

**8–11 NOVEMBER 2017
BUDAPEST, HUNGARY**

**WFD
3. INTERNATIONAL
CONFERENCE**

**CONFERENCE
PROCEEDINGS**



sin  **sz**

Hungarian Association of the Deaf and Hard of Hearing

CONTENTS



OPENING CEREMONY

MARGIT SÁFRÁNY, VICE PRESIDENT OF SINOSZ, HUNGARY

7

WELCOME MESSAGES FROM

DR. ÁDÁM KÓSA - HOST ORGANISER, PRESIDENT OF SINOSZ, HUNGARY

8

COLIN ALLEN - INTERNATIONAL ORGANISER, WFD PRESIDENT, AUSTRALIA

9

ZOLTÁN BALOG - HUNGARIAN GOVERNMENT, HUMAN CAPACITY MINISTER, HUNGARY

10

DR. LIISA KAUPPINEN - INTERNATIONAL HIGH PATRON, WFD HONORARY PRESIDENT, FINLAND

11

DR. LÁSZLÓ LOVÁSZY PHD - UNITED NATIONS, EXPERT TO CRPD COMMITTEE, UNITED NATIONS

12

MARGIT SÁFRÁNY, DEPUTY PRESIDENT OF SINOSZ, HUNGARY

13

INTERNATIONAL KEYNOTE PRESENTATION

NEW ZEALAND'S PROGRESS ON SIGN LANGUAGE RIGHTS FOR DEAF PEOPLE

14

MS. VICTORIA MANNING - NEW ZEALAND

HUNGARIAN KEYNOTE PRESENTATION

DIVERSITY, SHARED, RE-SHAPED, AUTHENTICITIES AND PARTNERSHIP IN LEARNING AND KNOWLEDGE CONSTRUCTION: THE SIGNIFICANT CHANCE PROJECT

18

PROF. DR. CSILLA BARTHA, PETER ZALAN ROMANEK - HUNGARY

BILINGUAL EDUCATION - A BRIGHTER FUTURE FOR DEAF CHILDREN

23

CHAIR: MR. KASPER BERGMANN & DR. GERGELY TAPOLCZAI

A GOOD SIGN BILINGUAL EDUCATION - WHAT IS IT? -

24

SESSION KEYNOTE PRESENTER: DR. KRISTER SCHÖNSTRÖM - SESSION KEYNOTE PRESENTER, SWEDEN

INCLUSION IN FLANDERS: SIGN BILINGUAL CLASSROOMS IN MAINSTREAM EDUCATION

27

MARIEKE KUSTERS - BELGIUM

ENABLING EDUCATION - A BRIGHTER FUTURE FOR DEAF CHILDREN IN SOUTH SUDAN

30

JOHAN WESEMANN - NETHERLANDS

SIGN LANGUAGE, INCLUSION AND DEMOCRACY - AN UNCOMFORTABLE FIT

33

DAVID GIBSON - AUSTRALIA

BILINGUAL EDUCATION IN INCLUSIVE EDUCATION

36

JAANA KESKI-LEVIJOKI AND AINO LAIHO - FINLAND

BILINGUAL DEAF EDUCATION TO MAKE A DIFFERENCE: KEY TO TURNING THE CURRENT SHRINKING DEAF SOCIETY AROUND

39

AKIRA MORITA, YOKO KAYA, NORIE OKA - JAPAN

DEVELOPMENT OF SCIENTIFIC BILINGUAL EDUCATION - BASED ON WHAT?

42

CAMILLA LINDAHL - SWEDEN

GESTU SIGN LANGUAGE DICTIONARY

44

LYDIA FENKART AND KARIN MOSER - AUSTRIA

ENABLING PEDAGOGY AND ANDRAGOGY FOR THE 21ST CENTURY SIGN LANGUAGE USERS AND LEARNERS

47

PATTY HERMANN-SHORES - SWITZERLAND

CONTENTS



'DEAF DIDACTICS' – WHY IT IS NOT ENOUGH JUST TO TEACH BILINGUAL 49

EGE KARAR, KLAUDIA GROTE, HORST SIEPRATH - GERMANY

AN EDUCATION IN SIGN LANGUAGE AS A HUMAN RIGHT? AN ANALYSIS OF THE LEGISLATIVE HISTORY AND ON-GOING INTERPRETATION OF ARTICLE 24 OF THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES 52

JOSEPH MURRAY, MAARTJE DE MEULDER, DELPHINE LE MAIRE - BELGIUM

SIGN LANGUAGE IN THE FAMILY 57

CHAIR: MS. SHIRLEY LIU & MS. MARGIT SÁFRÁNY

SIGN LANGUAGE IN THE FAMILY 57

SESSION KEYNOTE PRESENTERS: JONI OYSERMAN, MATHILDE DE GEUS - THE NETHERLANDS

INTRODUCING FLEMISH SIGN LANGUAGE IN THE FAMILY WITH DEAF BABIES/TODDLERS 62

KATHLEEN VERCRUYSSSE - BELGIUM

LANGUAGE CHOICES IN DEAF INFANTS: ADVICE FOR (HEARING) PARENTS 64

CHRISTIAN RATHMANN - GERMANY

SIGN LANGUAGE LEARNING IN A FAMILY PROJECT FOR HEARING FAMILIES WITH A DEAF CHILD 67

MIKA HAKKARAINEN AND RITVA TAKKINEN - FINLAND

FIRST SIGNS - INTRODUCING NZ FAMILIES TO NZSLAND AND DEAF CULTURE 69

LARA DRAPER - NEW ZEALAND

DOOFGEWOON.NL: A WEBSITE FULL OF POSITIVE INFORMATION ABOUT DEAFNESS AND SIGN LANGUAGE FOR FAMILIES OF DEAF CHILDREN 71

MEREL VAN ZUILEN AND ONNO CRASBORN - THE NETHERLANDS

FROM PARENTAL OPTION TO PARENTAL OBLIGATION: SIGN LANGUAGE AS A BIRTHRIGHT 75

STEVEN SURRENCY - USA

WHY DO WE NEED OUR OWN DECLARATION AT THE UN LEVEL? 77

FILIP VERHELST AND MARK BERRY - DENMARK

TRANSMIGRATION OF SIGN LANGUAGE AND DEAF CULTURE FROM THE DEAF COMMUNITY TO THE GENERAL SOCIETY 80

RUSSELL ROSEN - USA

DANISH NATIONAL ASSOCIATION OF THE DEAF AND ITS POLITICAL PROCESS TO IMPLEMENT THE CRPD 83

JENNY NILSSON - DENMARK

LEAD-K: THE POLITICAL PROCESS OF STOPPING LANGUAGE DEPRIVATION AND GETTING DEAF KIDS READY FOR KINDERGARTEN WITH LANGUAGE EQUALITY 85

DR.ROZ ROSEN - USA

PANEL DISCUSSION: OUR RIGHTS, OUR VOTES 87

FACILITATOR: MS. ROBERTA CORDANO

PANELISTS: HELGA STEVENS , DR. GERGELY TAPOLCZAI, MR. COLIN ALLEN, JAY BUNNAG

CONTENTS



DEAF EMPLOYEES IN THE LABOUR MARKET

97

CHAIR: MS. ANA REGINA CAMPELLO & MR. ANDRÁS PINTÉR

THE PRACTICAL IMPLEMENTATION OF UNCRPD ART. 27 – EMPLOYMENT FOR DEAF PEOPLE

97

SESSION KEYNOTE PRESENTER: MARK WHEATLEY - ENGLAND

DESIGNS: DEAF EMPLOYMENT IN EUROPE

101

CHRISTIAN PETERS RATHMANN - GERMANY

SAUDI DEAF EMPLOYEES IN LABOR MARKET

104

HEND ALSHOWAIER - SAUDI ARABIA

SIGNS FOR HANDSHAKES (S4H) – COME TOGETHER: DEAF YOUTH & EMPLOYERS

106

MATTHIAS FENKART, MANUELA HOFER, BERND HOLZGETHAN, MONIKA HAIDER - AUSTRIA

**ACCESS TO EMPLOYMENT THROUGH SIGN LANGUAGE INTERPRETING:
(BEST) PRACTICES IN EUROPE**

108

MAYA DE WIT - THE NETHERLANDS

CLASSIC TELEVISION TIPK TV FOR DEAF AND HARD OF HEARING

112

BOJAN MORD - SLOVENIA

**DEAFMENTORING: PEER COUNSELING FOR THE TRANSITION FROM SCHOOL TO WORK-LIFE F
OR YOUNG DEAF PEOPLE IN GERMANY**

113

EGE KARAR - GERMANY

**DEAF EMPOWERMENT AND COMMUNICATION SKILLS IN JOB TRAINING FOR THE DEAF
IN INDIA: PASS OR FAIL?**

116

LARA DRAPER - NEW ZEALAND

**ACCESSING THE LABOUR MARKET: A QUESTION OF CHALLENGING AND CHANGING
BIASED OPINIONS**

118

CATHRINE MEJDAL - DENMARK

HOW TO INFORM DEAF PEOPLE ABOUT THEIR RIGHTS IN EMPLOYMENT? AN

INNOVATIVE APPROACH IN CULTURAL TRANSLATION OF ARTICLE 27 OF THE UNCRPD

119

DELPHINE LE MAIRE - BELGIUM

DEAF EMPLOYEES' EVERYDAY LIVED EXPERIENCES AT WORK

122

METTE SOMMER LINDSAY - UNITED KINGDOM

CONTENTS



COMMUNICATION ACCESSIBILITY UP TO DATE TECHNOLOGICAL DEVICES

124

CHAIR: MR. FLORJAN ROJBA & MR. ÁRPÁD ZOLTÁN KÁRPÁTI

APPLIED ARTIFICIAL INTELLIGENCE (AI) AUGMENTING HUMANS

124

SESSION KEYNOTE PRESENTER: DR. ANTAL KUTHY - HUNGARY

A STUDY ON CONTENTS CONSTRUCTION AND COMPONENTS PRESENTATION OF WEB-BASED KOREAN SIGN LANGUAGE DICTIONARY

128

INKYUNG KOH, HEEKYUNG CHO, SEONA SHIN, MYEONGHEE YOO - SOUTH KOREA

SIGNALL - A COMPLEX PROTOTYPE FOR AUTOMATIC SIGN LANGUAGE TRANSLATION

131

SIGNALL - HUNGARY

EMPOWERING SOCIAL MEDIA TO DEAF PEOPLE

133

JOEL BARISH - USA

EMPOWERING SOCIAL MEDIA TO DEAF PEOPLE

136

MATJAŽ DEBEVC AND INES KOŽUH - SLOVENIA

COMMUNICATION INNOVATIONS: DEAF PEOPLE AS AMBASSADORS FOR COMPANIES AIMING FOR ACCESSIBILITY - STARTUPS PEDIUS, INTENDIME AND VEASYT

138

GABRIELE SERPI - ITALY

ACCESS TO CAPTIONING

140

RUTH WARICK - CANADA

ICTS FOR INCLUSION: INNOVATIVE CONCEPTS IN UGANDA

143

SIMON EROKU AND JOSEPH MBULAMWANA - UGANDA

ACCESSIBILITY FOR THE DEAF IN INFORMATION AND COMMUNICATION TECHNOLOGY

145

KENNETH GOULSTON AND MICHAEL ELLIS - USA

TECKENPOP – REVOLUTIONIZES THE APPEARANCE OF SIGN LANGUAGE

147

INTERPRETATION ON WEBTV

MINDY DRAPSA - SWEDEN

MOSCOW FOR THE DEAF

149

VLADIMIR BAZOEV - RUSSIA

CLOSING CEREMONY

151

COLIN ALLEN

CONCLUSIONS

152

SPEECH OF MR. VIKTOR ORBÁN

156

HUNGARIAN HIGH PATRON - PRIME MINISTER OF HUNGARY



OPENING CEREMONY



MARGIT SÁFRÁNY
VICE PRESIDENT OF SINOSZ, HUNGARY

May I welcome with great respect all participants of WFD's third conference here in Budapest Congress Center. We are very happy that so many of you have come and it's indeed an honour that the main patron of our event is His Excellency Viktor Orbán, Prime Minister of Hungary. My special thanks go to Ms. Liisa Kauppinen, the international main patron of our conference, also His Excellency Zoltán Balog, Minister of Human Resources, Mr. Colin Allen, President of WFD, Dr. Ádám Kósa, President of SINOSZ, the Hungarian association and Dr. László Lovász representing the United Nations here today. My special greetings go to the plenary presenters of our conference and also to specialists presenting in the sections.

Our event has the following motto: 'Social inclusion by sign language'. This is a basic idea emphasizing that the deaf people and their total social inclusion can only be accomplished if the sign language will be officially acknowledged and will be used in all avenues of life. But what does sign language mean for us? A tool of communications making life obstacle-free, the tool of full inclusion-type education and also assisting full and independent lives. A fundamental stone of our cultural life. We are proud that the Hungarian Association of Deaf and Hard of Hearing having its 110th anniversary successfully applied to organise the third international conference of WFD. The event created a special occasion for our pair of sufferers in the field of using sign language through at the community of the deaf people, discuss topics in Hungarian and international items to obtain direct experience, knowledge, information, create contact, and also to achieve adequate knowledge by the presentations of the international speakers.

The conference has one important topic or, perhaps the most important topic for us: the bilingual education. The conference has an important objective: to try and ensure for the deaf persons to clarify the most important professional issues and to learn about the latest development, information, knowledge, educational methods, and to be able to apply them in our own communities. It is our joined affair that the social inclusion will be reality of everyday life. We have a lot to do. So, I wish the conference and all participants a successful conference.

May I ask you to invite first with great respect Dr. Ádám Kósa, to open the conference and to tell his inaugurating speech.



WELCOME MESSAGES FROM



DR. ÁDÁM KÓSA - HOST ORGANISER **PRESIDENT OF SINOSZ, HUNGARY**

Distinguished ladies and gentlemen, Minister, State Secretary, President of WFD, distinguished participants, I would like to welcome you very cordially on behalf of the Hungarian Association of Deaf and Hard of Hearing in our beloved homeland, in the capital city of Budapest, at the third international conference of the World Federation of the Deaf.

It is very moving that as the President of SINOSZ, I can be the host and speak to you as such on this outstanding event. SINOSZ was founded 110 years ago by Kálmán Oros, and with this, he launched the oldest standing association representing people living with disabilities. The World Federation of the Deaf shows its appreciation and trust by the fact that we were chosen to organise the third international conference. We were always ready to carry on such a task. SINOSZ, in the past 110 years was very consistent in representing the interests of the deaf and the hard of hearing and I think, we do it, and did it successfully. All interest advocacy organisations have one thing in common, that work is never over. There are always new challenges or new solutions. A typical feature of good advocacy activity is that we always find new problems and tasks to be solved again and again.

Hungary in the dark ages of communism or after this dark period, we had to rebuild our society – starting in 1989 – including the community of the deaf. Central Eastern Europe, the post-communist countries in this region were all in the same situation and still are. A special objective of SINOSZ is to show an example and to provide an opportunity to the organisations functioning in such countries, to gain some experience and to exchange experiences. We have covered a long road since 1989 and now here we stand right in front of you, in front of some 700 participants who have come from 83 different countries. This is an appreciation of our work and expression of the appreciation and it is another intensive motivation that whatever we started with, we should continue with, with perseverance. Thank you very much World Federation of the Deaf that from among all the applicants we were chosen to carry on this huge task. I would like to thank the Hungarian Government too, to our chief patron, Prime Minister Viktor Orbán, and Minister of Human Resources Zoltán Balog for giving us all the support that we needed.

But what is it that we would like to achieve? Full social inclusion through sign language. What we would like – and we are fighting hard for this – is that the future of the Hungarian deaf children be assured by providing them Hungarian Sign Language their native language and providing education to them this way. Bilingual education is the key for them to get knowledge and so that they can become full-fledged members of society whether they were born in deaf or in hearing families. What we would like – and we are working hard for this – that in families we want to make it possible to use sign language. For this we need to inform the parents in all different aspects, to teach them a sign language so that they can communicate intimately with their deaf children and shape an environment of love. But this is possible only if they speak with the children on their own native tongue. What we would like – and we continue taking steps toward this – is that in work places deaf people would be looked upon as workers with full value, so that they would understand that making their communication accessible is not an extra cost. It's rather it is a kind of investment which will give its return several times over. What we would like – and we are arguing for this very much – is that the latest technological innovations be utilised by the community of the deaf so that they would benefit them, and with this making them everyday part of our lives.

SINOSZ in Hungary together with the Hungarian Government has made a lot of progress in all the areas however we still have a lot to do, especially as regards bilingual education. Your participation, the fact that so many of you have come and the fact that WFD choose us, and also the fact that the Hungarian Government trust us, this gives us a lot of power, a lot of energy so that we can continue with the work we have started 110 years ago and do so it with new energies. In this period I wish you very successful deliberations and I would like you to make sure that all the knowledge that you gain here and the contacts that you make here, you may be able to utilise it in your own countries. Thank you very much for your attention.



COLIN ALLEN - INTERNATIONAL ORGANISER WFD PRESIDENT, AUSTRALIA

Thank you and good morning everyone! I want to recognise all of the leaders that are here today, all of the participants, the interpreters, the members of the board, everyone got here this morning in Budapest, Hungary, I welcome you. The WFD Board is extremely happy and honoured to be here with all of you this morning. This is the third WFD Conference and our theme: 'Full inclusion with sign language' for me has a special meaning. My language is Auslan and it is recognised by the Australian Government. And what that means is that deaf children have access to education, a bilingual education and a bilingual environment. I have human rights. I have access to a variety of settings: healthcare settings, employment settings. I'm able to participate. I'm able to lead through sign language. Sign language has giving me equal access. I am an equal. I am able to equally participate in life. And I feel that WFD is one thing to same for every deaf person around the world, and we want to recognise that. Around the world now, in all the different countries we are seeing more recognition of sign language. We have 193 countries in the world and out of those 193 countries 40 have officially recognised their sign languages. And this is giving deaf people rights to use their native languages. It's also being able to recognise different settings whether it be in congress, legislation, disability law, educational laws. So those are also being recognised with the understanding and recognition of sign language.

This is a giant step for us. We must celebrate these sign languages. And you must celebrate as well. We need to take advantages of this opportunity. The leaders that are here with us today from a variety of countries, the agencies that are here as well, and the different associations that actually recognise sign language, it is your duty, your responsibility to continue the fight in your home countries, to lobby and to work with your local governments until sign language is recognised as a national language within your country. And this is important because in these countries, when that recognition occurs, it means that we will be able to get funding for deaf people and their rights in those countries. Once that happens, we will continue to see that people succeed. And at the international level, full inclusion with sign language has a place at the table with the United Nations and with the CRPD which passed 11 years ago. The CRPD has been a very powerful statement in the recognition of sign languages. And being recognised as an equal language at the table. CRPD actually recognises and shows that deaf culture, your own deaf cultures, your own deaf identity is included and is recognised as equal. But, my question is: is the world really recognise sign language? I think we have yet more work to do. We need to make sure that everyone has equal access and that all sign languages are recognised. This countries need to have a 100% guaranty that deaf people have equal access and that their human rights are recognised. And you, in your countries have to continue the fight and not give up. And WFD has 135 members, country members and each of them have participants who have conversations with those at the United Nations level. We ask them, we ask the UN to watch over and to recognise these countries and their recognition of sign language, and to respect that human right. I'm very thrilled and happy to announce that WFD has and continues to have conversations with the UN event currently in New York. We are discussing the ongoing process of the development of...– it is yet to be confirmed but our goal is, and we are still in the process of – an International Sign Language of the deaf and an international day of the deaf. And it is our goal to continue to work on that day. Because that sends out a very powerful message, and that inclusively supports deaf children so that they have access in a variety of settings and services. Education for one, healthcare for another one, the justice system, the legal system, the employment settings that they are involved in, just a variety of avenues and settings. This would guarantee access. And other humanitarian venues. Just a variety of services including emergency services too.

The WFD is your organisation. The WFD wants to work with the UN and work with your own countries and your own home governments as well. We want to make this possible and achieve the goals we have before us. We want full inclusion, full human rights with the access of sign language. So, come on! We need to work together and celebrate at this conference with the theme of 'Full inclusion with sign language'! Thank you.



ZOLTÁN BALOG - HUNGARIAN GOVERNMENT HUMAN CAPACITIES MINISTER, HUNGARY

And now I have a very difficult task to do. Thank you very much. This is how much I was capable of, I hope my pronunciation did not disturb you in understanding me. Up to now, I always thought that language as a secret code belong to the Hungarians only because the Hungarian language practically has no relative anywhere in the world, and it cannot be understood anywhere else. But now I can see that there is another secret code. And the objective is to use these secret codes so that everybody in their own countries and in the international arena also be able to get connected into everyday lives, into the lives of other people. And when I am among you, and it happens to me a lot, because in the Hungarian Parliament I sit in the ministers well that chair that I am the closest one to these very kind sign language interpreters who interpret to my fellow MP: Gergely Tapolczai and Ádám Kósa. And they interpret the parliamentary speeches to them and when the speech is very boring, I start to pay attention to the sign language interpreters and all of us does it because it's interesting to me how such boring speeches could be interpreted through such exciting movements. So every week I come across with sign language in Hungarian Parliament. And whatever from the outside – and I would like to emphasize that from the outside in the world of the not deaf and not hard of hearing, seems to be something that is lacking, it seems to be a disability – among you I learned that this is actually something extra. Because you translated it and turned it into something extra. And this extra is understanding, accepting, belonging, it's a very high level of such things that I am very envious of. I am envious that this way you can belong, you can support each other this way and help each other. This is how – and it is worth it for everybody to learn it – this is how something that seems to be a disadvantage is turned into an advantage, this is how something negative become positive. And I can only congratulate you, and I would like to thank you that you actually teach us this.

When in the middle of the 2000's in our political community the FIDESZ Hungarian Civic Union had Ádám Kósa come in as the first Member of the European Parliament who represented the deaf and hard of hearing he brought in a new culture with him amongst us in the political community. He taught us to pay more attention, he taught us to pay attention to what it is like and what other special tasks we have regarding people living with disadvantages. And then in Hungary Gergely Tapolczai continued with this work when he joined our own parliamentary fraction and I can say that this extra that this adds to our political and national identities and that extra is extra is attention. Attention to those people who are members of our national community but they represent some extra energy and we have to pay more attention extra attention so that they would fully understand and feel that they belong to us and they are with us. We have a couple of things to be proud of thanks to this two MP's and to SINOSZ. One of them is that Hungary was the very first country in the world who ratified for the first time the EU Convention on the Rights of Persons with Disabilities and also the Optional Protocol thereof. The national Parliament adopted this in 2009 with absolute consensus and it recognises Hungarian Sign Language as an independent full-fledged language and it also states that the deaf people have the right to use this in every area of life. In this act we also have a requirement to the national television channel to make their programs accessible through sign language. And yes, this learning, learning of sign language that learning is also a right to learn sign language. This is also stipulated in our act and we are trying to assure such bilingual education in practice also. Because it is true that learning and working – these are two important things in life which make us equal, which give us chances, give chances to those who are disadvantaged in making use of such chances. We are trying to help fitting in through a sign language. We support SINOSZ providing several hundred millions of forints to launch a sign language video conference. Until now there are 1421 Hungarian deaf people who were provided tablets through which they can use this service. The number of users is much higher, it's over 1600. In three years' time all together these people started 223 calls and used this sign interpretation 8982 hours. Sign language is a bridge, it's a kind of connection between deaf and hearing people and this is how they can get involved in everyday life. Our community programs, we try to make them accessible even on the local level but as I mentioned before without SINOSZ, without your organisation it would not have been possible. And good things in Hungary always have some roots, there is always a history behind them. The fact that this organisation is 110 years old indicates this very well. Even 110 years ago there were people who thought that this kind of work was very important. I mean the work that you are carrying out. So, it is really a great honour for us that this world conference

came here to Hungary and I hope very much that you will see a lot of important sites from our capital city, from Budapest which shows a very rich culture we have in this country. In the introductory film with this sand-drawings you could already see some of our sites. And we try to time this – and again thanks to Gergely Tapolczai, my fellow MP – that just in recent days on 31 October 2017 that is last week the Hungarian Parliament supported the initiative without any votes against that Hungarian Sign Language as an independent recognised natural language, to express our appreciation of 9 of November – again is a good timing – which is a date of adopting the sign language act, which is today: from now on, in Hungary this will be the day of Hungarian Sign Language. Every single year the 9 November we will celebrate the day of Hungarian Sign Language. I also would like to congratulate to the Hungarian community of deaf and hard of hearing for this success. And finally, just one more difficult task I have to carry out, I try to do this in international language.



DR. LIISA KAUPPINEN - INTERNATIONAL HIGH PATRON
WFD HONORARY PRESIDENT, FINLAND

Thank you everybody welcome to you all, to the honourable Minister, the Minister for Human Capacities for Hungary, the President of SINOSZ, Ádám Kósa, and to Colin Allen, President of WFD and likewise all of the delegates here at the conference today. I welcome you all. I am honoured to been given the title of patron for this conference. And I welcome that invitation. The theme for this conference 'Full inclusion with sign language' is an important theme for us all to consider in terms of what it means for us and our communities. We think about what it means for families for deaf children to have full inclusion through sign language, to ask questions and satisfy their curiosities in life through their education as they grow they should be apt to develop competency in spoken, written and sign language. So that they can communicate whatever form they choose. They also need to develop social competence, intellectual competence so that they can critically analyse the world around them. So as people, they can achieve full participation in society in work, in life, in the economy, in politics whatever they choose to be involved in, they have the goal to achieve it. And they can be included in society on an equal footing. In this current world we know that is not necessarily a good place for deaf people. And in that schools that closing down deaf children are isolated. Deaf clubs are also closing down. So, where the deaf people go? Where the sign language evolve and develop? Where is the home of our sign languages? The deaf community is a different place in this kind of world. So we have to recognise that deaf community is changing. We have to change the same way as the world is changing. We have to think about how we give access to sign language. Through children's camps, through other opportunities to children to come together, to promote the use of sign language and make our community stronger. We also need to make use of the technologies available to us. We now have opportunities to have instant access, instant communication, in sign language. We don't have to wait until see each other face to face. So our communities can adapt to the changing nature of the world. Our communities can communicate using technologies, using YouTube for example. And this can all be leveraged in the education of deaf children. So that we can promote the intellectual development of children. And we need to be jumping on the bandwagon of other developments, intellectual computing programs, robotic movements: perhaps that can have an impact on sign language development. We need to be considering what's going on in the world for us to participate.

Now, we all know that sign language and sign languages are real authentic languages. But this is not a view shared by other people. So we still need to fight for this recognition. And UN CRPD is a political instrument which gives us the tools to lobby for this recognition, the recognition of sign language. Because that instrument recognises sign languages as legitimated languages in several articles through that convention. So, we need to promote the recognition of natural sign languages, not other forms of signing. IS, supported sign systems: these are not natural sign languages. We have to focus on the promotion of natural, national sign languages. And this is the message that we have to take to our governments when we talk about the recognition of sign languages. Now, with the UN Convention we have the recognition of sign languages, and this is an important point for us to raise when we discuss the human of deaf people throughout the world. So, that recognition of sign language is an essential aspect of recognition of human rights of deaf people throughout the world. So, we must promote use of sign language and not the oppression of sign languages in various countries. So, as well as the UN CRPD, there is also the United Nations

program for Sustainable Development. And we have to think about the sustainability of sign languages. So, the World Federation of the Deaf is involved in various programs for the sustainable development of sign languages. So, for example the launch we saw yesterday evening of the project through WFD and USA and various other organisations to promote sign language and literacy. This will have a major positive impact on millions of deaf children throughout the world, who never had the opportunity to access an education. We know that millions of deaf people throughout the world are extremely poor. And this poverty has an impact on the opportunities for them. So, when we think about our homes, our world where we live, we have to ensure that we take responsibility for sustainable world, so, we have responsibility for sustainable deaf community. We have to work towards this mission, this goal for our future. So, that the deaf community will be sustained, but also the lives we made will be improved. I'm from Finland, and we are about to celebrate our 100 years of independence. And as part of these celebrations, the motto that we use is 'Working together'. And I think that this is also an appropriate motto for us here at this conference, and for the future lives of deaf people for full inclusion with sign language together. Thank you.



DR. LÁSZLÓ LOVÁSZY PHD - UNITED NATIONS
EXPERT TO CRPD COMMITTEE, UNITED NATIONS

Your Excellencies, ladies and gentlemen, dear friends. Let me begin by expressing my sincere gratitude for being here today to represent UN CRPD Committee is possible for monitoring the implementation of the UN Convention on the Rights of Persons with Disabilities in more than 100 countries all around the world. Before starting my speech, let me thank the World Federation of the Deaf, not only for the kind invitation for delivering this keynote but also thank you the support for my candidacy at the UN CRPD Committee member's election took place in the General Assembly in New York in 2012 and 2016.

Today we celebrate as the slogan of the conference goes: 'Full inclusion with sign language'. Sign language is not only a language on his own, but also recognised by the UN Convention. It is also means that all deaf person can and must be allowed to express themselves in the most appropriate way they choose. For this reason, let me take the liberty to change to Hungarian, my mother tongue to be fully included here, in my own language – which is also considered a unique and have a kind of, even linguistically a minority status within the EU – in order to celebrate the diversity of languages today.

Thank you very much for this opportunity and for the honour that in my own country I can represent the CRPD Committee responsible for the Rights of Persons with Disabilities. I'm the only one from Hungary who is a Human Right expert working there. I would like to convey to you the chair person's greetings and encouragement. The last year I received the Hungarian commander's cross and I think this gives me some extra tasks. I am a lucky person because I am a member of this wonderful organisation, SINOSZ since 1993, and for couple of year I was Member of the Presidium, while I was living in Hungary. By today it became clear that SINOSZ, with the head of Dr. Ádám Kósa, is one of the strongest organization in Hungary dealing with disabilities. And this year they celebrate their 110 anniversary. This organisation has become capable of organising such a huge international event as the one today. I think that a number of West European organization of the deaf can envious of this success story. SINOSZ and WFD – that is the Hungarian deaf and hard of hearing, and international umbrella organization of them – is not unknown in front of the United Nations.

The UN Convention needs to be implemented together and we still have a lot to do, here in Hungary too, even though we have made some progress. Yet, we cannot this regard of fact, and I also see the example of more than 50 countries that even in lucky countries or much richer countries have a lot to do. This shows very well – based on the Optional Protocol – all the different complains and decisions regarding employment and accessible information topics. As member of the scientific council preparing this convention, I must say that this conference shows all the possibilities of the deaf communities through lots of international and Hungarian speakers. However, our common cause and the breakthrough point is the same. The WHO recently had an estimate that hard of hearing or deafness will be one of the first problems of disabilities because of the ageing societies. But this is only one of the problems. Today technology and techniques and intelligent techniques not only impossible but also in practice can overcome all the different problem. The so-called forth industrial revolution – which in becoming not only more and

more tangible but it is also virtual and it happens in the atomic level and DNS level. Artificial intelligence and gene-technology lead us to unknown roads the end of which we cannot even foresee. The CRPD Committee could be the first United Nations party which will tackle such issues in the future too. And it is a great honour that the chairperson of the Committee invited me at this year in April to review these issues and to prepare them. The first sights of the results can already be seen.

The forth General Comment of the Committee, the so-called General Comment on inclusive education already includes the importance of sign language and also a building on assisting technologies. Some people fall into the mistake that technology will wipe out the disabilities and everybody would be healthy. But is this our goal? I'm not sure. Let's look at Graham Bell who wanted to help his deaf mother. Actually, instead of restoring hearing, he discovered telephone and now with the smartphones even deaf people can fully communicate. It's a matter of fact: text messages or social media, that is, the written communication forms are more popular than making a phone call. So, these examples also shows that disability is also an opportunity for technological innovation and development.

No matter which way we go, one thing is for sure: I think that disabilities will become less and less of a reason for people living with disabilities to be excluded from society because there will be more and more opportunities and choices available in the area of rational thinking. And whatever is rational today it is vital and inevitable and it is becoming more and more accessible too. So, there are less and less arguments why not to do something rationally. I hope that this conference will show exactly this. I personally do not feel that the means will justify the tools, it's a matter of fact, today this is the other way around: the tool will justify the purpose, the goal. And the most important goal is the tool – that is to freely be able to choose our identities without any discriminations both deaf and hard of hearing, and to find the best means of communication. Inclusion through sign language, that is very important, and this is also the credo of the UN Convention. To this I wish you sincerely a lot of success and courage in the next two days. Thank you very much.



MARGIT SÁFRÁNY
DEPUTY PRESIDENT OF SINOSZ, HUNGARY

Thank you, Dr. László Lovász for your welcoming address. Today regrettably Ms. Catalina Devandas Aguilar could not make it to come to us, but she asked us to envoy her message that she was very sorry that she could not make it today.

May I welcome now you with respect and affection at the third world conference of WFD on the first day. My name is Margit Sáfrány Deputy President of the Hungarian Association of the Deaf and Hard of Hearing. Full inclusion by the sign language – that thought emphasizes that the deaf people and their full social inclusion may only be possible if the sign language will officially be acknowledged in all walks of life to be used. Today we have two special topics to this discuss together with the presenters. One section will deal with the issue of human rights, the position, role of the sign language to be tested in the family, as the children using sign language, the overwhelming majority has no family of using sign languages, so they are not borning in such kind of families, it is important that the sign language competences, and in order to make them develop naturally, both for the involved children and also for the members of their family to provide a participation at the earliest possible opportunity to have an education in sign language. That will ensure this success for deaf or hard of hearing children in participating in the family's life. The other topic is the education, bilingual education, which in our view will be a fundamental stone on the road leading to the future of deaf children.

