people's experiences can be very different. For example, the needs analysis describes how some deaf young people first learn about deaf culture later in their teenage years, especially when they grow up in non-deaf families and attend mainstream schools.

Because of this, you can adapt how much background you give, and how much time you spend on discussion and reflection, while still using the same workshop structure.

9.2 Differentiation by language and literacy

The project uses a design that supports different language backgrounds and literacy levels. It reduces reliance on long texts, uses more visual elements, and supports understanding through sign language and images.

If there are deaf people in your country who are not familiar with certain sentences, contexts, or words, the project suggests providing additional explanations in text and videos.

9.3 Differentiation by additional needs

The project's accessibility approach also considers participants who may need extra support, including people with low levels of education or literacy, people with migratory backgrounds and limited national language skills, and people with intellectual disabilities. Visual images alongside sign language are part of this approach.

The method guidance also includes offering personal support if required, and giving clear step-by-step instructions in sign language.

9.4 Adapting for different contexts

The project connects to different contexts where deaf young people learn and meet others. It recognises that deaf pupils can be in mainstream schools, or in schools for the deaf, and that both contexts can have gaps in deaf culture education.

Schools for the deaf are not the main target group, but they are important cooperation partners for using the materials and exploring future cooperation.

Because the curriculum is blended, it can also be used in youth work settings where you combine online tools and in-person activities.

9.5 Adapting for different age groups

During the pilot phase of the project, some workshops were also tested with participants who were older than the main target group. This worked well. Many older Deaf participants did not learn about Deaf Studies at school. They often grew up with mostly hearing teachers and had limited contact with Deaf role models. They said the materials added real value to their identity, even at a later age, and they were pleased with the workshops.

When working with older groups, you may need to adapt the methods. Some participants may not be familiar with non-formal education. They might be used to more teacher-led learning and may not expect to contribute actively in a workshop. If you are planning a series of workshops, it can help to make a slower transition from teacher-oriented activities to more participatory activities, so people can build confidence and feel comfortable taking part.

10. Reflection, evaluation, and recognition

10.1 How to measure learning in non-formal settings

This curriculum includes different ways to assess learning. The framework lists many ideas such as interviews, debriefing, quizzes, collecting photos, signed explanation tasks, presentations, research tasks, collages, and storytelling.

The curriculum also includes practical exercises per topic, and the overall aim is to help learners remember what they learned and apply it later on their own.

Even though the workshop packages have some finished assessments, you as trainer are also free to come up with a new form of assessment better suited to your group of participants.

10.2 Using self-assessment tools and feedback forms

There are some self-assessment questionnaires as part of the workshop package.

To make assessment accessible in sign language, the framework provides clear guidance, such as:

- instructions in sign language videos
- visual aids like diagrams and infographics
- allowing signed responses through video recordings
- offering extra time when needed
- interpreter support when needed
- questions in both written and signed formats
- clear rubrics in written and signed formats
- feedback in sign language

10.3 Certification and recognition

Each topic includes certificates of attendance.

After you have trained a group of Deaf participants, you may want to offer a certificate as recognition of the knowledge, skills, and attitudes they have gained. The certificate should include at least:

- a reference to the DCHD project and this handbook
- the name of the trainer
- the learning objectives
- the knowledge, skills, and attitudes acquired
- the date of completion

10.4 Recognition of competences (EQF)

11. Resources and next steps

11.1 Using the digital handbook and platform

All materials are collected in this handbook and a digital manual. These materials are available on the website for download.

11.2 Video library and how to integrate videos into sessions

The curriculum uses a video toolkit for self-directed learning and video-based learning. The workshops also contains 20 educational videos in different formats (such as explanatory videos, sketches, animations, and short documentaries). There is one video per workshop. The curriculum refers to these videos to support activities, and they can also be watched separately as stand-alone learning resources or as preparatory work before the workshop (homework assignment).

11.3 Languages available

This handbook supports learning in several written languages and sign languages. Written materials are available in:

- Dutch,
- German,
- Slovak,
- Italian, and
- English

Videos are available in:

- Nederlandse Gebarentaal
- Österreichischer Gebardensprache
- Lingua signei di Italiana
- Slovenský posunkový jazyk

11.4 Further reading and inspiration

The project also collected ideas for transferability and sustainability, which can inspire follow-up activities. Examples include: interviewing people or experts, creating videos, using interactive tools like Kahoot or Menti, doing short research and presentations, running a photography project, visiting deaf places, and collecting existing resources.

11.5 Contact and community of practice

A longer-term goal of the project is to build a network of Deaf Studies educators. This network is meant to support ongoing learning, collaboration, innovation, and the recognition of youth work in this field. Follow the website www.deafstudies.eu for more information on this network.

11.6 Social media

DCHD has its own social media channels. When conducting workshops, we would appreciate it very much if you can share posts with us or tag us.

Facebook: <https://www.facebook.com/p/Deaf-Culture-Heritage-and-Diversity-61556697793602/>

Instagram: @deafstudies.eu

Youtube:

11.7 Feedback

We welcome feedback about this handbook, the workshops, the methods, the video's, etc. You can also share ideas on how we can continue the work of DCHD and Deaf Studies for Deaf (young) people. It is quite possible that DCHD will have follow-up projects in the future.

Please send them through a private message on the social media channels or send an email to the project co-ordinator: info@turkoois.eu.

WORKSHOPS AND LESSON PLANS

Workshop 1.1

Cultural practices and traditions of the Deaf people

Exploring Deaf Culture Together

Duration: 90 minutes

Learning Outcomes

✓ Knowledge:

Participants will:

- gain in-depth knowledge about the Deaf community, including their cultural practices, values, and traditions;
- understand the significance of preserving these traditions within the broader societal context, including their origins, such as oppression, communication, language, and the sharing of common experiences;
- be able to distinguish key differences between majority and minority cultures, particularly about Deaf culture.

✓ Skills:

Participants will:

- Learn how to research and gather information about Deaf culture and traditions;
- Create simple and clear presentations (e.g. PowerPoint) to share what they have learned;
- Understandably explain Deaf culture to people who might not be familiar with it;
- Collaborate in a group to share ideas and work together on a presentation or project.

✓ Competence (responsibility and autonomy):

Participants will:

- know how to apply their knowledge of Deaf culture and traditions to human rights and emphasize the value of diversity;
- explain Deaf culture as a broad concept rather than a concrete answer to the questions of uninformed hearing people, giving it deeper meaning;
- develop the ability to collaborate effectively in a team and create meaningful presentations.

Training Methods/Techniques:

X Discussions

X Self-directed learning

X Role-Playing

X Group work

X Assignment

Theoretical Background:

Deaf culture refers to the social and cultural identity, values, practices, traditions and shared experiences of Deaf people, particularly those who use sign language as their primary mode of communication. It is a distinct cultural group with its own language, traditions, and social norms, and it differs from the mainstream hearing culture in several key ways.

Key cultural practices and traditions of the Deaf community include:

- Sign language
- Customs and rules of social interaction
- Deaf Values
- Deaf literature (Humor, poetry, Visual Vernacular, stories, etc.)
- Deaf Art
- Deaf History
- Deaf Social Organizations, Associations, Clubs
- Cultural events and festivals
- and more...

Deaf communities are not bound to a specific geographical location but are united by the shared experience of being deaf, viewed as a form of positive otherness. Sign language serves as their natural language, countering the pathological perspective that sees deafness as a condition to be “fixed” with hearing devices.

Unlike ethnic communities, where culture is transmitted vertically across generations, cultural transmission within the Deaf community is primarily horizontal. Practices and traditions are shared among peers, with the common bond of being Deaf. This cultural transmission occurs through Deaf schools, associations or organizations, and families fostering a strong and interconnected sense of community.

Deaf people have specific knowledge of their own culture. They are aware of their leaders, important events in Deaf history, the values of the Deaf community, its customs, and its representative associations. However, the Deaf community has also faced systemic oppression due to audism, a form of discrimination that prioritizes hearing ability and marginalizes Deaf individuals. This exclusion has historically sought to diminish sign languages and impose oralist approaches, undermining Deaf identity and self-expression.

Despite this oppression, Deaf individuals have found strength in their shared experiences. The concept of Deafhood highlights the unique journey of Deaf people in embracing their identity, resisting audism, and cultivating a sense of belonging. Through mutual support and understanding, the Deaf community has created a rich cultural space where members empower one another, celebrate their heritage, and advocate for their rights.

For Deaf individuals, understanding their own culture and history is important for self-determination and for defending themselves against discrimination in phonocentric societies. This awareness strengthens identity, resilience, and advocacy skills. Moreover, cultural practices and traditions play a crucial role in preserving the Deaf community.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
5 mins	Warm-up activity: What's Culture?	Methodology: Mind mapping Materials: Mentimeter.com or a large white paper and Post-it or a white board with markers
10 mins	Introduction of the topic of Culture	Methodology: Interactive lecture Materials: Computer, projector, PowerPoint Presentation
15 mins	Question: And we, Deaf, have our own culture? Introduction of Deaf Culture	Methodology: Discussion and interactive lecture Materials: If you want possible with a white board & markers
10 mins	Question: What are the differences between the Deaf community and other communities?	Methodology: Discussion and interactive lecture
30 mins	Group research and creation of a short presentation	Methodology: Group work and visual & creative activity Materials: Computer and PowerPoint (or Canva) Presentation
Comment: Selection of a cultural practice for each group		
20 mins	Presentation from each work group	Methodology: Short lecture Materials: Computer and projector
Comment: The time for each presentation depends on the number of work groups.		

Materials



Power Point (+ worksheet)



Video “....”

References:

Holcomb, T. K. (2023). *Introduction to Deaf culture*. 2nd edition. Oxford University Press.

<http://www.introductiontodeafculture.com/intro-to-deaf-culture.html>

Ladd, P. (2003). *Understanding deaf culture: in search of deafhood*, Multilingual Matters.

Lane, H., Pillard R. C., and Hedberg U. (2011). *The People of the Eye: Deaf Ethnicity and Ancestry*, Oxford University Press.

Workshop 1.2

Events and Organizations of the Deaf people

Let's know better the activities of the Deaf community

Duration: 90 minutes

Learning Outcomes

- ✓ Knowledge:
Participants will:
 - develop a deeper understanding of the Deaf organizations at various levels - international, national, regional and local - and their events in different areas of interest.
 - gain in-depth knowledge about the organizational structures and systems within the Deaf Community.
 - learn to analyze an organization using the SWOT method.
- ✓ Skills:
Participants will:
 - explore the Deaf community organizations and clubs at different levels and in various areas of interest
 - share insights and discuss the work of these organizations
 - analyzing an organization or event using the SWOT method
 - research Deaf organizations and events
- ✓ Competence (responsibility and autonomy):
The participants will:
 - become aware of the organizational system within the Deaf Community
 - know how to identify and connect with relevant organizations for support or participation in their events.
 - gain the competence to critically evaluate an organization's strengths, weaknesses, opportunities, and threats. This knowledge may inspire future involvement in organizations that align with their interests.

Training Methods/Techniques:

- X Discussions
- X Self-directed learning
- X Learning journeys
- X Group work
- X Whole class

Theoretical Background:

The Deaf community is enriched by a wide range of organizations and associations that meet its social, cultural, athletic, political, and spiritual needs. These groups create Deaf spaces where individuals can communicate freely in sign language and interact with others without barriers or prejudice, sharing experiences and exchanging advice. Through this sharing, they can finally connect with people who truly understand them. In practice, these organizations offer various services, including cultural and social activities, sporting events, political advocacy and spiritual experiences.

The Deaf community is diverse, with numerous special interest groups that address the needs of specific sectors. Examples include organizations of Deaf women, Deafblinds, Deaf BIPOC groups, LGBTQIA+ Deaf communities, and various religious groups. These organizations ensure that the varied experiences and perspectives of all members of the Deaf community are represented.

Organizations exist at local, national, regional, and international levels, serving different areas of interest. They often host events that bring together Deaf individuals from various backgrounds, creating opportunities for networking, cultural exchange, and advocacy.

Level ↓ Area →	Socio-political	Youth	Sport	Other (Arts, Education, etc.)
International	<p><i>World Federation of the Deaf (WFD)</i>: An international organization that supports National Deaf Associations and organizes events like the WFD Congress and WFD Conference. http://wfdeaf.org/</p>	<p>World Federation of the Deaf Youth Section (WFDYS) and their youth, junior and children camps. http://www.wfdys.org/</p>	<p>The International Sport Committee of the Deaf (ICSD) organizes Deaflympics and World Deaf Championships for various sports. http://www.deaflympics.com/</p>	
Regional	<p><i>European Union of the Deaf (EUD)</i> https://www.eud.eu/</p> <p>Several WFD Regional Secretariats http://wfdeaf.org/who-we-are/our-team/</p>	<p><i>European Union of the Deaf Youth (EUDY)</i>, https://eudy.info/</p> <p>DNUR (Youth Association of Deaf of the Nordic countries).</p> <p>Also here they organize camps for different ages and festivals.</p>	<p>Organizations such as the European Deaf Sports Organization (EDSO), Pan American Deaf Sports Organization (PANAMDES), Asia Pacific Deaf Sports Confederation (APDSC), and Confederation of African Deaf Sports (CADS) host their championships, featuring a variety of sports specifically for Deaf athletes.</p>	
National	<p>Every country has a National Deaf Association that represents Deaf people in different institutions. They organize different events such as International Deaf Week and the</p>	<p>Your National Deaf Youth Association/Committee. It can organize camps, activities and festivals for young people.</p>	<p>Your National Deaf Sports Federation, in collaboration with Deaf Sports Clubs, organizes national championships and selects athletes for national teams in every sport to participate in Regional and World</p>	

	International Day of the Deaf.		Deaf Championships as well as the Deaflympics.	
Local	Various local Deaf associations or branches, Deaf clubs, and community events and activities.	Various Local Deaf Youth Associations, Committees, and Clubs can organize a wide range of activities tailored for young people and children.	Different Deaf Sports Clubs register Deaf athletes and enable their participation in various competitions at multiple levels. Additionally, these clubs can organize national championships, tournaments and events.	

In Deaf art, there are various Deaf theatre and film companies, along with cultural events at different levels. Some notable international events include the *Clin d'Oeil Festival*, *DeafFest*, and the *Tokyo International Deaf Film Festival*.

Among academics: *Deaf Academic and Research Conferences*, *Deaf History International*, *European Deaf Students' Union*, *International Congress on the Education of the Deaf*, *Dr. Deaf*, *Formal and Experimental Advances in Sign Language Theory (FEAST)*, etc.

Other specialized groups: There are also specific organizations for families with Deaf children, Deaf parents with hearing children, and professionals such as Deaf sign language teachers, interpreters, and more.

Depending on your location, you can also include local or well-known associations and events relevant to your context.

It is important to note the distinction between organizations 'of,' 'for,' and 'by' the Deaf. Organizations 'of' and 'by' the Deaf are led and operated by Deaf individuals, with a primary focus on serving the Deaf community. These groups reflect the cultural identity and values of the Deaf community, ensuring that leadership and staff are predominantly Deaf. In contrast, organizations 'for' the Deaf are typically run by hearing individuals, and while they aim to support Deaf people, their philosophies may not always align with those of the Deaf community. Therefore, it is essential that organizations and projects regarding Deaf people be created with Deaf individuals, as the saying goes: 'Nothing about us without us.'

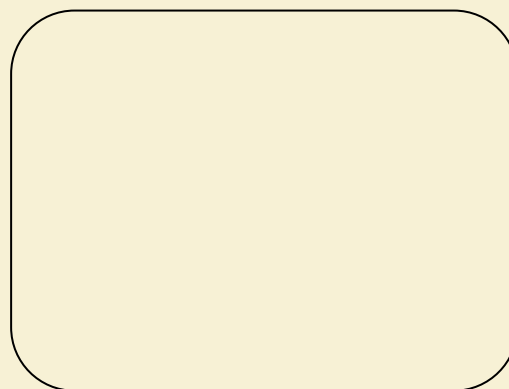
Workshop plan

Time	Activity (keywords only)	Methodology + materials
15 mins	Introduction of the topic	Methodology: Interactive lecture Materials: Computer, projector, Power Point Presentation
20 mins	Mapping Organizations of the Deaf and events	Methodology: Brainstorming and Mind map Materials: A large white paper and post-it or a Mind map on Google sites or Canva
around 10 mins	Formation of work groups, Selection of an organization to analyze and short introduction about SWOT	
Comment: For advanced participants		
25 mins	SWOT analyzing an organization	Methodology: Group work Materials: A paper and color markers
Comment: For advanced participants		
around 15 mins	Presentation from each work group	Methodology: Short presentation
Comment: The presentation should be long 5 mins base on the group number.		
5 mins	Final discussion	Methodology: Circle discussion
Comment: Alternative activity for beginner participants without SWOT analyzing		
Extra activity	Visiting an organization	Methodology: Journey learning
Comment: Tip on how to expand the activity in group work		

Materials



Power Point (+ worksheet)



Video “.... “

References:

Bauman, H. D. L., & Murray, J. J. (2013). “Deaf studies in the 21st century: ‘Deaf-gain’ and the future of human diversity”. In L.J. Davis (Ed.), *The disability studies reader* (4th ed., pp. 246-262). Routledge.