In Hungary the education of deaf children is not happening in their own natural language but they are forced to do something impossible using auditive and oral methods. It's hide time to change the paradigm.

I got the honouring task today that I am able to present the plenary presenters of our first working day. As first may I invite now with respect Ms. Victoria Manning who came from New Zealand to us. I invite her to present the first plenary presentation of the conference and with that, let us start with these two days scientific joined work which will forward our community from the point of interesting representation and in order to accomplish these goals.

NEW ZEALAND'S PROGRESS ON SIGN LANGUAGE RIGHTS FOR DEAF PEOPLE



MS. VICTORIA MANNING
DEAF AOTEAROA, NEW ZEALAND

Good morning everybody. I would like to start by talking about the choice I had to make as to whether to present in IS or New Zealand Sign Language (NZSL). Now, given the theme of the conference is full inclusion, full participation with sign language, I decided that I would use my own natural sign language NZSL in order to give you all full participation. So I will leave it to the professional IS interpreter to convey my message in IS.

First of all, I would like to say thank you to the WFD Board and the Organising Committee for the invitation to present this keynote presentation today. I feel very honoured to be here. As you can imagine I have travelled a long to get here from New Zealand and to present in front of you all. I would like to begin my presentation by giving you a very brief introduction to my background. So, just to briefly summarize my background: I'm from New Zealand but I studied my master's degree in mental health counseling at Gallaudet University. I was very fortunate to be exposed to the learning at Gallaudet University. I wish I could take back with me to New Zealand and in my work as a mental health counsellor. I worked with deaf children and encouraged the use of sign language with deaf children. But over the time, I became more and more interested in policy work. So, I worked for the New Zealand Government in the Disability Issues Office focusing on various issues to do with disability. And so it happened at that time that New Zealand Government decided to officially recognise NZSL as a language. And I happened to be working in the office with disability issues so I was able to be a participant in that process and working with the Human Rights Commission, working towards recognition of NZSL. So, I became an advisor to the Minister on Disability Issues on this particular topic. After that time, I worked with various disability organisations. And so, I have developed a thought of understanding of disability policy in New Zealand. And also I have developed close working relationships with various organisations that represent disabled people in New Zealand. In 2008 I was involved with the Human Rights Commission in reporting to the United Nations on how New Zealand was at keeping to the Convention on the Rights of Persons with Disabilities, the CRPD. And liaising with various disabled people's organisations to ensure that the deaf association and other organisations that represented people who are blind, have mental health issues and physical disabilities, we can all work together to provide reports to the United Nations on what the New Zealand Government was doing to support the rights of disabled people. I was then elected as the representative for all deaf people and disabled people in New Zealand to attend the special delegation in United Nations in Geneva. So, that is brought me to where I am now. I am now the general manager for Deaf Aotearoa which is the national deaf association that is my day's job. But I have another responsibility. I am also the chairperson of the NZSL Board. So that gives you a brief overview of who I am and what I bring you to this presentation.

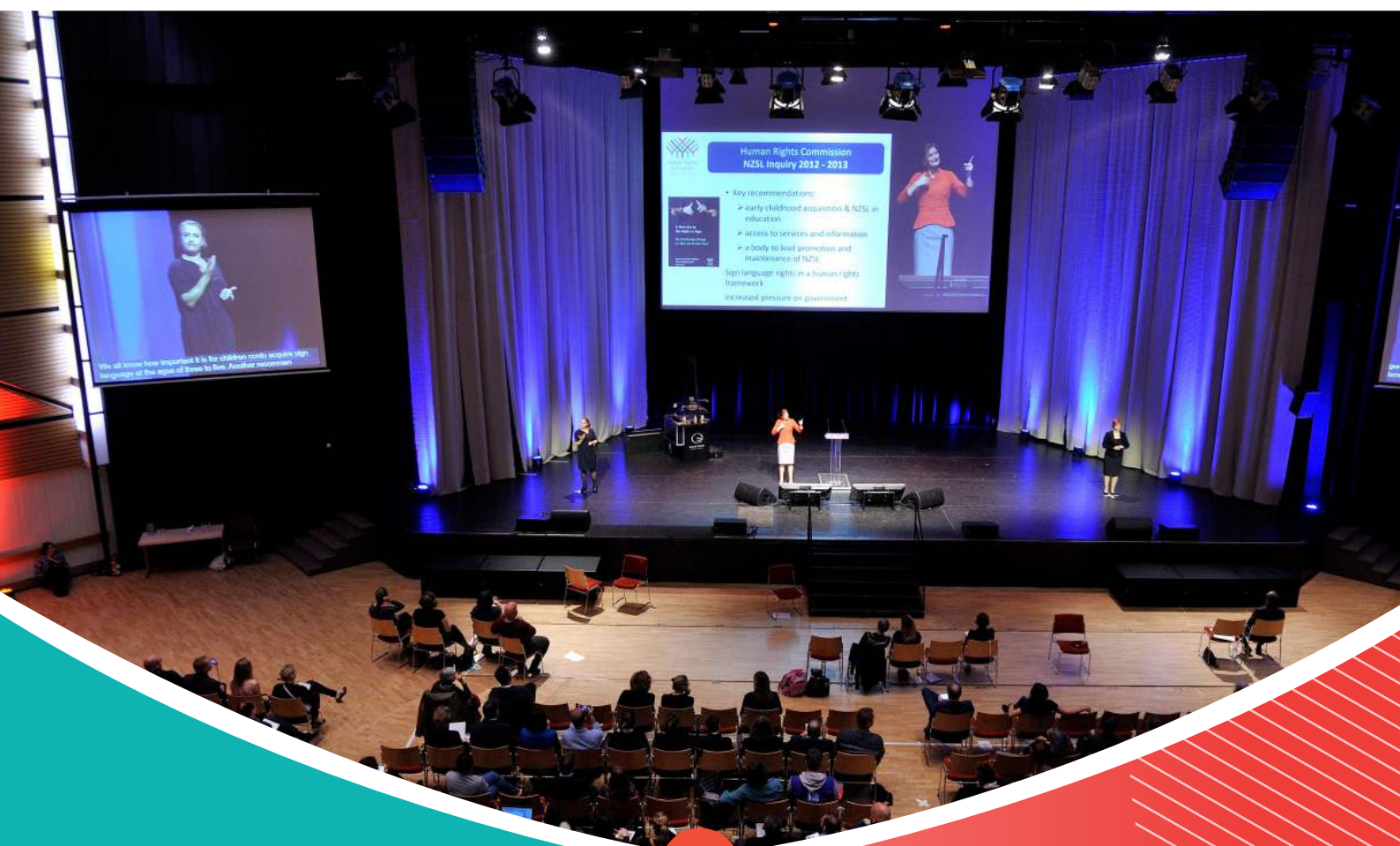
New Zealand is a very small country on the other side of the world. And we have a population of 4.8 million people. Of that population we estimate that there are approximately 2.5–5000 deaf people who use New Zealand sign language. But it's hard to give a more accurate figure. So, as I said, between 2.5–5000 deaf sign language users. You can see here the sign 'Kia ora', which is power in New Zealand, we say 'hello' and that is taking from the Maori language.

When we consider New Zealand has full participation with sign language for deaf people, I would like to map out for you when we think this is the situation in New Zealand. We did have a NZSL Act, that was passed in 2006 which officially recognises NZSL as a natural sign language. But there have been many other issues that have led us to that point and things that we watched since that time. And many people have asked me how we managed to achieve this,

this recognition of our sign language. So, I would like to walk you through some of those things, the steps that we took to get to that point where the act was passed, and things we have done since. But one of the most important steps that we took was that the Minister for Disability Issues was on our side. And that Minister applicated on our behalf in the Parliament on Disability Issues to support the fact that sign language, our sign language should be recognised. One other beneficial thing for us was that one Member of Parliament lived locally to a deaf school. So, has visited the school, had met the children, had met adults and been exposed to sign language. And this Member of Parliament also was able to visit the local deaf club in her area. And this deaf club actually invited her to be the patron of that club. So, through this exposure to NZSL and to the deaf community these politicians were able to recognise the fact that NZSL should be an official language because they recognised it was a different sign language to every other sign language in the world.

As a consequence, this Member of Parliament took the message to her political party, took the message into the Parliament that they would agree to support a proposal for NZSL Act. The Minister for Disabilities then told the 'Office of Disability Issues' that they had to proceed with developing a NZSL Bill. So, this instruction was giving to the Office of Disability Issues at the time when I happened to be working there. Which meant that I was directly involved as part of the team in developing the NZSL Bill which was a wonderful opportunity for me. The development of that bill took for years before the act was passed. It took a lot of work, it's not an overnight process. We have to follow the steps that the government requires to achieve this.

Once the NZSL Act was passed, there are various aspects which recognised sign language as an official language in New Zealand, and it's recognised as an equivalent language to the spoken languages of New Zealand. So, there was a symbolic recognition within that act. The act also clearly states that any deaf person has the right to use NZSL in legal proceedings. The act also clearly mentions that the government and government departments have to consider how they can use NZSL in the provision of services and information. And they should be encouraged to do so. It was not a requirement but encouragement. And finally, the act stated that the act itself would be reviewed after a period of three years as to whether the act was achieving its goals and whether that any alterations to the act would need be made. So, they used for the for key issues which were outlined in the act which is some point disappointing because it didn't cover all of the issues that would desired by the deaf community.



Unfortunately within the act there was no mention of education despite the fact that the deaf community have lobbied for NZSL to be recognised as the important part of education but the government had not included that request in the act. And although the NZSL Act was passed, there was no resources, there was no budget allocated to the implementation of that act. So, some people would argue it is just a paper exercise. And although there was mention of a review after three years there was no other mention of an ongoing systematic review or monitoring of the NZSL Act. It seemed that it was only a requirement to review the act on one occasion.

So, as I said, the NZSL Act was passed in 2006, and although the review was supposed to take place in 2009, it actually took five years before the review took place. And the review was conducted by the Office of Disability Issues, the government's department, and by that time I was no longer working in that department. So, when they conducted the review the Office of Disability Issues consulted with various members of the deaf community and at this time deaf community made very explicit request to add a recognition of NZSL in education, in employment and in other areas in addition to legal proceedings. But the resulting report came out from the government did not include these requests. Their review stated that the act was sufficient as it was and it not need an adaptation. Of course, the deaf community was frustrated by this because they didn't feel that their concerns have been addressed or even listened to in the first place. However, we have a Human Rights Commission in New Zealand and at that time, I was working at the Human Rights Commission and this is an independent body from the government. And they decided to conduct the right independent enquiry about the NZSL Act and its efficacy. So, they took on board feedback from the deaf community and liaised with various government departments about how they could enact any changes in order to incorporate the request from the deaf community.

The next slide actually shows a copy of the Human Rights Commission reports. Now, this reports which was published by the Human Rights Commission makes clear recommendations to the government about how they needed to improve the NZSL Act. And there were three priorities that they identified from a larger number of recommendations. Firstly, they said that early childhood acquisition of NZSL in education was vital. And the fact that it wasn't recognised in the NZSL Act was a major omission. We all know how important it is for children to acquire sign language through that critical period from ages of 0 to 5. So that was one of the key recommendations. Another was that access to services and information in NZSL need to be made available. And finally, that a body to lead promotion and maintenance of NZSL was also needed. Otherwise, individual government departments will be working separately on various projects and would not necessarily line up with key priorities. So, by having a lead body, a NZSL Board, this body could oversee the promotion of NZSL in throughout various departments. So, we actually took the model from the Maori Language Act in New Zealand. They had their own Maori Language Commission, a large independent organisation that promotes the use of Maori and its language and culture to children from a very young age. So, they have their own fund, their own priorities, their own strategies. So, we wanted to emulate that commission on a smaller level perhaps, unfortunately, but at least we were able to establish a NZSL Board in the same spirit: to promote the use of New Zealand Sign Language. Now this was significant achievement for us. Because the government were finally able to recognise NZSL through human rights framework rather than disability framework. So, it's not just about deaf people but it's about sign language. So, this report were increased pressure on the government. It shamed them into taking more action.

So, the government actually reacted very quickly and established Deaf Aotearoa, a First Signs project. So, that people can go into homes and teach sign language to parents and families of deaf children. And this was available not just to parents but other extended members of the family. And this project also enabled these families to be introduced to the members of the deaf community so that these children could be exposed to sign language from a very young age and to the deaf community and culture. The second thing that the government did was established a NZSL Board so that we could oversee the promotion and regulation of NZSL.

The first meeting of the NZSL Board involved a representative group myself involved and I am the chair of that group. There are 10 people on the NZSL Board, and it is a requirement that at least 6 people on that board must be deaf. So, the majority of board members must be deaf but all board members must be fluent NZSL users. At least two of the representatives must be Maori themselves, and there is also a requirement, there is a representative from Deaf Aotearoa which is the deaf association that represents deaf people throughout New Zealand. The NZSL Board has two main remits:

One is to liaise with various government departments to advise them on their practices, how they promote NZSL, how they implement various policies in relation to NZSL implementation, how they identify priorities for the promotion of NZSL. So, that is an advisory role.

And the other remit is to decide how distribute the 1.5 million NZ Dollars that have been allocated to the board on a yearly basis. So, the board can decide how funds can be distributed to promote NZSL. Various organisations can submit proposals to the board, and there is an open application process. The board considers applications, and then on an annual basis allocates funding to these various projects and various initiatives.

The NZSL Board has been established couple of years, so we are still very much in the early stages about work. But we already see the positive outcomes of our work. Yet, we also recognise the challenges that we have faced, I would like to tell you about some of these. One of the positives is that we receive many creative bottom-up responses to the gaps that we see how we promote NZSL and we have been able to found these initiatives. Another positive outcome is that when we received funding we actually have been able to identify when government department should be taking responsibility to fund certain initiatives. And, historically, whenever these recommendations have been made governments often would take their time to develop proposal to fund initiatives. We are now able to instantly fund projects that we see is vital. One other positive is that the NZSL priorities strategy clearer. We are able to focus on what priorities we want to promote. So, again when we receive any funding applications, we are able to determine if they are in line with our priorities and with our strategy.

Never the less, we have experienced some challenges. When the government first announced they are going to establish the NZSL Board in 2014 and the NZSL Fund, at that time other government departments who already had initiatives to promote NZSL and had already receiving funding for their various initiatives, those departments were no longer funded because they was no longer in need because there was a NZSL Fund, as an independent fund. And this was unfortunate because it meant that we had so responsibility to fund all projects and it was not a good thing. When the NZSL Board first established the work load was immense. We needed to identify how we are going to work together, what our priorities were, what our strategies would be, what our work plan would be. And that took some time. Another challenge for us was that we received funding proposals for example in higher education and it was hard to determine whether we should take responsibility to fund these projects. Whether we should prioritise funding allocations to the community, the promotion of sign language and who should take responsibility for funding and initiatives. And that took some time to work through some of those ideas. Now, as you can imagine all members of this NZSL Board are members of the deaf community, we all worked in various roles in the deaf community. Either throughout personal connections are professional connections, we have various roles that we fulfil so sometimes we experienced conflicts of interest. Because we would receive funding proposals from people we worked with, people who were involved in different organisations, from family members. So, that was hard for us to manage. Now, we do have a terms of reference that helping us to manage these conflicts of interest, but it was something we had to constantly review and adapt and update whenever we experienced these conflicts and new challenges are raised.

So, this is an opportunity for me to share my learning with you of the last 15 years, the work I have done within government, with government and on the board. And I think one thing to highlight is the importance of understanding government systems. I have learned a lot in the last 15 years. And even my involvement in the NZSL Board has meant a new process of learning about systems and processes. And one thing I would like to commend is that you learn those systems, take your time to understand how your governments work. Respect their processes. Respect their structures. By doing so, you can learn to work with them more effectively to achieve your goals. Because if you understand system then you can better navigate system. It is important therefore to learn how the government works, so that you can work more effectively with them rather than against them. The NZSL Board has giving us a fantastic opportunity to influence government and rather than being outside the government and constantly trying to get our message through the government we are now working from within, from inside the government. We are directly reporting to the government. So we have a strong position to be able to influence the government and their decision-making. And this is a wonderful opportunity for us. So, we are now at the decision-making table so, watch this space, and I hope that you enjoyed and learned something from this presentation, and enjoy the rest of the conference. Thank you.

DIVERSITY, SHARED, RE-SHAPED, AUTHENTICITIES AND PARTNERSHIP IN LEARNING AND KNOWLEDGE CONSTRUCTION: THE SIGNIFICANT CHANCE PROJECT



PROF. DR. CSILLA BARTHA, PÉTER ZALÁN ROMANEK
RESEARCH CENTRE FOR MULTILINGUALISM, RESEARCH
INSTITUTE FOR LINGUISTICS, HUNGARIAN ACADEMY OF
SCIENCES, HUNGARY

Dear Presidium, ladies and gentlemen, dear President Ádám Kósa, it is an honour indeed for me personally as well and also for the community which we represent that we were invited to at the operation of WFD and congresses in a less usual way we should represent it in Hungarian language and Hungarian Sign Language using the partnership of two research scientist. With this invitation basically and the very presentation itself we represent that kind of road, joined trip of 17 years maybe alternative journey by which we in ourselves call a model of opportunity. So, we thank you very much for these honouring words and the presentation however our presentation has co-authors to it too. These co-authors are the members of the deaf community especially those deaf colleges of ours who in these time or in the framework 'JelEsély' project they worked with us and they have been working still now and for whom we join work jointly and beyond that in the Research Centre for Multilingualism who are also co-authors among who there are deaf colleges as well as hearing colleges. So, on the slide you will see that this was a community of learners and amongst the photographs you will find, the co-authors will find themselves who were our field workers of the deaf community who became researchers, who became annotators, the deaf school, deaf kindergarten, professors and teachers, the interpreters who very seriously have been working with us for quite a long time. And amongst the researchers not only linguists but also representatives of several disciplines may be found. But this process however basically for us the greatest pride comes of the fact that now we can stand here and for me personally it's particularly important that as a co-author and co-presenter I can present you my college and student at this event that is Péter Zalán Romanek who is the first person having PhD in Linguistics and he is researcher for sign language. In my eyes, he already had his diploma received and who is provided for an important and instrumental bridge and connection so that we could this mental or those barriers which in science, in society, in the various epistemologies, confronting areas, sometimes clashing, sometimes meeting epistemologies, hearing world, deaf world and, so these are identified, actually very faulty.

At the same time, in a way of introduction it's also very important that perhaps, our presentation is somewhat extraordinary in the sense that we came from the periphery in many senses. And this periphery situation is equally valid for deaf people and also for the hearing people because until the change of political system, until the political changes, we, in eastern Europe lived in as a part of the Post-Soviet block and that is how we cultivated sciences, how we taught science, the deaf were fighting with the hearing people for their rights isolated and some of the eastern European countries has jointly suffered the fact that in international scientific life, in international scientific network they won't be able to get involved and it's also a joined problem that in shaping the language politics, we were alone and we were isolated and that is how the researchers had to operate. This isolation had very much disadvantages to it, but at least it had as many benefits as well because we did not get ready-made packages because no opportunity to get all those scientific strategies, experiences and models which maybe in the course of globalisation could be even more available for many western community, so, partially we took a somewhat different route which we had to embark upon. And it is to our pleasure to note in 2017 that this road basically it's not unviable because we accomplished similar results and we noticed similar tendencies as in many points of the world. Péter will speak about all this in some detail about the project. I personally would only set forth a few theoretical or rather methodological problems and I just want to describe this to you in a visual format if you will.

So, sign language – we present it but those here know a lot about this. So in the history of deaf community it's a tremendous accomplishment and those working with them and fighting with them it was important for all people that particular afternoon in 2009 when the Hungarian Parliament approved by 100% vote this law. And we seriously participated in the preparation for this. We also know and this will be mentioned in our presentation too that at the same time the legislation of framework were and are contradictory. Because just quote one signature brought also from a recently published article of a college, Maartje De Meulder that is, we experienced this program on a daily level in scientific life, in education and also in the civil sphere, so, it is extremely important, that is why brought this quote here because our operation are defined by two very important items and we will defining it so far: one is critical character and the self-reflection. So, in doing science, in cooperation and also in everything else, there are many and we have not enough time to speak about all those critical ideas of concepts which we jointly re-understood and re-thought so that will be able to support the JelEsély project and the smaller project by starting them. So, by any other all means because on a social-linguistic basis our homework is resting on this our cooperation and the fight because we have this struggle keep on fighting so, the joined involvement, the partnership, the joined participation and learning and it's fundamentally important of a human feature that is variabilities. So, the variety which is typical and the characteristic of the ideologies, concept, practices, and in the categorising each other and also in performing scientific acts. So, there are different credibility's struggles going on all over and globally too. And in sign language researches the deaf and sign language interest enforcement this can be noticed as in case of other minorities. So, and the critical character, the practice, the construction from underneath jointly and also the learning – these are defining features naturally next to multidisciplinary because we didn't have and don't have yet different research institute where the neuro-sciences, neurological studies are made, where different types of test are made so, we have to work holistically and both integrally at the same time and we have to continue to understand this whole situation and from others advantages we think such a benefit could be gained that in the focus of it all, we are fully equal and that is how deaf children stand among us with their families, with their varied backgrounds such as other minorities such as other language groups' children and families so, where there is no difference neither in modality and this has been proven by the research from many direction fortunately that there is a fully equal human feature to live in multimodality the fact that the available semiotic sources will be maximally exploited by our people and to operate these and to use as source and a single most important feature is that there are collected interactions where we try jointly to formulate meanings and these meanings may be language-type, may be social-type, may be political-type but this is always to be understood locally in a framework depending on the situation and also for that particular arrangement.

In other words and in summary, those bases which basically are carrying the main message of searching phenomena are joined work which basically is a system of historic importance of coinciding after the change of political system. There are a very few minority communities there to have such people of enforcing their interest who are there in



the Hungarian Parliament or in the European Parliament as well internationally and who are open and they are also learning mutually that that is how they turned to the research scientist these mantling the confrontation shown on the slide which is not real in the first place, so that they could work together in order to enforce the interest in language politics and also all in all the enforcement of the deaf interest in education, culture and the development of language, and also towards change and to work jointly and to participate. And this is the fundamental tenet on which the results and the works started or built about which Peter, my college will speak to you.

PÉTER ZALÁN ROMANEK

Thank you very much. Thank you for all the presentations before me. It's fantastic to see so many participants, it gives me a lot of energy.

First, I would like to introduce myself. We worked together in the JelEsély project from 2013 to 2016 that was the period of the project. And last we started a new project. What are these two projects? Let me see the JelEsély project. I would like to raise just a couple of things. In the JelEsély project those who participated in it, what kind of research did we do? You can see them upon the slide: social-linguistic research on the one hand, sociological, educational research, linguistic researches. We built a whole corpus we used lots of, lots of materials and then we analysed them. Here, you can see the social-linguistic research outcomes. 147 deaf people gave us information and we took use several cameras to fill out lots of questionnaires, 348 questions regarding lots of topics: the family background, the use of language, what nursery school, school, secondary school or higher education institution they went there, did they use interpreter, what about sign language, what is their opinion on sign language. We put lots of lots of questions to them. There was one person who came in providing information and two sign language workers. We took video recording of them. We have 1750 hours of video recording from all these interviews. Here, from the questionnaires I would like to show you some outcomes, I would like to share them with you, later I will talk more in detail about them but we highlight just a few of them.

A little bit about the vocabulary. We built a vocabulary from the corpus. Our objective was to starting from the corpus build what actually comes from the real use of sign language, so that how to reel users use this. We collected all this data, and this is how we created our vocabulary. The Hungarian Academy of Sciences was the arena where we worked. In this vocabulary we wanted to build in all kinds of information that is important, that is special for example phonological features, signs of the hand, different components, different regional varieties were also incorporated into this vocabulary or dictionary. We also tried to link them to several form of languages so that there would be a kind of bridge between Hungarian sounding language and international languages – sounding and non-sounding. We also did some grammatical research. It was a big pillar in the JelEsély project. On the whole we involved 48 people providing us data in this research. They were all people who had participated earlier in the social-linguistic interviews. So, we have already had a complex analysis of them. Regarding grammatical researches we went into semantics. All together 21 elicited tasks. Out of them the most typical features were highlighted.

Regarding the sounding Hungarian language, whatever works there, it was differently in the sign language. We started to study these. And then we annotated them in the ELAN program. This is how we tried to kind of create a descriptive grammar of the Hungarian Sign Language. Of course, it's not a complete document.

The JelEsély project is a huge-huge work, it covered about three years of work to us. We managed to create a kind of corpus, not too long ago I found out that there are 15000 film files included in this huge corpus. Why is this so important? We tried not to look only at the individual, the deaf individual but his or her entire environment. So, we tried to take in count the family background, the individual as he or she uses sign language in his or her environment, the social, the cultural aspect that influence them. What other aspects influence them. This is how we could get a full picture of their use of sign language. For this, I would like to just add something in connection with the NyelvEsély project. The NyelvEsély project was different then earlier the JelEsély project. Actually, in the first project we had the foundations: to standardise Hungarian Sign Language for education and to found bilingual education. However, the second one the Chance to Language project this is was a project build on this, but this was more targeted, more focused. The first one was more scientific foundations and the second one was more educative. It was based more on education. Practically this is how theory and practice would link together. The first one was done based on

analysis and in the second one was based on practice. We did not consider classroom situations important but direct communication. Students are students so how they interact? We discovered lots of, lots of different varieties. The emotional, the cognitive capabilities and skills in different areas. We saw lots of varieties that all have an implication on the use of sign language. This is much more of a practical objective than in the first one. The second one was more of a practical-type. And we wanted to take a look at how this could help, this document can help us in teaching or in educating deaf and this is our whole objective at the moment too.

Now, I would like to highlight just a few of our outcomes. In the Sign Chance (JelEsély) project. Here you can see the questions of the diagram of the outcome. We asked when they started to learn sign language, at what age. So let's come back to this a bit. So, here you can see that there are different outcomes. There are different ages when they started to learn or used sign language. Related to this was our next question, we wanted to see – and we know this that in Hungary, the community of sign language users what categories could they be divided? The way they hear, or the way they know sign language? And there are a couple of features based in which we could create 16 typical groups. This is what you can see here. But what does this all mean? What kind of concepts that we come across that they bring along? What is our objective? So that these concept would not be used without criticism. Of course we have these groups but we have to see if based on the use of language and based on the social-cultural background in human and social interactions how they really use sign language? This was what we tried to transpose into this and based on them, make the categories. This is how this chart was created, this figure was created.

Here you can see the question: What is your native language? Whether is the Hungarian Sign Language or the Hungarian language as such whether the two together? Of course, very few people said that it was purely Hungarian language. But of course, they didn't say what Hungarian language meant to them. Whether it was the written form or the sounded form. Actually, from the representative aspect, most of them considered themselves bilingual.

On the next slide, you can see that mother tongue compared to the mother tongue, what is the priority of the background, how they could be linked. Here you can see results behind me. Those who have hearing parents and some people have deaf parents. Or sometimes there is a kind of mixed parents. Just think about it, the hearing capabilities of the parents what kind of implication does this have? Here you can see the results. The picture is very interesting. The next question was the individual assessment, what is the opinion of the person? We asked them if they considered themselves bilingual or not. Here you can see the results.

Here we wanted to know when and where was the language learned and how this was linked to their native tongue. First, we wanted to see whether it was in school or the nursery school that was the most frequent.

Now, this is more about research into the dictionary and creating it. We wanted to take a look and to ask about if



they can test hand form pairs. Which is the real one, yes and no. And this is how this table was developed and with the ELAN program analysis, this was used. Here you can see a picture of the ELAN program. I just want to give you an example here. There are different tears here. In the upper hand you can see articulation and this indicates very well that the use of sign language and articulation go in parallel, and how this two linguistic systems are linked in the mind of the user of the language. Here is the lexicon, if you take a look at this. Here, you can see the different concepts and how they are used. The use of sign language and we also asked about the parallel between use of sign language and Hungarian sounding language. So, it was an extremely long process. You can highlight certain steps but the whole concept, what is the concept? Actually, it is the linguistically conscious school because it's not only the language that we speak about, it's a cultural background of the children: back at home, the family, there are different aspects. All the different places are extremely important, we have to look at it in a complex manner. So, actually we are talking about knowledge, about language and languages. And language based knowledge and then knowledge linked to language. And this picture on the whole, gives us a bigger picture which is very important for the whole concept of language focused school. Why? Because if I am a teacher, whether I use sign language our sounded language it doesn't make a difference. But when I teach there is something I communicate through the language. But what is important is not through the language but also there are all kind of channels I use like picture, drawings, signs, symbols. There are lots of, lots of mode, we can use a whole lot of semiotic resources that we try to mobilise in such cases. The same things happens with children in their everyday lives in a majority society they need to communicate with people and this is exactly how it works, specially now, in today's worlds where internet brakes down barriers. There are lots of smart possibility: smartphones, chat programs and so on. These all count, these are all very important to rebuild them, or build them back into education.

Just a couple of more information I would like to share with you by summering it up. We mentioned that education, and mainly bilingual education is our purpose. What is important? So that this knowledge what you could see up on the slide is to legitimize what is not spoken, what is not pronounced. So, that it would work in such a way, that it would be useful for the deaf community to include the knowledge of this deaf community to bring it into the arena of scientific discourse. So, that it could be used anywhere in education, anywhere. This means different levels of work: methodology, theoretical work, structure building. So, what kinds of different level work? What is the really important message? It is that with deaf children, whether we talk about all kinds of children, we are talking about multimodal methods. They use everything in the days where everybody has mobile phone, text messages, everything and this is the road we must take. How do we feel this needs to be solved? We need to build from linguistic elements and data. That is why we want to focus on not only the children but the children's entire environment. Because we are talking about interaction and it's not only about one single person. There all counts of semiotic resources around. No matter who you look at, you have to see what surrounds this person and how this is structured. And this is what we have to corporate. And we will be able to use this in a research.

Here you can see the different priorities, the different linguistic resources are projected on the screen. Bilingualism, especially multimodality. Especially we look at deaf people, it's not only the language that they use but the cultural background. What do they use through the language, how they express themselves. For example, if I, as a teacher, I have a different cultural background than a child. It's a matter of fact, children compared to each other, they are different cultural backgrounds, this is also very important. Not only the relationship between student and child, but child and child also. Or the relationship between child and parents, and child and friends, and child and the environment just as important. Why do we emphasize this so much? Why is this so important? Because at a meta-cognitive level, the way mentalities are built, are structured, these are all a part of it. So, we want to find new ways, how we could involve more and more researchers. The different areas of research, we want to integrate the outcomes of such research more and more. Another objective is to raise awareness so that we can show the internal skills and knowhow of the deaf community to the outside side world. And this is possible only if we build from a language focused data looking at human interactions. Here we can get a picture. Well, of course we have Csilla's knowledge, my knowledge, we know each other, and we link this two knowledge together, we mutually help each other, but everybody has a different set of knowledge and we have to work in a kind of partnership and redefine things in this connection. This is what we talk about in our work. Finally, I would like to thank you very much for your attention.



BILINGUAL EDUCATION - A BRIGHTER FUTURE FOR DEAF CHILDREN

CHAIR: MR. KASPER BERGMANN & DR. GERGELY TAPOLCZAI

DR. GERGELY TAPOLCZAI

This is the stand on bilingual education. I am co-chairing with Kasper Bergmann from Denmark, his sign name is Kasper, he is representing the WFD Board.

KASPER BERGMANN

And he is Gergely Tapolczai who is representing the board of SINOSZ and also representative of the Hungarian Parliament.

DR. GERGELY TAPOLCZAI

Everyone here in this room understands the importance of education for deaf children. We are here to consider how we might achieve bilingual education and to establish our ambitions for progress in the achievement of bilingual education for deaf children. For those deaf children who receive poor education later adult life becomes very difficult. A number of various present themselves in terms of the family, employment and so on. So, all of the presenters today will be addressing the issue of bilingual education in order to break down those barriers.

KASPER BERGMANN

Our first speaker will be from Sweden, will be addressing the topic: what is included in a good bilingual education. So, I would like to now welcome our first speaker. Thank you.



A GOOD SIGN BILINGUAL EDUCATION – WHAT IS IT?



DR. KRISTER SCHÖNSTRÖM - SESSION KEYNOTE PRESENTER **DEPARTMENT OF LINGUISTICS STOCKHOLM UNIVERSITY, SWEDEN**

Thank you so much for the invitation to be here. Wow, I am very impressed with everyone that is here this morning. I first want to say that it is a great honour for me to be here today, to be invited

by WFD and the Hungarian Association of the Deaf, SINOSZ, it is a great honour to be able to present this very critical and important topic of 'full inclusion with sign language' – what a wonderful theme.

My presentation will begin with a little history of myself. I grew up in a bilingual environment. I am from Sweden, actually Stockholm and they have a deaf school, deaf bilingual school there. In 1998 was when that bilingual curriculum was established. So, I was lucky enough to actually start school at that same time. It was a perfect time to get into the program then in a bilingual curriculum at that time. And I will have to say though it is not a perfect curriculum, it is not a perfect learning environment. But I was able to have both languages, having good literacy skills, having good self-esteem as I grew up. Currently though, I work now as the coordinator of the bilingual and second language acquisition courses. These are courses that I teach. I am a linguist, applied linguist more specifically, and my focus on my research in work is looking at deaf children's literacy. And actually how they learn to read and write Swedish. I also work on recording videos of how hearing children learn a second language, a signed language, and how they develop those skills. And with both of those I developed a corpus. So those are my two focal points. I teach at university. And I teach courses related bilingualism. Many deaf people do work in a bilingual environment, I would say that a 152 deaf people in Sweden at the university settings studying PhD and bilingualism, etc. a very rich linguistic environment we have here in researchers, deaf researchers collaborating together, it's a rich learning experience. I have often thought about what would be a good sign for bilingual education and really defining that. There is really not one simple answer. So, one must have access at a very early age to bilingual education. So that they would be able to express and receive language equally, that there are no barriers and there is complete access, full communication, so that the individual is able to develop fully. In addition to that to be successful that also means that learning and gaining knowledge to understand the world through language also has an important part of being bilingual. And I will expand a little bit long on that in the next part of my presentation.

So, the theme: what is bilingualism? That question. I also want to add that it also includes multilingualism as well, not just being bilingual. Not just looking at children who are bilingual but really, you know, how do we frame that question in a broader concept, in a broader way? Who is bilingual? Who, what is determined, what are the factors that determine a person to be bilingual? There is a quote by Grosjean here: 'Bilingual people are people who have two or more languages that they use daily.' Whether be it sign language or spoken language or written language. Two or more languages that an individual uses every day. It is a simple, very straight definition. However, research has a different take on that. There are more variables involved in that definition. To be bilingual really has more than just one definition depending on where are you from, you experience, your attitude, etc. There are variety of factors that play into that definition. To be able to use two languages every day, I use really more than one, more than two languages every day. So, keep that in mind as we move forward.

There are actually two myths about bilingualism that I see repetitively over and over again. The first one is that people often time think that to be a bilingual person is that you have two languages in one. So, like you are two multilingual people in one. The second myth is that both languages are equal. Or they are equally fluent in two languages. That is a myth. To have competence equally in both languages is the myth. Maybe I work in one language and then at home I might use a different language. So, the competences in each of those languages are different. There are not equal. There is a traditional view of bilingualism and the metaphor of using a bicycle here shows that wheels are turning and I they look like they are balanced and moving equally, it looks smooth, looks efficient but in fact that is really not what is happening. There is more to it than just that. It is a very rather a dynamic use of the languages. So cognitively speaking using this train vehicle metaphor is a better representation of how we use languages and we maneuver and negotiate the languages to understand where we are, what we are doing in the world. It's not always strait forward,

there are curves and different paths that we use for both of those languages. More than one language. It's more dynamic and not as strait forward as the bicycle metaphor would portray.

Now, I would like to talk about research looking at bilingualism and I would like to introduce the term 'translanguaging', and the sign that I use, I am not really sure about that but this is the sign that I use for translanguaging. I know, in the past we used this for particular sign for bilingualism but we are really looking at, you know, even looking at myself, looking at more than just two languages and how they negotiate back and forth cognitively. We don't use one language and in with that language we move on to another language. It's overlapping it's very dynamic, it's fluid. We have linguistic repertoires in both languages that we have access to. So, the norm is really using language first and then the other language. But that is not a true representation of how people: multilingual, bilingual people function. This is a new norm, a new approach to bilingualism.

Now on to bilingual education, I am not going to talk necessarily about the definition, but I want to look at bilingual education in a more globalistic view and in the current context of today. The bilinguals have different modes, they actually focus on what is within the language. Methods of teaching. Those are two different views or approaches. We want to focus on the content knowledge of the language and how that is used in teaching. Perhaps the theme, or the theme in Sweden or in England or English rather or signs, whatever the content, the subject may be, all of them should be taught using a bilingual curriculum. Or, should it be just using one particular language in that particular content? Maybe some subjects might be taught in one particular way, and another subject taught in another way. Maybe one instructor uses one language while another instructor in different subject would use another language. Then, would that be considered a bilingual education or two teachers in the same class would use different languages at the same time? Is it a bilingual space? Is it just a classroom or is it the entire school? There are different ways of implementing bilingual education. There are couple of schools that I visited that offer bilingual – so they say – instruction. So we have a person who is signing but they are not hearing to or have a bilingual curriculum. So, they teach through sign languages but they don't have sign language in their curriculum. The first point here the two models that I have. It is about maintenance bilingual education and what I mean by that is that with children perhaps at home with their families use a particular form of a language, they might become bilingual by using that language at home and then using a different language at school. So, there are different ways, different themes. And the second model is a developmental model that is about deaf education and teaching deaf children and this is what model that they tend to follow. So, the family signs or doesn't use sign language rather, most are born with parents who do not sign and have to learn how to sign later. So, you think about what would their language be at home. It's very critical for them and to be able to experience sign language and develop that language at school. In addition to that, that strengthens their social skills, their literacy skills, spoken language skills perhaps, being able to have both of those languages offered at the school.

Deaf individuals also have in addition to that, that the entire education system has to be accessible. How is that child have access to not just what happens in the classroom but outside of the classroom? To have access in the complete setting of the school. And even outside of the school as well. All of that information, how is that happen? So that they learn critical thinking, literacy all of that comes from having a complete bilingual education. Was sign language bilingual education? We have been teaching bilingual education for a while now, so I would like to share some of my own personal experience and what I have seen over the years.

When bilingual education was established, was established for deaf children, but now, we are seeing children who are implanted, who are learning signing later. When bilingual education was established for deaf children we really didn't have a spoken language component. However, now deaf children are different who come to us with implants. And now we have another component of a spoken language piece for their education. That is an additional component to think about. Whether they are speaking at home, signing at school, how their accessing language depend on the environment. So, I think it's important to change, to think about the language model, a bilingual model that we have been using and how it may need to change to help the deaf children we are working with now be successful. Regardless all deaf children need to be access to sign language, that is critical to be able to have that environment at some point.

Signed bilingual education with deaf individuals whether they sign, regardless of how they sign, or just sign language users whether deaf or hearing –that helps, and individual linguistic repertoire helps them develop. But helps that

language develop. I am actually working on a project right now, I'm interviewing those who are involved in mainstream setting, those children and how they sign. Most of them really do not have much motivation which I questioned because that is new to me, they have no want to communicate with, at school maybe and that explain their lack of motivation which is critical for learning, especially in a bilingual education. What I have seen is that children are very motivated to learn and to communicate with their peers and those involved in the education.

This is an important topic related to how we teach literacy in the bilingual education system. It's critical for teacher to be competent in both signed and written languages, and to be able to chain those languages together. If the teacher is a good signer but yet her or his written language skills are not apt to part that would be a challenge. It's important for the teacher to have both of those language competencies equally accessible to the children. So, I had a teacher who was bilingual and she used translanguaging throughout the classroom. She wrote on the board, she used fingerspelling, she used Swedish written words on the board, she signed, she used pictures, she used gestures, she used everything. That is a very good example of translanguaging. Building all of those concepts of pieces of language together to teach the children. Using all of that in connecting of what she was teaching. And again that is what we would call translanguaging.

I would like to talk a little bit now about the literacy – reading and writing in a language. What I have seen through researches and to my own experience that it's important how you teach the sign language. I would like to use the concept of a cow here. So, skill teacher will be able to chain the language of fingerspelling C-O-W, writing the word on the board, fingerspelling it, using a picture, using gestures for the children to take all of this information in visually, to chain the concept together. That's another example of translanguaging. And research does show that deaf teachers fingerspell more than hearing teachers do. So, perhaps hearing teachers maybe think that fingerspelling is too difficult for children. But deaf teachers however understand that fingerspelling – regardless of the age of the child – is an important part of their linguistic repertoire. They don't overly use fingerspelling, but they use it as a support in the translanguaging part of what they are teaching. They use any visual piece that they can for the child to fully understand the concept that they are teaching. And with everyday teaching is also important to compare languages. Using the sign language to discuss the written language and vice versa. Understanding how one language influences the other language. So, then the children are able to understand how both languages are used together. That really builds strong linguistic competence in both languages. And really using that technique helps children's literacy skills improve.

Mothers at home, I have found, deaf mothers will take a book and read to their children using sign language. They are not formal educators, but they are native users of the sign language. They take a book and read to their children in the sign language they might point to the written word, they might spell the word. So, also chaining that cognitive practice of, whether it be English, Swedish, whatever the spoken language or written language is, they are actually teaching that competence on a very early age. So, it's almost like what I have explained that teachers do in the classroom. They are making those connections, building that schema of how this language influences the other language.

I have just a few more comments, I would like to make at the end of my presentation.

What are the benefits rather of the bilingual education? Being able to have competencies in both languages, helps children develop socially, has cognitive benefits, helps them develop out in the community to have social interactions, develops self-esteem and their identity, being able to be bilingual does all of that. It's a foundation for them. Deaf children – regardless of their hearing loss – have the right to grow up with access to language. Being able to have access to both language: a spoken, written language and the sign language to develop fully cognitively. And this is my last spoke which I think speaks for itself.

So, good bilingual signed education has several components. Having access to both languages equally, having access to the languages equally that has an effect on how the children learn and become bilingual, being able to learn from their peers. Even the content and subject of maths, if you are teaching maths, you know, you also need to have language built in that. Research shows that you know, whether you are measuring, competence in the languages, content doesn't matter, bilingual education is important regardless of the subject. Thank you.

INCLUSION IN FLANDERS: SIGN BILINGUAL CLASSROOMS IN MAINSTREAM EDUCATION



MARIEKE KUSTERS
FLEMISH DEAF ORGANIZATIONS IN BELGIUM FEVLADO
GHENT, BELGIUM

Hello everybody, hello! This is my name sign and you can see my name on the slide. I work for the Flemish deaf association. And I'll explain a project that we have been developing recently. But I begin by telling a little bit about myself. I'm from Belgium, this is where Belgium is. Belgium is really divided into two parts. In the north is the Dutch speaking area, and in the south is the French speaking area: Wallonia. So, I come from the northern part of Belgium: Flanders. And the law and the language is very different in both parts of Belgium. So, it's very important that you are aware of that background.

To begin, I would like to briefly explain the education system in Flanders in Belgium. There is no official bilingual education in Flanders. That is a keen to the kind of bilingual education that's provided to hearing children. Many deaf children are mainstreamed and isolated in mainstream setting. There are special schools for deaf children but they are created for children with additional needs such as autism or cognitive difficulties. Most deaf children, those without additional needs, are mainstreamed in mainstream setting. As a deaf association, we became concerned about how these mainstreamed deaf children are accessing the education and we wanted to look at bilingual models. There are a number of different models available within bilingual education we weren't sure which would be most suitable for our situation in Flanders. So, we decided, we would conduct some research around the world to look at the various models that were offered and decide which was most suitable for Flanders. We applied to our government under the Equal Opportunities Department, we wanted to be funded before the research and thankfully they agreed to fund our project. We wanted to know more about these different models of bilingual education. In order to ensure that our deaf children would have access to education and to find a system that would best cater for their needs. Under the Flemish law any bilingual education system established must comply the Flemish regulations. Obviously, we needed to find the system that would comply with Flemish law. So, we had a number of groups, we did studied, visited focused groups, and then we brought in experts. We brought in parents who we were already pre-disposed to bilingualism, we brought in deaf people who worked with deaf children and were fluent signers. We were also open to a bilingual approach and we consulted with experts. And among these three groups we talked about what would be important to include in a bilingual education setting. The experts that we met with, we interviewed them. Well, experts in various areas of bilingualism: perhaps experts in bilingualism, experts in Flemish-English bilingualism, experts in the school system, experts in education, experts in pedagogy and so on. And experts in bilingual education in a more general sense rather than a sign language specific sense.

So, I would like to go into more depth now about the study visits, we conducted. All together, we visited six schools, and I would like to talk about the various models that we saw in operation there.

So, this is my sign for co-enrollment. We looked at the co-enrollment program. Basically what that means is that there are deaf and hearing children together in the classroom. You will see from this slide here, co-enrollment involves hearing, speaking children mixing in the classroom with deaf children. And their assistants, interpreters in the classroom setting. We looked at settings where deaf staff or employer worked a long side the hearing teachers in the classroom. This is what we term a co-enrollment program. Within this model, as you can see, there are deaf and hearing children mixed in the classroom. We looked to a particular examples of this one from Poitiers in France and the other from Hong Kong. These schools varied slightly both of them were led by hearing principles, both of them had deaf people developing the curriculum. In both of these models deaf people were not present in the classroom as qualified teachers but as assistants and supporters. Classroom assistance. I'm hoping, I'm going to be able to activate this film. I'm hoping the technology would serve me. It's not working. Is there a technical person? Oh, it is. It's working, great! Great, fantastic! Oh, I spoke too soon, it's a little bit jerky isn't it?

[PLAYING VIDEO]

Well, this was from the school in Poitiers. The co-enrollment program, Poitiers. There were children aged from 3 to 5. The man is deaf and the woman is a hearing teacher. I would now like to show you another classroom where the children are older, age 6 or 7 and there being co-taught by a deaf and a hearing adult. This example from Hong Kong. And I'm hoping this will work this time.

[PLAYING VIDEO]

Well, that was the school in Hong Kong. The first example you could see is a classroom for younger children age 3-4-5 with deaf and hearing adults teaching simultaneously. The second clip was of all the children outside in the schoolyard. The school was a very large school working with children between the age of 6 and 12. And they all learned to sign the opening school and the beginning of every day. And so, that is what you saw in the video clip there.

As I said earlier, we did look at other models. This is a school PS347, it's known locally, is the CODA school. And I'll just explain to you how their system works. I didn't explain it very clearly earlier: green indicates deaf and orange indicates hearing on these diagrams. When you see orange and hearing together that indicates a CODA child. So, this school was originally for deaf children, but falling enrollment numbers, the principle had to think of another way to keep the school alive, so, they opened the school to CODA children. Which swelled the numbers considerably, and then later, they decided they would through the doors open to local hearing children too. And so, now the school is very mixed. There are in fact more hearing children in school than deaf children. In terms of teaching staff there is a hearing teacher who speaks, and a deaf teacher who signs. So there is both signing and speaking and there are following similar curriculum. This is a deaf led curriculum. So, I would like to show you an example of two different classrooms from this school. First with children age around 4 or 5, being co-taught by deaf and hearing teachers. You'll see the hearing teacher speak and the deaf the deaf teacher sign. For all the children in that classroom, are in fact hearing. In the second clip that I'll show you, there are deaf and hearing children in that class, but there are more hearing children than deaf children.

[PLAYING VIDEO]

OK. Another model that we saw, had all the children in the classroom being exposed to a bilingual model. In this school in Toulouse, in France, there were two classrooms, in the first classroom all the children were hearing with a hearing teacher and then in a joining classroom the children were all deaf with a deaf teacher using sign language. These classes run in parallel. The children mixed and played outside recreationally, and occasionally for other activities the children were brought together. The school is led by hearing principle but the curriculum and the program is designed by deaf people. So, I would like to show you a couple of short clips. One with the younger children, age 4-5, and the second with older children age between 7 and 8.

[PLAYING VIDEO]

The final model was taking from a deaf school that employed a large number of deaf teachers and a small number of hearing teachers who could all sign. The principle of this school was a deaf person. And we found two examples of schools like this both in America: one in California and the other in Maryland. In both of these schools there were no hearing children enrolled. Again I would like to show two clips, the first is California.

[PLAYING VIDEO]

[PLAYING VIDEO]

I would like to make it clear that those videos were from the Maryland school over there. So, I'm aware I have limited time and there were number of models that we were exposed to in our research. So, I would like to show you now, what we decided to do in Flanders. So, here is our beautiful diagram. We wanted establish classrooms that are bilingual. And so, you can see in our model there are more deaf children sitting around in the classroom. Both deaf children, CODAs, those with that siblings are included in that classroom. But it's important to us that the classroom has more deaf children than hearing children. And in this classroom we would like to bring in a deaf teacher fluent in sign language but also fluent in Dutch written language. And we will be developing a curriculum that teaches sign language as a curriculum subject as well as other curriculum subjects. We want to provide that opportunity to the children in those classroom. In the neighbouring classroom we would like hearing children with a hearing tutor. And they will use spoken language as the main means of communication but for one or two hours a week they will also be taught sign language as a curriculum subject. These classes would not be entirely separated and entirely parallel, there would be some interaction and some

overlap between the two. So, this occasional overlapping interaction would take place in the playground for example and doing recreational activities and perhaps once a week there would be a project which would allow the children to work together across those two parallel classrooms. What is important to us is to encourage positive attitude towards both coaches. So that hearing children learn to respect the language and the culture of their deaf peers, and the deaf children learn to and accept the language and the culture of their hearing peers. And this is a mutually respectful arrangement. So, all languages and all cultures are recognized within this model. The aim is to encourage positive attitude throughout the school.

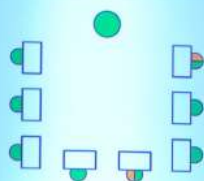
Of course, the principle may need to be hearing but they would work very, very closely with deaf people developing the curriculum, so that there is a sign bilingual environment for the deaf children and the hearing children to mingling. We have not yet establish this school, but now, that we have this information and we have created these plans, we can approach the government, we can lobby the government for funding to establish a school which operates bilingually according to this system. We are looking for qualified teachers, we're looking for ways of qualifying teachers and we're looking for the materials that we need to create this school environment. But such a school environment would in fact comply with the Flemish law and the Flemish legislative requirements of bilingual education. And we feel this will be very confiding to parents, expecting parents who would be enrolling their children in this school. We want to bring parents in, to learn sign language in the school, we want to bring parents in to supporting this bilingual school, we need a number of requirements, we need the parents on board, we need the resources to provide accommodation and food, we need the teachers, we need to be working with academics to have support at the development of our curriculum, and we also need to be working with those providing preschool education, so the children are ready to come to us. So there are a number of requisites that we need to put in place before we can establish our school. But that is basically the model we would like to propose.

I you have any questions or comments you will be very welcome, I have more slides that I can send to you if you are particularly interested in the subject. Please, take photograph for the contact details, please, be get in touch with me. Please, look at the videos on Vimeo. I'm afraid, I'll be leaving the conference here at lunch time. So, please try and get my attention before lunch time or otherwise, contact me by these means. Thank you very much for your attention. Thank you.



OUR IDEA BILINGUAL CLASSES

- Language of instruction: Flemish Sign Language (VGT) and written Dutch
- Bilingual-bicultural deaf teachers
- VGT and Dutch as equal subject courses



ENABLING EDUCATION - A BRIGHTER FUTURE FOR DEAF CHILDREN IN SOUTH SUDAN



JOHAN WESEMANN
LIGHT FOR THE WORLD, JUBA, SOUTH SUDAN
NETHERLANDS

Thank you. I think I am ready to begin. I am very thrilled and happy to be here. To explain the story of the deaf children of South Sudan. The abstract that I presented is a little bit different of what I want to talk about now. The situation is very different from maybe other countries. I would like to explain a little bit about their life and history. I have visited on numerous occasions South Sudan, and I have actually seen for myself the changes and the improvements that have taken place. Politics aside though I've actually seen individuals change and people change. I'm having difficulty with the power point, how I change the slide? I'm not sure. There we go. Thank you.

First of all, I would just like to show you a map of where South Sudan is. The capital: Juba is a very large city. Sudan – this is the sign for Sudan – has had a lot of conflict, a lot of issues, a lot of problems. Then, they separated, that occurred in 2011. So, we now have the northern North Sudan and South Sudan, one of the youngest countries in the world. Just established in the year of 2011. However because of that they had to learn how to get along and collaborate rather than to focus on arguing and not getting along they had to work together. But yet, it's still a developing country and the Light of the World Foundation has been there to support them. Most of the education is through mainstream setting. Most of the children are in very remote areas, adults are still very isolated. I am on the board of Light of the World Foundation and what I have been able to do, I have seen children and adults in dire need. So, it's been a struggle for me. So, when I flew down, I was able to meet these deaf people. They were happy and thrilled to see me, some of them seeing for the very first time a person from another country. I need to look at my notes, I apologize, I have lost my train of thought. And now I have a video I would like to show but I'm not really sure how to start the video. Somebody needs to come up.

Hello, my name is Peter, I'm a teacher here in South Sudan, I work here. I work with deaf children at a school. The school in the past not had many resources...

(TRANSLATOR): It's difficult to read because of the quality of the video.

We have seen education change, we are looking for more support, more sustainable resources to help us. We want to see the lives of deaf people improve. We want to see this improvement ongoing and sustainable here in South Sudan.

JOHAN WESEMANN

Before there was no school and now there is, so that is one improvement.

(TRANSLATES VIDEO):

My name is Esther, this is my name sign, I'm deaf. I am also from South Sudan. I have also been witness to a variety of totally not had access to school. We have parents who refuse to send their children to school, so they keep them at home, they receive no education, no learning which is obviously very oppressive. I've had one mother who told me that the deaf children need to stay at home and work. They cook, they clean, they wash, they do Monday's tasks at home. But yet it's very important for children to be able to go to the school and learn.

JOHAN WESEMANN

So, you can see from these two stories the problems in South Sudan. The children are all over the rural. It's very hard to get them together in one particular place. They don't have the resources for transportation. Now, we have one person, I forgot the name of this individual who goes out and teaches adults first. And the goal is for them then to go out into the rural areas and teach children. And not only focusing on educating adults but also working in their political system and educating the government to help them as much as possible, and other NGOs to get involved with the lives of these deaf people. I think that is a critically important thing for them to network all of the resources.

I don't have time to get really in depth with but the government knows very little about deaf people and their lives. It's really important that we lobby and educate the government to understand how education impacts a child's entire well-being.

South Sudan is a very poor country. Their resources are very limited. So, we are looking for money to support these schools and to make sure that deaf people are visible regardless of where they are. Because they are not seeing now, if they are able to be together in the same place, they are more visible. And that drops the motivation in working together, and then they can go out and work with deaf children. Having a mainstream program for deaf children would really be an impossible task. So, it's important that we inform families, education and the political system. It's one step at a time. We have a couple of resources up here: churches, Ministry of Education, all of these organizations need to collaborate together. It's important for us to go and actually visit them at home, I have done that and many families are embarrassed and they hide the deaf children from visitors. And I encouraged them tried as much as I can to be a positive role model to these families and educate them. But again, one problem is language. I mean bilingualism is, you know, we're really just talking about sign language, having materials, curriculum for them to use. One major difference in North Sudan and South Sudan, one major difference is that the community is separated. In the South Sudan deaf people want to be very different from those in the North Sudan. They want to have their own sign language. So, I'm trying to work with that notion and to develop possibly a new text, a new curriculum of the sign language that they are using in South Sudan. There is an Ethiopian University that has provided some resources for us, and again, you know, this is small steps but we were able to have some publish materials that were helpful so they can see their own sign language in print which was a wonderful accomplishment, a positive check. You can see how happy they are posing with this new literature, this sign language book. We had Ethiopia that helped us with the publication of this. And we will soon have a second book, we are in discussions about the second book. I think Light of the World might be able to help with fund this second publication. Time will tell.

These people on this photo have so much love that they don't have, and they are able to support each other, to support children, they want to learn, they are motivated by that. I have tremendous amount of respect for them.

I really already explained this slide, so we'll just move on.

I would like to talk about two different pathways: one with educating children, and one about educating adults. We have someone who came in from another country and was able to educate some of the adults. I have been there for times empowering and educating these adults for three different perspectives. First one, being, looking in their own personal, self-esteem, empowering themselves as a person. Now, remember, the South Sudan has 30 different tribes and 16 different languages or dialects. So, first of all, I have to teach deaf people about culture. Have them become aware of anywhere they live, that is one of the first steps, and identifying that. It's important for them to feel comfortable and learn about themselves personally first. Secondly an interpersonal perspective is then discussed: how do we make actions with other people. And then thirdly how do we function within society, within the hearing world. We can't be inclusive only with ourselves within our community. Deaf community we have to educate people outside of our community.

This is someone from the government, Minister of Education and the woman in the picture is a very active, she is an activist for equality and we actually have been able to collaborate with her and then, I'm only occasional person in the picture, but it was an honour to be included in the photo.

There are challenges and there are issues. Children need to feel safe and secure. And that country is not now a very secure and safe place. So, if a child lives in the rural area it needs to travel to get to school, to get to Juba, the town, it's a risk. So, we need to think about how we need to make the transportation in order to get to school safe. Whether they go by themselves or with other people. That is one challenge.

The deaf association has had internal conflicts. They have had a difficult time getting along. So, we need to build, report and strengthen the association within themselves. And sign language is not recognized which is another challenge. We have a book, as I mentioned which is a step in the right direction but keep in mind South Sudan deaf people want to have their own language and not to have a language that the northern Sudan deaf people use. Definitely, that's been an ongoing battle that they want to be separate from the deaf people in the North Sudan.

Another challenge is: who will teach the deaf children? We have to teach the deaf adults who can go out and teach deaf children. The role of the community based rehabilitation is, they have a large philosophy, but, you know, their

philosophy is that we can collaborate and work with the deaf association there in South Sudan rather than have this internal conflict. We can learn from them, learn from their model and take what they have to offer and implement it in the associations that we have.

Deaf people have communication barriers and different needs and those are some of the challenges that we have to make sure that those organizations understand about the deaf community.

They have power, they are able to network, they know the right people and other countries so, we are really trying to use them as a resource and pick it back on some of their successes that they had in the past. 300 deaf children. 300 deaf children (!) that need an education. So, we really need to start with educating families first. And for years ago there was nothing. So, if you think about where we are today, we have made some huge progress.

This picture, the woman in the picture is deaf and you can see, she looks very happy. Some of the children are deaf some of the children are hearing but if you think it's great. Half of the children there, regardless of deaf or hearing have no education at all. So, this is a plus, a win-win situation. And again, Light of the World has been able to coordinate lot of these improvements, they have been able to fund a lot of this, and again, we just continuing to try that work and to get more support.

(DURING VIDEO:)

This man is from Ethiopia he moved to South Sudan to support. Not only working with deaf people but people with disabilities as well. And he is saying:

[PLAYING VIDEO]

Thank you, thank you so much for the many times that you have been able to come here. This is giving us hope, this is giving us a first step in the right direction. Light of the World has been able to offer a lot of support and it does help us improve our situation. We have been able to focus on parents, families, governments, etc. to work together. We need you here more, we need your help more. Didn't want to stop, we need to continue to work together. So, thank you for coming and thank you for all the work that you have done regardless of the war and the hardships that we see here. You continue to bring us positive improvements for the deaf community. So, please come back again. Please come back again. Thank you.



SIGN LANGUAGE, INCLUSION AND DEMOCRACY - AN UNCOMFORTABLE FIT



DAVID GIBSON

DEAF SERVICES QUEENSLAND, BRISBANE, AUSTRALIA

Hello, my name is David Gibson. Sorry about my voice but I don't know IS so I'm going to give it to the professionals. I did a very quick calculation and I have travelled 28 726 km 7 flights and one train trip to get here. So, I think I might be the delegate who has travelled the farthest to come here today which is exciting. Australia is a long way way. There are many dangerous things in Australia. It is a home of some of the most dangerous animals in the world. This jellyfish is actually more dangerous than a shark. We have dangerous animals in our rivers, like crocodiles. We have them in our backyards: snakes, spiders... but the most dangerous animal on this slide is the honey bee. That will kill you in Australia if you are allergic to it. So what is this mean? Australia is a tough. If we get to the adulthood, we know how to survive. That's why you don't mess with Aussies. So, how is this relevant to the presentation: 'Sign language, inclusion and democracy – an uncomfortable fit'?

Well, in Australia, our weather can also present extreme weather events. We have floods, we have cyclones, we have bushfires. Often each of these events brings sign language into the media's spotlight. As it is used to communicate emergency related information in a timely manner. The public are frequently captivated by the attention they are fascinated, by the vibrant facial expressions that the professional interpreters show, the physical and full bodied animation. That embodies properties of sign languages. Properties and exhibit grammatical patterns just like any other language – signed or spoken. Clearly various state governments and federal governments in Australia have a good understanding of the nature present emergency information in sign language. So, you may be forgiven for thinking that Australia is a veritable paradise for people with disabilities. Australia was one of the very first nations, one of eight nations, involved in the drafting of the United Nations Universal Declaration on Human Rights. Australia was one of the original signatories to the UN Conventions on the Rights of Persons with Disabilities. And Australia is rolling out a national disability insurance scheme which has support and has various types of disability legislation and acted over the years both at the state and federal level. Is it a paradise? No. This is sadly not the case. In asking the question: 'How the value of bilingual education can be understood by decision makers?' one must also ask the question: 'How representative is a representative democracy?' and specific attention must be given to the engagement of democratic processes with those citizens in the community who have a disability. As a general principle with Australia the only individuals who would disenfranchise from voting are those who are serving a present sentence. Or by reasons of being an unsound mind aren't capable of understanding the nature and significance of enrolment and voting. Therefore, the majority of people of Australia have not only the right to vote, but have a legal obligation under our country's compulsory voting laws. Indeed, Australia's Human Right Commission in 2010 wrote: 'A healthy democracy make sure that all members of the community have equal access to the political process. However, even though almost all Australians over 18 years old have the right and the obligation to vote. Not all Australians enjoy that right as a practical matter.'

I was a member of the Queensland State Parliament, a member of the Parliament for over 8 years. I'm currently the chairman of the board for deaf services, and I am a child of deaf parents. I have seen firsthand how decision makers in parliaments fail to value sign language. And I have also seen how the deaf community must better engage in democratic processes. If the value of sign language is to be truly understood.

In a modern and thriving democracy we have across Australia, the right to vote and to engage in democratic processes is widely recognized as a fundamental human right. As I said, Australia was one of the first countries to ratify the UN CRPD. Which includes under article 19 the right to full inclusion and participation in the community. The reality within Australia however is very different. It is discriminatory, it is disappointing and as a child of deaf parents, I'm set today the deaf and hard of hearing community continue to face barriers every day. The hard truth is that decision

makers fail to fully appreciate the value of sign language and the bilingual education. So, the question has to be asked: What has gone wrong?

Let me give you a contemporary example, it is playing out in Australia right now, of how decision makers and the government fail to value sign language. Within Australia, we are having a debate about marriage equality. It is for the very first time that this is being discussed. It is a highly politicized issue. Many people have many different views on this. The current government went to the election, the last election promising a plebiscite. Something similar to what was promised and occurred in Ireland. Upon election, the government failed to gain the support for neither the greens or the labour party in the senate for plebiscite to occur. Frustrated, they decided to commission a postal survey in place of a plebiscite. This is something that has never occurred within the Australian political system. So, from mid-September all Australians began receiving survey forms for the Australian marriage law postal survey. The survey only closed on Tuesday, 7 of November, and the result will be available on Wednesday, 15 November. There are many complex legal issues surrounding the Australian marriage law postal survey. But I want to look at just one element: the postal survey process. As I said, this is never been done before in Australia. If our deaf and hard of hearing community are to fulfil article 19 of the UN CRPD, with full inclusion and participation in the community, then one wouldn't reasonably expected that the Australian government would directed the Australian Bureau of Statistics – the agency responsible for the postal survey to insure that the survey information was available to all Australians including those who are deaf and hard of hearing by providing the information in Auslan, Australian sign language. Sadly not one official government website provided any information in Auslan regarding the marriage equality survey. Let me be blunt: this is a disgrace in a modern democratic society like Australia to fail to provide such a basic service on such an important and controversial issue. Appallingly, this is just another example of the hard truth that in Australia deaf people continue to face barriers by the failure of decision makers to fully appreciate and value sign language and the bilingual education.

Obviously there is still a deep lack of understanding of cultural and linguistic differences between sign language and spoken language. In 2017 within Australia the deaf community continues to be marginalized and excluded from national debates on controversial topics. In some cases this is due to literacy barriers. But in the others it's due to the inability to engage in spoken English. When telephone poll surveys are taken, the voices of deaf people are not reflected in those responses because they only take telephone poll surveys.

Now, this point I must acknowledge that Australia has no recognized official language. Neither spoken nor sign. This is in large part due to the numerous indigenous languages in my country. Whilst English has always been entrenched as de facto national language especially for our official documents and communications. Auslan has no legal standing in our country. It is only mentioned in policy documents or an access or protocols for engaging with people with a disability. This reinforces the lack of understanding by decision makers about what sign language is, what its value is to the community, and how they should be responding. As part of research for paper that I published – that was published in the journal of Australasian Parliamentary Review – a confidential survey was undertaken in all Australian state and territory members of parliament as well as MPs from the common parliament and those from New Zealand. A total of 77 confidential responses were received back from representatives across all parliaments. This survey looked at how MPs engaged with constituents who have disability, what support the parliament provided them to undertake this engagement. In summarizing, the survey results, I would like to make the following points.