Holcomb, T. K. (2023). *Introduction to Deaf culture*. 2nd edition. Oxford University Press.

<http://www.introductiontodeafculture.com/intro-to-deaf-culture.html>

Workshop 2.1

Deaf History and Heritage

History of education of the deaf

Duration: Theory 60min (+70min homework) & Practice/Workshop 120min

Learning Outcomes

✓ Knowledge:

Participants will:

- gain knowledge about impacts of deaf education on the linguistic, social, emotional and cognitive developments of children and adults
- understand the impacts of oral methods; oralisms
- acquire understanding about the separation of deaf and hard of hearing schools due to hearing aids

✓ Skills:

Participants will:

- Contextualize the origin of Deaf schools and their methods in the context of their own country
- gain knowledge about the historical development of Deaf Education and Deaf Schools throughout Europe.
- acquire a critical perspective to evaluate different educational developments and settings.
- be enabled to contextualize historical developments in Deaf Education and connect them with current day circumstances.

✓ Competence (responsibility and autonomy):

- Mind mapping
- Connecting ideas
- Understanding history comprehensively, from past to present

Training Methods/Techniques:

- X Discussions
 - X Self-directed learning
 - X Learning journeys
 - X Inter-generational discussions
 - X Individual work
 - X Group work
 - X Whole class
 - X Practical exercise
 - X Assignment
-

Theoretical Background:

Deaf education in Europe is diverse and encompasses different approaches and models, varying by country and cultural context. Deaf education focuses on the specific needs of deaf or hard-of-hearing children and adolescents, addressing both linguistic and social/emotional aspects of learning. There are various educational models, ranging from highly specialized approaches to inclusive and integrative systems. Deaf schools in Europe differ by country and region, but the common goal is to provide quality education for deaf and hearing-impaired children. Increasingly, the integrative approach is preferred, where deaf children are integrated into the regular school system while receiving special support. Sign language plays a central role, both as a means of communication and as part of the cultural identity of the Deaf community. Despite the trend toward integration, the importance of specialized Deaf schools remains.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
40 min	theory/content/intro	Methodology: lecture Materials: presentation PPT
Comment: teacher: read paper & articles		
10 min	questions	Methodology: open forum Materials: white board/flipchart
10 min	summary	
10 min	explore homework	Methodology: Lecture Materials: discussion
Comment: create groups of 2 or 3 people;		
40 min	group presentation of homework	Methodology: presentation / role play Materials: PPT
Comment: Each person should present sth.		
10 min	group exchange	Methodology: Discussion Materials: flipchart with keyword
Comment: create topics that appear		
10 min	summary	Methodology: open forum
120 min	workshop	Methodology: Excursion

	<p>Materials:</p> <p>live session under supervision / expert</p>
<p>Comment: additional program to extend and manifest knowledge</p>	

Practical Part/Workshop

Regional Deaf schools will be researched, and a tour will be planned. At each site, historical events will be presented, and the development of sign language will be discussed. In the following discussion forum, a deaf person who attended the school will be invited, or a meeting will be arranged at the local Deaf association.

Educational Goals:

- Make history tangible
- Visit historical buildings
- Provide access to personal history
- Meet witnesses of history

Materials



Power Point (+ worksheet)



Video “...”

References:

- Dotter, F./Jarmer, H./Huber, L. (2019): Die Relikte von Oralismus und Behindertendiskriminierung in Österreich. In: Schmidt, M./Werner, A. (Hg.): Zwischen Fremdbestimmung und Autonomie. Neue Impulse zur Gehörlosengeschichte in Deutschland, Österreich und der Schweiz. Bielefeld: transcript, S. 371-421.
- Monaghan, L. (2016): Deaf Education History. Milan 1880. In: In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 173-177.
- Nieves, B. (2016): Deaf Education History. Pre-1880. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 182-186.
- del Pilar Fernández-Viader, M./Fuentes, M. (2004): Education of Deaf Students in Spain. Legal and Educational Politics Developments. In: Journal of Deaf Studies and Deaf Education, 9:3, S. 327-332.

Workshop 2.2

Deaf History and Heritage

Milestones and successes of the Deaf Community

Duration: Theory 60 min and Practice & Workshop 120 min

Learning Outcomes

- ✓ Knowledge:
Participants will:
 - acquire understanding of different milestones and successes of the Deaf community.
- ✓ Skills:
Participants will:
 - be able to evaluate the circumstances in which milestones and successes of the Deaf community came to be.
 - get the chance to reflect the present-day situation of the Deaf community and their own capacities for improvement and innovation.
- ✓ Competence (responsibility and autonomy):
 - Critical thinking
 - Creating timelines
 - Connecting historical events of society with culture-specific achievements

Theoretical Background:

The History of the Deaf Worldwide is a story of progress, the fight for recognition, and the development of an independent cultural identity. The recognition of sign language as a full-fledged language, the founding of schools and universities for the deaf, the strengthening of political and cultural rights for the deaf, and the introduction of innovative technologies have opened new opportunities for the deaf community and promoted their integration into society.

Although many challenges still exist, these positive milestones are signs of the steady progress and ongoing efforts of the deaf community, which will continue to advocate for an inclusive and just society in the future. The scientific recognition and study of sign language is another positive milestone. The creation of universities and research institutes dedicated to the study of sign linguistics has led to a deeper understanding of sign language as a full and complex language. This research has not only confirmed the linguistic significance of sign languages but also expanded our understanding of how sign language shapes the thinking and perception of deaf people.

Workshop plan

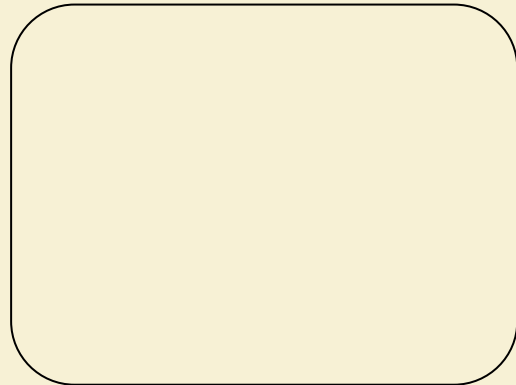
Time	Activity (keywords only)	Methodology + materials
40 min	theory/content/intro	Methodology: lecture Materials: presentation PPT
Comment: teacher: read the paper in advance; perhaps some articles as well		
10 min	questions	Methodology: open forum Materials: white board/flipchart
10 min	summary	
10 min	explore homework: visit an institution	Methodology: lecture Materials: discussion
Comment: be sure that the task is clear; create groups of 2 or 3 people;		
40 min	group presentation of homework	Methodology: presentation / role play

		Materials: PPT
Comment: each person should present their homework		
10 min	group exchange	Methodology: discussion Materials: flipchart with keyword
Comment: create topics that appear		
10 min	summary	Methodology: open forum
120 min	workshop	Methodology: excursion Materials: live session under supervision / expert
Comment: additional program to extend and manifest knowledge		

Materials



Power Point (+ worksheet)



Video “...”

References:

Bauman H.-D.L./Murray, J.M. (2016): Deaf Studies. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 272-276.

Bravin, P.W. (2016): Wireless Technology. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 955-957.

Emery, S.D. (2016): Deaf Rights Activism, Global Protests. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 266-271.

Krausneker, V. (2016): International Linguistic Minority Law. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 599-601.

Lindquist Bergey, J./Gannon, J.R. (2016): Deaf President Now Protest. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 261-263.

Moss, K. (2016): International Day of Sign Language. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 484-485.

Nieves, B. (2016): Deaf Education History. Pre-1880. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 182-186.

Pabsch, A. (2016): UN Convention on the Rights of Persons with Disabilities. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 985-990.

Rholetter Purdy, E. (2016): Deaf History. 1921-1980. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 202-206.

Rholetter, W. (2016): Artists. In: Gertz, G./Boudreault, P. (Hg.): The Sage Deaf Studies Encyclopedia. Los Angeles: SAGE, S. 42-45.

Workshop 3.1

Sign language linguistics

Grammar and structure of sign languages

Duration: 2 hours

Learning Outcomes

✓ *Knowledge:*

- Participants will understand the five elements of sign language (handshape, movement, location, palm orientation, and non-manual signals).
- Participants will understand five of several grammar rules of sign language:
 - Word order (SOV)
 - Localization
 - Question structure
 - Negation
 - Verb direction
- Participants will be able to compare spoken and sign languages, recognize key differences, and understand that both are real languages with their own structure and grammar.
- Participants will know how to respond to myths from uninformed people about sign language.

✓ *Skills:*

- Participants will be able to identify and apply the five elements of sign language in practice.
- Participants will be able to use five of several grammar rules in sign language: SVO/SOV word order, localization, question structure, negation, and verb direction.
- Participants will be able to analyze and explain the differences between spoken and sign languages.
- Participants will be able to respond clearly and confidently to common or misinformed questions about sign language from people who are unaware of it.

✓ *Competence (EQF - level 3)*

- The participant applies the five elements of sign language (handshape, movement, location, palm orientation, and non-manual signals) in familiar, structured situations and self-corrects when needed.
- The participant uses basic grammatical rules to construct clear and simple signed sentences and can identify or correct mistakes with support.
- The participant can explain key structural and visual differences between spoken and sign languages in simple terms.
- The participant responds appropriately, clearly, and confidently to common misconceptions or questions about sign language.

Training Methods/Techniques:

x Discussions

x Video-based learning

x Practical exercises

x Role-Playing

x Group work

x Whole class

x Game

Theoretical Background:

This lesson introduces learners to the structure of sign language by focusing on two main areas:

- Understanding and applying the five fundamental elements of a sign, and
- Using five of several grammatical rules within sign language.

The goal is for participants to go beyond memorizing signs and begin understanding how meaning is created and organized in sign language.

The five elements of sign language

Every sign in sign language is composed of five parameters. Together, they define the meaning of a sign. While the specific signs vary across languages, the structural elements are universal. A change in any one of these five parameters can result in a different sign altogether.

Handshape

This refers to the specific shape made by the hand(s) during a sign. Examples include a flat hand, a closed fist, or a V-shape. There are dozens of recognized handshapes used systematically in sign languages.

Movement

This is the motion the hand(s) make: up, down, in a circular or linear path, repeated or single. Movement often carries grammatical meaning (e.g. verb aspect) and distinguishes signs that may otherwise look similar.

Location

The physical space where the sign is performed (e.g. near the forehead, chest, or in the neutral signing space in front of the body). Changing the location can change the meaning or create ambiguity.

Palm orientation

This describes the direction the palm is facing during the sign – upward, downward, toward the body, outward, or to the side. Incorrect palm orientation can change the meaning or make the sign incorrect or unclear.

Non-manual signals

These are facial expressions, head movements, mouth shapes, and upper body movements that accompany manual signs. They often express grammatical functions such as asking questions, showing intensity, indicating time, or negating something. In many cases, this is essential to understanding the full meaning of the signed message.

Grammar rules of sign language

Sign languages have their own grammar systems, distinct from spoken languages. Grammar in sign language is often conveyed visually through space, hand movement, and facial expressions. The following are a selection of five rules relevant at a basic communication level.

Word order: SVO/SOV

Sign languages use flexible word order. While subject-verb-object (SVO) is common in spoken languages, subject-object-verb (SOV) is more commonly used in sign languages.

Localization

This involves assigning a position in the signing space to people or objects and then referring back to that location. It functions like pronouns or reference words in spoken language. For example, placing “Anna” on the right side and “John” on the left, you can then “look” or “point” to refer back to them without repeating their names.

Question formation

In sign language, the question word (e.g. WHAT, WHO, WHERE) is usually placed at the end of the sentence, unlike in spoken languages where it typically appears at the beginning. Question formation also relies heavily on non-manual signals, such as facial expressions and

head movements. For example, raised eyebrows and a slightly forward-tilted head are used to indicate a question. The manual signs alone do not mark the sentence as a question; it is the facial expression that carries the grammatical function.

Negation

Negation in sign language is typically expressed using non-manual signals such as a headshake and a negative facial expression, rather than explicitly signing "NO" or "NOT."

However, if emphasis is desired, the signs NO or NOT may be used together with the non-manual signals to reinforce the negation.

Verb directionality

Some verbs in sign language are directional – their movement shows the subject and object of the action.

For example, the verb "GIVE" can be signed from the signer's body toward another person's location in the signing space, visually indicating "I give to you."

Changing the direction communicates different subject-object relationships.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> Ask each participant to briefly introduce themselves. Ice breaking game: Each participant creates a sign using the handshape of the first letter of their name. <p>The next person repeats all previous signs in order and adds their own.</p> <ul style="list-style-type: none"> Explain the aim of the workshop 	<p>Methodology:</p> <p>Plenaire</p> <p>Materials:</p> <p>PPT introduction</p>
10 minutes	<p>Theory of elements of sign language</p> <ul style="list-style-type: none"> Explanation: Briefly explain the five basic elements of a sign (see theoretical background above + PPT) Discussion: Ask participants to take turns selecting a sign and “break it down” together as a group. <ul style="list-style-type: none"> For each sign, ask: <ul style="list-style-type: none"> What is the handshape? Where is it located? What is the movement? What is the palm orientation? Are there non-manual features? 	<p>Methodology:</p> <p>Presentation + Group discussion</p> <p>Materials:</p> <p>PPT Elements of SL</p>
<p>Comment: Extra twist: Introduce the concept of symmetrical vs. asymmetrical signs:</p> <p><i>Symmetrical:</i> Both hands use the same handshape and movement.</p> <p><i>Asymmetrical:</i> One hand is dominant (Hand A), the other supports (Hand B).</p> <p>Ask:</p> <p>Is this sign symmetrical or asymmetrical?</p> <p>Are both hands doing the same thing, or are they different?</p>		
15 minutes	<p>Activity: Signing game</p> <ol style="list-style-type: none"> Place all dice in the middle of the circle. <p>Each dice represents one element of sign language, with different variations of that element on each side.</p>	<p>Methodology:</p> <p>Game</p> <p>Materials:</p>

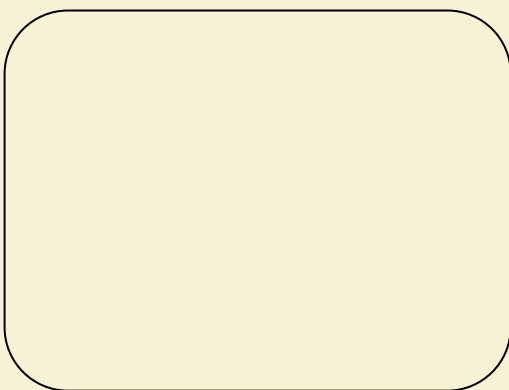
	<p>2. Each participant takes a turn rolling the dice.</p> <p>3. Based on the outcome, they must create a sign that includes all the elements shown.</p> <p>The goal is to invent a plausible, creative, and structured sign using those elements.</p>	<p>PPT Signing game + Worksheet “Dice”</p> <p>(Note: cut and glue the dices beforehand)</p>
<p>Comment: Adjust the difficulty based on the group’s level:</p> <p>Easy - Start with 1 dice Medium - Use 2 dice Hard - Use 3 dice Continue increasing the number of dice by one each round.</p>		
<p>20 minutes</p>	<p>Theory: Sign language grammar</p> <ul style="list-style-type: none"> • Ask the group: which grammar rules of sign language do you already know? • Show an image (e.g. an apple on a table). <ul style="list-style-type: none"> ○ Ask: How would you sign this? <ul style="list-style-type: none"> ▪ Let participants suggest versions and write the sign order on the board. ○ Ask: How would you write this? <ul style="list-style-type: none"> ▪ Let participants suggest versions and write the writing order on the board below the signing one. ○ Introduce SOV structure: <ul style="list-style-type: none"> ▪ In many sign languages like NGT, the typical order is Subject - Object - Verb. ○ Introduce localization (use of space and pointing): ○ Show how you can assign locations in space to refer back to subjects or objects (e.g. left hand is “table”) • Question sentence: Project a written question: “Where does she live?” <ul style="list-style-type: none"> ○ Ask: How would you translate this into your national SL? ○ Introduce: 	<p>Methodology:</p> <p>Presentation + plenaire</p> <p>Materials:</p> <p>PPT Theory sign language grammar</p>

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ WH-words often appear at the end: SHE LIVE WHERE? ▪ Non-manual markers: eyebrows up throughout the question. ○ Let a few participants try it with other sentences and give feedback. • Negation <ul style="list-style-type: none"> ○ Example sentence: “I don’t work.” <ul style="list-style-type: none"> ▪ Ask: How do you sign this? ○ Introduce: <ul style="list-style-type: none"> ▪ In sign language, negation is shown by shaking the head while signing the verb. ▪ Sometimes an explicit sign for “not” is used, but often the non-manual marker alone is enough. ○ Demonstrate and let participants try with other sentences. • Verb direction <ul style="list-style-type: none"> ○ Example sentence: “She gives him a book.” <ul style="list-style-type: none"> ▪ Ask: How do you sign that? ○ Repeat localization: <ul style="list-style-type: none"> ▪ Assign “she” to the left, “him” to the right in signing space. ▪ Handshape of a book ○ Introduce verb modification: <ul style="list-style-type: none"> ▪ The verb GIVE moves from “she” to “him” → this directionality adds grammatical meaning. ○ Demonstrate and let participants try with other sentences. 	
<p>Comment: Choose which grammar rules to cover depending on the level of the group. Start with basic structures like SVO/SOV and non-manual signals, and expand to more complex topics like verb agreement and topicalisation if appropriate.</p>		
10	Activity: Making sentences in SL	Methodology:

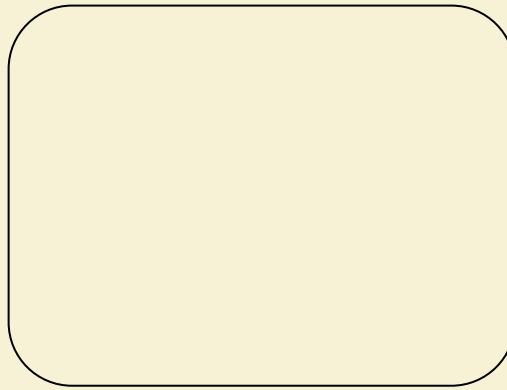
minutes	<ul style="list-style-type: none"> • Divide participants into groups of three. Each group receives a worksheet with six written sentences in written language. • Their task is to translate each sentence into I sign language, considering the learned grammar rules. • Ask one or two groups to demonstrate a sentence and explain their choices. • Brief discussion with the class: <ul style="list-style-type: none"> ○ What did you notice? ○ What was easy or tricky? 	Group work Group of three persons Materials: PPT - Making sentences Worksheet “Practicing sentences”
Comment: The sentences are at a medium difficulty level. Feel free to adjust them to an easier or more advanced level depending on your group.		
25 minutes	Activity: Role Play <ul style="list-style-type: none"> • Form groups: <ul style="list-style-type: none"> ○ Three participants come to the front: ○ One plays the role of a hearing person ○ Two others play the deaf signers ○ The rest of the class watches and supports • The “hearing person” receives a card with a question. They sign the question to the “deaf signers”. • The two signers then answer the question together, explaining the relevant grammar point in clear language. • Class Feedback: After each round, invite the rest of the class to give feedback: <ul style="list-style-type: none"> ○ Was the explanation clear? ○ Could anything be improved? • Group rotation 	Methodology: Role play Materials: PPT Role play Worksheet - Role play
Comment: Goal: To practice explaining sign language grammar and structure in a clear and confident way, and to build resilience when responding to common questions or misunderstandings — all within a safe and supportive environment where participants can learn from each other and receive constructive feedback.		

5 minutes	<p>Reflection</p> <p>Ask the group:</p> <ul style="list-style-type: none"> • What did you learn? • What surprised or challenged you? <p>Conclusion: Sign language is a real language with its own structure and grammar!</p>	<p>Methodology:</p> <p>Plenary</p> <p>Materials:</p> <p>PPT Reflection</p>
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Materials



Power Point (+ worksheet)



Video “...”

References:

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<https://www.aslbloom.com/blog/asl-sentence-structure>

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Workshop 3.2

Sign language linguistics

Language acquisition and development

Duration: 1 hour

Learning Outcomes

✓ *Knowledge:*

- Participants will understand how the phases of natural language acquisition and development typically progress.
- Participants will know how language development may differ for deaf children, and the key role of sign language.
- Participants will understand the concept and benefits of bilingualism, including combinations with sign language.
- Participants will understand the concept of language deprivation and its potential impact.

✓ *Skills:*

- Participants will be able to describe the phases of language acquisition.
- Participants will be able to apply the phases of language development to the situation of a deaf child, highlighting the importance and benefits of early access to sign language.
- Participants will be able to describe examples of bilingualism and apply the concept to sign and spoken/written languages.
- Participants will be able to reflect on the effects of language deprivation.
- Participants will be able to complete and reflect on a language profile.
- Participants will be able to discuss and compare language experiences with others.

✓ *Competence:*

- The participant is able to describe the basic phases of language acquisition using examples relevant to child development.
- The participant is able to apply the phases of language development to the situation of a deaf child and can explain, in simple terms, the importance and benefits of early access to sign language.

- The participant is able to describe basic examples of bilingualism and apply the concept to combinations of sign and spoken or written language.
- The participant is able to reflect on the possible effects of language deprivation and recognise its impact in practical or educational contexts.
- The participant is able to complete a basic language profile and reflect on their own language development using guided prompts.
- The participant is able to discuss and compare language experiences with others, showing awareness of linguistic diversity.

Training Methods/Techniques:

x Discussions

x Video-based learning

x Self-directed learning

x Individual work

x Whole class

Theoretical Background:

Language development

Language development refers to the process by which children acquire the ability to understand and use language. This encompasses learning vocabulary, grammar, and pronunciation through interaction and exposure to their environment, typically starting in early childhood. Early exposure to a natural language is essential for communication and cognitive development.

Language is fundamental to human interaction and learning. Early language development is crucial for cognitive growth, social interaction, and academic success. Children who develop strong language skills are better equipped to express themselves, understand others, and engage with the world around them.

Standard language development stages

Children typically progress through several stages of language development:

Language development in deaf children

Deaf children acquire language naturally if they are exposed to a fully accessible language, such as sign language, from an early age. Their language development follows similar stages to hearing children, including babbling, first words, and complex sentences. However, over 90% of deaf children are born to hearing parents who may not use sign language, leading to limited early language exposure. This lack of access can result in language delays and associated cognitive and social challenges.

Bilingualism

Bilingualism involves the ability to understand and use two languages. Children exposed to two languages from an early age can develop proficiency in both. Benefits of bilingualism include enhanced cognitive flexibility, better problem-solving skills, and greater cultural awareness. For deaf children, being bilingual in sign language and a spoken/written language can provide comprehensive communication skills and support academic achievement.

Language deprivation

Language deprivation occurs when a child does not have sufficient access to a natural language during critical developmental periods, typically from birth to age five. For deaf children, this often results from a lack of exposure to sign language, especially when born to hearing parents who do not use it. Consequences of language deprivation include:

- Delayed language development: Significant delays in acquiring language skills.
- Cognitive challenges: Impaired memory, attention, and problem-solving abilities.
- Social and emotional difficulties: Challenges in forming relationships and expressing emotions.
- Academic underachievement: Difficulties in reading, writing, and overall academic performance.
- Mental health risks: Increased risk of anxiety, depression, and low self-esteem.

Language profile

A language profile is a tool used to document an individual's language experiences and proficiencies. It includes information about the languages a person has been exposed to, the contexts in which they use each language, and their comfort levels with each. Creating a language profile can help educators and caregivers understand a child's linguistic background and tailor support to their specific needs.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> • Ask each participant to briefly introduce themselves. • Ice breaking game: Ask the following questions: <ul style="list-style-type: none"> ○ How many languages do you know or speak? ○ Which language would you like to learn and why? • Explain the aim of the workshop 	<p>Methodology:</p> <p>Plenary</p> <p>Materials:</p> <p>PPT - Introduction</p>
15 minutes	<p>Theory of language development in deaf children</p> <ul style="list-style-type: none"> • Ask the group: What is language development, and why is it important. • Explanation: six stages of language development (see theoretical background above) <ul style="list-style-type: none"> ○ Discuss: What does that look like for deaf children? • Explanation: Language development in deaf children - what is different? <ul style="list-style-type: none"> ○ No access to spoken language through hearing, and lipreading or speech is often not sufficient due to limited visibility and clarity. <ul style="list-style-type: none"> ▪ → Sign language ○ Sign language -> a natural visual language, with full grammar and it activates the same language centers in the brain as spoken language. ○ Children need language – not speech – for healthy development. • Connecting to the language development stage: <ul style="list-style-type: none"> ○ Early access is essential → Language networks in the brain are formed at a very young age. 	<p>Methodology:</p> <p>Presentation, plenary discussions</p> <p>Materials:</p> <p>PPT - Language development in deaf children</p>

	<ul style="list-style-type: none"> ○ Sign language can support every stage of language development, but “the earlier, the better!” ○ Children can learn both sign language and written/spoken language. ● Discuss: How can sign language be offered in each stage of language acquisition? ● Discuss common misconceptions <ul style="list-style-type: none"> ○ “They can just learn to lipread, right?” <ul style="list-style-type: none"> ▪ Lipreading is limited — only about 30–40% of speech sounds are visually distinguishable. ○ “Sign language delays speech development.” <ul style="list-style-type: none"> ▪ On the contrary: visual language supports and stimulates overall language development. ○ “They should learn spoken language first, then sign later.” <ul style="list-style-type: none"> ▪ Children don’t learn language later — they need access to language from the very beginning. ○ “If a child has a CI, there’s no need for sign language.” <ul style="list-style-type: none"> ▪ A cochlear implant provides access to sound, but not to language itself. ▪ It is not a guarantee of full language development. ▪ Sign language remains essential — as a foundation or as support. ▪ Bilingualism (spoken and signed languages) is powerful and possible. ● Explanation: Bilingualism <ul style="list-style-type: none"> ○ What is bilingualism? ○ Examples of language combinations 	
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	<ul style="list-style-type: none"> ○ Proven benefits of bilingualism ○ Connection to sign language 	
5 minutes + 5 minutes	<p>Watching video: “Language deprivation”</p> <p>Discuss the video</p> <ul style="list-style-type: none"> • What did you see in the video? • What exactly happened to the person in the video? • What impact did this have on their life – socially, emotionally, and cognitively? • Why do you think this situation happened? • Do you think there is enough awareness in society about this issue? 	<p>Methodology:</p> <p>Watch video</p> <p>Materials:</p> <p>Video: “Language deprivation”</p>
5 minutes	<p>Theory of language deprivation</p> <ul style="list-style-type: none"> • What is language deprivation? • Consequences of language deprivation 	<p>Materials:</p> <p>PPT - Language deprivation</p>
10 minutes	<p>Individual work “Your own language profile”</p> <p>Hand out the worksheet and have everyone fill it in individually.</p>	<p>Methodology:</p> <p>Individual work</p> <p>Materials:</p> <p>PPT - Language profile</p> <p>Worksheet - Language profile</p>
10 minutes	<p>Exchange experiences</p> <p>Plenary discussion about the insights gained while filling in the language profile:</p> <ul style="list-style-type: none"> • What languages did you write down? • How did it feel to think about your language background in this way? • Were there any surprises while filling in your profile? 	<p>Methodology:</p> <p>Plenary discussion</p> <p>Materials:</p> <p>PPT - Language profile</p>
<p>Comment: Sharing is voluntary and not required.</p>		
5 minutes	<p>Reflection</p> <p>Ask the group:</p>	<p>Methodology:</p> <p>Plenary</p>

	<ul style="list-style-type: none"> • What did you learn? • What surprised or challenged you? 	Materials: PPT - Reflection
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Materials



Power Point (+ worksheet)



Video “....”

References:

Dougherty, E. (2017). “Studying Language Acquisition in Deaf Children”. The Brink. Boston University. <http://www.bu.edu/articles/2017/asl-language-acquisition/>

Fish, S., & Morford, J. P. (2012, June). The benefits of bilingualism: Impacts on language and cognitive development (Research Brief No. 7). Washington, DC: Visual Language and Visual Learning Science of Learning Center. <https://vl2.gallaudet.edu/research-briefs/261>

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Workshop 4.1

Mental Health and Well-being

Development of Deaf Identity and Self-esteem

Duration: 120 minutes

Learning Outcomes

By the end of this workshop, participants will have developed:

- ✓ Knowledge:
 - Can identify at least two important factors that support the development of a positive Deaf identity.
(Examples: positive Deaf role models, acceptance from family, access to sign language, participation in Deaf community activities)
 - Can describe at least two key aspects of Deaf identity.
(Examples: language use, cultural values, group belonging, personal experiences, communication preferences)
 - Can explain the connection between Deaf identity and mental well-being.
- ✓ Skills:
 - Can list and use at least two strategies for building healthy self-esteem.
(Examples: positive self-talk, setting small goals, seeking support, participating in Deaf community events)
 - Can express and share their experiences and feelings about being Deaf
(through words, drawings, or sign language).
 - Can demonstrate basic self-advocacy skills in everyday life.
- ✓ Competence
 - Can apply strategies to support their own Deaf identity development.
 - Can support and encourage peers in their journey towards a positive Deaf identity.
 - Can identify ways to promote positive mental well-being within their Deaf community.

Training Methods/Techniques:

- x Discussions
 - x Video-based learning
 - x Practical exercises
 - x Inter-generational discussions
 - x Individual work
 - x Pairs
 - x Group work
-

Theoretical Background

Deaf identity is a dynamic, lifelong process, shaped by individual experience, language access, community connection, and societal attitudes. While adolescence is often a pivotal phase for exploring identity, research shows that the foundations of Deaf identity are laid in early childhood and continue to evolve throughout adulthood and later life, influenced by family dynamics, educational settings, and broader cultural context

Early communication choices and family environment play a critical role in self-perception and identity development for Deaf children. Most Deaf children are born to hearing parents, and many initially experience their deafness through a medical or deficit lens—often associated with clinical appointments or assistive devices. Children who have early exposure to sign language and are positively reinforced as being part of a cultural-linguistic minority rather than as “impaired” are more likely to develop healthy self-esteem and a positive sense of identity.

As Deaf youth move into adolescence, self-awareness and identity negotiation intensify. During this period, peer relationships become especially important: connections with other Deaf individuals help normalize experiences and reduce isolation, while societal pressures to conform to hearing norms (such as reluctance to use sign language or hearing aids) can create internal conflict and identity struggles. Educational environments also play a key role; Deaf youth in settings that value and promote sign language and Deaf culture report greater self-esteem and well-being.

In adulthood, Deaf identity continues to deepen and transform. Many Deaf individuals reclaim or strengthen their identity through participation in the Deaf community, advocacy, or by embracing biculturalism—navigating both Deaf and hearing worlds. For some, learning sign language as adults is a transformative experience, fostering a sense of belonging and cultural pride. Career paths, family life, and social participation further shape self-concept, as Deaf adults balance societal expectations with personal authenticity.

Later in life, Deaf identity may acquire new dimensions, such as adapting to aging or additional sensory changes. Older Deaf adults often reflect on their legacy, mentorship roles, and the preservation of Deaf cultural heritage. Throughout the lifespan, self-esteem

and well-being are closely linked to empowerment—the freedom to choose communication modes, social networks, and cultural identities.

Barriers such as limited access to sign language, education, or Deaf role models can undermine confidence and hinder identity development. Conversely, inclusive and culturally affirming environments that celebrate sign language, Deaf artistry, and community leadership support resilience and positive self-esteem. European and international policy frameworks now recognize Deafness as a form of human diversity, emphasizing the right to sign language and protection against discrimination.

Intersectionality is increasingly recognized as central to Deaf identity. Factors such as ethnicity, gender, socioeconomic status, and the experience of marginalization (e.g., among Roma Deaf youth or those with additional disabilities) intersect with Deaf identity, shaping both challenges and sources of strength. Biculturalism—navigating Deaf and hearing worlds—is widely acknowledged, with research showing that those able to integrate both identities often demonstrate greater resilience and well-being.

In summary, framing deafness as a cultural and linguistic identity, rather than a medical deficit, supports healthier self-perception, stronger self-esteem, and a greater sense of belonging for Deaf individuals across all ages. For educators, youth workers, and policymakers, fostering early sign language access, positive Deaf role models, and inclusive environments are key strategies for supporting positive identity development and mental health in Deaf communities.

Workshop plan

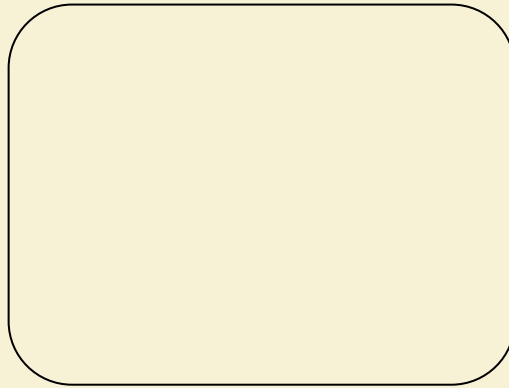
Time	Activity (keywords only)	Methodology + materials
10 min	Introduction & Warm-up	Methodology: Presentation, group check-in Materials: PPT slides, objectives, whiteboard
Comment: Welcome, introduce topic and objectives, set ground rules (respect, visual access), check communication comfort.		
25 min	Iceberg Identity Mapping & Pair Sharing	Methodology: Drawing, pair work, Iceberg model Materials: Iceberg templates, coloured markers
Comment: Each draws their identity iceberg—above water (visible) and below (hidden) aspects; use drawings/symbols/words. Share in pairs or small groups, discuss similarities/differences, facilitator supports discussion.		