Nearly 90% of respondents had a constituent with a disability contact them on an issue they felt strongly about in the past 12 month. Direct contact was the most common form of activity. However the majority of responses focused on physical access to buildings. The majority of responses had also not used external support to make with the disabled constituent and external support would extend to interpreters and other people. MPs thought they had a broad understanding of the barriers faced by people but then when dived to into in detail, displayed stereotypical attitudes and values. In response to question 4: What assistance did your parliament provide your elector office to engage with people with a disability? You can see that 40% of answers focused on the disability but 20% weren't aware that there was any support available at all or their cost was a limiting factor. To question 5: Have you ever had the need to use external support to make with the disabled constituent? 66% said that they had not. Possible reasons for this lack of use of external support: may be ignorance, misconception, or the fear of people to ask, before

maybe. It's important that you engage, when engaging with MPs, that you make them aware of what your needs are, and what their needs are. If they don't know sign language they need the interpreter, not you. The final question that was asked is: 'What barriers are you aware of the prevent people for the disability for getting more evolved and civic participation in their local community?' The views here display the response that unfortunately came back to negative attitudes or rather stereotypes. One of the MPs responded, and this is the direct quote: 'The biggest barrier is mainly their own mindset. Another set, there are so preoccupied with carrying for themselves and their disability, they have no time to participate.' These are disturbing comments. But the fact that they would provided to the survey question in confidence, shows the attitude no barriers that are displayed by decision makers and the work that we all have to do to change it. It is no surprise because within Australia no Australian government department has a legislative or policy requirement to provide information in Auslan on their website. Within Australia the deaf and the hard of hearing are prevented from civic participation...

Within Australia, the deaf and hard of hearing are prevented from civic participation- including things like jury duty-, due to the archaic restriction on the presence of a professional interpreter in the jury room.

In considering the theme of this section, how the value of a bilingual education can be understood by decision makers, we must begin at the premise that decision makers have little, if any exposure to a bilingual education. We must also understand that decision makers are time poor. They will not read all the research that is available.

So how can we educate decision makers that the current status quo is unacceptable? That our governments and our democratic institutions must evolve to become more inclusive and present barrier-free environments for the deaf and hard of hearing. Personally, I like to begin with the World Health Organization. With their definition, which says (that) much of which disables people from participation is not the disability itself, but rather the environment or the aspects of the environment, external features of society created by people. The lack of bilingual education goes to the very heart of the barrier faced of the interaction within an environment. To that end, I've called together five simple yet powerful ideas that I hope you can take to start the journey of educating politicians, and decision makers on the benefits of a bilingual education. I acknowledge that these are by no means comprehensive, but rather simple ways of identifying and informing decision makers of the current barriers and what the benefits could be if they were to support a bilingual education. The first point is to visit your local politicians. Do it without an agenda. Introduce yourself. Take time just to say hello. Too often politicians only meet constituents when they have a problem and they are defensive. That puts them into a combative mode. I strongly encourage you to build relationships before asking for anything. But at the same time build awareness. Invite politicians to deaf events where sign language is used. I love the example that Victoria gave in her opening address, keynote address. Where she talked about how an MP was made patron of a deaf club. What a brilliant and clever way to engage... for the deaf community to engage with their elected officials. Then ask them to bring the deaf community into parliament so that their peers can be exposed to sign language and understand the barriers that are faced. Identify broad policy areas that will benefit from bilingual education. Don't just look at education. Look at mental health. Look at youth justice. Look at a whole range of other areas that the benefits of a bilingual education will come across and into. Because what you are telling a government official then is that if you invest this money in bilingual education now, you will get a reward that is more than just education. You will get a benefit across all of these other areas.

And then finally, find a champion. With each and every one of your communities there will be someone inside the system- whether they are a public official, whether they are elected official- and educate them. Help them to lobby, lobby, and lobby. Because as we know, educating decision makers is a marathon not a sprint. Because decision makers change. Decision makers face elections and then suddenly you have new people who hold offices and responsibility. And you have to start all over again educating them.

To close, I would like to quote from Helen Keller who reminds us all that we have a responsibility to make change. Helen Keller said: "I am only one, but I am still one. I cannot do everything, but I can do something." If we all do something, we can bring about educating our decision makers to the value of a bilingual education. Thank you very much for your time. I know we have lunch, so I think I finished a little bit early.

BILINGUAL EDUCATION IN INCLUSIVE EDUCATION



JAANA KESKI-LEVIJOKI AND AINO LAIHO
PIISPANLÄHDE SCHOOL, KAARINA, FINLAND

JAANA KESKI-LEVIJOKI

Hello, dear audience. My name is Jaana and this is my sign name. And I work as a special teacher in classroom. And I'm deaf myself. I have a master's degree in education.

AINO LAIHO

Hello everyone. My name is Aino Laiho. And as Jaana works as a teacher, I am on a totally different field. I'm studying design and so my subject is totally different and at the moment I'm doing my practice in ceramics. So, there is (unintelligible) reason why I'm here with Jaana.

JAANA KESKI-LEVIJOKI

And the next slide please, thank you.

So we are presenting and guiding you into these themes. We are explaining the terms that we are using here in our presentation. And we are showing examples through our work of this bilingual co-teaching that I'm working right now as a classroom special educa... teacher. We're showing examples. And we are also explaining how we are doing this. We are showing examples on practical matters. And then Aino is going to present her own point of view about this service design, how it's implemented in the basic education. And we are looking about the basic education bilingual co-teaching through this service design (unintelligible). We will show you few video examples. I'm really hoping that these videos go smoothly and you can see what we are doing.

We have a kind of three terms... three keywords that we are using here. We have bilingual co-teaching, and that means that in my work every day (which I'm going to explain you more in-depth later) we are having two teachers with different languages. One hearing teacher with spoken language and a deaf teacher using sign language. At the same time in one classroom. And that is meant here by bilingual co-teaching.

We are having debates here. I heard yesterday there was a workshop that had debates about what is really full inclusion in teaching. I wasn't here present yesterday but I heard there was discussions about this theme. And in Finland right now, about last ten years, we have been thinking about (how) hearing pupils should be taught in ordinary schools, in mainstream schools, and deaf pupils taught in deaf schools. But now we are thinking this inclusive education. That both hearing and deaf pupils are in the same mainstream school. In the school near the pupils home. And we have different models on how to support the special needs of the pupils, for example the deaf pupils. And this is a new model in Finland that we are using. This point of view, inclusive education. That the deaf pupil is going to the local mainstream school near the pupil's home.

And then the third term we are using is for Aino, how we are implementing the service design. How we are seeing this new term. And Aino is going to explain a bit more.

AINO LAIHO

Yes, so this service design as a term for many people- maybe you haven't ever heard it before. Or some of you maybe have seen it in media, newspapers or somewhere or in Twitter as a comment. So I will explain it more in depth what it means. But now just on the surface it means that there is a new idea and maybe it has been used already in a similar kind of method before. And this service design is just a new name for it. But before, it has been maybe a habit of just creating some kind of product and then trying to sell it. But in service design the idea is not to concentrate only to the product. It's to concentrate more on the service path of different kind of services. And this idea is coming more and more to the educational field, too.

JAANA KESKI-LEVIJOKI

This is the place that I work. It's an ordinary school. We have little less than 400 pupils. There is about 30 persons in staff, teachers and school assistants, so... And it looks like this. You get the image of our school here. You'll see the map of Finland. There is a city called Turku, some of you might know. And next to that there is a little county... little village... not a village -interpreter corrects- little town called Kaarina, and that is where we are. And this is how it looks like in my classroom. We are doing the bilingual co-teaching. There is two teachers present at the same time. So here on the left hand side you'll see the classroom with 20 pupils and 19 of them are hearing. We have 3 or 4... actually 4 adults present at the same time. We have been discussing a lot about the role of the interpreter. And one really important point of view I see is that there is deaf teacher plus interpreter. So that it's not only the interpreter that gives the role model of the sign language for the deaf pupil. And I use interpreters every day in my class. So we have one deaf pupil in my class. But why do we need this? Why do we need bilingual co-teaching? In the city of Turku, we have a deaf school. It's been there for what... more than a hundred years ago... a deaf school in Turku. But the amount of deaf pupils has been declining significantly. So we see this as a result that there are no more deaf pupils to go into the deaf schools. So we had to create some new methods, some new forms to provide service. To provide education for the deaf children through their native language, sign language.

Many deaf pupils come... have been coming to the deaf schools before, as I said. And the Finnish law... Finnish constitution... we have this Finnish sign language recognition already in our constitution in 1995. And then we have Sign Language Act in 2015. We also have strong foundation for interpreting services. So we can use interpreters everywhere in our life that we need. So our legislation is really perfect for us. But then we have created this Sign Language Act later two years ago, 2015. And what is the most important for us is the law about education. Basic Education Act. And it says that in any school that there is a deaf pupil, the school's language of instruction can also be sign language. And this has to be the mother tongue for the children that is provided through education. So children who are native in sign language, they must be arranged... it must be arranged teaching in their own native language. We also have a sign language as a subject in school that can be taught as a mother tongue. I'll show you many examples on how this could be implemented in the most optimal way. So when a deaf child goes to a near mainstream school, it demands that we prepare beforehand. We see what kind of models should be used. And here are a few examples that we have learned are optimal through are experience. And we'll show you images what this bilingual co-teaching looks like. There is always interpreters present, two of them. Here in the picture on the left hand side, it's normal way that there is one interpreter interpreting. And then the picture on the right hand side is from



the classroom that the hearing teaching is speaking and I'm signing. So there is both of us. We are seen in a classroom and we are seen in a big events, that there is whole school present. This is an example from our class. There is only one teacher teaching. And then interpreter is signing. For example, this is a Math class. So I'm off, I might be helping the deaf pupil or the hearing pupils. If they need something I go there and help. But otherwise the Math lessons are taught by the hearing teacher. And then it's my turn in some lessons to teach and my hearing colleague is away. So I'm teaching in sign language to all the pupils. To the hearing also. Because it's really important for the deaf pupil to be able to receive a teaching in her own native language as well. So this is a picture from the class that I teach. The idea behind this bilingual co-teaching was that there is one deaf pupil in the mainstream school and then me as a teacher or an assistant who is deaf. So that there is a native sign language user present all the time. Through their hearing, pupils might learn something as well, the Finnish language as the second language. But then also the hearing students benefit a lot. You know this sign benefit... deaf (unintelligible). Because the hearing pupils see the signing so they learn it. When I go to some pupil and say something they will come to me and tap my shoulder and speak so that I see their mouth. Pupils in another classes don't do this, they just run away. And I'm trying to say that please look at me. I can read your lips. I can see you signing, you can see me signing. They have not accustomed to this. But pupils in my class have been accustomed to this and they've been... it's like a language immersion to the hearing pupils. We don't need to show this video... if it's not possible. To save time maybe we don't show this. Please can you get back to the PowerPoint? I don't have time to show this. OK.

Which one is deaf? The girl on the right hand side is deaf. But the signing girl signed too... I haven't been teaching her to sign. But she just learned. And she asked if the interpreter can come along for the break outside. And then we have L2 lessons also as a Finnish language. And I teach them Finnish language. There was a presenter here beforehand who said that it's important to learn the written language through sign language. So we have our ways to teach them this. Oh, the video went already, sorry. I have to wait for a bit. And really important matter on my opinion, I think, it's not enough just to teach sign language as a mother tongue. But we have our native classes all together. This is another school and there is also the other lady who is present here, Jaana Aaltonen, and we are teaching together. We have pupils from 5 or 6 different schools that are native sign language users, coders and deaf pupils and sign language... ah sorry, Cochlear implant users. So they come once a week for this sign language lesson. It's really important to be in a native, in their own peer group.

AINO LAIHO

OK, so now I go back to little bit this service design idea. So, I hope you can really see this little image we have here, I have... we have brought here. And I was working one year in the classroom what Jaana was explaining. And I was following the practices in there, and I was thinking what I am studying. And suddenly I realized that I can connect these ones. I didn't ever thought (think) that I could use something that I learned on my design studies in the school. But this service design idea I think it's a great new framework to develop different kind of services. So this example is a service path... where the pupil is in the center of attention. The pupil is the most important person. And there is service touchpoint which might mean for example in the classroom when you enter the room and you see who are there. How are the pupils there? Is there interpreter? Are there many teachers there? So everything together is what you see when you enter the room. And when there is group work that's another service touchpoint. Who are there involved? Are there interpreters? Are there teachers involved or is it just the pupils together? So different kind of paths can happen in a lesson. Or then how about lecture? How is lecture done? Is there only one person? Is there person and interpreter? Who is talking? Who is signing? All this kind of perspective can be taken into account in service design. And the idea is that there is not only one model of arranging services. And these pathways can be always changed according (to) the needs of the people present. So just to say shortly the idea about the service design is to concentrate to the real problems or real challenges. Not just try to fix something that doesn't really even exist but to really find points what are not working and find real new solution for that. And often it's thought, that oh, it's only about business or making money or advertising something... idea about service design. But really, it's already used a lot on the health sector and I'm sure that in the future it's gonna be used more and more on the educational sector, too. And the idea is spreading and spreading. I'm sure that in 10 or 20 years we'll see much more service design used in future. And I hope that from this presentation you remember this service design concept and idea and maybe start to think how you can use it in your work.

JAANA KESKI-LEVIJOKI

Yes, I was really excited about these lenses of service design that I can see how its functioning in my work. That this lenses of service design helps me to see this service path. How we are creating our rules or guidelines actually to bilingual teaching. And how this could help us. And then we have 2 minutes of time. We don't show the video because we don't have time here but this is about co-teaching... oh, sorry, please don't show the video. Please. I didn't have time to communicate that... please don't show. So, here is the lesson but I'm signing and the interpreter is voicing it over at the same time. But we don't show the video so just we'll move onto the next slide. This is during the break outside. We don't show the video. So the interpreter didn't go here to interpret in the... the interpreter didn't go there because there was no need to interpret. They managed themselves. Yes, so it was really about how sensitive the interpreter must speak. They need to see where they can go and interpret or when just stay behind and let the kids interact themselves. It's really sensitive that you have to be with the language. You just cannot just go and interpret everything. You have to give the room for the natural interaction to happen. And just here in the end, I just wanted to highlight that this is in alliance with the UN Convention on the Rights of Persons with Disabilities. We have this foundation in UNCRPD for the full inclusion. And I think this is the end of our presentation. Thank you everyone.

AINO LAIHO

Thank you. Thank you everyone.

BILINGUAL DEAF EDUCATION TO MAKE A DIFFERENCE: KEY TO TURNING THE CURRENT SHRINKING DEAF SOCIETY AROUND



AKIRA MORITA, YOKO KAYA, NORIE OKA MEISEI GAKUEN SCHOOL FOR THE DEAF, TOKYO, JAPAN

Greetings, greetings. My name is Akira Morita. I am from Japan. My international sign is not too good but I will try my best with my presentation. I'm a teacher and a director in a school for deaf children. The name of the school is the Meisei Gakuen School in Tokyo. You can see from the slide that the deaf community in Japan has been diminishing. So it is very important, we feel, to empower the deaf community through education. And I'm hoping if I press this button, something will happen... yes, it does. In my presentation I will work through this content that you see on the slide before you.

I'll talk briefly about the history of education for deaf people in Japan. In the past in the Edo period, the time of the samurai sword fighters, perhaps you're familiar with them. Which is a time that has now passed. But at that time boy children had to attend school. However, girls did not. Rural workers, farmers, poorer children were not sent to school for education. Education was reserved for the samurai classes. And amongst the samurai classes only boys would go to school. They would attend a temple school. The temple school looked as you might imagine. It was lit by candles, scented with incense, populated with gold statues of Buddha and the children would come to lessons at the sound of the gong. They were taught by Buddhist monks. They learned to draw, they learned calligraphy, they learned Mathematics. And amongst the pupils we know that there were deaf children. But we were not sure that that was a stable deaf community in school at that time. We do know that there are some records of the presence of sign language sporadically in those schools from time to time. And the children tended to use their own home signs. For a sign language to thrive, as you know, it needs daily interaction. And the first school for the deaf was established in Kyoto. And that's really where we see the beginning of the deaf community in Japan. It emerges from the deaf school in Kyoto. In 1933, the Aural Declaration was made in Japan, banning sign language in the education of deaf children and advocating an oralist method. So deaf teachers and hearing signers left the school. The community continued to thrive. Sign language continued to survive. But really it was covert rather than overt.

So if we come to the present day, we see that the sign language schools across... deaf schools across Japan are closing. Deaf children are being placed more and more in mainstream settings. And we feel this is an enormous risk to the deaf community which is beginning to disperse. Mainstream education, the emergence of Cochlear implantation is all

leading to a diminishing deaf community. Japanese sign language is diminishing along with the deaf community. Deaf identities diminishing. And this has brought us to a crisis in terms of the deaf future. This provided the motivation to establish a new deaf school and to lead a revival of Japanese sign language. A small group of us decided that we were not adherent of the oralist method and we decided to establish our own free school. A Japanese sign language using school. And we came together once a month. Shared our philosophies, discovered that we share the same ambitions, the same vision. And we decided to establish our own school. We tried to establish our school within the existing deaf school. But that was refused. We tried approaching local authorities. They also refused us. We approached the central government. They refused us. So there was a lot of antagonism around our decision to establish the school. If I fast forward now to 2008, we finally had managed to establish our own school. Our own private school. It is a bilingual, bicultural school for deaf children. Our teachers are all fluent signers. They are deaf, they are hearing. But the thing they have in common is (that) they are all fluent signers. In fact, we have more deaf teachers... slightly more deaf teachers than hearing teachers in our school. We have native signers and also L1 written Japanese language users. So we can offer true bilingualism in the education methods within our school. In the school classroom you'll see that everyone uses sign language. There's wonderful fluidity of communication and a very inclusive environment. There are 57 students in total, all of them sign fluently.

And now I'd like to show you grade three to grade four classroom. And you can see the social studies taught by a deaf person. And we have English subtitles on the video. So I'm hoping the video will work. Could you please press the video? Thank you.

[PLAYING VIDEO]:

We talked about what we found in our local area Yashio, Tokyo. Yes? A library. Ok, stand up. There is a library. And you can borrow books there. So you don't need to buy books to read. Is there anything else that everyone uses? Yes? Community center? Regional center, it's called. There are many facilities that we all use. But there wasn't anything on the north route. There are many people living in the south. And public buildings are in these areas for people to visit. A library, a regional center... people can have a good time there. So they all come to these places. You see? Yes? Regional center makes announcement when there's an earthquake or tsunami. Yes, they do make announcements via loud speakers, don't they? Yes?

So you can see the sign language communication in the classroom. It's a quite profound level. And now I'd like to show you a classroom of all the children who are working on a written Japanese. The teacher here is hearing but communicates fluently in sign language. Here's the video:

[PLAYING VIDEO]:

Reading a story (unintelligible)

Reading a picture book, (unintelligible). A journey to mother, following the drama of a salmon.

On the whiteboard is written: (unintelligible) tried calling out: "Mommy! Salmons grow up without knowing their mothers." But in her dream, she dreamt of their mother. (unintelligible) tried calling out: "Mommy!"

"Yes, please?" She called out to mother. "Look, here, what does it say here?" (unintelligible) tried calling out mother. She said "Mommy! Mommy!" she called her. She called her. She tried calling her. These two are different, ok? The first one says call, the second one says calling. Call and see "I got, I got it". The first one is she called, and in the second sentence to see means to try. Yes. This see means to try. She tried to call her. Look! When (unintelligible) woke up and looked around, was her mother there? No, no. If she was there, it's understand... is it understandable that she called her? No. But she wasn't there. So (unintelligible) called out that she knew her mother wasn't there. She said: "Mommy! Mommy!" Why does she call her when her mother wasn't there? (unintelligible) woke up because she thought someone called her... to her, in her dream. She thought that someone was her mother so that's why she called her. You woke up because she thought someone called her in her dream, ok? Who do you think that someone was? Who was it who called her in her dream? (unintelligible) thought it was her mother.

[PLAYING VIDEO OVER]:

So you can see sign language is very important as a means of education, as a means of teaching written Japanese. The children learn much more because they can discuss the topic as they would do in Mathematics or any other subject. They learn about the subject in depth through sign language. So sign language is a very important foundation for the... it's the route to the tree of knowledge. Whatever subject is being taught, sign language is the method of communication... the CLP.

So I'd like to talk to you now about the.. that some children having a classroom debate. It's a discussion. The children can stand up and speak to each other and present. So it's not the normal classroom method. We use a variety of classroom pedagogical methods. So this is an informal classroom setting as well as a formal classroom setting. Here's an example of the informal. And this is related to encouraging deaf children's identity and understanding different roles in society, giving them the opportunity of considering different careers in their future. And we bring in a number of deaf people as role models. So the children can develop their own ambitions for the future. We've had a number of people come from a wide number of countries from around the world. Over 30 countries. This gives the children an insight into life in different countries and gives them the confidence to develop their deaf identities. Visitors are very impressed with our school. We've had visitors from Denmark, from the UK, from America. And they're always very impressed with the atmosphere in our school. It's so very different, the deaf child isolated in the mainstream. We meet together, we work together. There's a strong sense of community within our school. Deaf people... our deaf children have ambitions to be actors, painters, politicians. The hearing parents come in and work together with deaf members and hearing members of staff in the school. And we feel this is a strong basis for the deaf community in the future in Japan. We feel the future deaf community in Japan will emerge from the roots we are putting down in our deaf school.

And finally, the children from class nine in our school would like to send a message to you via video.

[PLAYING VIDEO]

Hello. We are the 9th graders of Meisei Gakuen School for the Deaf in Tokyo. We would like to send our messages to you. There is only one bilingual school in Japan. We would like it known around the world. When we grow up want to be part of the deaf community. The deaf community includes many people. And we must have a strong first language in order to understand our own identities, be sure of ourselves, have a full and confident sign language. And also a strong second language so that we can understand other cultures, exchange with other cultures and take our part in the deaf community. We need at least 2 languages and that's why bilingual education is important. It's very important for deaf people to come together for two reasons. Firstly, as deaf people we can communicate fully in sign language. We can share our experiences and grow up together. Secondly, deaf adults are our teachers. As young people we can look to them as role models and decide what we'd like to be in the future when we grow up. We can gain more confidence if we see deaf adults, if we can operate in deaf spaces with them. Deaf people have their own first language. Hearing people have their first language. Deaf people have deaf culture. Hearing people have their culture. Hearing people have a solid society and it's important that deaf people have a solid society, too. Our society is based on sign language and the deaf community. We need to preserve them both. We can never lose our sign language. The deaf community will live forever.

[PLAYING VIDEO OVER]:

Please, can you keep the generosity and the love of our language and our deaf community and our deaf spaces? We need to work together to preserve these together for the future. Thank you.



DEVELOPMENT OF SCIENTIFIC BILINGUAL EDUCATION – BASED ON WHAT?



CAMILLA LINDAHL

STOCKHOLM UNIVERSITY, DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION, STOCKHOLM, SWEDEN

Greetings, hello. My name is Camilla. I'm a researcher at Stockholm University. I study Math and Science. I'm a teacher in those areas. And I have an endorsement in special education. This presentation is about... I really don't need to convince you that sign language and having access to sign language is the point of my presentation. I believe I'm among friends here with that thought today. But I would like to address the use of sign language within content areas and how it's used in teaching.

Bilingualism... we really just don't wanna limit ourselves with 2 languages. There are many languages. We have multilingualism. So when we say bilingualism, I mean a written language, spoken language and a sign language. And I use that term because it is widely accepted. So with 2 languages my question is: are those languages equal? Meaning, if the teacher is a bilingual teacher, is she or he have equal access, equal competency in both languages? Just because an individual is fluent in sign language, doesn't necessarily mean that that person is able to teach in that or use that sign language. So that's where my research began. I was investigating how teachers and how we can use both languages- being a bilingual teacher-, and teaching different content areas.

This is a slide of my research. And my focus has been on a particular class and the discourse and dialogue that happened within the classroom. I was really interested in the learning process that happened through their dialogue and through the discourse processes that happened in the classroom. And how those children actually learned particular content, Science in this case. How did they learn language? Science terms. And the jargon used can be quite complex. And sign language has its own negotiation that occurs. But how did both of the scientific terminology and the use of sign language work together?

There were eight children with two teachers. The children ranged from 13 to 15 years of age. They were all deaf, fluent signers. The classroom was fully inclusive using sign language. There were seven different lessons that I observed. And I recorded seven different instances within those lessons. I have one example to show you. How sign language can be used to teach a particular content. Education... I'm going to use this sign for education. Energy rather... you know how energy changes. We have different types of energy. So let's say that we have potential energy. And then we have kinetic energy. And then we also have elasticity. Another type of energy, elastic energy. So we use the... this example with a ball to demonstrate the different types of energy. And so the teacher asked the children: what do they see? And Robin, one of the students wanted to express what the ball actually did. How the ball bounced. You can actually see in this slide. How the ball actually bounced. This is actually Robin and this is what she's signing. You can actually see with each frame how the ball takes on the different types of energy. The different positions that the ball takes. It's pretty obvious, it's pretty clear. And the teacher then responded with: yes, that is potential energy. So then they're having this dialogue about potential energy which then supported that particular idea. And then Robin wasn't looking at how the potential energy then changed to a different type of energy. That lesson went on for a little while. And they talked about potential energy, kinetic energy, elastic energy with this particular example. And with elastic energy... going to be signing it this way... I'll show you that with a ball it took on this particular movement with a student. And as time went on within the lesson the two languages -the sign language about the ball and the science term of elasticity- began to overlap. And so then the students took on a different sign for elastic energy or elasticity. And a student asked: well, that's not correct, right? Actually, it worked perfectly for that concept. This just reiterates that language changes. That language can be applied to different concepts. And that's what we used from there on out for elastic energy. And again, Robin wanted to talk and see a little bit more about potential energy and kinetic

energy. And elastic energy and how that changes. So Robin actually took a stone, a real stone. And threw it up in the air. And the stone came down and bounced a little bit on the ground of course, right? And the teacher was watching... or the teacher wasn't watching, rather. She didn't see that the stone actually bounced. And Robin said: oh, the stone did bounce. And the teacher said: yes, that's elastic energy. And Robin then said: well, the stone has elastic energy? It does not have elastic energy. But the stone bounced. So Robin said: no, it doesn't have elastic energy. I mean it did bounce but it didn't have elastic energy in the way that they had signed elastic energy previously. The teacher took a moment and said: the stone actually, you know, the stone is not the same as a ball. The energy is different. So the stone moved and it has different type of energy than the ball.

That was another informal scientific experiment that happened just out of the blue. So as a ball takes on that type of elastic energy, the stone although it did bounce... They had a discussion on whether or not that was elastic energy or not. It became this really in depth scientific conversation. And without having the access of sign language they would not have been able to have this full dialogue, the scientific dialogue about the different types of energy and how different elements use energy.

So that's what I researched. That type of discourse and dialogue that happens regardless of the subject if sign language is accessible. How those two uses of language emerge together. And in conclusion I do want to say that's just one piece of my research. The teacher's role in the classroom is critical. And what's most important about the teacher is that she or he is bilingual. So that children are able to negotiate and work between the languages. And be able to have in depth conversations about what it is that they're learning. Regardless if it's Science, or Math or any other subject. The sign language... having access to that within these content areas in non-negotiable. They have to work in tandem, they have to work together. And the teacher needs to have competence in both of those areas. And secondly, the classroom is important. The dynamics of the classroom. Resources that you have in the classroom. How you use language. Whether you finger-spell using multimodal ways of explaining different topics and concepts. That the teacher takes advantage of all of those resources available, provide a rich learning environment for the children to be successful. One other element that I found was really important is that sometimes there're conflicts within the language. It's important for teachers to be able to have some metalinguistic skills to step out of the moment and be able to analyze. Look at their Science lesson so that she's able then to explain the lesson and be able to use the language as she's teaching and studying the curriculum. And in Sweden and maybe in other countries as well... but I'm just using Sweden as an example, we have a rule that education must adhere and follow scientific research. Must be evidence based. So the experience that we use through trial and error must be research-based. So my question is: do we have enough research on sign language to be able to offer what teachers need in that particular content? I was able to... I looked, rather within the research of sign language and only found a few articles. And I searched and searched. And I compared and looked at deaf teachers in the classroom. And they're just aren't enough... there are not enough to be able to measure all of the variables that occur when a teacher is teaching in a deaf classroom. So looking at dialogues -the way that I did in my research-, really shows us that more research is needed with this particular topic. We have deaf studies, we have deaf education. We have all of that. But there just isn't much. They're often times hidden under other subjects, another content. We need more academic research on teachers and how they make connections. We need to connect the research that's happening and make it more applicable to what's happening in the classroom. We need to have an educational-based system of how teachers and students experience education, and document that. I have learned a lot from... well, unfortunately, I wanna say that in 2017 even recently... You know sign language, you know we're still fighting for the rights for deaf people to use sign language and for sign language to be recognized. And it's hard to know which you're going to fight for. If I fight for one process, if sign language is validated and is recognized as a sign language. Again, I... back to the research and looking at the research... not sure that research really is that important or critical but we do need to fight and lobby for our rights. And to make education the best that we can for deaf children. I'm not sure which comes first. Fighting for the accreditation of sign language or for education. It's kind of the chicken or egg dilemma. Which one we need to fight for first? But I believe that in... we need to fight for them in parallel. That we need to be fighting for both of them ongoing and push both of those agendas forward. That's my vision. Thank you.

GESTU SIGN LANGUAGE DICTIONARY



LYDIA FENKART AND KARIN MOSER
TU WIEN, VIENNA, AUSTRIA

LYDIA FENKART

Thank you very much for accepting our presentation. We're here today to tell you a bit about our sign language dictionary project in Austria. We're based in Vienna. And the title of our project is GESTU. So my expertise is in lexicography and literature.

Can you turn on the other microphone on the stage, please?

Could we have the microphone on the stage, please?

KARIN MOSER

I think it's working now, thank you. So my name's already been mentioned, too. My name is Karin Moser and my background is linguistics. And I work at GESTU, and I'll shortly introduce what that is. GESTU is a service center in Vienna for deaf and hard of hearing students. It was founded in 2010 on the initiative of deaf students. And the word GESTU stands for successful studying for deaf and hard of hearing students. So by students I mean students on university and college level. And we provide them with assistant and support in their studies, meaning of course mainly sign language interpreters but also speech to text reporters, tutors, etc. And we are financed by the Federal Ministry of Science, Research, and Economy. And we provide services for several universities and colleges in Vienna.

LYDIA FENKART

So we would like to talk to you today about our process for creating a sign language dictionary. Now typically students will rely on interpreters in the classroom and notice that interpreters are often finger spelling technical terms because there are no signs established for those terms. And myself as a lecturer, might also be using the same technique. So we identify the need to create new signs for technical terms to make it easier for the deaf students but also for the interpreters. And in particular for deaf students to be able to recognize terms when they're studying those terms in written German. Now as we know, in written languages there are many forms of language levels and there are lots of technical terms. But in sign language we need to increase more of these technical terms because there aren't any in existence already. So this project began in 2011 and we're still working on this project currently. We've managed so far to develop 2711 signs in Austrian sign language for technical terms.

The team members involve a coordinator who is responsible for the data they're scheduling and organization of the project, project meetings and so on. We have a linguist who actually considers the meanings of technical terms and how we can effectively create these sign language terms so they're equivalent in meaning. We have a technician who's responsible for the filming of all of the video clips and all the logistics of that filming to upload the film clips after they've been edited. And finally, we have a native signer. A person who has grown up using Austrian sign language, who then consults on whether the signs created are appropriate. So this team all works closely together.

So the process that we go through is very measured and we have a step by step process which we follow for every sign that we create. Firstly, technical terms and explanations of those terms are collected. And we always examine exactly what the meaning is of those terms in the different context in which then they're used. Once we have developed a sufficient understanding of these terms and their meanings, we then bring these terms to a work group involving students, the linguist and a native signer where they discuss these terms and come up with suggestions for new signs. And through this process of discussion, they will identify what they think are suitable signs to be used. The third stage, we move into the studio to film these newly created signs. And then the fourth stage involves a technician editing all of the videos and uploading them to our website. And the fifth and final stage involves us creating these definitions in text form and putting them also onto the website alongside the signs.

KARIN MOSER

I will now be talking about the different strategies. How the students, how the work groups can find or develop new signs. The first strategy we have named: occasional technical signs. So what we mean by that is signs that just occur during the interpretation, during a discussion between deaf students. Signs that are just invented on the spot when the need arises. So these signs can be videotaped as well and taken into a work group and be discussed there. And if they are consistent with the parameters of Austrian sign language, then these occasional signs can just be put into the dictionary.

The second strategy is iconicity. So students have given us the feedback that they prefer iconic signs. So... signs that represent an aspect of what the object looks like that the sign is for. So students also take pictures of the objects and try to find iconic sign whenever that is possible. Obviously, at the university level you also have a lot of abstract terms where that is not so easily possible. But where it is possible, we try to use this strategy.

Then the next strategy we have named synonyms. So, at the university level often terms are used where there's a.... Actually, there's two terms for the same thing at least more or less. One everyday register term and one for the academic register. So a strategy that sometimes works well is to use the everyday sign and to add the mouthing of the academic word of the technical term and this way create a new academic sign.

And then obviously there's also the possibility to just borrow signs from other sign languages where this sign already exists. By researching in online dictionaries, for example.

And the last strategy we have named semantics. So, what we mean by that is to look into the semantic field of the term and see whether there is already a sign in Austrian sign language from the same semantic field with a different but similar meaning. And then to take for example the handshape of this sign and try to find a new sign with the same handshape or with the same place of articulation, etc.

Obviously, with occasional signs it can happen that one of these strategies is also unconsciously used. But they can also be used consciously.

Now a few examples of our signs. One from the field of biology. The German word **Antikörper**, so in English **antibody**. We have here a picture of what it roughly looks like. And so this is what the students have used for the sign. They have taken this handshape that sort of represents this picture and turned it into a sign... like this. Another example from the field of linguistics for the word **articulation**. The students found it necessary to develop two signs. One for spoken language, **articulation** and one for sign language, **articulation**. Because obviously these things look very different and so it's hard to have just one iconic sign for both of them. So what they have come up with for spoken language is **articulation**... for spoken language. And then for the sign language... articulation. Then from the field where my colleague is the specialist, from literature. The sign muse, really a new sign... muse like this. And from the field of informatics, information technology. For the internet browser called **Chrome**, they have used what the icon, the symbol of the internet browser looks like and turned that into a sign and that looks like this.

We also tried to get input from wherever we can in order not to work too isolated. And one way of doing that is to get linguistic evaluation. So what we do is we ask our students to give presentations in sign language about a chosen topic of their own scientific field. These presentations are videotaped. The presentations are held in front of a deaf academic audience and these videos are then analyzed by a deaf linguist. Asking questions whether these technical signs are being used in the presentations and in what way they are being used. So are they changed in the context phonologically or differently or are they used just the way that they are in the dictionary? And these informations, we then use in order to improve the signs in the dictionary, to maybe adapt them.

And another way of getting input is to have cooperations with other universities. So we've been in contact with the University of Hamburg, with the University of Stockholm and the Masarykova University in Brno in the Czech Republic. And for the last few years, we've also had linguistic documentation by the hearing Austrian linguist Dr. Verena Krausneker and together we've also written an article about a project which has been published in the German journal *Das Zeichen* last June.

LYDIA FENKART

Now throughout this project we have encountered some problems and some barriers to our work and we would like to share these with you. One of the problems is that we have very few deaf academics in Austria. And because there is such a small group of academics this creates a problem... in that if we're looking for various experts to contribute to our project, there is a limited number of people that can contribute. And we feel quite isolated in some respects to how much work we

can do or how many other people we can bring onboard. Secondly, there is very little research that's been done thus far on Austrian sign language in terms of linguistic research. So we actually need more substantial research to be carried out. So we have a better understanding of Austrian sign language itself in order to inform our own processes of creating new signs. To date there has been no corpus project. There is no corpus of Austrian sign language that we can refer to in our own documentation of new signs. And this is something that we very much need. Furthermore, there are very few native signers in Austria. And even fewer, who are native signers and who are academics. So this obviously places restrictions on the experts that we can call upon. And finally, we have also have financial restrictions. Ideally, we need more funding to be able to invest time, more time and energy in this project. So we do have future plans for our project. We would like to see more cooperation with schools, with deaf schools. Because we know that these deaf schools have recognized the value of our project. And they can borrow the signs that we have created and use them in their teaching. So we would like to see closer cooperation with these schools in the creation of these technical signs. So that these students can benefit from the creation of these signs. Likewise, we would also like to see more involvement from deaf community members. Because although we do have informal dialogue with community members about our project and the signs we are creating, we'd like to see more systematic involvement from deaf community members.

Now we know that often we all search for signs by using key terms which we type in a written language form. And we would actually like to be able to create a website that has a bidirectional search engine. So that we can actually search using signed identifiers rather than written word identifiers. Of course we would like to extend the dictionary and see a lot more terms included. And we would also like to see more empirical search conducted to examine the process that we're engaging in and to publish the outcomes of that research to inform the wider community about our research and the processes involved.

KARIN MOSER

So, concluding, this is our website. This is our email address. So the website is open to anyone so please go online and have a look. Unfortunately, the written terms are all only in German. Except for the ones that are in Latin or English, obviously. So if you have questions or comments, either just come and talk to us during the conference or feel free to email us. We're happy about any feedback that we can get. So for now, I just thank you for your attention.

LYDIA FENKART

Thank you.



ENABLING PEDAGOGY AND ANDRAGOGY FOR THE 21ST CENTURY SIGN LANGUAGE USERS AND LEARNERS



PATTY HERMANN-SHORES
HFH ZÜRICH, ZÜRICH, SWITZERLAND

Good day, everyone. Thank you for inviting me to this conference. If I could begin the slides now... I need the slides changed, please. Can I have the next slide, please? Thank you.

Again, I want to thank the organizing committee for accepting my presentation. It is an honor to be here. Even though we're just here for a short time. But my goal for this presentation is just to give you some brief comments and brief information about my research. I want to make sure that sign language exists. It's ongoing and sustainable. I have a book published by Gallaudet University Press, I brought with me here. This presentation, I... is very concise, we'll only focus on a couple of topics. And it's brief in nature. But if you, after leaving the presentation today would like some more information about the framework that I'm going to be discussing, then I suggest that you get the book. This morning we had a talk on... someone from Sweden, we had someone from Japan, we had someone from the... from Hungarian. We've had just a variety of presentations with very similar themes on how to teach children. So I'm going to discuss today the difference between pedagogy and andragogy. My philosophy is a little bit different with andragogy. The metaphor using the bicycle, if you will, shows balance... inherent balance. I'll just give you a short idea of what that looks like with the slide. I've identified some researchers listed here. I will expand upon them just a little bit. But keep the idea, the metaphor of the bicycle, in your mind while I give the rest of my talk. There's quite a bit of words and language on this slide but I'd just like to mention Burn briefly and his research in teaching. Just picked a few key terms and would just like to focus on those. Symbolism, cultural community, how that's passed on, how we are sustaining our culture. Culture is rather complex. It's super organic. It's dynamic and fluid. And this morning one of the presentations discussed the importance of connection with different situations. The first one is making meaning. So we have an individual that has a culture, has a relationship with the culture. Maybe they're a psychologist; they're analyzing language or identity, or all of the above. We have to remind ourselves of that concept.

We have (unintelligible) and (unintelligible) who has researched changes in teaching philosophy. And we have to recognize that culture is changing around the world. And that needs to be researched. We have the impact of technology and how that's influenced culture and how that changes meaning... and our intentions within culture. Also, (unintelligible) looked at community. And a community of practice and how we use the community within our teaching and within our practice. We shouldn't just be teaching maybe in an artificial classroom but taking what we're learning and using it ex... through experience and in the community, bringing the community in our teaching. Couple of researchers that I would like to focus on, they discussed how they teach within and talk about. So we teach about certain concepts but we've oftentimes neglected teach within. We need to apply what it is that we're teaching. Whether it be through conversations, through the community, we need to apply what we're l... what we are teaching. Those two researchers have researched that.

And I also like to look at sign language. There's been many discussions about that. We have the concept of a well-known project that I have listed here. And these are just a few, this isn't comprehensive... a comprehensive list. I've only selected a few. So we have a paradigm shift, I believe that is happening. We need to talk about how teaching... teaching descriptors. And how the intention and the meaning is connected and brought together within teaching. This is happening in Europe now. And I believe these theories and these frameworks will impact the study of teaching. Then again I just picked a few. And I've talked about teaching and now I want to talk about learning... active learning. It's not me telling you about what it is that you're learning, but bringing you along this process of experiential learning. Having you involved. Being an active participant in the learning process. The curriculum again is important for teachers. But we also need to look within the curriculum. Teachers are not necessarily the experts. They're the facilitators. They're on this journey with their students together. They're experiencing the learning process with their students. So these are the important points that I wanna bring to you today.

There is another project in Europe that I would like to talk about. About how people are improving their competence and skills... within themselves and how that process occurs. Interpersonal competence, individual competence, and systemic competence. How we internalize tho... internalize those competences is important to recognize. And again, keep in mind the bicycle as I mentioned before. And how that relates to bilingual teaching. So we have the bicycle. We have the front wheel maybe that (be) representing the spoken language. The back wheel representing the sign language. And the wheels are turning together. And this shows the front wheel turning. Maybe with the European system going through... to the future of how we are going to teach deaf children. Maybe becoming a member of society, learning about culture, learning literacy. The back wheel might be about deaf culture. Gaining expertise in a sign language and the culture. Then we have the person who's really in charge of riding and directing the bicycle. Both wheels at the same time. And to ride the bicycle successfully, it has to be balanced. So that's what I'm talking about. Having that balance of teaching through learning experience and bringing that experience into the classroom, bringing that balance.

The bicycle frame represents interpersonal competence. How does that person feel about themselves? The chain is strong, represents strength and keeping the bicycle together. Like a mechanical way of how we take in the languages so that we can build competence in each of those languages and areas. How it cognitively operates. The handlebars represent... or the brakes rather represent which way we may select to go. What options we find critical at that moment.

So in conclusion, I want you to go home and think about this metaphor. With your children that you work with, with adults that you work with. And how they learn and how we learn from each other. How we take our experiences within the community. And how we learn from that. It's important to keep that connection that we have within our communities healthy and alive. So keep that metaphor in your mind and continue to learn and internalize and analyze what it is that you're learning all the while riding that bicycle. If you only had one wheel on that bicycle, think how difficult it would be to ride. You just had one language... So we need both. Both wheels moving in the same direction. I'm happy to share my paper, if you would like additional information. I have references listed. And again, thank you so much. It's been a pleasure being at this conference. And thank you interpreters and that you all for coming.



'DEAF DIDACTICS' – WHY IT IS NOT ENOUGH JUST TO TEACH BILINGUAL



EGE KARAR, KLAUDIA GROTE, HORST SIEPRATH
SIGNGES RWTH AACHEN UNIVERSITY, AACHEN, GERMANY

Hello, good afternoon. Thank you for inviting me to present here today on the subject of deaf didactics. I want to look at how we teach effectively in a signed bilingual situation. But I'm... it's not just me actually, I'm working together with three of my colleagues whose names you can see on the slide behind me here. I'm Ege. I work with an interpreter, with a sign language tutor and with a hearing teacher. And the last person you can see there is themselves... a teacher at a deaf school. So that's the team that I'm working with and it's the team that have put together this presentation. So we are based in Germany at a university... in Aachen.

We're all familiar with the use of 3D in sign language. With how we can zoom in and zoom out in the signing space. And how we can use our hands to represent various things in the 3D space. Spoken language operate in a very linear manner and can't represent the same functions. We wanted to look at not necessarily the language but how that different functionality affects language learners cognitively. How sign language learners and spoken language learners differ cognitively. So that's the focus of our research. So as I have just mentioned spoken languages and sign languages have different characteristics as you can see on the slide behind me. If you open a book and you look at a word, you find a word like **dog**, **bark** or **woof**, or **cat**, **meow**, for example... These words are onomatopoeic. And the frequency of onomatopoeic words in spoken languages like **boom**, **bang**, and so on... is very low. Onomatopoeic words represent the sound that can be heard in the real word. But the number of onomatopoeic words in spoken languages is very low compared to the number of iconic signs we find in sign languages. Where features of the real world objects are represented in a signed form. You might, for example, want to represent a flower. In spoken language you would need to describe the folds of the petal, the curve of the flower head. But in sign languages you can very directly and ironically represent the shape of the real world flower object in sign language. The shape of the vase, and so on.

If I take the example of the word **dog**, you can see this is an animal that has a muzzle and a tail and four legs and so on. And so they.... a number of visual characteristics of the word... that are associated with the word dog. Perhaps ears, perhaps tails, four legs and so on. So when you are thinking of the prototypical dog, you might conjure up a number of images of dog.

You might also know that dogs bark and so **woof** might fall into your characteristics of dog. A fox, for example is borderline characteristics of a dog. A cat has ears but doesn't sound like a dog. It makes a **meow** sound and not a **woof** sound. So we know that the cat does not belong in the category of dog. So our category of dog becomes defined, it becomes clearer by sifting through the characteristics that we see in the real world around us.

If we take the word **dog** in spoken language, it is... it comes as part of a linear word order. That's how it appears; it's how it's presented. So this is a much more paradigmatic sequential representation. You have one word and then you begin to think of the other words that belong to that category. So it's sequential. This is a dog.

So regardless of the characteristics of the dog, whether it's a stumpy dog, a tall dog, you can add more themes to, to... explain the characteristics. Describe the characteristics of the dog. Have a look at this video.

Now you can see that this is a paradigmatic representation of dog. You would start perhaps with the category of creature(?) then animal, then mammal, and so on. Until you come to the lexical item dog, which is the one you are trying to define. So this is a paradigmatic sequence of category ownership.

What happens in sign languages, however, is slightly different. This is syntagmatic. Let me just show you a video. So you can see that the sign itself has characteristics of the real world action, of the real world characteristics. You can determine how quickly the dog is moving. The manner in which the dog is moving. The size and shape of the dog and so on. From the sign language lexicon itself. The Swedish presenter this morning, Camilla Lindahl talked about the ball and the elasticity of the ball. When she was talking about scientific processes and physical processes. And she

was talking about the ability of sign language to compound both the characteristic of the elasticity and the definition of elasticity itself into one sign. To present the figure of a ball containing and demonstrating elasticity itself. So the ball and the elasticity could both be combined in one sign. And that's exactly the type of thing that I'm talking about here.

So when we look at the difference here between the paradigmatic and the syntagmatic, what are the consequences of this when we're approaching deaf education? How do we explain concepts to deaf children in a way that matches their cognitive process? On the right hand side, sorry, on my, the left hand side of this slide you'll see some examples of a ball. And you'll see the size and the shape. And you can put those two things together. Now, how might we teach these two concepts in a way that matches the cognitive setup of the deaf child's brain? We want to use visual representation to show how the ball might bounce, might change shape, might interact with the floor, with space, with physical gravity and so on. So this is experiential, you see the action of the ball in sign language. And that creates the concept of what ball is.

Now let's put that example aside and look at deaf didactics. Let's take for example a mathematics book. If we have order... an ordered sequence of numbers. What we have normally done in the past, sorry, in 2004. We began to look at visual representation for deaf students. How do we convey concepts successfully to deaf students using this framework? And we began to realize that this representation, a linear representation from top to the bottom of numbers 1,2,3,4 was not successful. So we began to represent it in the way that you see on the other side of the slide behind me which is a sequential... horizontally sequential sequence starting in the past and moving towards the present increasing in number. So while hearing people would start at the top and work down a list, deaf people start at the back and work forward. Let me give you another example of this kind of visual representation. I'll show you a video at this point. If we could have the video, please? Thank you.

This film is from Gallaudet University. And it's an imagining of how we might teach the anatomy of the heart using sign language. And what they're teaching is what happens in the case of cardiac arrest. And you can see visual 3D representation accompanied by the signs which mirror that 3D representation. And then the finger spelled labelling of the parts of the heart. Now this is something that's not only beneficial to deaf students but also to hearing students. But it works particularly well with the sign language because it gives a better... immediacy, a greater immediacy between the language and the topic under discussion.



I said at the beginning of the presentation that I was working in a team of four and that one of those was a hearing person. So we're working between a university and a school. And they're about 10 minutes geographically apart, a 10 minute drive. So we're able to work with those students and their contributions feed directly into our research activities. We're working very closely together. Now the hearing member of the team... Let me take this example about classifiers. And I think this will illustrate more effectively what I mean. I showed you the example of the heart before.

I'd now like to use an example of travel- driving using the classifiers associated with driving and cars. And this was a pilot that we put together. On the left hand side you will see a... you will see that the tutors at the top and the students arranged around in the classroom. We showed them a small film which they watched. And then they had to sign back what they had seen on the film, but they had to use classifiers. We haven't previously taught them classifiers. We haven't told them anything. What they... the simple task is that they have to retell what they have seen on the screen. What they've just seen on the screen. And on the left hand side of this diagram you can see what we found in the film. And you can see what's correct and what's incorrect here. So they watched the video. They reproduced what they'd seen. And then we looked at correct and incorrect sign usage. So once they had watched the video, they reproduced what they had seen. And we looked at how well they were able to reproduce... how many failures they had in reproducing what they'd seen. And you can see the graphs here represent that level of success or failure in the task. And you can see that the first example. And the second examples, they made far fewer mistakes. When the deaf teacher was working with them and working more syntagmatically, the number of mistakes that were reproduced by the students was far fewer.

I'm going to hurry to a conclusion now, but what we can't say is that in terms of word order and in terms of presenting information to deaf students, if concepts are explained through sign language, explained syntagmatically, the students are much more able to grasp the concept more effectively and more efficiently and more immediately. So in terms of a bilingual education approach, we don't need only to be looking at the languages used in the classroom. We need to be looking at the teaching methodologies. At the didactics that we use with those languages in the classroom to ensure greater understanding on behalf of the deaf students. Thank you very much for paying attention to my presentation. Thank you.



AN EDUCATION IN SIGN LANGUAGE AS A HUMAN RIGHT? AN ANALYSIS OF THE LEGISLATIVE HISTORY AND ON-GOING INTERPRETATION OF ARTICLE 24 OF THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES



JOSEPH MURRAY

GALLAUDET UNIVERSITY, WASHINGTON DC, USA

MAARTJE DE MEULDER

UNIVERSITY OF NAMUR, NAMUR, BELGIUM

DELPHINE LE MAIRE

FEVALDO FLEMISH DEAF ASSOCIATION,
GHENT, BELGIUM

JOSEPH MURRAY

Hello everybody. My name's Joseph Murray.

MAARTJE DE MEULDER

And I'm Maartje De Meulder. And I'm from Belgium.

DELPHINE LE MAIRE

And I'm Delphine Le Maire. And I'm also from Belgium.

JOSEPH MURRAY

The three of us will be co-presenting together this afternoon. But before we go on, I would like to stress the fact that I'm not here in this presentation as a WFD board member. I'm here as Jo Murray. So I'm giving my own personal opinions, not a WFD point of view. So I'm taking my WFD badge off, and I'll put it back on again after the presentation. So Delphine will begin.

DELPHINE LE MAIRE

So the title of our presentation is: An education in sign language as a human right. An analysis of the legislative history and ongoing interpretation of Article 24 of the UN Convention on the Rights of People with Disabilities. Now as you know, the UN Convention was ratified in 2006. But we would like to talk to you a little bit about what happened prior to the adoption of the CRPD. So we can see what key events led up to that point because there was much work being done before the Convention was put in place. And there were mentions of human rights, the need to recognize human rights in respect of education before the CRPD. After the ratification of the CRPD there were eight ad hoc sessions where people from throughout the world came together to discuss the articles in the Convention. So it's important to recognize what happened in those ad hoc sessions that led to the ratification of the Convention, and also to the detail within the Convention. In 2016, General Comments No. 4 was published which is basically an interpretation of the Convention and various articles within that Convention. So this is the process that was followed. And the three of us have looked at the historical progression leading up to the Convention. And also the debates around this particular Article within the Convention by the various organizations involved. Whether it's NGOs through publications, through discussions in civil society statements and so on. And the CRPD committee has also reviewed the interpretation of the Convention and referred to the various reports provided by national governments and their interpretations of the Convention. So they provided concluding observations and a general comment about the effectiveness of the Convention. And we've actually written an article about our analysis which will appear in the journal Human Rights Quarterly in 2018.

So once the CRPD was adopted in 2006, there has been an ongoing interpretation of the term inclusion and what's the definition of that term inclusion should mean. This also applies to the definition of the term sign language

environment. There's been continued debate as to what this means. So the intent of the CRPD drafters was actually to allow for specific options for those with sensory disabilities so that people could make a choice about their education. And we will talk a little bit more about this today. So we're referring to Article 24 but one specific element of Article 24 that is 24.3, sections B and C. And these refer to the needs of deaf and deaf-blind people to access education through sign language. And I'll hand over to Jo now to explain more.

JOSEPH MURRAY

So we're going to talk to you about the interpretation of Article 24 with respect to education. And there are some historical developments which led to the text if you like, that was actually put into Article 24. And it's important to see and to consider how governments perceived the information that needed to be included in Article 24 and the debates involved which led to the final outcomes for what was included in Article 24. Now the debates that occurred through the ad hoc sessions, the eight ad hoc sessions that Delphine mentioned, meant that the WFD was represented at each of these sessions, often by two or three people. So they were involved in the drafting of Article 24. One thing that was clear once Article 24 was published was that people with disability had the right, the human right to access education. To have access to the education system regardless of what kind of disability they had. That was a clear statement and that included deaf people. However, there was a distinction made between people with sensory disabilities and other types of disability. So effectively deaf, blind, and deaf-blind people. And the fact that they would have the right to access education through full inclusion but with respect to their different needs. So again, this was made clear in the Convention and we're able to achieve this through the debates and the discussions in the ad hoc sessions that led up to the publication of the Convention. And all of those debates and discussion contributed to the final outcome. And we would like to talk to you a little bit more about in depth.

Prior to the CRPD there were various other international instruments that did refer to the rights of people with disabilities. There were mentions of the rights for people with disabilities to access education. One example was in the UN Standard Rules for people with disabilities where education is mentioned. And one of the goals of inclusive education is also mentioned and the fact that deaf people have the right to access education in a signed language is also mentioned. So this is frequently mentioned in various instruments. And it was frequently discussed through these ad hoc sessions. In the third ad hoc session, there was much debate about whether and how much choice people have in education and whether there should be actually a twin track approach. So whether deaf people should be... and

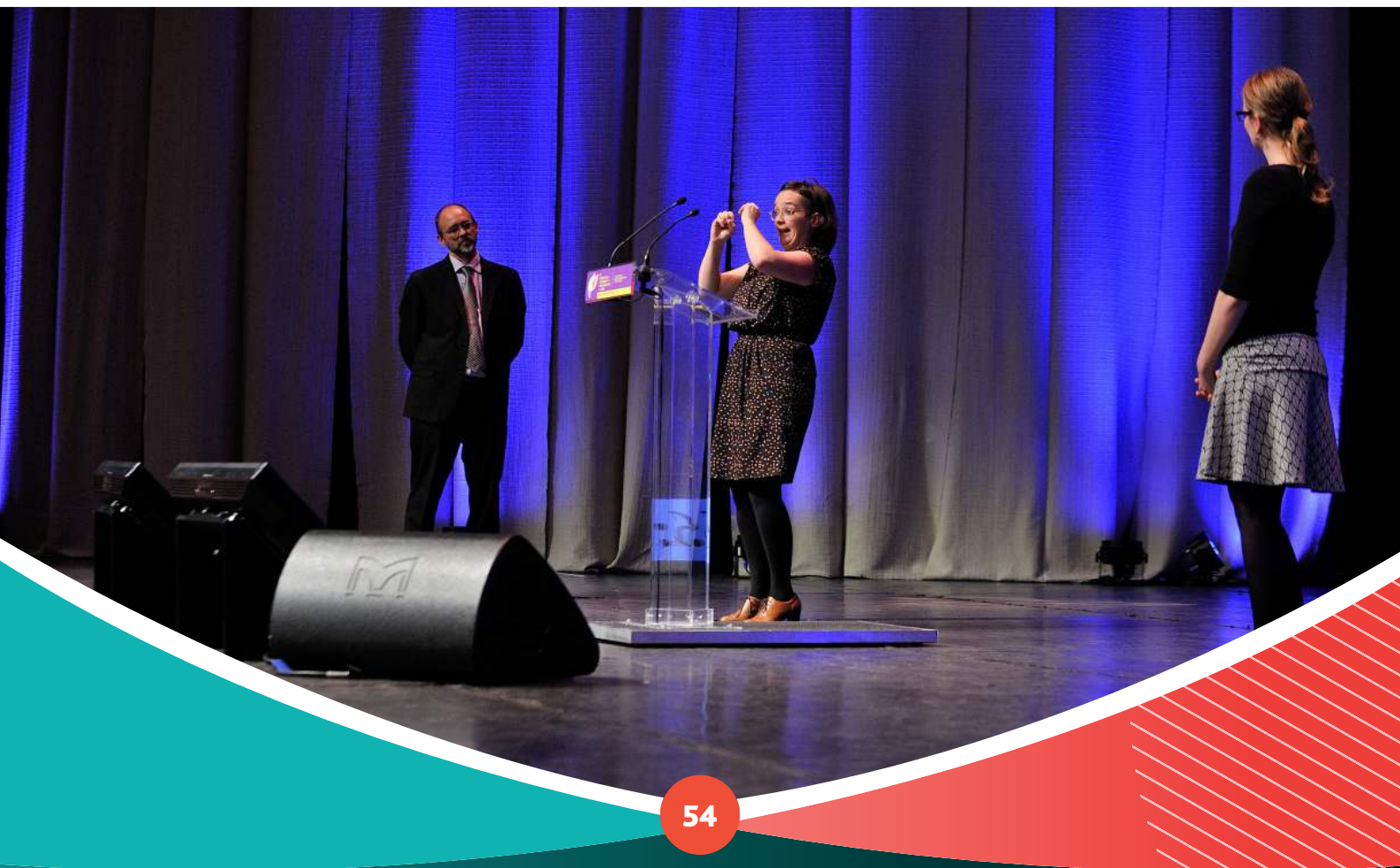


disabled people should be educated in special schools or in inclusive educational settings. And that people should have a choice of one or the other. And at that point the WFD was reinforcing the fact that deaf people needed to have the option to have a special education. To have their needs met through education in sign language. So there were various governments, disabled peoples associations and so on that had their own views. And many actually wanted to see the abolition of any kind of special education provision. Now these ad hoc meetings continued to discuss this point. And then finally when they reached the sixth ad hoc meeting, the WFD made a categorical statement that deaf people did not actually want special education necessarily, but rather what they were advocating for was a bilingual education. That bilingualism was the key throughout whatever the educational system was. And that deaf children should have the right to a bilingual education, not necessarily a special education system.

So at that sixth meeting, the ad hoc session, it was decided and agreed upon that a fully inclusive approach to education was what was important. So the twin track option was no longer an option. But they did recognize that deaf, blind, and deaf-blind people had very specific need in accessing an inclusive education. But over time, the language changed so the Article 24 did mention deaf and blind, and deaf-blind people having the rights to access an inclusive education in their own community, in the language of their own choice in terms of delivery of educational information. But ultimately this was an interpretation of the discussions that have been held up until that point and what the UN ultimately felt was important to convey in Article 24. And nobody not one government disagreed with this statement. It was not seen as problematic. And this was then included in the Article 24 when it was ratified.

MAARTJE DE MEULDER

So ten years after the ratification of the CRPD in 2006, so in 2016, the UN published a general comment on Article 24. And just to explain a little bit about what a general comment is; basically, it means that there are some articles within the Convention that need to be explicated or clarified. And so this comes about through further discussion and debate and then a general comment is made based on observations of those discussions and debate. And the general, a general comment does not need to actually be unanimously adopted by the committee, the CRPD committee, but it does represent a majority view. Likewise it's not legally binding but it is highly authoritative. So governments do not... are not bound to follow the general comment, but typically, you'd find that they would. So once a general comment is published, it can be used at a national level in judicial decisions and can be consulted on by state parties when they're working on issues which are related to that general comment. So it means that any state parties can



take the original article as well as the comments within the general published comments in order to inform their work. So the general comment is published based on discussions with various organizations. So in our case it involved WFD, EUD, EUDY, WFDYS who gave their feedback to the UN about the general comment and actually expressed their grave concerns about the draft that they had seen of the general comment. Because they didn't feel that the comments within that draft actually fit with the ideologies of the deaf community. Ultimately, the general comment published a definition of inclusion, which actually differs from the goals of the deaf community and how we perceive and interpret a fully inclusive education. Up until the publication of that general comment throughout the history of developing the Convention it was always accepted that the needs of deaf, blind, and deaf-blind people were slightly different within an inclusive education. However, the publication of the general comment has actually lost some of that distinction. It focuses only on inclusion as a placement within a local regular school. And we know that this does not always work for deaf children. They might need to attend a school that's slightly further away in order to best meet their needs. The other item was that inclusion is about having a placement in a school with other children do not have disabilities. But again, for the deaf community, we think it's important for deaf children to be educated amongst their peers, other sign language using deaf children. So again, this is a different model that we would espouse in the deaf community. And there's no mention at all in the general comment about linguistic and cultural accessibility.

So in conclusion, we'd like to share with you our thoughts. There are many different sections within Article 24. And 24.3 items B and C specifically refer to the needs of deaf children. So ultimately, the general comment has led to different interpretation that have been taken into consideration of all of Article 24. And so we see a changing education system that's not necessarily the same as a transition from a special to regular education. We think that there are many different models that could be promoted with respect to this sensory exception; so what the needs are for deaf and blind and deaf-blind children. So it could be deaf children altogether in a classroom. It could be deaf and hearing children together using sign language in the classroom. There isn't only one size fits all model. And we believe that deaf children can receive an inclusive education that's specifically meets their needs. But in the lead up to the general comment being published, the word segregation was never used. But all of a sudden, within the general comment that word appeared. And the perception that segregation and segregated school was discriminatory was the key message. And WFD had tried to promote the fact that we weren't looking for segregated schools, it's actually a different ideology. We are looking for bilingual schools and that can happen within an inclusive educational system. It doesn't mean segregation. And it's important that governments understand this. That it's not about segregation, it is about inclusion. But it's actually about bilingualism. So we think that it's important when we interpret our understanding of Article 24 and the general comment that there isn't one definition used of inclusive education. And that this is made clear to all parties concerned. Thank you very much.

MODERATOR – KASPER BERGMANN

OK, thank you to our final presenters for their very interesting paper. So today we've had a keynote presentation and ten papers on our theme today. So I'd like to try to offer a summary now of the points that we have heard, raised in presentation today.

Sign language, bilingualism is the ideal form of education if we are to increase attainment for deaf children and access for deaf children. We have looked at bilingualism and what it means in terms of the relationship between the two languages. We have surpassed our old understanding of bilingualism being an equal division between two languages and we have replaced it with a concept of... a new concept of bilingualism in which we have different languages between which we may trans language. So it's no longer a question of having one language and another language but also a question of the overlap between those two languages and how we each individually pursue a path between our languages as bilinguals.

We have looked at inclusive education. We have looked at sign language as language of delivery in the classroom in order to enable deaf children to learn speech and learn literacy. We have looked at how our method of delivery the didactics in the classroom might be adjusted to meet the conceptual needs of the deaf child. We have looked at teaching methods and we have looked at language skills and how we might identify strengths and weaknesses in

the bilingual classroom environment. We have looked at providing not only linguistic stimuli for children but also using the material in the classroom in combination with casual stimuli of sign language in order to create the correct environment, the deaf pedagogy.

We have looked at the social, the linguistic, the cognitive, and the empowerment of deaf children. We have had demonstrated to us a lot of different models of bilingualism. It's become clear throughout the day that there is not one method or model of bilingual education for deaf children but a number of different models of environments in which deaf children can receive bilingual education. Hearing teacher with an interpreter and hearing teacher with a deaf instructor and an interpreter, a deaf instructor with an interpreter working with deaf and hearing children. We've looked at the population of the classroom, whether that is just a deaf school. Whether that is a hearing school with deaf and hearing. Hearing school with a deaf unit attached. A mixed deaf and hearing environment within a hearing school and so on. It seems clear, however, that whatever model of education we adopt education and teaching need to be adapted to the needs of deaf children. It has become clear that education for deaf children is a different animal to education for hearing children. And we need to be aware of the differences and the pedagogical differences between teaching hearing children and teaching deaf children. We need to understand more about the methods, successful methods to use in a deaf classroom. We've touched the surface today in our presentations, but of course each presentation is backed up by research. And so there's a lot more information out there that we can look at to pursue these topics more deeply and more thoroughly.

In the past, deaf schools were the spaces where we as deaf people met our peers, became familiar with our culture, developed our deaf identities. And it seems clear that those environments are now disappearing. The bilingual classroom, however it's formulated, is the environment in which deaf children are now able to form their identities, to meet their culture and to come into contact with their language. This is the new breeding ground of future deaf communities.

Many people think inclusion means a deaf child being parachuted into a hearing environment. But the UN CRPD makes clear that more research is needed to develop environments which comply with the UN CRPD and offer the deaf child the opportunities it needs in the educational environment. The definition presented in Article 24 in relation to sensory exclusion, deaf, blind, and deaf-blind children needs work. And we must focus on a clearer and more pertinent definition to enable deaf schools to continue and to thrive. So there is a lot of political work to be done. We as deaf people are not working alone. But this is not something that we can achieve overnight. There is much work to be done in getting our message across. And we are all part of working to achieve our shared goal. We have seen how we need to engage politicians and political and civil... civic leaders in becoming champions of our cause. Bringing our case to politicians to the establishment to recruit them to fight on our behalf. To enable them to understand, to better understand our concerns and to get onboard with our campaigns. So we have learned many things in our presentations today. Would you like to make any further comments? Gergely?

MODERATOR – DR. GERGELY TAPOLCZAI

I have only one thing to add. And that is that in conclusion, it is very important to see bilingual education as our ultimate goal. We have to be very clear that this is our goal and we have to make that goal clear to our political leaders. Further research is needed on the different models and different pedagogical practices. And we need to present that research to both the deaf community and to our political leaders. We need to also talk to deaf children, to parents, to members of the deaf community and ensure that it's not just our voice but the voice of all the participants and the stakeholders that is being represented to our political leaders. We do have a long way to go but our work is ongoing and we must research and lobby in parallel going forward.

We do have some time for question and answers. So if you have a question, could you please come to the front, form a line? And when you take to the stage, please give your name, your country of origin, and present us with your question. Please, be aware that your question will be interpreted and that the session closes at 6 o'clock. So if you could line up at the side of the stage, we'd be most grateful. Thank you.