25 min	Maslow's Pyramid Mapping & Group Discussion	Methodology: Creative mapping, group discussion, Maslow's hierarchy Materials: Pyramid templates, stickers, markers
Comment: Briefly explain Maslow visually. Youth fill in/draw on pyramid for their own needs/identity. Group discusses which needs are met or challenging for Deaf youth, and why; facilitator highlights key points.		
25 min	Documentary/Story & Reflection	Methodology: Video/story viewing, worksheet, group discussion Materials: Video clip (<i>Deaf Child</i> or interview), reflection worksheet
Comment: Watch documentary or story. Use worksheet to analyse: identity (iceberg), needs (Maslow), barriers/supports. Discuss: generational/family/community influences and compare with own experiences.		
25 min	Group Poster: Barriers & Supports	Methodology: Group brainstorming, creative poster Materials: Flipchart paper, art supplies, stickers
Comment: Small groups create poster showing "Barriers" (left) and "Supports" (right) for Deaf identity—using drawings, stickers, words. Each group presents; then gallery walk and leave sticky note feedback.		
10 min	Conclusion & Reflection	Methodology: Group circle, summary, feedback Materials: Talking object, feedback forms, resource handouts
Comment: Each shares one insight/action. Summarize key points, hand out support resources, collect feedback, thank all.		

Materials



Power Point (+ worksheets)



Video “... “

References

1. <https://academic.oup.com/jdsde/article/16/4/494/551253>
2. <https://avr.tums.ac.ir/index.php/avr/article/view/193>
3. http://diversityinthedeafcommunity.weebly.com/uploads/2/8/6/3/28634119/deaf_identities.pdf
4. https://jpcp.uswr.ac.ir/browse.php?a_id=391&slc_lang=en&sid=1&ftxt=1&html=1
5. <https://deafwebsites.com/from-silence-to-confidence-embracing-deaf-identity-in-adulthood/>
6. <https://www.mdpi.com/2227-7102/13/8/782>
7. <https://sk.sagepub.com/ency/edvol/download/the-sage-deaf-studies-encyclopedia/chpt/identity-development.pdf>
8. <https://deafwebsites.com/how-deaf-identity-evolves-over-a-lifetime/>
9. <https://www.ncbi.nlm.nih.gov/books/NBK556096/>
10. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8063680/>
11. <https://www.wakefielddeaf.org.uk/our-services/children-young-people-and-families-service/understanding-your-deaf-identity/>
12. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10244878/>

Workshop 4.2

Mental Health and Well-being

Mental Health Resources for Deaf People

Duration: 60 minutes

Learning Outcomes

- ✓ Knowledge:
 - Can identify unique mental health challenges commonly faced by Deaf individuals.
 - Can describe at least two types of mental health resources available specifically for Deaf people.
 - Can explain the importance of accessible communication, particularly sign language, in mental health care.
- ✓ Skills:
 - Can list and locate at least two Deaf-friendly support services (e.g. crisis helplines, counseling, peer networks).
 - Can distinguish between general and Deaf-specific mental health resources.
 - Can share information about available services with peers in an accessible way.
- ✓ Competence
 - Can evaluate whether a mental health resource is accessible and appropriate for Deaf people.
 - Can assist others in identifying and accessing Deaf-friendly support.
 - Can advocate for improved accessibility and inclusion in mental health services for the Deaf community.

Training Methods/Techniques:

- x Discussions
- x Video-based learning
- x Self-directed learning
- x Practical exercises
- x Individual work
- x Pairs
- x Group work
- x Online
- x Digital training

Theoretical Background

Mental health care for Deaf sign-language users in Europe faces systemic barriers but is increasingly supported by specialist services, Deaf-led initiatives and EU-level advocacy.

Most Deaf people encounter mental health difficulties at two to three times the rate of hearing peers, driven by limited access to clinicians fluent in sign language and social isolation. Only around 43% of European countries provide any sign-language support in medical settings, while in the UK fewer than 3% of clinical psychologists are fluent in British Sign Language (BSL) and just 5% of Deaf people access therapy in BSL.

Specialist NHS Services in the UK

England hosts three NHS-commissioned Deaf mental health units. The John Denmark Unit in London offers 18 inpatient beds and community outreach, delivering all care in BSL by Deaf-aware staff. The National Deaf Child and Adolescent Mental Health Service provides family therapy, psychosocial interventions and CBT entirely in BSL for young people up to age 18. More recently, SignHealth secured a national IAPT contract to deliver Talking Therapies for Deaf adults in BSL, streamlining referrals and removing financial barriers to BSL-based CBT and counseling.

Deaf-Led Peer and Community Supports

Peer networks amplify resilience. The European Society for Mental Health and Deaf People (ESMHD) convenes sign-language-based peer groups across member states, fostering shared coping strategies and professional guidelines. In France, SOS Surdus operates “L’œil et la main,” a free helpline staffed by trained Deaf volunteers offering emotional support in French Sign Language via video, chat or SMS 24/7.

EU Advocacy and Policy Frameworks

Article 25 of the UN CRPD mandates accessible health care in patients’ preferred languages, including national sign languages. At a Brussels workshop in September 2024, the European Union of the Deaf and European Disability Forum urged the European Commission’s DG SANTE to require accredited national sign-language interpreters in all healthcare settings and to train practitioners in sign languages. The EUD also promotes the embedding of “cultural mediators” to ensure medical information is conveyed in culturally appropriate sign-language contexts.

Innovations and Next Steps

France's UASS-LS network comprises eight to ten hospital-based mental-health teams offering psychiatric and psychosocial care in French Sign Language. Established in the late 2000s, these units support Deaf patients and collaborate with community-based structures to boost engagement and ensure continuity of care. Despite progress, rural areas and countries like Ireland still lack consistent Deaf-accessible services, underscoring the need for EU-wide protocols on interpreter provision and clinician training.

By centering BSL and other national sign languages, supporting Deaf-run peer networks and enforcing Article 25 standards, Europe is moving toward inclusive mental health care that upholds Deaf people's rights and dignity.

Workshop plan

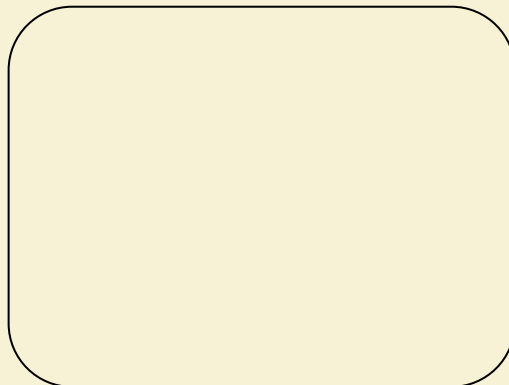
Time	Activity (keywords only)	Methodology + materials
10 min	Introduction & Warm-up	Methodology: Presentation, group check-in Materials: PPT slides, objectives, whiteboard
Comment: Welcome, introduce topic and objectives, set ground rules (respect, privacy, visual access), clarify information sharing (not therapy).		
15 min	Group Discussion: Mental Health Challenges	Methodology: Group discussion Materials: Flipchart, markers
Comment: Facilitate discussion on barriers to accessing mental health support as Deaf individuals. Use prompt questions, record key points visually.		
15 min	Video Presentation: Deaf-Friendly Resources	Methodology: Video-based learning, Q&A Materials: Projector, screen, selected video
Comment: Show video about Deaf-specific support services (e.g. SignHealth, Deaf helplines, peer groups). Follow with Q&A to clarify information and address questions.		
15 min	Practical Exercise: Resource Mapping	Methodology:

		<p>Group activity, practical exercise</p> <p>Materials:</p> <p>Handouts, worksheets, pens</p>
<p>Comment: Small groups identify and list local/national Deaf mental health resources (e.g. hotlines, counselling, online platforms). Each group shares key findings. Facilitator provides additional information to ensure comprehensive coverage.</p>		
5 min	Conclusion and Reflection	<p>Methodology:</p> <p>Group summary, feedback</p> <p>Materials:</p> <p>Resource handouts, feedback forms</p>
<p>Comment: Summarize key points, distribute compiled resource list, encourage participants to share information with their communities, collect feedback, and thank all participants.</p>		

Materials



Power Point (+ worksheet)



Video “...”

References

1. <https://signhealth.org.uk/resources/deaf-mental-health-library/>
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- 10.
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Workshop 5.1

Deaf Rights and Advocacy:

Laws and Guidelines on Deaf Rights

Duration: 90 minutes

Learning outcomes

- ✓ **Knowledge:** By the end of the workshop, participants will:
 - Understand what a “barrier” is in the context of participation for deaf and disabled people.
 - Understand the difference between laws and guidelines.
 - Know the different levels of law: organisational, local, national, European, and international.
 - Recognise key international treaties relevant to disability rights, including the CRPD and ECHR.
 - Be aware of common areas of national disability law, such as education, employment, accessibility, and anti-discrimination.

- ✓ **Skills:** By the end of the workshop, participants will be able to:
 - Identify and categorise barriers experienced by deaf people in different domains of life.
 - Match known rights and laws to real-world challenges (barriers).
 - Describe and distinguish examples of laws and guidelines at different levels.
 - Share and discuss rights and entitlements from their own country or context.
 - Reflect on the gap between legal rights and lived experience.

- ✓ **Competence (EQF level 3):** By the end of the workshop, participants can:
 - Use basic knowledge of rights and laws to explain the relevance of disability-related policies in everyday situations.
 - Recognise real-life accessibility or discrimination issues and relate them to specific legal protections.
 - Participate in group discussions about barriers and propose realistic solutions based on what was learned.
 - Reflect on their own experience and compare it with examples from others or from international standards.
 - Show awareness of the importance of inclusive law and policy, and how it impacts the participation of deaf individuals.

Workshop methods

X Discussions

X Video

X Individual work

X Group work

X Whole class

Theoretical background

It is crucial that young people are aware of their rights to effectively protect themselves and actively participate in society. This awareness strengthens their self-confidence and enables them to stand up against injustice. According to UNICEF Netherlands, it is essential for young people to know their rights so that they can better advocate for themselves and others in various contexts, such as at home, in school, and in public discourse. However, a UNICEF survey reveals that children in the Netherlands often cannot name a single right. This points to a knowledge gap that urgently needs to be addressed.

Rights of deaf people

Deaf people have specific rights established in laws and guidelines at various policy levels.

- UN Convention on the Rights of Persons with Disabilities (UNCPRD). This treaty emphasizes the importance of accessibility, the recognition of sign language, and the right to non-discrimination.
 - Annual report
- European Accessibility Act
- Strategy for the Rights of Persons with Disabilities
- Legal recognition of national sign languages
- Art. 1 of the Constitution

(NOTE: this needs to be adapted per country)

Workshop plan

Time	Activity	Methodology + materials
5 min	<p>Introduction</p> <ul style="list-style-type: none"> • Start with a <i>name round</i>: everyone introduces themselves. • <i>Icebreaker question</i>: Discuss in the group: what do you think of when you see or sign the word “right”? • Explain the <i>aim of the workshop</i>. 	<p>Methodology:</p> <p>Presentation, participant interaction, group sharing</p> <p>Materials:</p> <p>PPT - Introduction</p>
15 min	<p>Activity: Barrier mapping</p> <ul style="list-style-type: none"> • Initiate a group discussion to define the term “barrier.” <p>Definition: a barrier is anything that hinders the full and equal participation in society of a person with a disability.</p> <ul style="list-style-type: none"> • Ask the group on personal experiences of barriers regarding being deaf, they can use sticky notes to put their experiences on flipchart • Review the collected notes as a group. Identify common themes or categories, such as: <ul style="list-style-type: none"> ○ Communication Barriers: e.g., lack of sign language interpreters, reliance on lip-reading. ○ Attitudinal Barriers: e.g., societal misconceptions about deafness. ○ Physical Barriers: e.g., absence of visual alarms or signage. ○ Systemic Barriers: e.g., policies that do not accommodate sign language users. 	<p>Methodology:</p> <p>Reflection, group discussion, and presentation</p> <p>Materials:</p> <p>PPT - Barrier Mapping, sticky notes, flipchart/ whiteboard, markers</p>
<p>Comment: Helps participants connect daily life challenges with theoretical concepts discussed later.</p>		
10 min	<p>Theory: What are laws and guidelines?</p> <ul style="list-style-type: none"> • Ask participants what they think the terms “laws” and “guidelines” mean. • Explanation: <ul style="list-style-type: none"> ○ Laws are official rules created by governments. They are legally binding and must be followed. 	<p>Methodology:</p> <p>Presentation, participant interaction, group sharing</p> <p>Materials:</p> <p>PPT - Laws and guidelines</p>

	<ul style="list-style-type: none"> ○ Guidelines are recommended practices or principles. They are not legally required, but they offer direction on how to act appropriately or effectively. ● Example: <ul style="list-style-type: none"> ○ A law: Everyone must stop at a red traffic light. ○ A guideline: It is recommended to look both ways before crossing, even if the light is green. 	
15 min	<p>Activity: which rights and guidelines do you know?</p> <ul style="list-style-type: none"> ● Participants write on sticky notes the rights and guidelines they are already familiar with and place them on the flipchart. <ul style="list-style-type: none"> ○ There is no need to mention the exact name or number of a law — general rights like “the right to an interpreter” are also welcome. ● Review the compiled list and briefly discuss the contributions with the group. 	<p>Methodology:</p> <p>Reflection, group discussion, and presentation</p> <p>Materials:</p> <p>PPT - Laws and guidelines, sticky notes, flipchart/ whiteboard, markers</p>
15 min	<p>Theory: levels of law</p> <ul style="list-style-type: none"> ● Start with a brief explanation of the different levels of law and guidelines: <ul style="list-style-type: none"> ○ Organisational level: rules or policies within schools, workplaces, or institutions. ○ Local/regional level: rules made by municipalities or provinces (e.g., accessibility in public transport). ○ National level: laws passed by a country’s government (e.g., disability rights laws). ○ European level: regulations or directives from the EU (if applicable). ○ International/global level: agreements between countries, such as the UN Convention on the Rights of Persons with Disabilities (CRPD). ● Interactive categorisation: <ul style="list-style-type: none"> ○ Take the sticky notes from the earlier activity (where participants 	<p>Methodology:</p> <p>Interactive discussion and presentation</p> <p>Materials:</p> <p>PPT - levels of law</p>

	<p>wrote down known rights/guidelines).</p> <ul style="list-style-type: none"> ○ As a group, stick them on a board next to icons or images that represent each level (e.g., a globe for international, a building for national). 	
<p>Comment: Don't worry if some rights are difficult to place exactly – use this as a learning moment to clarify which level is responsible for what, and to show how different levels interact.</p>		
15 min	<p>Theory: International treaties</p> <ul style="list-style-type: none"> • Explanation: <p>Explain that international treaties are agreements between countries. They set out shared rules and standards that countries promise to follow. These treaties influence national laws and support the rights of individuals globally.</p> <p>Introduce participants to two key international agreements that protect the rights of people with disabilities, including deaf individuals.</p> <ul style="list-style-type: none"> • The European Convention on Human Rights (ECHR): <ul style="list-style-type: none"> ○ Focuses on general human rights like freedom, equality, and protection from discrimination. ○ Important for people with disabilities in Europe, as it provides a legal basis to challenge rights violations. ○ Mention: it is enforceable at the European Court of Human Rights in Strasbourg. • The UN Convention on the Rights of Persons with Disabilities (CRPD): <ul style="list-style-type: none"> ○ Video 	<p>Methodology:</p> <p>Presentation, video</p> <p>Materials:</p> <p>PPT - International guidelines and treaties</p>
15 min	<p>Theory: National laws</p> <ul style="list-style-type: none"> • Explanation: <p>National laws are created and enforced by a country's own government. They turn international principles (like human rights or UN conventions) into concrete rules and protections in the country.</p>	<p>Methodology:</p> <p>Presentation,</p> <p>Materials:</p> <p>PPT - National laws</p>

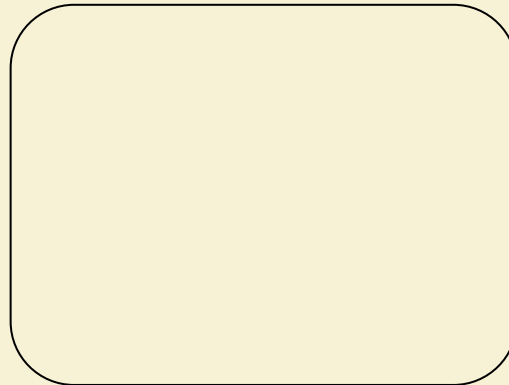
	<p>Possible areas of laws</p> <ul style="list-style-type: none"> • Sign language recognition <p>Legal recognition of national sign languages as official or protected languages. This often includes obligations for public services to provide access in sign language.</p> <ul style="list-style-type: none"> • Education <p>Policies that support inclusive education, including the right of deaf students to receive education in sign language, with interpretation, or using adapted learning materials.</p> <ul style="list-style-type: none"> • Accessibility and interpreting laws <p>Laws that ensure physical, digital, and communication accessibility – including the right to sign language interpreters in schools, hospitals, courtrooms, and other settings.</p> <ul style="list-style-type: none"> • Employment <p>Laws that prohibit discrimination in hiring and the workplace. These may include requirements for reasonable accommodations, quotas for inclusion, or financial support for accessible workplaces.</p> <ul style="list-style-type: none"> • Non-discrimination laws <p>Broad anti-discrimination laws that protect people with disabilities – including deaf people – from unequal treatment in all areas of life (e.g., education, transport, public services).</p>	
<p>Comment: The listed areas of law are suggestions. You should replace them with examples of the actual national laws that exist in your country.</p>		
15 min	<p>Activity: Right vs. Reality</p> <ul style="list-style-type: none"> • Bring back the flipchart with the barriers identified earlier in the workshop. • Ask participants to match each barrier with one or more rights or laws discussed during the workshop. • Discussion <ul style="list-style-type: none"> ○ What gaps do participants notice between the rights “on paper” and reality? 	<p>Methodology:</p> <p>Group activity and discussion</p> <p>Materials:</p> <p>PPT - Right vs. Reality, flipcharts from previous activities</p>

	<ul style="list-style-type: none"> ○ Which barriers are not yet covered or are poorly addressed in law or practice? ○ What would need to happen to close the gap? 	
<p>Comment: The listed areas of law are suggestions. You should replace them with examples of the actual national laws that exist in your country.</p>		
5 min	<p>Reflection</p> <p>Ask the group:</p> <ul style="list-style-type: none"> • What did you learn? • What surprised or challenged you? 	<p>Methodology:</p> <p>Group reflection</p> <p>Materials:</p> <p>PPT - Reflection</p>

Materials



Power Point (+ worksheet)



Video “...”

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Workshop 5.2

Deaf Rights and Advocacy

Political Participation and Representation of Deaf People

Duration: 90 minutes

Learning Outcomes

- ✓ Knowledge:
 - Understand the difference between activism and advocacy, including key forms of activism and their relevance to the Deaf community.
 - Describe Arnstein's Ladder of Citizen Participation, levels of political participation, and the steps of the advocacy cycle.
 - Recognise examples of successful Deaf activism worldwide and the factors contributing to their impact.
- ✓ Skills:
 - Analyse social or political issues affecting the Deaf community and map them onto participation and advocacy models.
 - Apply the advocacy cycle to design a clear, targeted, and feasible campaign plan.
 - Present campaign ideas effectively through a group pitch or short video.
- ✓ Competence
 - Collaborate with others to create advocacy strategies that address community needs and aim for meaningful participation.
 - Select and combine appropriate activism and advocacy methods to achieve specific goals.
 - Commit to taking concrete advocacy actions within one's own community after the workshop.

Training Methods/Techniques:

- X Discussions
- X Video-based learning
- X Practical exercises
- X Group work
- X Whole class

Theoretical Background

Activism vs. Advocacy

Activism and advocacy are closely related but not identical. *Activism* refers to taking action—often public and visible—to bring about social, cultural, or political change. This can include protests, demonstrations, online campaigns, or creative public interventions. *Advocacy* focuses on influencing decision-makers, policies, and systems, often through dialogue, lobbying, and strategic communication. While activism can be loud, disruptive, and aimed at raising awareness, advocacy tends to be more targeted and strategic, aiming to change specific rules, laws, or institutional practices. In practice, the two overlap: effective movements often combine the visibility of activism with the strategic influence of advocacy.

Types of Activism

Activism can take many forms, depending on the goals, audience, and resources available. *Direct action* includes strikes, sit-ins, and protests aimed at disrupting the status quo. *Digital activism* uses online platforms for petitions, awareness campaigns, and viral messaging. *Cultural activism* employs art, theatre, film, or storytelling to challenge stereotypes and shift public opinion. *Grassroots activism* builds change from the community level, mobilising local networks for sustained action. *Lobbying*—while often considered part of advocacy—can also be activist when it challenges powerful institutions directly. For the Deaf community, activism may include sign language awareness events, public demonstrations for accessibility rights, or creative campaigns highlighting Deaf culture.

Arnstein’s Ladder of Citizen Participation

Sherry Arnstein’s *Ladder of Citizen Participation* (1969) is a classic model showing different degrees of citizen power in decision-making. At the bottom are *non-participation* levels—Manipulation and Therapy—where participation is symbolic and does not influence outcomes. The middle *tokenism* levels—Informing, Consultation, and Placation—allow citizens to be heard but give little decision-making power. The top *citizen power* levels—Partnership, Delegated Power, and Citizen Control—represent genuine influence and control over decisions. For the Deaf community, this model is a reminder to push beyond token consultations toward true power-sharing in policies and decisions that affect them.

Levels of Political Participation

Political participation can happen at different levels of engagement. At the basic level, individuals can vote in local, regional, and national elections, ensuring that their voice is counted. At a collective level, they can join organisations—such as Deaf associations or disability coalitions—that work together to influence change. More actively, they can engage in policy discussions by attending hearings, submitting proposals, or advising decision-makers. The highest level involves co-creating policy in partnership with governments or institutions, ensuring that the Deaf community’s perspectives shape the outcome from the start. These levels align with Arnstein’s ladder, with co-creation corresponding to the highest rungs.

The Advocacy Cycle

The advocacy cycle is a step-by-step process for planning and implementing effective campaigns. It begins with identifying the issue—defining the problem clearly and specifically. Next is researching the context, including laws, stakeholders, and relevant data. The third step is building allies and networks to strengthen the campaign’s reach and credibility. Step four is developing a clear message tailored to the target audience. Step five is choosing channels and tools—such as social media, petitions, events, or lobbying—that fit the message and audience. Step six is taking action through planned activities, and step seven is following up by monitoring progress, celebrating successes, and sustaining momentum. For Deaf activists, using this structured process helps move from passion to practical results.

Workshop plan

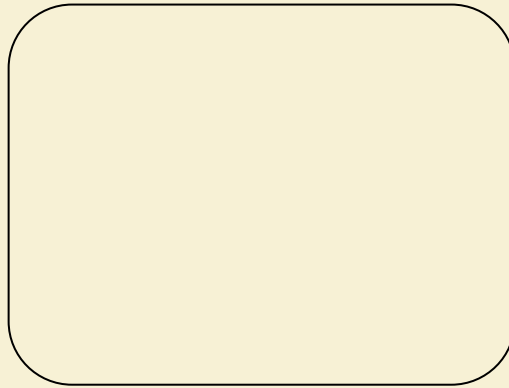
Time	Activity (keywords only)	Methodology + materials
5 min	<p>Introduction</p> <ul style="list-style-type: none"> - Name round - Aim workshop - Ice breaking question: What comes to mind when you hear activism in the deaf community'? 	<p>Methodology:</p> <p>Facilitator presentation, participant interaction, group sharing</p> <p>Materials:</p> <p>Slides introduction</p>
<p>Comment: Say your name and one word/idea you associate + with activism</p>		
20 min	<p>Theory: Political participation & practical advocacy</p> <ul style="list-style-type: none"> - Overview of levels of (youth) political participation: voting, joining organisations, engaging in policy discussions. - Global examples of deaf (youth) activism (short video). - Steps for effective advocacy (identify issue, research, build allies, develop message, choose channels, act, follow-up). 	<p>Methodology:</p> <p>Presentation, video, Q&A</p> <p>Materials:</p> <p>Slides "political participation", video,</p>
<p>Comment: Can ask questions to the group: "What did you already do? What do you think about the video?"</p>		
60 min	<p>Activity: Campaign design</p> <p>Participants work in small groups to design an advocacy campaign based on a given scenario relevant to the deaf community (e.g., improving access to elections, captioning in public services, sign language recognition).</p> <p>Assignment steps:</p> <ol style="list-style-type: none"> 1. Read your group's scenario. 	<p>Methodology:</p> <p>Group work, group presentation</p> <p>Materials:</p> <p>Slides "Design your campaign", printed scenario handouts, flipcharts, markers, smartphones (optional for video recording)</p>

	<ol style="list-style-type: none"> 2. Define the goal (what you want to change). 3. Identify the target audience (who can make the change). 4. List your key messages. 5. Choose advocacy tools/channels (social media, petitions, meetings, events, etc.). 6. Plan activities & timeline. 7. Prepare a 2-3 min group pitch or short video. 8. Present to the group. 9. Receive feedback based on clarity, creativity, feasibility. 	
<p>Comment: Facilitators should support groups by clarifying the task and offering feedback during the planning phase. Highlight the importance of teamwork and creativity and use theory of both the workshop 1 and 2.</p> <p>Give feedback on the video's</p>		
5 min	<p>Reflection</p> <p>- What concrete steps can participants take within their own communities?</p>	<p>Methodology:</p> <p>Individual reflection, Group reflection</p> <p>Materials:</p> <p>Slide with question for reflection</p>
<p>Comment: Encourages personal engagement and commitment and future planning.</p>		

Materials



Power Point (+ worksheet)



Video “... “

References

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Workshop 6.1

Deaf Role Models and Leaders

Deaf Educators and Researchers

Duration: Theory 60 min / Workshop 120 min

Learning outcomes

Awareness of the role of deaf people in education and research professions, reflection on societal issues, promotion of understanding of inclusion and bilingual learning.

✓ Knowledge:

- Role models in the deaf community:

Deaf professionals such as teachers and researchers will show how inclusion and accessibility can overcome barriers. They inspire others by proving that deaf people can succeed in areas that are often underestimated.

- Challenges in education and research:

Deaf professionals face obstacles such as limited access to resources, communication barriers, and societal biases. Their experiences underline the need for inclusive measures and environments.

- Inclusion through bilingual education:

Bilingual education that integrates sign language and written/spoken language promotes better learning outcomes. It empowers deaf people and builds a bridge between different communities.

- Impact of inclusive practices:

Inclusive schools and universities create opportunities for deaf people. They serve as role models for equality, innovation and collaboration – in education and beyond.

✓ Abilities:

- Reflection and analysis:

Participants learn to reflect on and analyze the challenges and solutions that deaf people face in education and research. They develop skills to identify barriers and identify opportunities for improvement.

- Communication strategies:

Participants will improve their communication skills with deaf people, including the use of sign language and visual aids. They learn how to communicate inclusively and take into account different communication needs.

- Critical Thinking and Problem Solving:

The analysis of interviews and the reflection of case studies sharpen the participants' ability to develop creative solutions for inclusion in educational institutions. They learn to develop innovative approaches and to question existing structures.

- Teamwork and collaboration:

Through group work and discussions, the participants develop their ability to work in a team. You will learn to integrate different perspectives and co-create solutions based on inclusive practices.

- ✓ Competence (responsibility and autonomy)

- Independent action:

Participants take responsibility for their own learning development by independently analysing interviews, answering reflection questions and making suggestions for more inclusive educational practices.

- Responsibility for inclusion and diversity:

Participants recognize the importance of inclusion and diversity in educational institutions and take responsibility for actively promoting inclusive approaches and breaking down barriers for deaf people in educational and research contexts.

- Autonomy in reflection and decision-making:

Participants develop their ability to reflect and make decisions independently, gain new perspectives through the analysis of examples and personal experiences and apply them to their own practice.

Training methods/techniques:

- X Discussions
- X Learning Journeys
- X Group work
- X Whole class
- X Practical exercise
- X Assignment

Theoretical background:

The theoretical background of this training is based on various concepts and theories that promote the understanding of inclusion, multilingualism and the role of deaf people in education and research. Key topics include:

1. Inclusion and education

Inclusion refers to the integration of people with disabilities, especially deaf people, into regular educational institutions. Inclusion theories (e.g. social model theory) emphasise that barriers do not lie in the person, but in the design of educational spaces. Social inclusion and the recognition of diversity are essential for the creation of an inclusive society.

2. Bilingual education

In many education systems, deaf students are taught in a bilingual context that includes both sign language and written/spoken language. Theories of bilingual education (e.g., Cummins' interdependence hypothesis) emphasize that two language systems can be learned in parallel, thereby improving learners' cognitive and academic abilities.

3. Deaf teachers and researchers

The role of deaf teachers and researchers is increasingly recognized as valuable as they bring unique perspectives and experiences to education and research. They serve as "role models" and pave the way for future generations of deaf people. According to various studies, the experiences of deaf educators are crucial for the development of inclusive teaching methods and the promotion of accessibility in education.

4. Social model of disability

The social model of disability assumes that individuals are not disadvantaged by their disability, but by social barriers. This approach promotes the view that it is not disability that hinders a person's development, but society's failure to adapt to their needs. In the case of deafness, this means that society becomes more inclusive by providing sign language interpreters and accessible educational resources, and by recognizing sign language as a fully valid language.

5. Cultural Identity and Empowerment

For the deaf, their cultural identity is closely linked to sign language and the deaf community. Empowerment theories emphasize the importance of self-determination and control over one's own life. Inclusion and participation in the education and research process can strengthen the empowerment of deaf people and enable them to actively participate in society.

These theoretical foundations form the basis of the training and help participants to develop a deep understanding of the challenges and opportunities of inclusion of deaf people in education and research.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
Theoretical session (60 minutes)		
15 minutes	Lecture on the situation of deaf people and role models	Methodology: Presentation PPT for 6.1 Materials: Slides, laptop, projector
Comment: Reference to interviews and biographies of role models		
10 minutes	Brainstorming: Which deaf people are known?	Methodology: Group brainstorming Materials: Flipchart/ Whiteboard, Marker
Comment: Collection of known deaf people and their professions		
5 minutes	Plenary Discussion: Summary of Identified Persons	Methodology: Plenary Discussion Materials: Blackboard or digital notes
Comment: Discussion about deaf professionals in research and teaching		
30 minutes	Analysis of interviews: challenges, suggestions, shared ideas and reflections	Methodology: Group work followed by discussion Materials: Worksheets with interview excerpts, highlighters Interview excerpts for 6.1
Comment: Each group analyzes an excerpt of the interviews		
Workshop (120 minutes)		
15 minutes	Introduction to the workshop and program overview	Methodology: Presentation PPT for 6.1

		Materials: Slides
Comment: The workshop moderators introduce themselves		
15 minutes	Introduction to the school/university attended	Methodology: Presentation and discussion PPT for 6.1 Materials: Brochures, website of the institution
Comment: Focus on inclusion and resources		
30 minutes	Guided tour of the institution (e.g. school or university)	Methodology: Management Materials: Guided tour with ÖGS and IS interpreters
Comment: Adherence to inclusive practices		
30 minutes	Practical group work: Reflecting on and documenting observations and ideas for improvement	Methodology: Group work Materials: Flip chart
Comment: Each group shares its observations and suggestions		
20 minutes	Presentation of the group work	Methodology: Presentations Materials: Flipchart/posters created by groups
Comment: Discussion of the proposals in plenary		
10 minutes	Final reflection and farewell	Methodology: Open discussion, feedback meeting Materials: Feedback Cards
Comment: Reflection on findings and ideas for future improvements		

Assessment tools:

The learning progress and the acquired competencies of the participants are recorded by a combination of qualitative and quantitative evaluation methods. These tools not only assess performance, but also encourage reflection on the learning process and the development of practical skills. The main evaluation tools include:

1. Self-assessment forms

At the beginning and end of the training, participants fill out self-assessment forms to assess their knowledge and skills related to inclusion, deafness and bilingual education. These forms provide a basis for measuring the changes in participants' knowledge and skills during the training.

2. Group feedback and peer review

During the workshop and practical exercises, participants will conduct peer assessments in groups. Participants provide feedback on their fellow learners' suggestions and presentations. These peer reviews promote teamwork and enable a constructive discussion of one's own and others' approaches.

3. Lectures and group work

Group work presentations at the end of the workshop serve both to reflect on what has been learned and to put it into practice. Participants are expected to present their observations and suggestions for improvement in a clear and systematic manner. The evaluation is based on criteria such as clarity of argumentation, relevance of proposals and the ability to integrate the concepts of inclusion and deafness.

4. Reflection questions and diaries

After the theory lesson and during the workshop, participants will be asked to answer reflection questions and keep a short diary of their experiences and thoughts. This promotes self-reflection and enables a deeper examination of the topics covered. The answers can serve as a basis for the individual evaluation of learning processes.

5. Final tests and quizzes

A short final test or quiz on the topics covered (e.g. the role of deaf teachers and researchers, inclusion, bilingual education) can be used to assess participants' understanding. The test can include multiple-choice questions, short open-ended questions, or scenario-based questions.

6. Trainer Feedback

At the end of the training, the trainers give individual feedback on the performance and progress of the participants. This includes both strengths and areas for further development, with a focus on the practical application of the content learned

7. Goal-oriented evaluation

At the beginning of the training, the participants formulate personal learning goals. At the end of the training, these goals are reviewed to see how well the individual expectations and goals have been met. This targeted evaluation helps participants to identify their progress and learning processes.

8. Evaluation by the participants

A final evaluation of the training is carried out by the participants, in which they evaluate their experiences, the training itself and the trainers. This feedback helps to improve the quality of the training and measure the satisfaction of the participants.

These evaluation tools not only support the assessment of learning success, but also encourage continuous reflection and improvement of one's own practice with regard to inclusion and integration of deaf people in education and research.

Materials



Power Point (+ worksheet)



Video “....”