SIGN LANGUAGE IN THE FAMILY

CHAIR: MS. SHIRLEY LIU & MS. MARGIT SÁFRÁNY

SHIRLEY LIU - AUSTRALIA

So, I would like to introduce Margit, this is her sign name, and she is actually the Vice-President of SINOSZ Board. So, both of us will be moderating in the next session.

MARGIT SÁFRÁNY - HUNGARY

Now, we shall work in two about the situation sign language's role in the family and environment that will be a topic. Sign language may insure full inclusion in the family life of deaf and hard of hearing children. The processing of this topic will introduce you to the fact how important it is for deaf children to have an early stage of progress when they can learn the sign language. So, it's important to convey its use. Those who were in deaf families and born in these deaf families, and in a very early stage of their lives they are able to develop into something. So, may I invite now the plenary presenter of the session on sign language Joni Oyserman and Mathilde De Geus to present their speech.

SIGN LANGUAGE IN THE FAMILY



JONI OYSERMAN

SIGNHANDS, THE NETHERLANDS

MATHILDE DE GEUS

DGA CONSULTANCY, THE NETHERLANDS

SESSION KEYNOTE PRESENTERS

Thank you. Both Mathilde and I are very excited to be here today. We want to thank the WFD for invite us here to this keynote presentation. Sign language in the family – evolution, no revolution. Here we very thankful that WFD and SINOSZ has invited us today. My name is Joni Oyserman, I would like to tell you little bit about sign language in the family. How this is not a revolution but evolution. Mathilde and I will be presenting this keynote today.

So, hearing parents of deaf children around the world are dealing with the same issue. And WFD has actually looked and shared these two quotes. So, our presentation is actually looking at the very little research that has been out today for families. No one is looking at what is happening in the families of deaf children when the children are born to hearing parents. We know the statistics but we don't know what is actually happening. So, Mathilde and I have developed the sign language curriculum especially for parents. But we have been looking at the developing first in the Netherlands and we have been focusing on a curriculum specifically teller made for parents and how they can gain sign language knowledge and how they can develop sign language fluency. As we know, throughout the years there has been great strife between oralism and sign language methodology but we wanted to go against the odds out there saying that parents of deaf children aren't able to learn sign language. So, we have done some work and developed a curriculum in the Netherlands and we worked closely together with Kristin Snoddon in Canada and with others we developed this curriculum, we actually received Zero project award in 2016. With this price this giving us reputation that we would been able to get some funding to try further develop this module. We wanted both look at how to teach sign language, not only the curriculum but the actual teaching. But also working together with master's linguistics research out there. We wanted link that together and look at what we can do within the practical times.

So, there have been many years of research but we wanted to turn this research into practice and bring this together. I would like to introduce now Mathilde and she will give a little bit background about her work.

MATHILDE DE GEUS - NETHERLANDS

I have actually been working as a consultant with parents. So, the parents that are hearing have a deaf child, we want to have a tailor made project and curriculum for those parents.

JONI OYSERMAN

We are really excited that we can share our ideas and our curriculum design with you. And we want to get into the middle with you right now. So, this all started in 2011, and I let Mathilde start the beginning of our story.

MATHILDE DE GEUS

This first started in 2011 in the Netherlands, small country in the north, and we noticed that there are many different curriculums, sign language curriculums, but they are all within different regions of the Netherlands, even though the Netherlands is very small, it was not standardised. But we have one researcher, Knoors who said: rich fluency in sign language communication is a very difficult one for parents of deaf children. So, the Netherlands has resorted to teaching in Dutch supported sign language. And then, in 2013 there was some statistic that said that mainstream education in 2013 consisted of 50% of deaf children. And there was also a new bill passed where they say: 'all special education children need to be mainstreamed with support'. So there were all been put into regular education. And if you look at what is happening today in 2017, there are 90% of deaf children that are now mainstreamed. So, we realised that we have to change the ways and our strategy and how to reach the parents of deaf children. We now need to go to the mainstream schools, to give support to the teachers. We used to go to family services and the deaf schools but that is no longer a possibility. That is the old system. The old system was to reach the parents of deaf children through deaf schools and/or deaf consultancy. But now, we need to go to the mainstream schools.

So, as I said, in 2011, there were different programs available for parents, but they were not working together whatsoever. What we noticed, is that deaf children were very visual, learned in a strong visual manner. And many parents wanted to emulate this. They noticed that, that is how deaf children learned at school, and they wanted to apply this in the family as well. The parents wanted control of the sign language that they were able to provide for their children. So, this evidence of visual learning of deaf children is something that we looked at. And that the parents wanted to take the responsibility themselves of insuring sign language opportunities. So, in 2012 Joni and I established 'We Sign'. It's a course that we developed for parents to be able to learn sign language. The first course was in the spring of 2012.

Apparently, in 2017, as you see the map here in front of you, if you look at the areas in green, those are places that have access to sign language and courses and the ones in red they do not have any access to sign language places. And you see the number 4, 5, 6 and 7. And then, you also see that old programs, the old model was 1, 2 and 3, and then now, we are offering them a new model, and that is the number 5, 6, 7 that you see on the map. What we noticed the most important is that the parents were the target group. Until now the target group has been through education, but we see parents as features. They are with their children 24/7. So, as you can see on this model in front of you, features – the parents, are priority. Just like Kristerhad said earlier that we want to make sure that they have language in all different environments. And that they go from possibly recreation activities, and/or to school activities and their family. Another sign language in all these environments. But once again, we wanted to be able to control the cognitive process. The old school way of providing this in deaf schools is not happening anymore, but we need to get with the times and be able to give the control to the mainstream situations. But we don't want to give this sign language model only to interpreters and/or the educating system. We want to give this back to the parents. Our sign language curriculum is also based on CEFRL: Common European Framework of References for Languages. And Joni will rather explain how this works.

JONI OYSERMAN

If you are looking in spoken languages and sign language systems they actually have a common methodology on how to teach and how to create language curriculums whether it would be a spoken language or a sign language. So, when

you are looking at the reference you have A1, which is the beginners to see two level of competency in a language. So, not looking at L1 learners, this is focusing on L2 learners. These are competency levels of L2 learners in a language. What parents really appreciate is that they can clearly see what level of fluency they have in a language. They appreciate having a number put to their fluency. They feel great when they say: 'I have a B2 level fluency of sign language.' And the old system, that was very unclear. The parents didn't have that feeling of success in a language. Because it wasn't tested or assessed and did not know and really aware of their language abilities. But we also appreciate with the CEFRL model is that uses 'can do' statements. So, looks at what the language user is able to do. So, looks like: 'I can fingerspell.', 'I can produce a simple sentence.', 'I can memorize and comprehend basic conversation.' And so, it has a checklist of certain grammatical and communicative features that you can then as a sign language learner tick the boxes of what you can do. So, looking at the 'can do' thing, we want to take that in and align that to the curriculum as well. We also looked at examples that were happened in the classroom. We looked at the receptor's skills. We looked at their ability to role shift. We looked at their ability to use space. We looked at their ability to understand a dialog. And not only regular space, but 3D space. And to use sign language space, the neutral sign language space. We also looked at their ability to use non manuals. We also looked at their ability to use classifiers, and verb agreement. Once we looked at all these aspects, we practiced this in the classroom and then, we gave them a step-by-step curriculum, how to bring that home and use that in their everyday communication with their deaf child. We also wanted to look at learning hours and make this very concrete. Once again: parents felt at the old system that they just need to keep on signing. However, we learned from ALTE – the Association of Language Testers they actually provide guidelines on how many hours approximately per CEFRL language level. So, they practiced in the classroom, at home, in their community, and this is what they counted towards their learning hours. So, like I said, once again, this is a very different approach as to what has been done until now. If we compare the two approaches as you see on the screen before you, we have OM which stands for the old methodology and like we said, we numbered that 1, 2 and 3, and then we have the WS that's stands for the 'We Sign' system. And that's what we call number 4, 5, 6 and 7. And one of the big differences is within the old system there was no assessment opportunities however, in the new system there were self-assessment grids and assessment opportunities. With these self-assessment opportunities a parent could see what their level was, what they needed to work on, what their fluency was at sign language at that point of time. So, once again: because



we aligned our curriculum with the CEFRL we noticed that that really gave the parents something to hold on to and to support them and stimulate them into continuing with their sign language learning. It was a motivating factor. As you see below, there is numbers from 0 to 260, that is correlating with the amount of hours. However, you can't really look at those numbers in reality because parents are with their children 24/7. These numbers were taken from sign language interpreter training programs and that is why they have these specific hours attached to the different levels of A1, A2 to B2. However with parents you can't apply this amount of language exposure hours because they are with their children all day long. So, we had to take that in count, and really tailor our program to the parents' experience.

I would like to now share some results with you, we looked at the parents' assessment of their sign language and we also did a questionnaire. With this questionnaire we got some really interesting results we would like to share with you.

MATHILDE DE GEUS

So, yes, we conducted a questionnaire before the parents were involved in 'We Sign' project and after. We know that parents were really frustrated with their sign language journey, but we also asked them what their frustrations were, but also once they were learning the sign language curriculum, 'We Sign' curriculum, how they were able to then pass it on and apply that in their everyday life. Some of them also had experienced the old system and then the new system. So, we want to compare the two. Many parents also said that sign language was not difficult to learn. They were able to have conversations with their children but definitely they needed time. It was very important that they had continuous education and continuous access to sign language courses. Not that they had to wait for the next module that they are able to follow. That was one of the biggest problems of the old model: the waiting times between having their deaf child and learning, having a possibility to attend a sign language course was enormous. As you can see here on the board, on the slide, we have the old method, where they had to wait for many months before they could continue to the next module. Sometimes they had to wait 3 years before they could attend a sign language course, to continue the courses. So, they would be able to attend a 1st, 2nd and 3rd module but then they had to wait sometimes 3 years before they could attend 4th, 5th and 6th module. And that is because they were holding to get enough parents together before they could continue the courses. But, by that time, parents had lost motivation at learning sign language. Now, we do understand that parents as features means that they are learning sign language from L2 learners. So, we have L2 children for children learning sign language from both L2 learners as parents and/or interpreters. So, we understand that this is just a first beginning because we wanted make sure that we can get the parents interested and passing on sign language to them even though it's from an L2 learner. And eventually that will lead them to the L1 learners, and get them to enter the deaf community. Because that is ultimately our goal.

An interesting thing that we looked at was also cognitive development, not only their language development. We looked at the child's language development, but also looked at the cognitive development. Many parents were told they need to use sign language. And sometimes the parents say: 'But why only sign language?'. We are here to share with you that visual modality is extremely important for deaf people. And we want to use analogy of a battery. Through the deaf child's eyes you have 100% capacity, 100% battery capacity. Through their audio modality it's never a 100%. It depends on what they can, but it's never 100%. And maybe it's maximum 80% but it's still missing 20% battery life. We also tested children that have 20% or 30% auditory ability and we actually compared that to that one parent said: 'Look, our child has 80% ability of hearing. Let's focus on that'. But we actually tested two different classrooms having the sound and visual stimulated or just one. And we let them know that they are never working at 100% capacity. While in the other situation where was silent and they could focus 100% with their visual capacity and their audio capacity, they were able to use both. But that the sign language capacity was 100%. So, it was important to explain to them that they always working a 100% through sign language, and never 100% if it's through auditory means.

We can tackle some focus groups and interviews with parents and we also asked them a few questions in regard to their experiences. And I would like to share those findings with you. Some of them miss out that parents are concerned that if their child learn sign language and that they don't learn sign language, they will lose that bond and connection with their children. We actually wanted to let them know that it doesn't weaken a relationship but

strengthens it because they are both involved in visual learning. They are also giving them access. You are giving them access to language, giving them access to the written language, but you actually providing open access to communication, knowledge and information. The parents also shared with us that sign language teachers and the method of teaching was the most important. So, the ability to learn sign language was heavily dependent on the quality of sign language teaching.

JONI OYSERMAN

I would like to add one last thing. Another negative factor that parents shared with us was this waiting time to be able to enter the next course level. Many parents said they don't want sign supported Dutch they wanted an actual full language. Or, if they would be able to start 1st, 2nd or 3rd level, that this waiting time get into the 4th or 5th and 6th level was extremely frustrating and caused them to not continue. So, that is something we have to really look at: waiting periods vs. sign language inclusion.

MATHILDE DE GEUS

In 2011 we had many parents that were not working together so we now have 6 mothers actually that we trained and they set up their own Facebook group and they had their own network that has now 638 members where they can fully support each other, call each other, and had a self help group, if you will, that has completely been run by the parents themselves. But, we want to make sure that parents have a place to come together, and a platform to share and not only do this in isolation.

JONI OYSERMAN

As we said, we conducted a questionnaire but I also want to share some quotes with you that were very moving. One of them said: 'Many deaf children nowadays do not necessarily identify with the classic native sign language deaf person.' That they feel different. Their experience is mainstream schools. And maybe they haven't had the experience of the old system of going to deaf schools and deaf sports. These deaf children of today are different. So, we need to roll the times and make sure that we take that on.

The second quote was a mother of a deaf girl, she was 10 years old and she said: 'For our children learning of identity and culture through sign language is not the first priority. But through visual learning with sign language.' They discover identity and culture. That may be different at these times. So, once again, we need to make sure that we are working both on the sign language abilities and their identity. But identity cannot come last, it needs to come first. So, I thought that these were two interesting quotes that we received from our parents and the work that we have done till today.

Parents that worked had experience the old system and the new system, we noticed that many parents in the old system dropped out. But once, we tailored our curriculum to the needs of parents today, we noticed that the success rate and the continuing rate was doubled. And that's because we focused on using the CEFRL, be in line with the CEFRL, they were able to assess themselves, and it was multidisciplinary. And we noticed that the parents were able to take ownership of their language development. So, gonna go, do away with the old and continue with the new.

MATHILDE DE GEUS

In conclusion, we would like to share with you that some important findings of our work.

One is parents as feature. It's very important for this aspect to be recognized. And that parents have ownership and control of their language learning. And that the parents can reach fluency in sign language but that they need a language framework. It's also really important to going to the mainstream schools and work together with them and find the parents and the mainstreamed children. The quality of the sign language learning is the most important. And lastly we need to structure strong family relationships.

JONI OYSERMAN

We would like to show you all the picture of the people that worked together with us, these are both sign language trainers and parents. So, thank you.

INTRODUCING FLEMISH SIGN LANGUAGE IN THE FAMILY WITH DEAF BABIES/TODDLERS



KATHLEEN VERCRUYSSSE
FLEMISH DEAF ORGANIZATIONS IN BELGIUM FEVLADO
GHENT, BELGIUM

I would like to say thank you for coming everyone. My presentation today is going to be concerning the experiences that I have with the three children I have myself of all three deaf. You know when you have your own children you always have to go and visit the doctor, and you have to have home visit and in generally it was a very shocking experience, because the medical view on the deaf child is completely locking (?) in the subjects of the deaf culture and sign language. There is no encouragement to using sign language they only focus on the auditive aspect, and also the medical view on the lock of hearing.

My point of view was that didn't want to work/go along with this project and this experience, with how I met the public system and the governmental system through my children gave me pulse to thought, and I decided that because there was no introduction to sign language and no introduction to deaf culture, for deaf children or new born deaf children. I thought, that I would like to be part of this project true sign language from influency.

So my area is where I live is Flandres north of Belgian. 98% of new borns are all screened for hearing conditions so you find out very early when they have the hearing loss. And BGT which is an abbreviation for the flamish sign language was acknowledge in 2006, but is still not part of the system in belgian. So we need to find the tool or all the tools for implementing and introducing the deaf culture, deaf sing language and everything connecting with deafness in the new family of these deaf baby. And so far seen no experience with how you introduce sin language to a new family, so this is why I thought that would be a good idea to started/start (?) this project.

The project lasted for two years and it focused on visual communication and language. In the project we met parents and offered them the guidance of the sign language coach.

So I can tell you a little bit about how we proceeded through the project. Fastly when a family has a new born deaf child we introduce, we meet the whole family both grandparents, and a siblings and try to introduce the concept of visual communication within a family because in our beings, we do have an understanding of how to communicate as deaf beings as hearing people there is probably, there is no knowledge. In this insides, so how do you create this visual understandig and way of communicating visually for the family. You tell them, how do you tell the story visually for this child and all of the aspects of this whole world before you start teaching sign language to the family. When we went start the education of sign language for the family we always have both hearing and deaf teachers because they are always be subjects an issues where the parents were feel /they have some problems or some nervous/worries of concernings subject, but they can discuss at the begining but as the time goes on this worry will demilish. But we know that of course hearing people usually have a worry or nervous of meeting of deaf person at the first instance. But this worry often disappears when they get to know the actual person and the things the surround being a deaf person.

So we have a language coach as well in this project. And what is important is: that the actually visit a family in their home, because what often happens when you go away from your home environment it doesn't integrate into your everyday life and usually disappears. We had ten lessons for the parents in three moduls and we thought both of theory and practical aspects and we did that all of the flanderers of belgian. And we have this suitcase with all the different tools and it was all in eight lesson and we have the children and the parents participating. We have in all 85 participants, 30 deaf children. These 30 children this learning visual communication LVC is extremely important because that way you can informe and instruct (?) the parents to become more confident in the situation with the deaf child. We also have parent to parent meetings.

Because parents was often experience having to be introduce to medical sector and all other sectors, but had no way of communicating their own feelings, so in this way with the parent to parent meeting you would have a forum without a professional involvement, where they would feel free to discouss whatever was on their minds. We also just let the children play with each other and let the parents be together and we have a lot of deaf people to care of the children. So the parents could leave and just feel know obligation of to take care of it.

So these sign language coaches would visit the family and give them all the options they had to meet the deaf community and learn sign language, because sometimes it would be a problem to implement, whatever you learn in your own home environment which is why was important to that they actually visited at home.

The deaf sign language coach visited two children of ABI (?) two children with implant and of course there was this guide or this roadmap for how they have to work from governmental and unfortunately there was some limitations to the project which meant the way/ they (?) couldn't include other children than the one of these choosen on one of with cohleaimplant with all the cohleaimplants. (??)

The mother that you saw here felt great inspiration of motivaation from this project and this motivation and inspiration is important to keep supporting.

She beleived that she could have these language that she could use with her own child. So I have a lot of material that I want to show which all show why be home visits are the most important aspect of this whole project. Because everything around the child happens in the home whether its play time whether it's changing the nappy you have to communicate all the time and you have to explain to the parents that in all relations and all aspects of family life you can use sign language to communicate with your child.

So if you have a look of this video here a very good example. I just want to informe you that my experience with early intervention is in fact thatI myself feel... and I would say that the experiences coming from this project is that no early interventions still from the parents possibility of communicating with the child and developing connection with them. This early (intervention) gives the connection which is perfect for parents develop through.

So, as you see a mother communicating with the child and this little baby or little boy says uh it is wet here and she says yes it is true it is wet here. I would trying to support communication and keep supporting communication so the parents learn and this is the way to develop communication with the child. We have another situation with changing the nappies.

So again you see the mother wants to say something to the child. She wants to tell her boy his feet are dirty. So she uses the sign for dirty. And of course the baby may not yet understand languages, but it is being intorduce to the language continually whis is very important.

You have to display that you can live a happy and fulfilled life as a deaf person. For as a parent of deaf child, you have all sorts of though about Me for deaf persons, it is important, how we can do all thing other persons can. I also want to talk about the environment around the baby. If you imagine the bedroom of a child ... You don't want to place a bed behind the door, but rather in front of the door.

So that as soon as a parent enters the room the baby can see it. Those also aspects of life that the coach can explain. Also the way that we try to get attention in sign language methods, where you have perhaps have variations to get a persons attention, whether you tap themlightly or bang them hard on the back. I have an example here. Again communicaction. Communication isn't necesarily just sitting across from each other and talking. It's lots of other things than using sign language. In the begining when we communicate with the parents we always use an interpreter. Usually after the second of third meeting we ask the parents wheter they would manage without an interpreter. And often they accept. For instance here, where we communicate via iPad So we choose to communicate via iPad when they're no interpreter. Also showing that it is possible to communicate in any way you wish.

And another example. So this is an example of the bedroom, where the child is with the parent, and you just visually explain and tell of the surroundings. The parents need to have confidence that they are able to communicate with their child and the child will understand what they tell them. So we have this profile of what a sign language coach needs to do. And we hope that when the project ends and in fact next week we will meet with the Belgian

Government. I really believe that the project will carry on. But all that we have found, needs to move forward, and we need to convince the government that the coaching for parents of deaf children needs to go on. So ofcourse, we have to use some resources on explaining how to create coaches and the guiding systems. And we have to carry on with working for the three to five year olds.

And this toolkit includes all the aspects of working with parents if deaf newborns, both physically and in concepts and theories. Also we have an advanced class for those who have done the first part of the project. Ofcourse we need, funding, and it would hurt my heart deeply if we got no more funds to carry on. But as an argument for the project is that language and communication is of the greatest importance for children, because it influences them for the rest of their lives. And we need to strenghten the parents in this primary part of the childs life. Ofcourse we have to work along with universities and other bodies to develop a curriculum that will result in a powerful toolkit for working with the parents of deaf children.

I hope that perhaps you have now got some inspiration. If you have any information or ideas. I'm more than happy to receive them. I have a website that is called 'My child is deaf'.Of course in Dutch. Thank for your attention.

LANGUAGE CHOICES IN DEAF INFANTS: ADVICE FOR (HEARING) PARENTS



CHRISTIAN RATHMANN
UNIVERSITÄT HAMBURG, HAMBURG, GERMANY

TOM HUMPHRIES, CAROL PADDEN
UCSD, SAN DIEGO, USA

DONNA JO NAPOLI
SWARTHMORE COLLEGE, SWARTHMORE, USA

POORNA KUSHALNAGAR, GAURAV MATHUR
GALLAUDET UNIVERSITY, WASHINGTON DC, USA

SCOTT SMITH
RIT, ROCHESTER, USA

Hello Everybody!

As you see my topic in the screen before you can see, In keeping in the theme of families. We know that when hearing parents have a deaf child, they have many questions and we have some advice to share with you. I am not working alone. I am not goin to name all the names. This is a team of researches in the United States. We have been working together for least ten years on many different projects and published many articles in jurnals int he last years. I'd like to highlight one article that we worked on together. Mostly focusing on when parents find out they have deaf child, they are the most frequently asked questions: I'd like to take a look at these questions and share how we came up with the responses.

These responses are really important to node that all the responses that we give are evidence-based. We also share where the response comes from. Before I continue I want to look at some background at what's been happening in a families who do have deaf child. First and foremost we all want to respect that the parents of a deaf child have the right to make any chioce that they want. We do not want to barge in and pressure them and tell them what to do. It is important that we talk family with respect for theri own autunomy. However, the information that the parents receive is strongly medically based. It is largely focused on finding out how to inform their parents how their child can hear. And as we know how many parents are well informed on all the possibility on of cochlear implantation. The issue is when a child is born to hearing parents, they are foremost visually stimulated. Their brain is also stimulated and their neuroplasticity of the brain is maximally stimulated until the age of three. There is a critical age. And we

do not want to miss a single second. We need so make sure that we take advantage of this visual stimulation from day one. However, many parents of deaf children don't even have the first idea of how the brain works. So research shows that there is a critical age for development. However, there is also a critical period for language development. And if this is not happening then this is linguistic deprivation. So sign language requires visual input. But we have done large amounts of research and one thing holds true is that deaf children that sign well, do better academically. This research has been improving (?) time and again. And it is important that we make take this off the shelves and into the parents' laps. Another very important aspect is currently in many medical journals these is the issue of which language should a deaf child be exposed to?

We have been trying to submit articles to medical journals. Luckily there is a journal of pediatrics, and they have accepted that sign language should be offered to a child immediately. Because we know that visually they are accessible 100 percent and auditory we don't know yet. Every form they use, should be accompanied by sign language. We keep saying: They must do this and they must do that. At the same time (?) we want to respect the parents' autonomy. How do we marry the two?

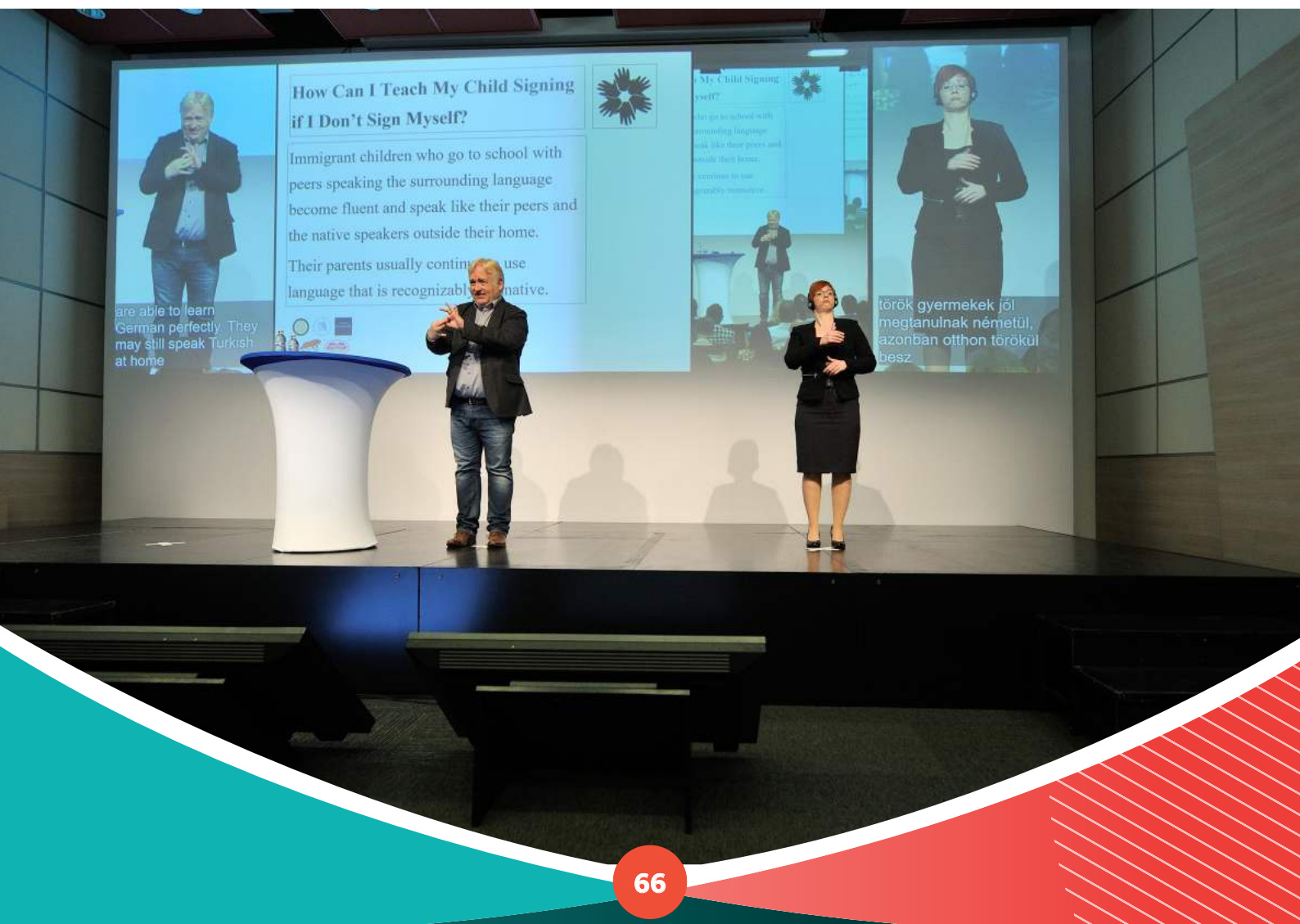
It's important that we look at the relationship between the medical perspective and the parent autonomy. We need to conceptualize that the parents are different than their child. And that is very difficult. So we need to turn the story around and give the parents the space to ask all their questions, all their concerns, and we can respond to them one by one. One of the very common questions is of course: what will give my child the best chances of learning to talk? And what we can then respond is we take the word 'speech' and we turned that to 'communication'. We don't need to make it complicated. We can just focus on communication. However we can let them know that the best way that we know they can definitely succeed is this via sign language. It needs to be part of the picture. Because introducing sign language will not deter the possibilities of learning speech. So, the second question that many parents ask is: what is the best way that I can provide my child with both spoken and sign language? Sign language learning for very young children I know the rise. We have a lot of research that proves that CI children that are exposed to sign and speech rapidly learn both. And that CI children that do not have sign language, are far behind children who have not been exposed to it. If you compare all these different groups, it's interesting to see. Not one is better than the other. But give them an informed decision. Let them know what the statistics say and let the parents decide.

Another question is: How can I teach my children signing if I don't sign myself? Kathleen set the stage for me beautifully: parents that are hearing can learn to sign. What's important is that they don't feel that they need to be signing at the same fluency of a deaf person. They have their own way that they will be able to communicate with a deaf child. That they are communicating from their gut. With their parental bond with their children, can communicate. And that the focus is communication and not fluency. And Europe and worldwide we know that they are many families that move from country to country. Germany we have Turkish families moved here. We know that when the Turkish people have a child in Germany, they are able to learn German perfectly. They may still speak Turkish at home, but they are successful language learners in both. And there is no bond that's been broken. We all know that when families immigrate from other countries, we don't tell them to lose their identity, we tell them to preserve that.

In America it's the same. There are many Spanish families that immigrate onto the US. They have been encouraged. But in past years we have been telling those families to stop using their old language and learn English. That is different. Another piece of research that I want to share with you is in regards to the type of sign language, they can share with their deaf child that has shows that they develop a healthy relationship with their children, regardless(?) of the fluency. Families that have a healthy communication with their parents, have a healthy psycho-social future. A third question is: Won't there be less disturbance if I raise my child orally? Am I really going to disrupt the oral... It has to be child-centered. If you choose to go orally, the minute you have a deaf child that changes the family dynamic regardless. That whole concept of that sign language would be disruptive but oral language wouldn't be is a moot point..(?) And worse is, that if there is no assurance there is also a lot of psychological pressure, on the child if they don't succeed. So the failure has worse implications than deciding to introduce sign language in the family. Yes, It will require time and effort of the family. But for the deaf child itself it's a natural process. But who do you want to give the burden to? To the deaf child or to the parents? We understand that it can be heartbreaking /heartbreaking

(?) to learn that you have a deaf child. But you can at least provide them with a 100% access through sign language. There is also the question: Will my child there's tons of bilingual research in the last ten years. We know that a second language only benefits the child in learning. They need a solid foundation in a first language, before they understand what literacy is all about. But we know that exposing a child to multi-lingual environment is beneficial. We also know that between the ages three and five is critical. And we also know that the bilingual brain is quick, focused and flexible. The bilingual brain is elastic. We know that hand sensitivity to distinctions are good for language processing. I thought I'd also add that through bilinguality it is resistant to dementia. Just to note. But it is important to stimulate the brain as much as possible, as early as possible. A question is also: Can't we wait how the child does with CI, before we start to learn it sign language?

We don't want to experiment with children. We don't have time. You need to take the very first second of a child's existence and give them access to visual stimulation. If we wait too long, their ability to be fluent, diminishes. So we don't have time to waste. And of course: but won't lose my deaf child to deaf culture? Research has shown that when deaf children are actually raised and have a connection in the deaf community, it actually strengthens the bond if the parents learn their language. The parents are more liable to lose their child if they don't sign. So we have a lot of research. I see we have one minute left. A lot of research has been conducted, and we have all of the research available. So that if you have any questions, want to know if there is research supporting certain questions, please ask. Because we have done the work. Lastly, I want to share, that we need training for sign language users. Many parents want to learn sign language, but we need to look at, who will be teaching those children? We are happy to see it happens in Belgium. But we need to know that there are teachers. We have at my university a course for sign language users. I'd like to say that you also set up the same project in your country, professional programs for sign language users. Get the deaf community into these classrooms, teach them how to be proper sign language teachers. That also has to be done. Lastly, to make bilingual, to make sign language interesting, is to have sign language storybooks. We know it is a challenge, we know that we need to find out different ways on how to get parents to accept sign language. But it is not impossible. We can give sign language to children all over the world.



SIGN LANGUAGE LEARNING IN A FAMILY PROJECT FOR HEARING FAMILIES WITH A DEAF CHILD



MIKA HAKKARAINEN

THE SERVICE FOUNDATION FOR THE DEAF, HELSINKI, FINLAND

RITVA TAKKINEN

UNIVERSITY OF JYVÄSKYLÄ, JYVÄSKYLÄ, FINLAND

Hello Everybody!