References:

<https://www.oegl.at/was-brauchen-gehoerlose-schuelerinnen-interview-mit-der-gehoerlosen-lehrerin-susanna-lazarus/>

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<https://www.bizeps.or.at/gehoerlose-lehrerin-unterrichtet-in-ihrer-muttersprache/>

Workshop 6.2

Deaf Role Models and Leaders

Deaf Activists and Advocates

Duration: 90 minutes

Learning outcomes

✓ Knowledge:

Understanding the history of the deaf representation. Participants will gain an understanding of the history and key milestones of deaf activism. Participants will be introduced to influential deaf activists and their contributions to advocacy for deaf youth and the deaf community at large.

✓ Abilities:

Critical thinking and reflection. Participants will develop the ability to critically evaluate the challenges and barriers faced by deaf youth and to consider effective solutions through group discussions and individual reflection activities.

✓ Competence (responsibility and autonomy):

Participants will gain skills in understanding and respecting the culture, values and needs of deaf youth, enabling them to approach advocacy in a more culturally aware and respectful way. Participants will feel empowered and competent to act as advocates for deaf youth.

Training methods/techniques:

- X Discussions
- X Video-based learning
- X Practical exercises
- X Pairs
- X Group work
- X Whole class
- X Practical exercise

Theoretical background:

The workshop will focus on raising awareness of deaf activism and advocacy for deaf youth. The workshop aims to equip participants with the knowledge and tools to advocate for deaf youth and ensure that they not only understand the challenges but can also play an active role in creating a more inclusive, supportive environment for deaf people

Workshop plan

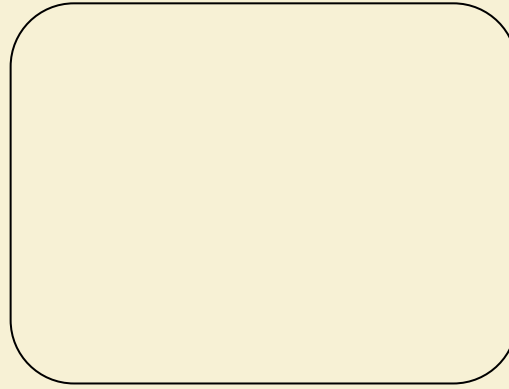
Time	Activity (keywords only)	Methodology + materials
15 minutes	Welcome and introduction Icebreakers: Participants introduce themselves and mention one thing they want to know or learn about deaf advocacy, or what they think deaf advocacy is all about.	Methodology: Discussion
20 minutes	History of Deaf Activism	Methodology: Presentation, Discussion PPT for 6.2 Materials: Presentation, Beamer
Comment: Tell about important historical moments in the deaf rights movement (King Jordan, Nyle DiMarco)		
20 minutes	Important deaf activists and personalities Participants will give a lecture in groups about important deaf activists and personalities	Methodology: Group work, presentation Materials: Pen, paper, laptop
20 minutes	Current problems for deaf adolescents: Participants will discuss in small groups the challenges that deaf young people face today (e.g. accessibility, representation, mental health). The group shares their ideas. Capture ideas for reflection on a flipchart or whiteboard.	Methodology: Group work, brainstorming Materials: Pen, paper, flipchart, whiteboard
10 minutes	Advocacy strategies:	Methodology:

	<p>Discuss different strategies for advocacy for deaf youth, such as mentoring, promoting access to sign language, and raising awareness through the media. Provide participants with a handout with the action plan to help them create their own advocacy plan. Give participants a few minutes to at least write down concrete actions they can take after the workshop.</p>	<p>Presentation, discussion, practical exercise</p> <p>PPT for 6.2</p> <p>Materials:</p> <p>Action Plan Worksheet (Action Plan), Pen, Paper Worksheet for 6.2</p>
10 minutes	<p>Reflection and Q&A</p> <p>Open Q&A sessions where participants can ask questions, share thoughts, and reflect on their learning.</p>	<p>Methodology:</p> <p>Discussion with the whole class</p>

Materials



Power Point (+ worksheet)



Video “...”

References:

Ladd, P. (2003). Understanding deaf culture: In search of deafness. Multilingualism.

Workshop 7.1

Accessibility technology for the deaf

Interpreting services and technologies

Duration: 110 minutes

Learning Outcomes

- ✓ Knowledge:
 - Can identify various types of interpreting service providers (private companies, care organizations, government services, communication support services)
 - Can describe key European resources and support organizations for interpreting services
 - Can explain how deaf associations influence and improve interpreting service quality
 - Can understand the role of technology in supporting communication for deaf and hard of hearing individuals, including controversies around AI/avatar solutions
- ✓ Skills:
 - Can evaluate and select appropriate interpreting services for different situations and contexts
 - Can demonstrate knowledge of user rights and control over interpreter situations
 - Can apply understanding of interpreter allyship and professional boundaries
 - Can identify quality indicators in interpreting technologies and services
- ✓ Competence
 - Can independently navigate and access suitable interpreting services across Europe
 - Can advocate for proper technological accommodations and quality standards
 - Can educate others about interpreting services, technologies, and user empowerment
 - Can work effectively with interpreters as allies while maintaining appropriate professional relationships
 -

Training Methods/Techniques:

- x Discussions
- x Video-based learning
- x Practical exercises
- x Individual work
- x Group work

Theoretical Background

Understanding Interpreting Service Providers

Interpreting services for deaf and hard-of-hearing individuals are delivered through diverse organizational models across Europe, each with distinct characteristics, funding mechanisms, and service approaches. Understanding these different provider types is essential for deaf people to make informed choices about their communication needs.

Private Interpreting Companies: Independent businesses provide interpreting services on a commercial basis, often contracting with healthcare institutions, educational facilities, and corporate clients. These companies typically maintain rosters of certified interpreters and handle scheduling, quality assurance, and billing. Examples include specialized sign language agencies that operate across multiple European countries, offering both in-person and video remote interpreting (VRI) services. The advantage of private companies lies in their flexibility and responsiveness, though costs may be higher and service consistency can vary.

Care Organizations and Social Services: Many European countries integrate interpreting services within broader disability support frameworks. These organizations, often funded through social insurance systems or government grants, provide comprehensive communication support as part of holistic care packages. In Germany, for instance, social care organizations coordinate interpreting services alongside other disability supports, ensuring continuity and integrated service delivery.

Government-Provided Services: Several European nations operate state-funded interpreting services, recognizing communication access as a fundamental right. Norway exemplifies this model, employing interpreters as civil servants and providing unrestricted access across all counties. This approach ensures service standardization and removes financial barriers, though may face challenges with resource allocation and geographic coverage in rural areas.

Communication Support Services: Beyond traditional interpreting, specialized communication support encompasses diverse accommodation methods including Speech-to-Text Reporting (STTR), Communication Support Workers (CSWs), and assistive technology specialists. These services recognize that deaf and hard-of-hearing individuals have varied communication preferences and needs that extend beyond sign language interpretation.

The Role of Deaf Associations in Service Quality

Deaf associations play a pivotal role in shaping interpreting service quality through advocacy, standard-setting, and direct service provision. The European Union of the Deaf (EUD) and national deaf organizations actively influence policy development, interpreter training standards, and service accessibility requirements. These organizations often collaborate with governments to establish interpreter certification programs, professional codes of conduct, and service quality benchmarks.

In many European countries, deaf associations operate as intermediaries between deaf communities and service providers, offering feedback mechanisms, complaint resolution processes, and advocacy support. They also contribute to interpreter training by providing deaf mentors, cultural competency education, and community perspectives on service effectiveness. This collaborative approach ensures that interpreting services remain responsive to deaf community needs rather than being solely designed by hearing professionals.

European Technology Solutions and Innovations

Video Remote Interpreting (VRI) has revolutionized accessibility across Europe, enabling real-time communication support without geographic constraints. Countries like Sweden and the UK have implemented comprehensive VRI networks that provide immediate access to qualified interpreters through secure digital platforms. These systems are particularly valuable for emergency services, healthcare consultations, and educational settings where immediate communication support is critical.

Artificial Intelligence and Avatar Technology: The integration of AI-powered solutions in interpreting services presents both opportunities and significant controversies within European deaf communities. While AI avatars and automated sign language translation promise increased accessibility and reduced costs, deaf communities in Austria, Italy, and other European countries have raised substantial concerns about quality, cultural authenticity, and the potential replacement of human interpreters.

The controversy centers on several key issues: AI systems often lack the nuanced understanding of regional sign language variations, cultural contexts, and emotional subtleties that human interpreters provide. Additionally, there are concerns that over-reliance on AI solutions may undermine the professional status of sign language interpreters and reduce employment opportunities within deaf communities. The European deaf community emphasizes that while technology can supplement human interpreting, it cannot fully replace the cultural mediation and contextual understanding that qualified interpreters provide.

Quality Assurance in Technology Solutions: European standards for interpreting technology emphasize the importance of user choice, quality benchmarks, and regular evaluation. The European Telecommunications Standards Institute (ETSI) has developed guidelines for accessible ICT that include requirements for interpreting technology, ensuring that digital solutions meet professional standards and user needs.

Interpreter Allyship and User Empowerment

The concept of interpreter allyship has gained prominence in European deaf communities, emphasizing the collaborative relationship between deaf individuals and interpreters while maintaining clear professional boundaries. This framework recognizes that interpreters serve not merely as language conduits but as cultural mediators who can support deaf people's access to information, services, and opportunities.

User Control and Self-Advocacy: Deaf individuals maintain the right to direct their interpreting experience, including choosing interpreters, requesting specific accommodations, and providing feedback on service quality. European interpreting standards emphasize informed consent, confidentiality, and the deaf person's autonomy in communication decisions. This includes the right to refuse certain interpreters, request interpreting style preferences, and access interpreting services in their preferred sign language variety.

Professional Boundaries and Collaboration: While interpreters can serve as allies in promoting accessibility and challenging discriminatory practices, clear professional boundaries ensure ethical service delivery. European interpreter training programs emphasize the importance of maintaining neutrality while being responsive to deaf community needs and cultural considerations.

Challenges and Quality Considerations

Despite significant progress, European interpreting services face ongoing challenges including interpreter shortages, particularly in rural areas and specialized fields such as legal and medical interpreting. Quality assurance remains inconsistent across different countries and service providers, with varying certification requirements and professional development standards.

The integration of technology solutions requires careful consideration of user preferences, cultural appropriateness, and professional standards. While innovations like VRI and AI-assisted tools offer potential benefits, their implementation must be guided by deaf community input and rigorous quality evaluation to ensure they supplement rather than replace human interpreting services.

European policy frameworks, including the European Accessibility Act and UN Convention on the Rights of Persons with Disabilities, provide overarching standards for interpreting service provision, but implementation varies significantly across member states. Continued advocacy by deaf associations and collaboration between service providers, government agencies, and deaf communities is essential for advancing interpreting service quality and accessibility across Europe.

Workshop plan

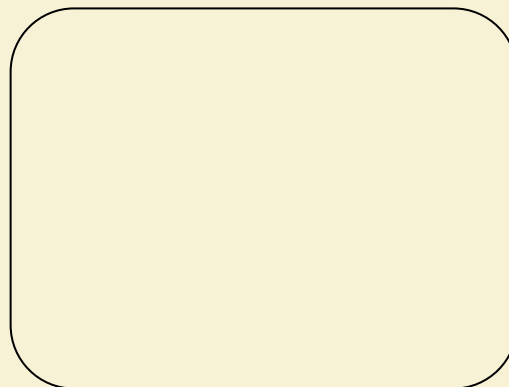
Time	Activity (keywords only)	Methodology + materials
10 min	Introduction & Definition	Methodology: Presentation; Group interaction Materials: PPT slides (objectives & definitions); Projector
Comment: Welcome; define interpreting services & technologies; quick icebreaker question; outline objectives		
15 min	Types of Interpreting Service Providers	Methodology: Interactive presentation; Group discussion Materials: Slides (provider types); Flipchart; Markers
Comment: Cover: private companies, care/social services, government services, communication support; invite brief participant examples		
20 min	Extended Mapping & Barriers Discussion	Methodology: Group discussion; Interactive mapping; Collaborative analysis Materials: Sticky notes; Flipchart/whiteboard; Markers
Comment: Gather personal experiences; map barriers; discuss role of deaf associations in quality; cluster themes visually		
25 min	European Technology Solutions	Methodology: Practical exercises; Hands-on exploration; Critical discussion Materials: Devices with VRI access; Tech samples; Demo materials
Comment: Demo VRI workflow; short hands-on practice; discuss AI/avatar opportunities & concerns; highlight quality indicators		

15 min	Interpreter Allyship & User Control	Methodology: Group discussion; Interactive learning Materials: User-rights handout; Professional standards summary
Comment: Teach user control (choose interpreter, set preferences, give feedback); clarify interpreter ally role and boundaries		
20 min	Scenario Discussion & Problem-Solving	Methodology: Group discussion; Problem-solving; Collaborative learning Materials: Scenario cards; Discussion prompts; Flipchart
Comment: Discuss solutions for medical, education, workplace, public services; focus on accommodations and action steps		
5 min	Reflection & Resources	Methodology: Group reflection; Open discussion Materials: Resource handouts; Contact list
Comment: Share one takeaway; how to apply learning; distribute resources and contacts		

Materials



Power Point (+worksheets)



Video “...”

References

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2. AccessibleEU Centre. (2024). Accessibility in Communication: Interpreting and Technology Solutions. <https://www.edf-feph.org/projects/accessibleeu-centre/>
3. Czech Chamber of Sign Language Interpreters. (2024). Professional Standards and European Collaboration. <https://www.cktjz.com/english/>
4. RNID. (2024). Technology and Products for Communication Access. <https://rnid.org.uk/information-and-support/technology-and-products/>
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6. BID Services. (2024). BSL Interpreting and Communication Support. <https://www.bid.org.uk/bsl-interpreting/>
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Workshop 7.2

Accessibility technology for the deaf

Full Accessible Emergency Communication Systems

Duration: 110 minutes

Learning Outcomes

- ✓ Knowledge:
 - Can identify and explain what emergency communication systems are and how they work for deaf individuals
 - Can describe at least three key technological solutions for emergency communication (examples: DEC112 app, Real-Time Text (RTT), Video Relay Services (VRS))
 - Can explain the universal 112 emergency number accessibility requirements under EU frameworks (European Accessibility Act, European Electronic Communications Code)
 - Can describe how deaf people can assist hearing people in emergency situations using accessible communication tools
- ✓ Skills:
 - Can demonstrate the use of one specific emergency communication app (DEC112) in practical scenarios
 - Can identify appropriate communication methods in various emergency scenarios including multi-user situations
 - Can locate and assess emergency communication services available in their own country (homework component)
 - Can explain different emergency alert systems and their accessibility features for deaf people
- ✓ Competence
 - Can evaluate the effectiveness of different emergency communication systems using concrete criteria
 - Can advocate for accessible emergency services in their communities using knowledge of EU legal frameworks
 - Can assist both deaf and hearing individuals in accessing appropriate emergency communication methods
 - Can train others in the use of accessible emergency communication systems

Training Methods/Techniques:

- x Discussions
- x Video-based learning
- x Self-directed learning
- x Practical exercises
- x Role-Playing
- x Individual work
- x Group work
- x Digital training
- x Assignment

Theoretical Background

What Are Emergency Communication Systems?

Emergency communication systems are technological and procedural frameworks that enable individuals to contact emergency services (police, fire brigade, medical services) during crisis situations. For the general population, this traditionally involves voice calls to emergency numbers. However, these systems must be fully accessible to ensure that deaf, deafblind, and hard-of-hearing individuals can access life-saving services on equal terms with hearing people.

The Universal 112 Emergency Number and Accessibility

The single European emergency number 112 serves as the universal gateway to emergency services across all EU member states. Under EU legislation, particularly the European Electronic Communications Code (EECC 2018/1972) and the European Accessibility Act (EAA 2019/882), all member states must ensure that 112 is accessible through multiple communication modes by June 2025-2027. This means deaf people should be able to reach emergency services using the same number as hearing people, but through Real-Time Text (RTT), Video Relay Services (VRS), and Total Conversation technologies.

Current Accessibility Solutions in Europe

Real-Time Text (RTT) Systems: RTT allows users to send and receive text messages as they type during emergency calls, enabling real-time conversation. The Netherlands has successfully implemented direct RTT access to 112 since 2014, seeing call volumes increase from 1 per month to 30-50 monthly calls. This demonstrates that accessible services, when properly implemented, are actively used by the deaf community.

Specialized Emergency Numbers: France operates a dedicated 114 emergency service available 24/7 through SMS, web interface, and mobile app. The service includes deaf call-takers fluent in French Sign Language and handles approximately 80 calls daily. This centralized model demonstrates how specialized services can provide culturally responsive emergency communication.

Mobile Applications: Austria's DEC112 app represents a breakthrough in Next Generation 112 (NG112) implementation. Available nationwide since 2019, DEC112 enables text-based emergency communication with automatic GPS location sharing and pre-configured medical information transmission. The app connects users directly to appropriate regional emergency centers using NG112 infrastructure, eliminating the need for pre-registration.

Video Relay Services (VRS) Integration

Countries like Sweden, Germany, and the United Kingdom offer 24/7 Video Relay Services for emergency calls. In the UK, the 999BSL service averages 1,700 emergency calls monthly, highlighting the critical need for sign language accessibility in emergency situations. These services enable deaf individuals to communicate in their preferred language while trained interpreters relay information to emergency responders.

EU Legal Framework and Implementation Timeline

The European Accessibility Act mandates "functional equivalency" – ensuring that people who are deaf, deafblind, or hard-of-hearing can access emergency services on equal terms with others. Key requirements include:

- Real-Time Text (RTT) availability by June 2025
- Total Conversation (audio + video + RTT) where video services exist
- No pre-registration requirements for emergency access
- Roaming compatibility across EU member states
- Advanced Mobile Location (AML) for precise location sharing

The European Electronic Communications Code Article 109 requires all Public Safety Answering Points (PSAPs) to transition to packet-switched technologies by 2027, enabling multimedia emergency communications.

Challenges and Implementation Progress

Despite legislative progress, implementation varies significantly across EU member states. Many countries still rely on outdated SMS systems or require pre-registration, creating barriers during emergencies. Only 43% of European countries provide sign language support in medical settings, and fewer than 5% of deaf people access therapy in their national sign language, highlighting broader accessibility gaps that extend to emergency services.

Future Directions: Next Generation 112 (NG112)

NG112 architecture enables multimedia emergency communications using IP technology, allowing transmission of audio, text, pictures, and video over standard internet connections. This technological evolution promises:

- Automatic routing to the most appropriate emergency center
- Enhanced location accuracy through smartphone GPS integration
- Multi-modal communication allowing callers to choose their preferred method
- Interoperability across different networks and devices
- Call-back capabilities maintaining accessibility features

The Role of Deaf People in Emergency Response

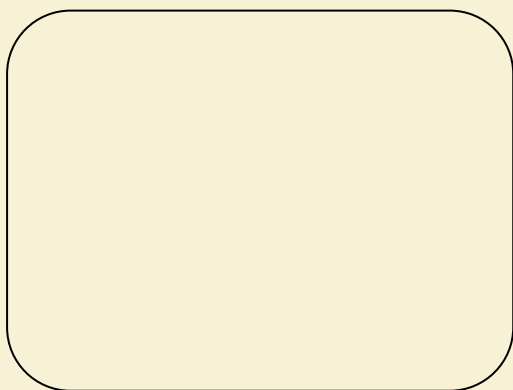
An often-overlooked aspect is how deaf individuals can assist hearing people during emergencies. Using accessible communication apps and technologies, deaf people can effectively coordinate emergency responses, particularly in situations where voice communication is challenging or impossible. This bidirectional accessibility strengthens community resilience and demonstrates the universal benefits of inclusive emergency systems.

Workshop plan

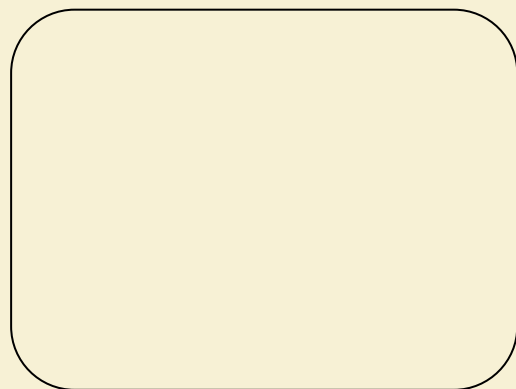
Time	Activity (keywords only)	Methodology + materials
15 min	Introduction & Definition	Methodology: Group interaction; Presentation Materials: PPT slides (definitions); EU 112 info; Whiteboard
Comment: Welcome; set ground rules (respect, visual access); define emergency communication systems; explain 112 as universal number; quick icebreaker (1-2 prompts)		
20 min	Understanding Current Challenges	Methodology: Group discussion; Case study analysis; Video viewing Materials: Slides with key stats; Short case vignettes; 2-3 minute video clip
Comment: Facilitate barriers brainstorm; include example where a deaf person helps a hearing injured person; capture themes on flipchart		
15 min	EU Legal Framework Deep-dive	Methodology: Interactive lecture; Q&A Materials: Handout: EAA & EECC summary; Timeline infographic (2025-2027); Slide deck
Comment: Highlight 112 accessibility obligations (RTT, VRS, Total Conversation, AML); relate law to practical impact		
20 min	DEC112 Demonstration	Methodology: Live demo; Guided hands-on practice Materials: Smartphones/tablets; DEC112 app (test mode if available); Pre-made demo scenarios
Comment: Walk through: registration (if any), location sharing, initiating text chat; pair up for a 3-minute practice drill		
25 min	Extended Role-Playing Exercise	Methodology: Role-play; Group work; Practical drill Materials:

		Scenario cards (3 scenarios); Props (mock incident details); Devices with apps
Comment: Rotate groups through: (1) caller needs help, (2) caller assists hearing person, (3) roaming/travel use; debrief after each		
5 min	Homework Assignment	Methodology: Self-directed task; Individual planning Materials: Worksheet; Country resource template; Evaluation checklist
Comment: Assign: find national emergency apps/services; check accessibility (RTT/VRS/Video); bring 3 findings next session		
10 min	Evaluation & Advocacy Planning	Methodology: Group discussion; Evaluation exercise; Action planning Materials: Evaluation rubric; Action-plan template; Local contact list
Comment: Rank tools on accessibility, ease, reliability; define 1 advocacy action; optionally plan PSAP visit		

Materials



Power Point (+ worksheets)



Video “...”

References

1. European Union of the Deaf. (2025). Report on the implementation of the European Electronic Communications Code. <https://eud.eu/euds-report-on-the-implementation-of-the-european-electronic-communications-code/>
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12. European Union of the Deaf. (2025). Report on the implementation of the European Accessibility Act. <https://eud.eu/wp-content/uploads/2025/06/D2.4-Report-on-the-implementation-of-the-European-Accessibility-Act.pdf>

Workshop 8.1

Events and organisations within the deaf community

Deaf clubs and social gatherings

Duration: Theory 60min (+70min homework) & Practice/Workshop 120min

Learning outcomes

✓ Knowledge:

Participants will

- Familiarise with the fact that Deaf communities are not simply groups of people with a different hearing status, but rather social constructs created through shared language (especially sign language), culture, and experiences.
- Learn that these communities arise through mutual support and common values.
- Learn that a sense of belonging within a Deaf community often develops through exclusion from the hearing world and the need to create alternative structures for communication, education, and social interaction.

✓ Skills:

Participants will

- Recognize that Deaf communities typically establish their own social structures, which may differ from those in mainstream societies. These structures include social events, schools, advocacy organizations, and support systems specifically designed to meet the needs of Deaf people. The experience of exclusion from the hearing society is a key factor in the formation of Deaf communities.
- Know where to find a Deaf club or social gathering in their home area.

✓ Competence (responsibility and autonomy):

- Mind mapping
- Connecting ideas
- Understanding history comprehensively, from past to present
- Gaining awareness of the important roles of Deaf clubs as the roots of Deaf culture and the Deaf community and the isolation Deaf people experience, who cannot participate in such structures

Training Methods/Techniques:

- X Discussions
 - X Self-directed learning
 - X Learning journeys
 - X Inter-generational discussions
 - X Individual work
 - X Group work
 - X Whole class
 - X Practical exercise
 - X Assignment
-

Theoretical Background

Deaf associations and events within the community are incredibly important. This workshop focuses on the history of the formation of associations and organizations and their development. The structure of associations has undergone a transformation - the roles and responsibilities within these organizations and their events have changed. Identity within the Deaf community is shaped by both personal and collective experiences. *Deafhood*, as described in works by Ladd (2003), is a term that describes the process of coming to terms with one's Deafness as part of one's identity.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
40 mins	theory/content/intro	Methodology: Lecture Materials: presentation PPT
Comment: teacher: read paper & articles		
10 mins	questions	Methodology: open forum Materials: white board/flipchart
10 mins	summary	
10 mins	explore homework	Methodology: Lecture Materials: discussion
Comment: create groups of 2 or 3 people;		
40 mins	group presentation of homework	Methodology: presentation / role play Materials: PPT
Comment: each person should present sthg.		
10 mins	group exchange	Methodology: Discussion Materials: flipchart with keyword
Comment: create topics that appear		
10 mins	summary	Methodology: open forum

120 mins	workshop	Methodology: Excursion Materials: live session under supervision / expert
Comment: additional program to extend and manifest knowledge		

Practical Part/Workshop

Interview a Deaf person who has been established within the Deaf culture and its associations over generations. This can take place in the context of a focus group or in a one-on-one setting.

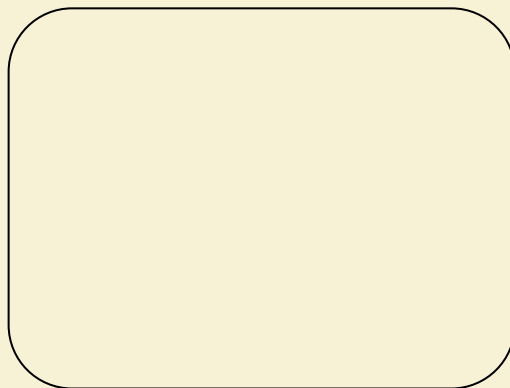
Educational Goals:

- Make history tangible
- Provide access to personal history
- Visit historical buildings
- Meet witnesses of history

Materials



Power Point (+ worksheets)



Video “...”

References:

Padden, C./Humphries, T. (2005): Inside Deaf Culture. Cambridge/London: Harvard University Press.

Workshop 8.2

Events and organisations within the deaf community

EUDY and WFD Youth Section (international organizations)

Duration: Theory 60min & Practice/Workshop 120min

Learning Outcomes

✓ Knowledge:

Participants will:

- Discuss the mission and goals of WFD/EUD and WFDY/EUDY
- Examine the role of WFD/EUD and WFDY/EUDY and their relevance

✓ Skills:

Participants will:

- reflect on the mission and goals of the organizations:
- gain awareness of the rights of young Deaf people and how they are promoted by the WFDY/EUDY. For example, the EUDYs/WFDYs works to ensure that young Deaf people have equal rights and access to education, work, and social participation.
- develop a sense of community, as national and international associations promote networking and cooperation among young Deaf people worldwide.
- Learn about the opportunities to enhance leadership skills and self-confidence within these organisations.

✓ Competences (responsibility and autonomy):

- Mind mapping
- Connecting ideas
- Understanding history comprehensively, from past to present

Training Methods/Techniques:

- X Self-directed learning
 - X Learning journeys
 - X Inter-generational discussions
 - X Individual work
 - X Group work
 - X Whole class
 - X Practical exercise
 - X Assignment
-

Theoretical background:

The World Federation of the Deaf Youth Section (WFDYS) is a department of the World Federation of the Deaf (WFD) that specifically advocates for the rights, needs, and interests of young Deaf people. Here are the key points about their work and purpose:

Empowering Youth: EUDY provides a platform for young Deaf people to represent their concerns at the European level.

Community Building: The organization helps young people build an international network. Program options are presented: In Denmark, for example, Frontrunners is an educational and leadership program specifically for deaf and hard of hearing people. It is held at Castberggård University near Hedensted. Frontrunners is an international youth program focused on training young leaders within the deaf community. The program is taught in sign language and provides a unique platform for the exchange of ideas and the development of leadership skills.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
40 min	theory/content/intro	Methodology: Lecture Materials: presentation PPT
Comment: teacher: read the paper in advance; perhaps some articles as well		
10 min	questions	Methodology: open forum Materials: white board/flipchart
10 min	summary	
10 min	explore homework: visit an institution	Methodology: Lecture Materials: discussion
Comment: be sure that the task is clear; create groups of 2 or 3 people;		
40 min	group presentation of homework	Methodology: presentation / role play Materials: PPT
Comment: each person should present sthg.		
10 min	group exchange	Methodology: Discussion Materials: flipchart with keyword
Comment: create topics that appear		
10 min	summary	Methodology:

		open forum
120	workshop	Methodology: Excursion Materials: live session under supervision / expert
Comment: additional program to extend and manifest knowledge		

Practical Part/Workshop

Visit a national partner organization that is member of the WFD and EUD, and with the Youth Organizations. In Austria, this would be the ÖGLB (www.oeglb.at), with President Helene Jarmer.

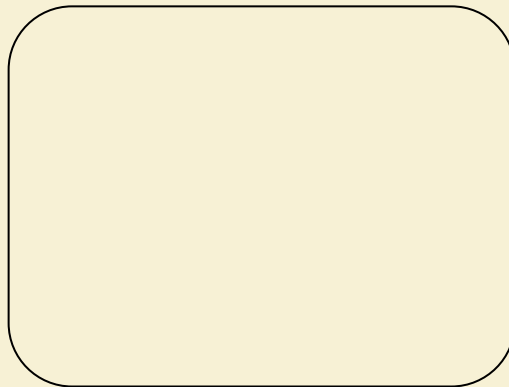
Pedagogical Goals:

- Understand the role of associations in the context of Deaf history
- Recognize the opportunities this structure offers for personal development (travel, exchange programs, cultural exchange)
- Reflect on one's own contribution to a Deaf association

Materials



Power Point (+ worksheets)



Video “...”

References

URL: <https://www.eudy.info> (28.11.2024)

URL: <http://www.wfdys.org/> (28.11.2024)

URL: <https://www.frontrunners.dk/> (29.11.2024)

URL: <https://www.frontrunners.dk/> (29.11.2024)

Workshop 9.1

Deaf education

Bilingual and Bicultural Education / Didactics of the Deaf

Duration: 1.5 hours

Learning outcome

✓ Knowledge:

Participants are expected to develop a basic understanding of the importance of sign language and its role in inclusion. They should understand the legal and cultural aspects of sign language and its relevance to the deaf community.

✓ Abilities:

Understanding the role of sign language in inclusive educational contexts. critically evaluate their own educational context on how bilingual-bicultural practices can be improved or implemented for deaf students.

✓ Competence (responsibility and autonomy)

Adapting their teaching practices to the educational and cultural needs of deaf students. Sensitivity and mindfulness in dealing with the deaf community.

Training methods/techniques:

- X Discussions
- X Video-based learning
- X Practical exercises
- X Role
- X Intergenerational discussions
- X Individual work
- X Pairs
- X Group work
- X Assignment

Theoretical background:

Sign language is an independent, visual-gestural language with its own grammar. Its use not only promotes linguistic inclusion, but also supports the development of the cultural identity of the deaf community. Bilingual education creates equal opportunities and accessibility in education and society.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
5 minutes	Introduction to the topic: Brainstorming: Why is this topic important?	Methodology: Lecture with discussions PPT 1 for 9.1 Materials: Presentation, flipchart marker
Comment: Connect with inclusion and culture		
10 minutes	Legal framework for sign language	Methodology: Lecture PPT 2 for 9.1 Materials: Presentation
10 minutes	Discussion: Bilingual education for deaf children and traditional monolingual education	Methodology: Group Discussion/Class Discussion
Comment: Include personal perspectives of the participants		
10 minutes	Brainstorming: What is the culture of the deaf?	Materials: Flipchart, Marker
15 minutes	Sign Language Culture and Challenges	Methodology: Group discussion Worksheet for 9.1 Materials:

		Worksheet with guiding questions
Comment: Include personal perspectives of the participants; Results of the brainstorming session		
10 minutes	Overview of the didactics of deaf people: Introduction to deaf didactics, teaching methods tailored to the needs of deaf students that combine bilingual and bicultural perspectives	Methodology: PPT 3 for 9.1
15 minutes	Participants create a short lesson plan based on today's findings	Methodology: Groups of 3-4 people Materials: Flipcharts, Markers
5 minutes	Short presentation and feedback of the lesson plan	
10 minutes	Reflection and questions	Methodology: Discussion in class

Materials



Power Point (+ worksheets)



Video “...”

References:

<https://www.oeglb.at/ueber-uns/geschichte/>

<https://www.oeglb.at/wp-content/uploads/2024/02/Positionspapier-BILDUNG-2024.pdf>

Workshop 9.2

Deaf Education

Rights and Accommodation for Deaf Students

Duration: 90 minutes

Learning outcome

✓ Knowledge:

Understand the legal framework and rights of deaf students (e.g. UN CRPD, AGG). Get an overview of support measures and technical aids.

✓ Abilities:

Identify barriers and solutions in higher education. Develop strategies to implement accessibility in educational environments.

✓ Competence (responsibility and autonomy)

Promotion of self-advocacy and autonomy of deaf students. Create inclusive teaching methods and learning environments.