M.Hakkarainen is a teacher in the Junior the family program and will give the background information about the sign language instruction and learning and the family project, and I am Ritva Takkinen research(?) and bilingual language(?) and I will present the feedback of the families have giving after the sign language courses and one week course. Mika will start. I will be singing in finish sign language and i have an international interpreter with me. So in the 1980s 1990s in Finland the parents of deaf children were taught in sign language but (?) not to all finland. So from 1995 to 2000 we have a project called Good Future for the Deaf Child. And it was the Finnish Slot Machine association that gave us the money for this project. So the slot machine association gave us money to do the basic work, to find out how much this education of sign language is needed. So we studied throughout Finland to find out how many families there were with deaf children. We found a lot of these families. And most of them were not getting any education in language. So what we did, we started organizing weekned courses for these families of deaf children. So that the parents would get more information about sign language, about living as a deaf person, about deaf culture, about sign language. So we would have these weekend courses, and also we had these sturday clubs for the parents to attend. All the teachers were deaf and were teaching sign language to the hearing parents. And so we had these weekend courses, four times in a year. Last, in the summer time, we had an extended courses for a week. So now, as we come into the 2000s, what happened wa that the Finnish Slot Machine Association saw (?) that this project was good and gave us a yearly funding. And as the amount of children with implants is growing, the parents are not sure whether to use the oral method of the sign method. They are not as sure as they used to be as to which method to use. And through these weekend courses the parents get reassurance about chosing the method ad they learn more about sign language and also about sign language culture. And also as we have this course in the summertime which is called now the intensive course, it is also for the extended family. You can bring aunts and cousins, grandparents. You can have the extended family there. The parents in these courses, the parents have their own teaching of sign language. The children go in the different groups where they can play all in sign language. What is mostly important for the parents is the peers support (?) that they get from the other parents deaf children. They get to know one another have questions and answers and support each other. So in Finland we have about 60 families no attending hese weekend courses. But of course the courses are usually ful because the parents are really keen (?) on learning sing language. What is important also is that in addition to the courses the children will have teaching sign language in their schools, in their day care centers, their homes. The teachers are teaching it of them. So we have meetings the teachers are meeting the deaf children once or twice a week. What we want to give is a language model to the children to strenghten, their identity as I deaf person. And also to give out the sign language culture to them. So this program seems to be really important also for the deaf children. And also through this program, it's possible for the parents to get knowledge about sign language and also information about the spoken languages. Ritva will carry on from this. As I said at the begining that after the intensive courses and also after the weekend courses the parents get questionnaire will estimate (?) what they have learned, and how effective the teaching and the product is for them. And the themes of the questionnaire what was important and esential in the language instruction (?) and what is the support the instruction gives for the everyday life in the families. And what has the family project efford it /afford it (?) for the family and for the deaf child in general. And here you can see that 79,4% of the parents has answered that the program is very important for the child and for the family. And 20,6 % has answered that is fairly (?) important and no ones answered that is not important. And then the benefit of the Junior Program for the family.....teams,

peers support for children. Peer support for parents. Possibility to learn. What is it like to be and live as a sign language user? Support for the child development and support for communication in the family. And as you can see, the most answers are in this right side. They are very important. The parents feel that it's very important all the themes. And they have got then some part said that much they have got much benefit. And then there was an open question: what was important and essential in the sign language instruction? And the most common answers were that sign language instruction must be clear, explicit. And it is good if the teacher uses varying methods and exercises in the course. And what is important also that the themes are timely. Themes are appearing in everyday life. So that the themes are relating to the deaf child's ages and development. The parents can learn that kind of vocabulary and themes what the child seems to need. And of course it is important that the vocabulary is increasing during the courses, and grammar is also important. The grammar of Finnish Sign Language. So it's not a question of signed Finnish. And also cultural knowledge is important for the parents. And here is a similar column, so that everyday topics related to child's situation seems to be the most important, and then vocabulary. It is also important that the teacher repeats the knowledge, the vocabulary that the child has learned earlier. So that the grammar. Exercises are important. And all sign articulation. How to form the signs and the to textual level also. And this figure shows how the parents feel, how the language skills have improved during the week course. And their comprehension, how they understand the signing of deaf persons, and how they can produce signs themselves and how the vocabulary has increase and how much they have got support for everyday life. And here we can see that the highest columns are only moderately. They have moderately developed their sign language skills. Or then, much or very much. To summarize: the family project has been supportive and beneficial for the deaf child as well as the entire family. And it has given to hearing families a possibility to learn sign language and learn to know deaf adults, which is very important. And then also other deaf children, so that they're their own deaf child has learned to know other deaf children. And the project has made possible for the parents to familiarize themselves with deaf culture. Deaf culture appears very many times in this questionnaire. And we can understand that it supports the sign language learning also, and outcomes in that. The Project has made possible to learn of the benefits of bilingualism. We heard when Christian told you about the benefits of bilingualism, and it really important and this bimodal bilingualism means that the children learns sign language, visual, gestural sign language, and spoken language. These children almost everybody deaf child use a cochlear implant. So most if them are able to learn also language. But it is very important for the parents to learn that what kind of benefits the bimodal bilingualism can offer to their children. Thanks for your attention! If you want to come and discuss we have a poster there, poster number eleven. So please do check that out. There is also poster number 15 which is about the bilingual acquisition (?) of to see all(?) users (?) is astudy.



FIRST SIGNS - INTRODUCING NZ FAMILIES TO NZSLAND AND DEAF CULTURE



LARA DRAPER

DEAF AOTEAROA NEW ZEALAND, WELLINGTON, NEW ZEALAND

Hello everybody! I am Lara. I work at the Deaf Aotearoa. I want to explain about Deaf Aotearoa. We have a section where we help deaf people finding employment and then we have this which comes from the Maori word Aora where we sort of help with social support in all aspects of life. Then we have a section the focuses on young deaf people. We are helping them with future career choices. And then we have the ISign which is for the young babies. But all of our Aotearoa is for the deaf community. And ISign is actually the part that is concerned with interpreting services. And First Signs is that I work with babies and ISign covers all of New Zealand.

So, First Signs. I am a leader. We are two primaries, responsible for all of New Zealand and we go to visit all families around New Zealand who have deaf children to help the develop sign language and learn about deaf culture. And of course, we try to encourage the families of new deaf children to take part in events happening within the deaf community.

The case is that with children of the age from new born to the age of 5, they encounter a system that doesn't know how to communicate with them. We saw Victoria Manning's presentation earlier about the recognition of New Zealand's sign language in 2006, which is completely true and then in 2009 we published the report called Deaf Way, which stated that it was important increase the level quality of sign language education and usage in New Zealand. In 2013 we had this new era in the right to sign Human Rights Commission, which worked on the access of families to sign language in the New Zealand society. And what resulted from this enquiry was that it showed that families of deaf children of the ages of 0 to 5, they had no accessibility to learning sign language. So, we established our Aotearoa, our first sign, we established that in 2014 in two areas and in fact we have 14 local offices spread around in New Zealand with the main office in one place. And it was then in 2015 rolled out to cover all of New Zealand. And as you can see, the families using First Sign are situated all over New Zealand.

And we are a very small country. We know that there are approximately 500 deaf children of the ages of 0 to 5. And back in December of 2016 we only had 70 children involved in the First Sign programme, whereas in October of 2017 we have gone up to 160 families taking part in First Sign. And in fact today we are all the way up to 173 families, so it's growing very rapidly and I expect, or at least I hope that this growth will carry on with the same speed.

And First Sign has as the purpose to support new born babies, yet that is not the only purpose. We want to support the whole surrounding, environment around the family. I will show you that we have for instance in this display here, you see that we have First Sign, but the deaf community is also important. And also the local parents groups are important in this support work. So we try to support the family, we invite them to camps and try to build a community that they can feel part of. In New Zealand we have two deaf schools with which we work very closely with audiologists and we work along with the Ministry of Education and then we have the advisors of deaf children, a group who are very closely connected to the family and help them with all the information and all the aspects of life that they need to know what it involves working with learning sign language, with what it involves when you talk about cochlear implants. All of the aspects of deaf life. So, the family is of course the central aspect, but we try to cover all surrounding and touching areas.

So, if I can show you our timeline here, how we get connected to the family, we see that first of all a child is born and if you then realize that the child is deaf, a consultant from the public authority will come to your family and I have a folder as you see here, and this folder exemplifies and explains what First Sign is and this is also presented to the parents and should they be interested in following First Sign and learning sign language, then they get a questioner they can fill out with information and then we look at the answers from the family and where they live and we try to connect them with a facilitator who is deaf and after that the advisor and the facilitator both visit the family, have a conversation and try to connect. And in the following process the advisor is the person who steps back, and the facilitator then works on the family and has an action plan for the family and the child. For instance, the facilitator would try to establish what kind of sign language the would like to learn, if they would be interested in participating in different parent activities or deaf society activities and also, which preschool the baby will attend. And whether they would like sign language to be introduced to

that preschool. All the help that this facilitator gives to the family is all with the focus of giving the parents the best possible background to make choices from. So, we also try to establish to how often the family would like to have contact with this facilitator. It could be every week, or every other week. And this offer of the facilitator is someone from who will have contact with the family of the family wishes so up until the age of 5 of the child.

Now I see that I am wearing the same clothes as I wear in the picture. That's me. That looks I don't have any clothes. I have this one top and a pair of trousers. But all of the groups we see in the picture, we are all deaf, we know sign language and we were focused on working with families under their First Sign programme. There are other deaf people associated with us as you saw the project has grown rapidly over just the past year. So in all we only have 23 deaf people who also go to visit families of new born deaf children all over the country of New Zealand. And our job entails working with family, encouraging them to use sign language, trying to make them focus on the positive points of what they have in their life now. And most importantly, showing them what being deaf actually means. Introducing them to the deaf culture to give them the positive view on what a deaf person can become. So that the child learns sign language and at the same time the parents are also worked with to reach certain goals along the way. So we make sort of a convention with the parents and then along the way we evaluate whether we have reached the goals that we set up to do from the beginning.

We visit them at the home and teach them sign language. So how do we support to participate in deaf community? Because this is also an extremely important aspect of their lives. As you can see here, we have a video where you can see what is going on. It's a hearing adult.

[PLAYING VIDEO]

So, you saw some video snippets showing deaf people visiting the family of a deaf child. This slide shows you how parents are invited to get together. For instance, if you go visit a zoo, all the families join and the extended family as well. Grandparents, cousins and all the hearing children, perhaps of deaf parents. And this kind of gathering is always so heart-warming.

So, before school we try to supply options for the environment surrounding the child. How to stimulate it with sign language in different ways, both in school and at home. So, we give a lot of information and a lot of material to the families, for instance like this folder here. We try to give our resources. And we have resources for instance on our webpage where you can go and have a look. We have videos there and links, and that's where parents of deaf children can go and maybe have look at sign language, see if they can learn and get some more information on what to do in their lives.

We also have a Facebook page and lots of families are on the page and on that page we try to post information on recent research and knowledge, and it's so important for them to feel that they have a network within them, within the group.

And this slide shows the feedback form the first three years on First Sign project. And as you can see, First Signs has made a huge a huge difference to my learning of New Zealand's sign language and my ability to practice the language with my son. And day care has made the colours of the rainbow New Zealand's sign language where they are able to communicate fully between the adults and the children. So, for instance in the day care, you could have the hallway plastered with different pictures and different signs and that means that even the hearing children who don't have any need for sign language as such, would want to learn simply because they are introduced and it's available to them everywhere.

If I could explain to you a few of our challenges, I don't know if any of you have been to New Zealand. If you haven't, you should. It's such a beautiful country. Anyway, New Zealand large cities, of course, with great networks for people to meet and get together. However, sometimes deaf people would have to travel 3 hours to visit a family with a deaf child. Only to stay for a few hours to facilitate or to communicate. So, if you have to travel that far to the small villages, what would you do? And that is of course a challenge for us, because we live very far apart from each other all over the country. Of course, there is always that sort of the local area and the network there and that's what we try. The local area of wherever the family may live, work with the council or the government, but sometimes we still see councils and local municipalities not be too keen on working together with us. And this is one of our greatest challenges. We still have to find a good connection with local municipalities all over the country. But we have a busy workforce of our deaf advisors and facilitators and we have a lot of hearing trainers, however we do want to remain focused on people being part of it who are themselves deaf. Simply because they are immersed in it and they know what it is to be deaf and they are the perfect ones to give that information to the new families. And these people will be extremely important to the little babies and their development in their first years, which is also why the teachers and adults in preschool systems are really inquired to know about sign language and to teach how to work in sign language. We, as First Sign, are focused very much on the family itself and we don't know whether we then have led the family for the first five years, whether this good work that we have tried to

support will carry on. So, we are a little bit worried where our resources should go, because we know that schools also want our help, yet we don't have enough to go that way. We only have the option right now to focus on families and the early years of the child.

I don't know if you know about Maoris who live in New Zealand, because they are two different cultures, also two of compared with deaf people. They are also two different languages and so, some people are actually trilingual in New Zealand. Let's have a look at this video here.

[PLAYING VIDEO]

It's a very very brief video, but this is also what you could show to a family, because we also have a lot of Maori families who do not speak the spoken English. They speak to a Maori and speak Maori and of course we have to regard those families as well. We can't only focus on families using English and English sign language. And what we can say is what joins them with the rest of the community is the usage of sign language. Thank you for your attention.

DOOFGEWOON.NL: A WEBSITE FULL OF POSITIVE INFORMATION ABOUT DEAFNESS AND SIGN LANGUAGE FOR FAMILIES OF DEAF CHILDREN



MEREL VAN ZUIJLEN AND ONNO CRASBORN
Radboud University, Nijmegen, The Netherlands

ONNO CRASBORN

Thanks everyone for coming to listen to a website that we have made for deaf parents to more or less address similar concerns that we have just heard from New Zealand and earlier before lunch further countries.

This website is really a website made for parents of deaf people in The Netherlands. And actually if you look in the programme book, in the abstract book that there wasn't an English website yet. But since then so many colleagues have indicated that they made something like this in their own country, then we decided to make a translation of the text, of the subtitles and all the texts into English.

We have little cards with the address that you can take home and we will hand these out after our presentation.

What the website does, is to try to inform parents in a positive way about deafness to supplement all the information they already get from the doctors about the medical aspects to deafness. So, our goal is not to compete with other types of information. Our goal is to supplement this information. You will not find information on the website saying that parents should do this or should do that, that they should not take cochlear implants not use hearing aids, not this, not that. It's intended to provide information about what the deaf community is like, about bilingualism, multilingualism, deaf education in the hope that they can find it on this website as early as possible, so also a different complementary view on the life of deaf people.

How have we done this? Well, as you can see, by interviewing people. We have tried not to use too many written text, although we refer to the scientific literature, to any professional literature that is around, but we mainly asked people about their experiences so there are stories, stories and more stories on the website.

The main three groups of people that we have interviewed, you will see here, are families who already have experience with a deaf child, both deaf and hearing parents, deaf adults and then experts on various areas of expertise.

The deaf families show other parents a role model both for the children and the parents themselves for what a deaf family can look like, or what a signing family can look like. So, we illustrate whether or not the extent in which the parents use sign language with their children, we show instances of how the children can communicate with the parents, but also have short snippets of about and from the children themselves. Their hobbies, you know, their future expectations, whatever.

The section with deaf adults is exactly the same thing. It provides a role model especially for deaf children by

showing that these are people with jobs, these are people who drive cars, these are people, just like their parents who can do anything.

And finally, you might have already recognised the experts there, they can be both from The Netherlands and from other parts of the world. Experts in the area of linguistics, multilingualism, deaf education, answering obvious questions that parents struggle with, that parents ask themselves early on when they have a deaf child.

The fourth category on the website you see here contains communication advice. Parents also wonder, how can I read a book to my children? If the baby is still small, how can I make eye contact with the baby if it is looking everywhere? So, we tried, but we are not successful yet. This is the area of the website that needs the most enrichment and enhancement. We try to show examples of how parents in these families do this. How do you read a book to your children? How can you sing a lullaby with sign supported speech? Well, yes that is one of the examples that is on there. We are very open to your feedback and to your ideas about this. Actually, this morning, before lunch we already got some nice ideas how to implement more concrete demonstrations of what parents could do.

These interviews are segmented into 220 plus small videoclips. And you can browse these by family, by expert, by adult, but also by themes. So, we have subdivided them into various themes to facilitate you know finding information on a specific theme.

So, we have brought 3 examples from each of the three main categories of interviews just to illustrate to you what it is like. They are subtitled in English. The first two are in Dutch sign language, or the sign language of The Netherlands, please turn the sound off while these movies and the third one is in ASL, also subtitled. I will read out the subtitles for the Hungarian interpreters or anyone.

[PLAYING VIDEO]

You will notice by the way that there are many mistakes in the subtitles that we have finished this morning, so we are still tweaking them a little bit.

Here is an example of a deaf adult.

[PLAYING VIDEO]

And then finally an example from an expert. She is singing ASL.

[PLAYING VIDEO]

So, this is the type of information you see for the parents get. It's quite varied. What are we going to do from here onwards? Well, we want to improve the communication suggestions as already said. We hope to record many more families and also more adults. But especially we hope to find money to actually do this, of course. Because this wasn't part of our research. We are linguists working at a university and we do this on the side, because we felt it needed to be done on a shoestring budget, they say. So, we hope to be able to appoint a deaf editor from here onwards by finding external funds so that we can keep this up in quality and improve the size of the data.

And then, since we have time, we want to briefly mention to you that we are embarking on a new project right now. For the next 5 years we will be investigating the international sign in the way that the most of us are doing here by looking at the extent to which it actually works in communicative settings in different kind, but both between deaf people and between interpreters, here on stage for instance and audiences and also ask the question in these different settings 'How do people actually active this? How do they resolve communicative difficulties?'. We are currently recruiting people, it will be a quite sizeable team shortly and if you are interested in talking to us about that, you are welcome to do that sometime in breaks, dinner, whatever.

So, thanks for your attention, thanks to all our project partners and to Stan, the web developer and designer who is here with us who actually built the technical side of the website.

Steven Surrency, USA - From Parental Option to Parental Obligation: Sign Language as a Birthright

Hello everybody, my name is Steven Surrency. I work with linguistic research and linguistic analysis. Also, I make some research on philosophy and I try to combine these two areas of research of philosophy and language.

We are all familiar with the CRPD the Convention on the Rights of People with Disabilities, the UN Handicap Convention, the CRPD is a really good tool, it is a really good Convention. There are three very good things about the convention. One of them is recognition of sign language. Before the Convention there was no recognition of sign languages. So, this is done very well. The CRPD also encourages the children's right to have education in sign language. So, beside oral schooling they should also be able to go to sign language schools. And then they recognised the need for interpreters. People going to the doctors or performing their profession, being able to have access to

interpreters. So, these three things are very good about the Convention, but I see one problem in the Convention. This is regarding parents and it doesn't mention that they should be assigned to learn sign language. So everything depends on the parents' decision. What we are missing from the CRPD is that it says that sign language is optional. It's not obligated. We need to make sure that we focus on parents and not on the children only, because everything depends on the parents' decision. If we look at the CRPD we have to also look at what is happening when a parent has a deaf child and the decision process that they go through.

A second issue is cochlear implantation. Once again, there are many great advantages to cochlear implantation, it is affording many people that are deaf to have greater hearing and there are other advantages. However, within the deaf community, we need to make sure that the deaf community thrives. If cochlear implants are not learning sign language and not involving themselves in the deaf community, the deaf community is dwindling. Currently deaf children are being implanted, they are learning to speak and they have very little attention for the deaf community, or for the deaf world. They have hearing parents, they have hearing friends, they don't know how to sign and or they feel that 'I have a cochlear implant, so I don't belong to the deaf community'. And so they never find the deaf community in their whole life. How can we change this paradigm?

So, I have been looking at the issues and taking into heart and think about it. When we look at the CRPD, once again, it says that parents have the option to provide sign language to their children. It's an option. Of course, giving their child a cochlear implant is an option. Or it's an option to give them a cochlear implant and sign language. Everything is spoken about in options. I believe we need to change our focus.

Options need to be changed to obligation. Parents must sign with their children. Of course, all the deaf people in the room will agree and say 'Yes, definitely, of course.', however, hearing people are not so quick to agree. They have their doubts. They have their trepidations. Is it really the best? And of course we can't force parents to sign. We can't do that legally, we can't do that within the community. But how can we get hearing people to make an informed decision and choose this on their own? This is what my research was about.

So, in my experience I have been looking at the philosophical assumptions that there have been made. If you look at our cultural rules, if you look at legislation, you actually have to look beyond that. You have to look way back in time to the philosophical eras. Then people say philosophy does not have a place here. We need to get down to facts. We need to get down to experiences. But I believe philosophy is very important. It's engrained and weaved in our DNA. Adam Smith for example was a philosopher and then actually many of his thoughts became law and had a place in government, had a place in politics. Similarly in Russia or in China. Governments have been heavily influenced by philosophers. So, people may think that philosophy has no place in government, but actually if we look back in time many philosophers just like Marx as well, many of his philosophies have made its way in action and into the political field.

So, if we want parents to sign, if we want them to choose signing on their own without forcing them, of course we would love to say that it's an obligation, but it's just not going to happen, we have to change our focus. We have to go about it in a different way. And this is what my research is based on.

In the deaf community there are many deaf people that try to explain to the hearing community about their love for the deaf community, for sign language, for deaf culture and hearing people just don't understand this love for their deaf world. However, they don't criticise it. They just say 'That's great for you'. 'I'm happy that you enjoy that for yourself.' But there is one philosopher, named Kant, and Kant had one very simple philosophy and that was treat others as you wish to be treated. So, for example: I see someone that has no food and I think to myself that if I was hungry and someone gave me some food I would be happy. So therefore if I see someone that is hungry, then I would give them some food, because I would want that. If I see someone fallen on the floor, I put myself in their shoes and think well, if I would be in their shoes, if I would be lying on the floor, I would want someone to help. Someone to pull me up. So, treat others as you wish to be treated. So, again, if we apply this to the deaf community that the deaf person has a deaf child they are happy. They are like, that is fantastic. I have a deaf child, they are like me, they are going to sign, just like me. They are happy. But if a hearing person has a deaf child, they also want their child to be just like them. But they are deaf. They are not like them. So of course, they want them just to be like them. They want to afford them the same experiences in life, experiences they had. The cochlear implant. Because they want them to be like them. And therefore, they choose for cochlear implant. However, we come with our sign language and say, no,

we want your deaf child to be like me. But you are not the parent. So, there is a great tension here. How can we get the parents of deaf children to think the way we do?

I would like to introduce you to another philosopher, Wittgenstein. He had a philosophy in regard to culture. Noticing that the world has many different cultures and with your culture comes your own thought world. And we come with our own thought world. So, once again, we can apply this to the deaf and hearing community. Their opinions, thoughts and cultural ideas for their thought world. So, the deaf thought world is different than the hearing thought world. We would choose or hear a word that enters our thought world and how we translate that is different. For example the word deaf. We have positive associations. We think of partnership and family and understanding and unity. So, deaf is a very positive word. In a deaf person's thought world deaf is thought and felt in a very different way than when a hearing people hear the word deaf. When hearing people would hear the word deaf, they think in negativity. In difficulty to communicate, difficulty in hearing, difficulty in many different situations, that it'd be bad. The same word, D-E-A-F, deaf, but it's positive in one thought world and negative in the other. So, people in the deaf community try to explain our thought world to someone that has a different thought world. We need to actually crawl into their thought world and use their words, their understanding. Right now, we are hitting against a big wall. We actually need to find out how we can crawl into their world to be able to explain to them, but that is not easy. We have to remember that wanting something for the other just because we want that is not going to work. So, the fact that we would be happy with a deaf baby is just not going to happen when a hearing person has a deaf child. That explanation has to be thrown out of the window. We need to approach this in a completely different way. Earlier I shared a philosophy from Kant in regards to doing to others as you want it to be done to you. But actually if you delve in deeper to his philosophy, it's actually quite a complex philosophy. Doing to others as you want to be done to you is quite superficial. Kant actually was trying to get into a deeper meaning of treating someone. It wasn't a one-on-one ratio. If we treat one person how we want to be treated, that would be then entailing deaf persons just like me. But actually Kant was saying whatever happens, I want to treat not just one person, but all of the society. We need to think about our actions. How that would effect society and not an individual. So, we need to think about if we give the whole society cochlear implants what would happen? The deaf community would dissolve. I mean maybe there would be some signing, some orally sign supported speech of some sort, maybe in systems of a few people there are communities where they use sign language for other reasons. But full-on sign language that the deaf community uses it today would diminish. However, if we ask someone would you want the deaf community to completely disappear? Would you want that? Then a hearing person would say, no, of course not. Sign language is beautiful and having deaf people and diversity in our community is beautiful. So if we would approach it in a way what they are doing to their child that they do to a whole society, could maybe get them to see it from our side. All over the world today be it the government, or at a UN level, everyone is really focused on cultural preservation. And those are very powerful ideas in the world today. Language and culture centuries ago were not as prevalent in the discourse of what we want to preserve. But in the discourse of today, preservation is high on the list. Not only for sign language and deaf community, but cultures all over the world. So, if we could use that as a parallel, I think hearing people can understand if we say 'Would you want sign language to completely disappear?' then they would understand, of no, we wouldn't want that. Just as we could explain, would you want a minority language to disappear, people would say, no, we need to preserve all cultures, we need to preserve all minorities. So if we explain them that if our children grow up with cochlear implants and without sign language, then the deaf community and culture will disappear. So, indeed, I believe the argument is stronger if we say if all parents implant kids, and all parents refuse to sign, then deaf world goes away. Pure and simple. However, when we talk with the hearing community as WFD and IDA and the UN all these international bodies are lobbying so hard to get the hearing community to understand why we need to use sign language but we need to make sure that we use the right philosophy and the right tactic. And use their language. We need to make sure that we crawl into their thought worlds. If we throw words at their thought world through ours, we are going to hit a brick wall. If we use their words and their philosophies, we will be able to create a mutual language and understanding. And we can get them to think differently about why they would choose for a cochlear implant and or at least make sure they also provide sign language. Currently we have the CRPD and it's a start, however I would want that in future versions that sign language will be an obligation and not an option. Thank you.

FROM PARENTAL OPTION TO PARENTAL OBLIGATION: SIGN LANGUAGE AS A BIRTHRIGHT



STEVEN SURRENCY
UNIVERSITY OF SOUTH FLORIDA, TAMPA, USA

Hello everybody, my name is Steven Surrency. I work with linguistic research and linguistic analysis. Also, I make some research on philosophy and I try to combine these two areas of research of

philosophy and language.

We are all familiar with the CRPD the Convention on the Rights of People with Disabilities, the UN Handicap Convention, the CRPD is a really good tool, it is a really good Convention. There are three very good things about the convention. One of them is recognition of sign language. Before the Convention there was no recognition of sign languages. So, this is done very well. The CRPD also encourages the children's right to have education in sign language. So, beside oral schooling they should also be able to go to sign language schools. And then they recognised the need for interpreters. People going to the doctors or performing their profession, being able to have access to interpreters. So, these three things are very good about the Convention, but I see one problem in the Convention. This is regarding parents and it doesn't mention that they should be assigned to learn sign language. So everything depends on the parents' decision. What we are missing from the CRPD is that it says that sign language is optional. It's not obligated. We need to make sure that we focus on parents and not on the children only, because everything depends on the parents' decision. If we look at the CRPD we have to also look at what is happening when a parent has a deaf child and the decision process that they go through.

A second issue is cochlear implantation. Once again, there are many great advantages to cochlear implantation, it is affording many people that are deaf to have greater hearing and there are other advantages. However, within the deaf community, we need to make sure that the deaf community thrives. If cochlear implant are not learning sign language and not involving themselves in the deaf community, the deaf community is dwindling. Currently deaf children are being implanted, they are learning to speak and they have very little attention for the deaf community, or for the deaf world. They have hearing parents, they have hearing friends, they don't know how to sign and or they feel that 'I have a cochlear implant, so I don't belong to the deaf community'. And so they never find the deaf community in their whole life. How can we change this paradigm?

So, I have been looking at the issues and taking into heart and think about it. When we look at the CRPD, once again, it says that parents have the option to provide sign language to their children. It's an option. Of course, giving their child a cochlear implant is an option. Or it's an option to give them a cochlear implant and sign language. Everything is spoken about in options. I believe we need to change our focus.

Option needs to be changed to obligation. Parents must sign with their children. Of course, all the deaf people in the room will agree and say 'Yes, definitely, of course.', however, hearing people are not so quick to agree. They have their doubts. They have their trepidations. Is it really the best? And of course we can't force parents to sign. We can't do that legally, we can't do that within the community. But how can we get hearing people to make an informed decision and choose this on their own? This is what my research was about.

So, in my experience I have been looking at the philosophical assumptions that there have been made. If you look at our cultural rules, if you look at legislation, you actually have to look beyond that. You have to look way back in time to the philosophical eras. Then people say philosophy does not have a place here. We need to get down to facts. We need to get down to experiences. But I believe philosophy is very important. It's engrained and weaved in our DNA. Adam Smith for example was a philosopher and then actually many of his thoughts became law and had a place in government, had a place in politics. Similarly in Russia or in China. Governments have been heavily influenced by philosophers. So, people may think that philosophy has no place in government, but actually if we look back in time many philosophers just like Marx as well, many of his philosophies have made its way in action and into the political field.

So, if we want parents to sign, if we want them to choose signing on their own without forcing them, of course we would love to say that it's an obligation, but it's just not going to happen, we have to change our focus. We have to go about it in a different way. And this is what my research is based on.

In the deaf community there are many deaf people that try to explain to the hearing community about their love for the deaf community, for sign language, for deaf culture and hearing people just don't understand this love for their deaf world. However, they don't criticise it. They just say 'That's great for you'. 'I'm happy that you enjoy that for yourself.' But there is one philosopher, named Kant, and Kant had one very simple philosophy and that was treat other as you wish to be treated. So, for example: I see someone that has no food and I think to myself that if I was hungry and someone gave me some food I would be happy. So therefore if I see someone that is hungry, then I would give them some food, because I would want that. If I see someone fallen on the floor, I put myself in their shoes and think well, if I would be in their shoes, if I would be lying on the floor, I would want someone to help. Someone to pull me up. So, treat others as you wish to be treated. So, again, if we apply this to the deaf community that the deaf person has a deaf child they are happy. They are like, that is fantastic. I have a deaf child, they are like me, they are going to sign, just like me. They are happy. But if a hearing person has a deaf child, they also want their child to be just like them. But they are deaf. They are not like them. So of course, they want them just to be like them. They want to afford them the same experiences in life, experiences they had. The cochlear implant. Because they want them to be like them. And therefore, they choose for cochlear implant. However, we come with our sign language and say, no, we want your deaf child to be like me. But you are not the parent. So, there is a great tension here. How can we get the parents of deaf children to think the way we do?

I would like to introduce you to another philosopher, Wittgenstein. He had a philosophy in regard to culture. Noticing that the world has many different cultures and with your culture comes your own thought world. And we come with our own thought world. So, once again, we can apply this to the deaf and hearing community. Their opinions, thoughts and cultural ideas for their thought world. So, the deaf thought world is different than the hearing thought world. We would choose or hear a word that enters our thought world and how we translate that is different. For example the word deaf. We have positive associations. We think of partnership and family and understanding and unity. So, deaf is a very positive word. In a deaf person's thought world deaf is thought and felt in a very different way than when a hearing people hear the word deaf. When hearing people would hear the word deaf, they think in negativity. In difficulty to communicate, difficulty in hearing, difficulty in many different situations, that it'd bad. The same word, D-E-A-F, deaf, but it's positive in one thought world and negative in the other. So, people in the deaf community try to explain our thought world to someone that has a different thought world. We need to actually crawl into their thought world and use their words, their understanding. Right now, we are hitting against a big wall. We actually need to find out how we can crawl into their world to be able to explain to them, but that is not easy.

We have to remember that wanting something for the other just because we want that is not going to work. So, the fact that we would be happy with a deaf baby is just not going to happen when a hearing person has a deaf child. That explanation has to be thrown out of the window. We need to approach this in a completely different way. Earlier I shared a philosophy from Kant in regards to doing to others as you want it to be done to you. But actually if you delve in deeper to his philosophy, it's actually quite a complex philosophy. Doing to others as you want to be done to you is quite superficial. Kant actually was trying to get into a deeper meaning of treating someone. It wasn't a one-on-one ratio. If we treat one person how we want to be treated, that would be then entailing deaf persons just like me. But actually Kant was saying whatever happens, I want to treat not just one person, but all of the society. We need to think about our actions. How that would effect society and not an individual. So, we need to think about if we give the whole society cochlear implants what would happen? The deaf community would dissolve. I mean maybe there would be some signing, some orally sign supported speech of some sort, maybe in systems of a few people there are communities where they use sign language for other reasons. But full-on sign language that the deaf community uses it today would diminish. However, if we ask someone would you want the deaf community to completely disappear? Would you want that? Then a hearing person would say, no, of course not. Sign language is beautiful and having deaf people and diversity in our community is beautiful. So if we would approach it in a way what they are doing to their child that they do to a whole society, could maybe get them to see it from our side.

All over the world today be it the government, or at a UN level, everyone is really focused on cultural preservation. And those are very powerful ideas in the world today. Language and culture centuries ago were not as prevalent in the discourse of what we want to preserve. But in the discourse of today, preservation is high on the list. Not only for sign language and deaf community, but cultures all over the world. So, if we could use that as a parallel, I think hearing people can understand if we say 'Would you want sign language to completely disappear?' then they would understand, of no, we wouldn't want that. Just as we could explain, would you want a minority language to disappear, people would say, no, we need to preserve all cultures, we need to preserve all minorities. So if we explain them that if our children grow up with cochlear implants and without sign language, then the deaf community and culture will disappear. So, indeed, I believe the argument is stronger if we say if all parents implant kids, and all parents refuse to sign, then deaf world goes away. Pure and simple. However, when we talk with the hearing community us as WFD and IDA and the UN all these international bodies are lobbying so hard to get the hearing community to understand why we need to use sign language but we need to make sure that we use the right philosophy and the right tactic. And use their language. We need to make sure that we crawl into their thought worlds. If we throw words at their thought world through ours, we are going to hit a brick wall. If we use their words and their philosophies, we will be able to create a mutual language and understanding. And we can get them to think differently about why they would choose for a cochlear implant and or at least make sure they also provide sign language.