Training methods/techniques:

- X Discussions
- X Video-based learning
- X Practical exercises
- X Role
- X Group work
- X Online
- X Digital training

Theoretical background:

This workshop is based on the principles of inclusion set out in the UN Convention on the Rights of Persons with Disabilities (Article 24: Education). It also draws on Vygotsky's socio-cultural learning theory and models of accessibility and Universal Design for Learning (UDL). The contents of the workshop are based on current studies on the educational needs of deaf students and best practices of international universities.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
10 minutes	Introduction to the topic PPT for 9.2	Methodology: Discussion Materials: Presentation, flipchart
Comment: Welcome, clarify workshop objectives		
30 minutes	Overview of the legal framework, debriefing	Methodology: Video-based learning Materials: Video on the UN CRPD with subtitles and sign language
20 minutes	Subsidy measures: What is there?	Methodology: Group work
20 minutes	Research online resources and tools	Methodology: Digital training, individual, pair or group work Materials: Website links and apps for accessibility
Comment: Presenting and testing resources		

10 minutes	Conclusion and feedback	Methodology: Discussion
Comment: Self-assessment and open feedback		

Assessment tools:

Self-assessment: Reflexive questions about individual knowledge and skills.

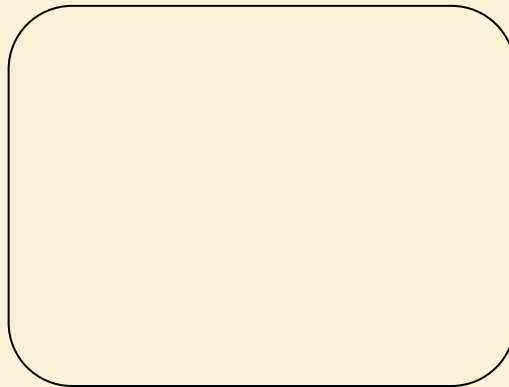
Group feedback: Feedback on group work and proposed solutions.

Quiz: Testing knowledge about the legal framework

Materials



Power Point (+ worksheets)



Video "... "

References:

- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Article 24
- General Equal Treatment Act (AGG), Germany
- "Inclusion in the University" - Brochure of the German National Association for Student Affairs
- Universal Design for Learning in Higher Education by Burgstahler

Workshop 10.1

Deaf arts & literature

Deaf artists & their works

Duration: 1 ½ hours

Learning Outcomes

- ✓ Knowledge:
 - Understand the main Deaf Art movements, their defining elements, and their role in combating audism and affirming Deaf culture.
 - Gain familiarity with the works and contributions of Deaf artists from various periods and artistic fields.
 - Comprehend the relationship between art, Deaf identity, and visual activism.
- ✓ Skills:
 - Conduct research on a Deaf artist and synthesize their biography and work into a group presentation.
 - Collaborate effectively in small groups, sharing ideas and responsibilities.
 - Express one's personal Deaf experience through creative artistic production (drawing, painting, collage, etc.).
- ✓ Competence (responsibility and autonomy):
 - Develop deeper awareness of the value of Deaf Art as a medium of identity expression and cultural resistance.
 - Use art as a tool for advocacy, addressing issues such as discrimination, exclusion, belonging, and Deaf pride.
 - Demonstrate autonomy in personal artistic creation and responsibility in contributing actively to group work.

Training Methods/Techniques:

- X Discussions
 - X Video-based learning
 - X Self-directed learning
 - X Practical exercises
 - X Individual work
 - X Group work
 - X Whole class
 - X Assignment
-

Theoretical Background:

Throughout history, Deaf individuals have demonstrated exceptional skills in art, with early evidence showing many were accomplished artists. Deaf people, often referred to as "people of the eye," are naturally drawn to visual arts. Research confirms that signers tend to have heightened visual perception and processing abilities, which may explain the remarkable achievements of many Deaf artists. These abilities, combined with their reliance on visual stimuli for communication and interaction, make art a powerful form of expression for Deaf individuals.

For many Deaf people, art serves as a vital outlet, especially when faced with communication barriers in families, schools, or workplaces. It provides a way to express their experiences, thoughts, and emotions.

Their art works can celebrate the beauty of sign language and the unity of the Deaf community while also confronting issues like discrimination, exclusion, and the attempts to "fix" deafness through medical interventions.

Art empowers Deaf individuals to affirm their identity and experiences while reflecting both personal and collective struggles. It is a medium through which the unique perspective of the Deaf community can be understood and appreciated.

In the 20th century, particularly after the World Wars, Deaf artists began to focus more explicitly on their experiences of Deaf culture. This trend gained significant momentum in the 1960s, especially in the United States. At the Deaf Way Festival in 1989, Deaf artists came together to form a movement called De'VIA (Deaf View/Image Art). This movement aimed to highlight the unique qualities of Deaf art and to give greater visibility to the experiences of Deaf individuals through cultural and linguistic lenses.

The De'VIA manifesto identified common elements in Deaf art, such as the use of bold and contrasting colors, exaggerated facial features (eyes, mouth, ears, and hands), and metaphorical representations of deafness. Themes were categorized into *Resistance* (e.g., audism, oralism, mainstreaming, cochlear implants, identity confusion, eugenics) and *Affirmation* (e.g., empowerment, sign languages, affiliation, acculturation, acceptance, Deafhood).

In addition to De'VIA, a French Deafblind artist and activist, Arnaud Balard, introduced a movement called *Surdism*. The Surdism Manifesto emphasizes art as a unique expression of the Deaf experience, extending beyond visual art to include film, theatre, and literature. This movement is described as "a powerful act of emancipation" that promotes recognition and appreciation of Deaf cultural contributions.

Since 2009, the second wave of De'VIA has gained momentum, with art evolving into a form of activism—commonly referred to as "artivism." This phase emphasizes resistance, sign language research, and activism, contrasting with the first wave (1989–2009), which was primarily about self-expression, liberation, and rebuilding self-esteem after years of oppression.

Deaf art, in all its forms, continues to serve as a dynamic and influential medium, empowering Deaf artists and enriching the broader cultural landscape.

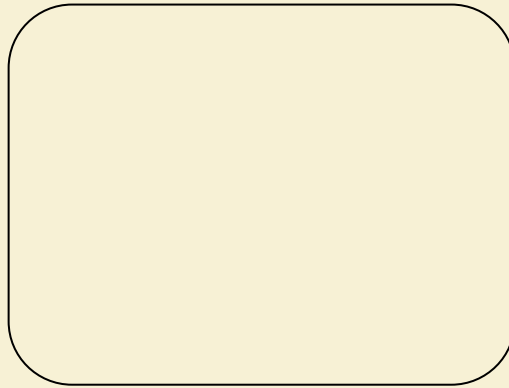
Workshop plan

Time	Activity (keywords only)	Methodology + materials
30 mins	Lecture on Deaf art	Methodology: Interactive lecture Materials: Computer, projector, Power Point Presentation
Comment: Brainstorming on knowledge of Deaf artists and their works		
Option 1: Group Activity		
40 mins	Group work: Research on a Deaf artist	Methodology: Group work and research Materials: Computer and PowerPoint (or Canva) Presentation
Comment: Each group 3-4 participants. Suggestion: choose a Deaf artist in different area		
20 mins	Group Presentation	Methodology: Presentation Materials: Computer and projector
Comment: The time for each presentation depends on the number of work groups.		
Option 2: Individual Activity		
45 mins	Express your Deaf experience through Art	Methodology: Individual work Materials: Art supplies
15 mins	Show and explain the own art work	Methodology: Presentation

Materials



Power Point (+ worksheets)



Video “... “

References:

Deaf Art by [Rochester Institute of Technology](https://deaf-art.org/), <https://deaf-art.org/>

De'VIA Curriculum, <https://deviacurr.wordpress.com/>

Durr P. (2006), *De'VIA: Investigating deaf visual art*, RIT Scholar Works, Rochester Institute of Technology, <https://scholarworks.rit.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1424&context=article>

Folchi, A. and Rossetti, R. (2007). *Il colore del silenzio. Dizionario biografico internazionale degli artisti sordi*. Electa.

Holcomb, T. K. (2023). *Introduction to Deaf culture*. 2nd edition. Oxford University Press. <http://www.introductiontodeafculture.com/intro-to-deaf-culture.html>

Leighty R. (2020), “*Surdism - What's That?*” on *Deaf Artists* in <https://deafartists.wordpress.com/2020/02/04/surdism-whats-that/>

Rit Libraries, *Deaf Artists and De'VIA*, in <https://infoguides.rit.edu/deafart>

Surdists United, <https://surdistsunited.com/>

Workshop 10.2

Deaf arts & literature

Deaf filmmakers & their films

Duration: 1 ½ hours

Learning Outcomes

- ✓ Knowledge:
 - Basic knowledge about prominent Deaf filmmakers and films, from the birth of Cinema to the present.
 - Basic knowledge about Deaf Cinema, its elements and the ways of expression.
- ✓ Skills:
 - Understanding of Deaf Cinema and knowledge of the most influential Deaf filmmakers and most famous films.
 - Collaborate within a group to share ideas and work together on developing a story board.
 - Create a short film using the smartphone and movie editing app
- ✓ Competence (responsibility and autonomy):
 - Participants will gain a deeper understanding of Deaf cinema and its importance, learning to draw creative inspiration from it for various aspects of their lives.
 - They will recognize how film art created by Deaf individuals serves as a powerful tool for advocating rights, addressing discrimination, and effectively communicating values.
 - The process will enhance participants' teamwork skills, encourage diverse perspectives, and enable them to create impactful stories that resonate with others.

Training Methods/Techniques:

- X Discussions
 - X Self-directed learning
 - X Practical exercises
 - X Role-Playing
 - X Group work
 - X Digital training
 - X Assignment
-

Theoretical Background:

Even before the birth of modern cinema, there was a Deaf presence. In 1891, Georges Demenÿ (1850–1917) created both the first close-up in film history and the first moving image designed specifically for Deaf audiences. Using his invention, the phonoscope, a device that displayed up to 24 chronophotographs, he produced a one-second sequence on a rotating glass disc. At the request of Hector Marichelle, director of the National Institute for the Deaf-Mute in Paris, who had asked for a series of images showing a man speaking, to teach lipreading, Georges Demenÿ filmed himself in close-up under intense lighting as he articulated the phrases “*Je vous aime*” (“I love you”) and “*Vive la France!*”. The goal was to use moving images as a teaching tool to help Deaf students learn lipreading and speech articulation, an early and pioneering example of visual technology applied to Deaf education.

In December 1895, the Lumière Brothers presented the first public screening of projected moving images to a paying audience in Paris. They used the Cinématographe, their own invention, which functioned as a camera, projector, and film printer all in one—a major milestone in the birth of cinema.

With these innovations, the first recorded appearance of sign language in film emerged in 1902 with “*Deaf Mute Girl Reciting the ‘Star-Spangled Banner’ in ASL*”. Between 1910 and 1921, the National Association of the Deaf (NAD) in the United States launched the Motion Picture Project, producing several short films featuring both Deaf and hearing individuals from 1910 through 1921. These films included lectures, performances, and sermons, aimed at preserving and promoting American Sign Language (ASL) and advocating for Deaf rights. One landmark example is the 1913 film “The Preservation of the Sign Language” by George William Veditz (1861 – 1937), the NAD President, created as a powerful response to the growing threat of oralism.

During the silent film era (1910s–1920s), new job opportunities opened up for Deaf performers, thanks to their expressive visual abilities. They often acted in films, even portraying hearing characters, and sometimes worked alongside world-renowned directors. One notable example is Granville Redmond (1871–1935), a Deaf landscape painter who collaborated with Charlie Chaplin and appeared in several of his films between 1918 and 1931, often portraying hearing characters. Deaf and hard of hearing moviegoers did not need subtitles or other accessibility tools to enjoy the latest new film.

The arrival of sound in cinema between 1927 and 1930, marking the beginning of the “talkies” era, radically transformed the film industry. This technological shift had a profound impact on the Deaf community: many Deaf actors and professionals were suddenly considered “unsuitable” for the new sound films and lost their jobs. At the same time, Deaf audiences, who had previously enjoyed the silent cinema experience, found themselves excluded, as sound films were no longer accessible.

Starting in the 1920s, some Deaf individuals began using personal film cameras to document everyday life in their communities and to experiment with visual storytelling. In Europe, the first Deaf-led film initiatives emerged around this time, while in the United States, pioneers such as Charles Krauel and Ernest Marshall helped develop a visual cinematic language shaped by Deaf cultural perspectives.

Charles Krauel (1902–1990) was one of the first to film the social life of Deaf people in the United States. Beginning in 1925 and continuing for over fifty years, he documented Deaf schools, community events, club gatherings, and cultural celebrations. His goal was to create an authentic portrait of the Deaf community and preserve its language, culture, and identity. Krauel’s “home movies” were beloved by Deaf audiences and remain a valuable glimpse into grassroots Deaf life, where ASL thrived. His work inspired other Deaf clubs to do the same, contributing to a rich visual archive alternative to mainstream narratives.

Ernest Marshall (1910–1999) was the first Deaf director to work with an entirely Deaf cast and crew—an extraordinary achievement at the time. Between 1937 and 1962, he produced seven feature films and four short films, all self-funded and mostly directed by himself. His films showcased Deaf actors and American Sign Language (ASL), during a time when ASL had not yet been officially recognized. Marshall also experimented with creative techniques, such as handwritten captions and the use of a “bouncing ball” to follow signed songs, inspired by hearing-world musical films. He also collaborated with Emerson Romero, a Deaf Cuban-born pioneer in captioning, who introduced subtitles into films to make them accessible for Deaf audiences in schools and clubs.

Many other Deaf filmmakers produced amateur or narrative films that were shown at conventions and community events, aiming to preserve ASL and provide authentic representations of Deaf lives. Unfortunately, many of these films have been lost due to outdated formats or the lack of awareness about their historical value.

Some Deaf filmmakers retell a classic story shaped by the cultural identities, for example *Deafcula* (1975), inspired by *Dracula* (1931).

Some films in Hollywood have tried to be “inclusive”, for example in the movie “The little mermaid” there are different characters, like black and also deaf mermaids.

Today, Deaf Cinema is recognized as both a cultural and artistic movement. It celebrates Deaf culture, language, and identity through visual narratives, often challenging traditional cinematic norms. At its core is the creative use of sign language, body language, and visual imagery, offering an alternative to sound-centered storytelling.

For Deaf communities, Deaf Cinema is a form of self-representation and resistance. It challenges stereotypes and affirms Deaf identity as a cultural difference rather than a lack. For hearing audiences, it provides a meaningful opportunity to understand and engage with a frequently misunderstood culture. By focusing on visual detail, expression, and movement, Deaf Cinema fosters empathy and promotes inclusion.

Visual storytelling becomes a shared space where Deaf and hearing people can connect beyond spoken language. It is not just a way to tell stories—it is a bridge between worlds, a celebration of diversity, and a powerful tool for dialogue.

Workshop plan

Time	Activity (keywords only)	Methodology + materials
15 mins	Brainstorming on knowledge of Deaf film, series, actors etc	Methodology: Mentimeter or post-it on a wall Materials: Computer, projector, post it, pen, etc
Comment: Trainers can create different questions on Mentimeter or on wall: Deaf films & series, Deaf directors, Deaf actors		
1 hour	Introduction of the history of Cinema	Methodology: Interactive lecture Materials: Computer, projector, Power Point Presentation
1 hour	Formation of work groups and creation of a story board	Methodology: Group work, visual & creative activity Materials: Paper and pencil/pen
around 45 mins	Projection of short films from each work group	Materials: Computer and projector

Comment: The presentation should be long max 10 mins		
15 mins	Final reflection and feedback	Methodology: Discussion

Materials



Power Point (+ worksheets)



Video “...”

References:

Burns, P. (1999). *Georges Demeny Phonoscope 1892*. Archive.org.

https://archive.org/details/demeny_phonoscope_1892

Deaf Cinema, Accessed 20 June 2025.

<https://heartdeaf.com/heart/content/timelines/cinema/timeline.html>

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Lane, H., Pillard R. C., and Hedberg U. (2011). *The People of the Eye: Deaf Ethnicity and Ancestry*, Oxford University Press.

Mager W. (2021, 29 November). *130 Years of Deaf People and the Moving Image: Coming Full Circle*. Watershed.co.uk, <https://www.watershed.co.uk/articles/130-years-deaf-people-and-moving-image-coming-full-circle>

Schuchmann, J. (1988) *Hollywood speaks: Deafness and Film Entertainment Industry*. University of Illinois Press

National Association of the Deaf, *Veditz Day, August 13th, 2013*, <https://www.nad.org/2013/08/12/veditz-day-august-13th-2013/>

This manual offers a practical and inspiring introduction to Deaf Studies for youth work and non-formal education. Rooted in the idea of “nothing about us without us,” it brings Deaf heritage, identity, language, and rights into interactive learning spaces.

Deaf Studies is not only about history — it is about belonging, culture, community, and empowerment. Through 20 ready-to-use workshops, this handbook supports deaf and hearing young people in exploring Deaf identity, sign languages, role models, mental health, accessibility, advocacy, and more. It connects personal stories to collective history and links local experiences to a wider European and global movement for language rights and equal participation.

Designed with a Deaf-centred and visually accessible approach, the curriculum combines self-directed learning, group discussions, creative exercises, and multimedia resources. It can be used in schools, youth organisations, and community settings, and adapted to different age groups and contexts.

Whether you are a youth worker, educator, trainer, or community leader, this manual provides the tools to create safe learning spaces where young people can strengthen confidence, build knowledge, and take an active role in shaping their future.

TURKOOIS