Currently we have the CRPD and it's a start, however I would want that in future versions that sign language will be an obligation and not an option. Thank you.

WHY DO WE NEED OUR OWN DECLARATION AT THE UN LEVEL?



FILIP VERHELST AND MARK BERRY
CASTBERGGÅRD, HEDENSTED, DENMARK

MARK BERRY

Hello, I am Mark

FILIP VERHELST

And I am Filip. We are working at a school in Denmark. We are working with adults, students from the age of 18 from different countries who live in Denmark and the school is called Front Runners.

FILIP VERHELST

It's an international program for the age group from 18 to not 30, but 35. And why are we proposing a new declaration? That is the topic of our presentation today. We need to go back a little bit to explain why we picked this topic. Deaf people have different rights. We have the human rights and in 2006 the Convention on Rights of Persons with Disability was formulated and deaf people and sign language are mentioned in different articles in the Convention. As just said, the word deaf is mentioned in different articles which Marc will explain.

MARK BERRY

The articles on the Power Point, they don't only mention deafness. Deaf people there are more broad. Actually, there are 33 articles, but only 5 mention deaf people and sign language.

FILIP VERHELST

So, in 2006 when the CRPD was written and until now we don't think that the CRPD is 100% perfect. Of course, there are positive items in it regarding individual rights especially. And also, it mentions sign language very clearly

and deaf people. That's very positive as well. And the third positive thing is that it's a very powerful tool, because it's a convention. So, it's a powerful tool for deaf organisations to work in their advocacy work with their local governments.

MARK BERRY

But I think that we are heading to a paradigm shift where we want the Convention to match us and not us matching the convention. As Steven Surrency just mentioned in his presentation, they are rights, but there are no obligations, there are options mentioned in the Convention. And there is a lot of focus on individual rights, but not collective rights. For example, the right to education and culture and sign language. A very few articles mention sign language or deaf people. And CODA children are not mentioned at all in the Convention. The CRPD has a lot of focus on deaf people, but why are CODA children not mentioned in the Convention? And we are not sure that it applies to all deaf people in the world. So, there are some missing links in the Convention. And some challenges.

FILIP VERHELST

So that's why we came up with the idea of a new declaration. And we didn't invent it from the bottom. We were inspired by some other bodies of declarations and conventions. For example the Declaration of the Rights of Indigenous People, DRIP, Article 27 of the International Common and Civil and Political Rights and the right to self-determination and the right to self-development. And of course the CRPD.

MARK BERRY

These were our inspirations. I would like to talk a little bit about the Declaration of the Rights of Indigenous People which is just a convention regarding to native Indian Maoris. There is a strong focus on language in this Declaration. And reading this Declaration as a deaf person, I feel that a lot of these articles are actually suiting deaf people's needs as well. For example the article on territory, the sign language people it's different degrading territory, but a lot of the other articles are actually quite fitting well. So, we would like to make another declaration called the DRSLP. The Declaration on the Rights of Sign Language People. As I explained before, we were inspired by other declarations and articles and we made this figure where you can see our thoughts leading to the formulation of this declaration. And this is just a draft. So, it's not a completely finished work yet. The declaration on indigenous people, it took 15 years to make at the UN level. So, it's a long process. And we started this work in 2015, where we started with the idea of formulating the declaration, so the reason why we wanted to do this was to be able to formulate something and then we have a paper that can go back and discuss and edit.

FILIP VERHELST

So, we wanted to make this paper and have some concrete text to work from. We have an article about education and an article about the right to sign language for deaf children and we want to use the word sign language, because it does not matter if you are deaf or hearing. It's the same with the word culture, it's a very broad concept. We think that if we use the word sign language, it won't create obstacles, it's a very broad definition. And we want sign language to be equal to other languages that the education of sign language should match the level of education of other languages. And we want deaf people to be able to formulate curriculum for education of sign language and visual teaching and use this article as a starting point. So, sign language people should control the level of teachers with sign language skills and proficiency in sign language and we should be able to formulate curricula and teachers qualifications that they should follow and be able to fulfil.

MARK BERRY

And the point of this is we want them to have access to all levels of education. From preschool level to university level. And of course, we don't want the text and the point of the whole declaration to be fluent. We have now added quite a few things to this declaration and we have to say, we have dreamed, we have not set any boundaries for our dreams. And of course, this has to do with sign language people and it says that we, sign language people have a right control the development of the work with sign language. We don't want others who have no native relation to language to control it or govern its development. We also need financial support, but again, we should be

autonomous in governing the distribution of the funds that we receive. And it is the government's obligation to give this information and make sure that it is dispersed throughout society to all people who are ignorant to sign language and its importance. It is important to make sure that the attitude generally in society is changed. So, a government can make sure that attitudes and perspectives of it are changed.

FILIP VERHELST

And we have an example of an article from our convention. We have it here, but we aren't going to show it. But the challenge for sign language people, so the challenge was actually the definition of sign language people.

MARK BERRY

We didn't want to define it too narrowly. For instance, if we look at the Declaration on the Rights of Indigenous Peoples on the UN level, you see that there is in fact no clear definition on the concept of indigenous peoples. And we wanted to emulate that procedure, because in fact it is not up to us to decide what a sign language person is. It's the sign language people themselves who are able to define it for themselves.

FILIP VERHELST

So, we don't have to say as we say here that deaf people have the right to get a driver licence etc. That's not up to us.

MARK BERRY

And similarly, the declaration does not focus on deaf culture, deaf history, deaf society. The only focus or the primary focus is on the language of sign language.

FILIP VERHELST

And of course, the deaf society and deaf people are covered within the CRPD. So, there is no need to focus on that in this convention. I'm not saying that the CRPD is a bad tool and I'm not saying that the WFD or the WFDOP have worked for no reason. I'm just saying that this is an opportunity for us to work on with the focus on sign language and maybe at some point in the future on UN level they might want to bring this forward and use this for tool for



further work in the future. Of course, still we have a lot of points that we don't know whether we want to remain in the convention or removed, but this is all part of the ongoing work that we definitely not stop in the near future.

MARK BERRY

So, we have the convention here, as you see. It's quite similar to the CRPD, but we have it physically here. And the hope of this new convention of rights of sign language people's is something that you can use in your work in the future as inspiration, as guideline for other tools, maybe something that can be brought to higher levels on governmental or international scenes, where we could use that to further cause of deaf society. And of course, again, it will be up to the individual countries to do this work. That is not up to us.

FILIP VERHELST

But this convention is mainly hopefully going to work as a source of inspiration for all of you. And if you want to know further, know more about this, you can either ask me or Philip in the question, answer session at the end of the day. So first of all, I would like to say thank you to Front Runners 10 which is the team in the school that I had the idea for this declaration I would also say thank you to Maartje De Meulder for helping us with the aspect for CRPD, also Delphine Le Marie for her knowledge concerning the human rights aspect and fourthly I would like to say a very big thank you to WFD for their help on working on this new declaration. So, if you want to read it, but you want it in sign language, we have a video. I have the link up here, so you can go and watch that on Youtube or you can contact the two of us if you want to learn more on this declaration.

MARK BERRY

So this is merely, it's a supplement to the CRPD and we really hope that it would work as such in the future. Thank you very much.

TRANSMIGRATION OF SIGN LANGUAGE AND DEAF CULTURE FROM THE DEAF COMMUNITY TO THE GENERAL SOCIETY



RUSSELL ROSEN

CITY UNIVERSITY OF NEW YORK, NEW YORK, USA

Thank you WFD for creating this conference with all the exchange of ideas and thoughts it entails. We know that sign language is being used from parents to their children. So far, we talked about the bilingualism of sign language and how sign language works within the family, but I would like to talk about how hearing children and adults talk amongst themselves. We would of course love for the situation to be so that no matters where we went whether it be it the hospital, the police station, doctor, I could just raise my hands and use my native language and there would be no problems. I could go to a restaurant order my favourite meal in my native language. I could go shopping and using my native language to ask for a different size. This would be the perfect situation. But how does it would happen. We have a hearing society which of course has great power and how do we integrate into that society. How do we encourage the use of sign language within the hearing society? And secondly, what can the deaf community contribute to the surrounding hearing society? We need to change the perspective. Instead of thinking what we receive or are given by the hearing society, we need to look at what can we as a deaf community and sign language users give to the rest of the world. You know, we use close caption in the world and we have friends that you know are football huddles in American football where they often use signs when they communicate with each other within the huddle. The next point is something the concept of baby signs when hearing parents use signs with their new-born babies. So, we can already see how American sign language and American deaf culture has affected the surrounding society.

So, my research has the purpose of discovering how did the language and culture transmigrate from the deaf community to the hearing community. So, just to clarify, it's not a transmission. Transmission means that there is actually a connection. It's inherited or it goes through connecting links. This, we are talking about here is something

moving from one native cultural or area into an area or culture where it is completely different and it has nothing to do with the original and then carries on with the original transmigrated aspect. We don't see it very much on a micro level from deaf parents of deaf children, but we see it on a macro level from a deaf society to the hearing society. And baby signs for instance is a very clear example of how sign language has actually transmigrated into the hearing community and we created a hearing community of signers. And a society of course has many sub-cultures. For instance, you could just imagine something like London has a sub-culture of the punk group. And the defining aspect of it is the rest of the society looks down upon this sub-group. But at some point, this punk movement became the norm and actually became mainstream. This is in short what is happening to the sign language movement. Sign language has in fact become normal and mainstream within the hearing society. It develops within itself and in some ways creates aspects and perspectives that seem interesting and alluring to the surrounding society and they see the aspects or the advantages of using for instance sign language among the hearing society. This entails six steps. And we are talking about two groups. We are talking about the hearing world and signing babies. Among the deaf community, we know that among the deaf community a lot of the deaf people in fact have hearing parents, so their source of sign language was at the deaf schools where they then were able to develop their indigenous language, native language. But the users of baby signings within the hearing family is actually a way of people almost study how language develops. It's not a language that the parents have grown up with or used by themselves, but it has been included into the family and amongst the family to see how you could communicate and see how it develops. And it's all used for a baby of under one year of age. And also what we see is that deaf people coming out into the main society and then they are going on to further education and other students then see that sign language is very interesting to them. So, in fact what we see is that mainstream schools are taking sign language with them into their school system. Although the original users are a very small minority. And it is all because of the hearing surroundings find the sign language and its aspects both advantageous and interesting. So, if we try to remember that thought and then look at signing babies that is most often the case of parents who are studying at high levels within for instance at university who research or work with languages want to try to develop a baby signs curriculum.

The third step is when we look at the hearing school system and we have interpreters for for instance deaf parents of some of their students. That could often inspire the school, both the student and others to perhaps establish sign language courses simply because they are imposed to sign language and they find it interesting. They then take it on further and they become interested in linguistic course and they become interested in actually researching sign language. There are met with resistance from the government, however there hasn't been enough research in approving that sign language is actually an approved language. They first saw it as a manual way of communicating but it's not an actual language. But with more linguistic research in ASL it is now as an actual language therefore the selling of American sign language in general education it has become a model. Sign language is now seen as a world language and it's also seen as a language or a system to use in the hearing community for many different reasons.

If we look at the mainstream community, of course it's very focused on spoken language and trying to hear, and of course there have been many failures of deaf children failing in their system. Many parents have complained and said they have not been provided sign language. So the government had to react. And within years of complaining and issues at this level, it has not been on a federal level, but luckily at a state level, they have been able to then react to this. So changes in US law in communication preferences including American sign languages for deaf and hard of hearing children in public schools has now accrued. There are actually 50 states in the United States and out of 50 states 48 states have approved American sign language as a world language. 48 states to date. What does this all mean? This means that students can get credited courses, credited American sign language classes. So, they can take a class on American sign language and get credits for this. And they can use this in the future to become sign language teacher, be a sign language researcher to set up a university sign language programme. So, there are many ways in which sign language has been opened to the public schools and formalized. That's within the hearing sign language users.

Now looking at signing babies, we do notice that there have been many studies done on using sign language with babies. Ironically there has been more and more research done on sign language babies, deaf babies, but not on hearing babies. We are talking about that are preverbal children that will be eventually speak, but until then, they are not able to produce language and so they teach them signs. At this stage they have developed research, they have developed curriculums and programmes on baby signs and how to teach hearing parents and care providers how to use signs with hearing children. The forth step is then acceptance of American sign language and in this case in

general education. And this is what we call the followers. There are hearing communities of sign language users that then support these programmes, they set up classrooms, they have sign language classes, sign language research that is approved and this is what happens, and they become followers. Within the baby signing community you now have academics and researchers that are funded and they now are setting up businesses. They sell classes, programmes, certifications, they are licencing opportunities for people to become baby sign teachers and then they also become followers once they create businesses. There are courses that are called Mommy and Me for example or Sign with Me and there are many of these courses in New York and California nationwide. But this originally happened, because these parents and researchers then became interested in sign language, then set up curriculums and then provided trainings and then set up businesses. So, you can see the steps at work. Now, if we look at the fifth step.

If we look at the American Actress from Children of a Lesser God. Which made people interested in sign language. We now have all of these students that have followed sign language courses. But that is not the last step. Because now they bring that in the community. I ask these people: how do you use sign language and where? I was very curious what happens to the hearing sign language users. So I developed a questionnaire, researching when they use sign language -This is what I found: There are two main places where hearing sign language users use sign languages. One is when they are not allowed to use their voice due to noise reduction. Or when they want to have a secret conversation. These are the contexts where I found hearing people using sign language with hearing people. In areas where it was a quiet space. Or sometimes within a family they know sign language and they wanted to enjoy sign languages together. Just when a family learn another language and use that in the family. Another was where students were taught sign languages and want to continue practising. I saw people in the hallway signing to each other. They were like a secret group, a society. Also sometimes at parties or loud events or if people want to have a private conversation. I noticed sign language used. I also noticed that people when they like a song they make signs to the lyrics. Sometimes at an event or in a classroom or a home, they're not allowed to speak so they sign. A good situation is at a library. You're not allowed to speak, so we use sign languages. Another example is greater distance between speakers. They can't hear each other so they use sign language. Now looking at the baby signs community. We have these sign language students or parents that have then set up their own businesses and then they use. American signs with their children till about three years old. After that they speak normally. These are the steps that a sign language can take a transmigration of sign language. That was a summary, a long summary. If you want more information, you can contact me here or via e-mail. Thank you!



DANISH NATIONAL ASSOCIATION OF THE DEAF AND ITS POLITICAL PROCESS TO IMPLEMENT THE CRPD



JENNY NILSSON

DANISH ASSOCIATION OF THE DEAF, COPENHAGEN, DENMARK

Hello everyone!

My name is Jenny Nilsson I'm representing the Danish Deaf Association. I hope you guys enjoy my presentation. The Danish Deaf Association has been asked to inspire you with best practices on what we've done with the UN CRPD. For those of you interested in human rights work, I hope you can bring this back home to your country and follow suit. If you want to know more, please come and find me. I'm not going to go into details on how we ratified the UN CRPD. I want to tell what happened after we ratified the CRPD. A slight piece of this was mentioned yesterday, on how the committee is concerned that certain groups of deaf persons, in particular the deaf child who CI is prevented to learn sign language and take part in the deaf community. Implanted children are not exposed to sign language at all. This is a recommendation that was provided and the Danish Deaf Society was happy with this recommendation. Because it is a strong argument. I would like to share some statistics with you. The approximated number of deaf children that have been educated with other deaf children and specifically in sign language.

We first conducted this in 2006 and we saw that 12.5 percent of children. That has now decreased dramatically to now only being 7.5 percent. That is roughly 207 children. The Danish government's goal is that all children are going to regular schools that mainstreamed.

Unfortunately, we do see problems with this. That many people are not fully integrating. Because those problems, we are trying to see how we can bridge that gap.

They had this integration goal of 96 percent, but now they have dropped this goal.

So we had the national board of social services, we have a Danish title for this, this is the translation, but they provide guidelines and support and advice families and for any disabled communities. However, there have been some guidelines that are very orally-focused. If parents want to learn sign language, they actually been advised that sign language will impede their learning of the oral method of learning to speak and read lips. So they are dissuaded to use sign language with their children. And looking at the UN CRPD committee recommendation, there was another recommendation that we are happy about. They say that recognizing all deaf persons right to sign language, so the government had to promote sign language. Looking at the concluding observations:

We want to see how to take the next step in Denmark. One example is our partnership with the international human rights institution. We partnered with the Danish Institute for Human Rights. They are independent bodies that fight for the furtherment of the human rights in their country. Do you know that most countries have a human rights institution?

Do you work with them? Partnering with those institutions has been very beneficial for using Denmark. And actually, the Danish Institute for Human Rights helps the Danish Deaf Association. Because there has been a decrease in sign language education, we want to create this guidebook. And this report was established and it differed from other publications on human rights. Right now many parents have children that are implanted. During this meeting we actually gathered information to create this book. This booklet the goal was actually to find out how the advice for parents of deaf children can better align themselves with the UN CRPD. This booklet has been a great opportunity for us because we can give it to parents and professionals. The Danish government has also been encouraged to inform the parents of their possibilities. Currently, they have only been guided towards oral possibilities and the sign language has been dismissed. The government has been advised to broaden the possibilities for parents of deaf children. The Danish Institute of Human Rights had two recommendations that they proposed to the Danish

government. So the Danish ministry of Education formulated an action plan for how to ensure that there will always be school teachers who do sign languages. And that the parents should decide whether the child should be taught in sign language or not. At first the institute for human rights recommended that this control was given to the parents, not to the school. At Danish parliament, I had the opportunity to meet many parliamentarians and to show them this book and get their feedback. Meeting these politicians, I also thought that it was useful to give this to them, because then they meet with ministers and different ministries and be able to provide answers to the questions that these ministers may have. So I also suggest you go to the ministers yourselves, because I am able to answer the questions they have. And I also able to ask the ministers questions about the work that they have been doing.

This booklet has given us a lot of support. However I believe there are many opportunities and open doors and I recommend it as best practise. Currently within the ministry of Education we have had some challenges. But right now we have the charter of children's conversation, the charter of children's rights and also the committee for children's rights and we have been working them and not UNCPRD, also the human rights for children. So the CRC noticed us as well. And they have said that in 2017, certain groups, children born deaf have been dissuaded from using sign language if they have CI. We have been working with these institutional bodies and this has really help to get support for sign language in Denmark. We also look at different research that has been done at international level.

We feel that we are the gatekeeper and bring what is happening internationally to Denmark and the Danish Government. And because there are more and more treaty bodies and research that has been done, we feel that it's really important to bring that to them. And show that as evidence-based research. So I hope you'll be able to enjoy all of these best practices. I encourage you to partner with the Human council and the children's rights bodies, because when you work together, you're stronger. I think that's it. I hope in a few years we have positive examples that we can share. Right now we're in the middle on fit and hopefully in the next conference we can share what we have achieved. Thank you!



LEAD-K: THE POLITICAL PROCESS OF STOPPING LANGUAGE DEPRIVATION AND GETTING DEAF KIDS READY FOR KINDERGARTEN WITH LANGUAGE EQUALITY



DR. ROZ ROSEN

ROSEN GLOBAL SERVICES, SILVER SPRING, MARYLAND, USA

I am Roz Rosen.....I have plenty experience and I am so pleased to be here today. Thank you to the WFD and also to Hungary who have worked extremely hard to establish this conference these days. It has been exciting to participate so far. My subject will be on babies of the age of zero to five. I know that there are challenges not only in America but all over the world in that respect. We have the principles and sort of an overview here. If you would like to read this slide. The abbreviation stands for Language Equality acquisition and K is Kindergarten. Sorry the interpreters just lost a few words there. L is Language, E is Equality, A is Acquisition, D is Deaf and then K that was Kindergarten to be Kindergarten-ready.

And this is the basis for everything relating to language in cognitive development, which are really important to have a foundation upon.

Unfortunately a lot of children don't learn sign language until they enter school. So these first five years are a struggle for them. And we don't want this to carry on. We don't want the first five years of a child's life to be as ideal as possible. I am American and it's important that I am proficient in both languages. Also important the responsibility for the development of a child's language. Does this responsibility with the family? Or with the educators?

This should come from governments but this has failed very clearly.

So we have some legislative strategies that will pass LEAD-K in 2018. And what is very important to know is that we all have individual human rights. I am deaf so my language is visual and I need accessibility to everything visual language. And should we say should I have accessibility but this is poor quality, what does this actually contribute to my life? It is important to focus on bi-culturalism, multiculturalism community and intersectionally, whether it be within religion, or society. Everything is part of a person

and a human being. Oh, sorry the slide just changed. Anyway. No, what happened? The slides are just sort of running by.

Okay.

So what it says here... And the rights that I just mentioned are not rights that we should ask to be given.

These are rights that we are born with, that are inalienable. They are declared by the United Nations by everyone in the world. That every child and every person has. We have of course a legal system with different laws in America, which are not quite ideal. We have a disability act...

But if we have an aspect where the American disability act is not strong enough, then how does that influence society, deaf children and their possibilities for a good life? As you can see, the CRPD has in fact not yet been ratified in America. This has just been overlooked or sidestepped. But it doesn't mean that it doesn't matter.

Because you could say that the CRPD is more or less toothless. It can't really sanction anything. It can only encourage. So the reason that we need a new legislation in America is we see a lot of children who are at the age of starting school, but are at capability level far below their hearing peers. 95 of deaf children have hearing impairments. This entails that the focus of the child over the first few years of its life has been a medical and auditory aspect of its being. The system already says that the deaf child is behind because it is deaf.

But it is delayed in its development because it is deaf. But this is not the case. They are actually deprived of a language and this is what sets them behind.

Of course if the child is lagging behind in the different areas, the surrounding family are responsible. But we cannot say that it is the fault of the family when the child is deprived of an actual language. It is a systematic problem and we need to improve it on a systematic level. I have this last point on this slide, saying talking about lack of system accountability, which means that the services and the support that we give these deaf children all focus on what the child is lacking or what is wrong with the child.

But we are here to support the child with the strength that it has. Support is with sign language and give it what it needs. Yet we are not taken into account. The system only looks at trying to heal this baby because it lacks something. And the way to stop language deprivation is together support from the family. Research has shown that the child already at the age of 9 months is able to communicate feelings and emotions. And many parents are not even able to communicate with the child, because the child is deaf or something else. So it is important to realise that the child is able to communicate at much earlier age than we think. It is also important that various areas of society look at language and communication as two different things. Communication is maybe a bit more theoretical, unlike language. But if you have no language you can't communicate. You want to teach the child to hear or speak better, and then you think that it will develop communication. Which is not possible if you do not supply this child with a language. This child needs a language to enjoy what it meets through life. I have to check that my international signing is okay?

I don't have enough time. Maybe you can all just give you my cards, and I can give you my powerpoint so that you can look at it yourselves. Research has shown that the concept of deaf children usually being behind linguistically is completely wrong. And the fact that the brain can manage only one language at a time, is also completely wrong. And that sign language will hinder the English language development. We also see thorough research that parents don't necessarily not want to use sign language. They only rely on information from their doctor. In many cases they would want sign language to communicate with their deaf child. We need to remember to focus what is the best for the child. As was mentioned before, the hearing parents want their child to be the same as them. But we have to look at the child. With the conditions that it has the way that it is, and support it from that standpoint. If we don't give the child all the options available, what might happen to this person?

Have you seen this cartoon? Or see a baby that is hearing, given all the benefits of baby signing. Whereas the deaf baby is deprived of sign language. It is really quite ironic. All of you can visit this website. Where we have collected all the laws and the structural systems that affect the development of a deaf child. We all have to work on supporting the families of deaf children. California was the first state to ratify the LEAD-K law. And over a one year period four states have also ratified the law. As you see all the blue states on this image are states that are now in a developing stage for starting up the LEAD-K and trying to adapt it for their own laws. It's very clear that oral organizations are in very strong opposition to the LEAD-K project. Which means that seven states have in fact declined to approve the LEAD-K law because of the influence from the oral organizations. But Rome wasn't built in a day, so we still have a way to go. It's a work in progress and we can see that it started in one state and we hope that it will slowly but surely go to all the other states. That is our expectations, anyway. The Alexander Graham Bell Foundation are a foundation that we would very much like to work with. Unfortunately they are focused on the oral teaching method. We wonder if they actually believe that the oral method will work for deaf children in schools. We would very much like to work together with the Alexander Graham Bell Foundation. And here we have some of the spokespeople from the organization, very famous faces. We have Nyle DeMarco and Dean Bray. This is the LEAD-K program in California again, from the age of 0-5 years. One of the points is that we give resources to the parents, so the child can learn English, spoken and ASL or IDA but at least the options given to the parents. And we don't have any strict rules or guidelines for when to implement which steps. We just let it to the parents. It just needs to happen as early in the development as possible. So here we have, it says Deaf can't? It's not true! Deaf can!

I would like to finish my presentation now. And I would like to show you what we call the Resource Paper, which has been created by the group behind LEAD-K, which states certain criteria for a child at the age of one. That it has to know a certain amount of words etc. So we have milestones that the child has to reach. At 18 months it needs to know this amount of words etc. And these milestones there's no focus on whether it's a sign language or a spoken language. The milestones are a tool for the parents to perhaps compare their own development to other families. And right now I could describe this as only a small group of snowflakes. It's what we would call a snowball-effect. The snowflakes have no power of their own but together they grow in effect. We hope the American government will eventually listen to our input. We don't want the federal government to make a decision on behalf of all states, but that they will work for and with us and create a national law.

Thank You for your attention!

PANEL DISCUSSION: OUR RIGHTS, OUR VOTES

ROBERTA CORDANO, USA

Good morning. Good morning everybody. Can everyone see me? Welcome to the panel discussion. I'm sure you're very curious who will be joining us this morning. I'd first like to invite Helga Stevens to the panel. Helga Stevens is a European Union Parliament member, welcome.

HELGA STEVENS, BELGIUM

Hello, good morning.

ROBERTA CORDANO

I would also like to welcome **Mr. Gergely Tapolczai**. This is his sign name and he is working at the Hungarian Parliament as a parliamentarian member.

I would also like to welcome **Mr. Colin Allen**. And he is of course our WFD president. And he also works at International Disability Alliance, IDA.

Last, but not least, I'd also like to invite **Jay Bunnag (Mr. Withayoot Bunnag)**. This is his sign name. And he is the president of the National Association of (the Deaf in) Thailand.

We are very honored to have you all here this morning. And we are very honored and impressed with the work that you've been able to do worldwide. These four leaders in the deaf community and the deaf world have worked very hard and we are very honored to have you here.

And also of course, we applaud **Ádám Kósa** as well. He's also an EU parliamentarian member, working together with **Helga Stevens** in the same EU Parliament. And we'd like to highlight some of the important work that you have done in your lives. So we have some penal questions for you parliamentarians and politicians because you have worked greatly in political systems. Sorry, my international sign is a little rusty, thanks for the help. So our panelists have experienced working in parliament, in government, in the judicial systems. And they have experienced how to negotiate and work and lobby within the political system. And they have worked on language rights. They have worked together on lobbying for our human rights. In parliament many decisions are made that affect our daily lives and affect our rights. Affect our rights to sign, affect our rights for employment, for recreation, for our family and home. Many of these decisions start in parliament. So it's really important that WFD and an example of the National Association of Deaf of Thailand, as a national representative, to share their experience with us and how they've been successful in working together with politicians. And this is what we wanna highlight today.

I will take a seat but before I take a seat, I would like to ask you all a few questions. I would like to ask who are you. Of course, we're all people, but we'd like to know a bit more of their background. And also, if you could share your story of how you've reached where you are today. What was your journey? You have 4 minutes.

HELGA STEVENS

Thank you, Bobby. My name is Helga Stevens and I'm from Belgium. I'm born in a hearing family. I was the first deaf person in my family. They were very shocked to have a deaf child. But luckily my mother, as a teacher, said: ok, well, she's deaf, but no worries, I'll be able to teach her nonetheless. And I'm actually the fourth children. We're four girls and my mother thought: well, I'll just treat my last daughter as I did the first three daughters. They treated me as someone who was just as intelligent as the others. I did go to a deaf school. It was an oral deaf school. But as you know what happens in oral deaf schools, we still signed amongst each other. Unfortunately, the education level at the deaf school wasn't very high. So then I went into mainstream schools. There was no interpreter at the time. But one thing that we have to remember is it doesn't matter if you're hearing or deaf, you always know that life is not easy. Nothing is given to you on a silver platter. And so my experience was... my parents wanted to give me independence. They wanted to give me a strong base and a strong foundation. Many deaf pupil are told, you know, they are not allowed... they are not able to do this. And they can't do this and they can't do that. And I believe that we need to just know that whatever our frustrations are in life, it's not because we are deaf. It's just because it's life. And that's what happened to me as well. Even though I had many trials and tribulations I forged on.

GERGELY TAPOLCZAI, HUNGARY

Hello, good morning everyone. My name is Gergely Tapolczai. I'm from Hungary. I'm also born into hearing family and my parents were also quite shocked that I was deaf. I have no deaf siblings. I am an only deaf in the family. I went to also an oral school where we used sign language. Just as Helga says, I haven't been given everything on a silver platter. I had to fight my way through things, through the educational system. For instance, I studied law without an interpreter. I wanted to prove to everyone that I was able to do things so that you could see from the outside that a deaf person can do everything everyone else can. And I'm a secretary general, general director of the Deaf Association. So I actually used to work alongside Helga when she was the president of the Hungarian Deaf Association. And I'm also in the Hungarian Parliament.

COLIN ALLEN, AUSTRALIA

Hello. My name is Colin Allen. I have worked at a deaf school and at a deaf school where we used... When I was a child I went to a deaf school where we used sign language but we had to learn both oral and signing that was appropriated to the English language. But one thing that changed my experience in the education system was the way I felt my individual rights were suppressed. And I was, I also experienced suppression of my sexuality. I myself I'm homosexual and I felt that I was not allowed to express that freely. I went to an oral school where sign language was not approved. So I felt several kinds of suppression. And the same happened when I then moved on to university level. Because of course I experienced the same that deaf people were not allowed or were not able to go to university. But I went at the age of 18. At that time the quality of interpreting was not very high which is why I want to give great thanks to all the deaf leaders who have path... shown the way for us through the years while I was still a young man. When I then moved to America I was highly inspired by all the politicians working for deaf rights. And in fact when I arrived there I seemed to realize that I indeed have my own rights. So I must say that the reason I am here today is because I've been inspired by my deaf community.

JAY BUNNAG, THAILAND

Hello, my name is Jay. I am also the only deaf person in my family. I come from a Thai mother and my father is Italian. They actually met in Thailand and so I'm born in Thailand. And my mother is actually half-Portuguese. I'm 25% Portuguese. And Italian on my father's side. So when I was born, I'm quite light skinned, I'm quite white for a



Thai person. And so I was also schooled orally and my elementary years were mostly oral and I had very little sign exposure. And then I went to my first deaf school in secondary school and then I learned sign language and became more proficient in sign language. However, equal access was not prevalent and the right to sign language and the respect for sign language was non-existent. It was more of a home sign, it was not standardized. Sign language was not recognized as an actual language, it was something that was done in the schoolyard. And then I went to the United States when I was 16 years old and that was my first time that I saw true accessibility through sign language. Sign language interpreters in the classroom, in a mainstream class was provided. And the reason why I went into a mainstream school was because my experience in the deaf schools in Thailand wasn't very positive. So I thought I wanna go to a hearing school, a public school with an interpreter to see the other side of schooling. Except I was missing that deaf experience. I wanted to meet other deaf people. I wanted to meet other deaf pupils in the community. Luckily this was in California so I met people from Riverside and also from Fremont School for the Deaf. And these were very very powerful moments because even though I was mainstreamed I still got to socialize with the Riverside School for the Deaf and the Fremont School for the Deaf that had very strong deaf culture. And so I was able to follow in their footsteps and that's when I then entered Gallaudet and I have my Bachelors in Theatre. And I was involved with different theatre groups and really enjoyed my time. And if I think of leadership, that wasn't happening at that point. I was more just enjoying myself as a deaf sign language user. But then there was the National Association of Deaf and they had a youth camp. And I was there as a counselor. I was asked to be there as one of the camp counselors. And then I saw there were so many amazing deaf, hard of hearing children from 10th to 11th grade. And they were brilliant and they were really intelligent but I felt that they felt stuck to rise into the next level. If I compared that to what was happening back home, that wasn't the case. So I actually went from my theatre career and I changed to wanting to become a teacher. Because I didn't know as much at the 10th-11th grade like I did see before me. So I went back to Thailand and I advocated for the rights of deaf students. And I noticed that there needed to be a change and so I got involved into politics. And not only... working in education was not gonna be enough. I wouldn't be able to make the changes that I wanted to. And so that's why I went into politics and also I'm a parliament member. And now I'm a representative at the parliament. And that was an opportunity, a really important opportunity. If I would never become a camp counselor at that camp maybe I would have never become a representative in parliament today. So thanks to becoming a parliament member, I had afforded many opportunities and now I am the president of our National Association. That's my whole story

ROBERTA CORDANO

Right, so now we've heard from leaders within the deaf community. And you can be a leader in many different ways, as we just heard. So what is it that we can learn from you concerning leadership? Both when we talk of the mental levels, national levels, international levels. What is it that we can learn from you? Do you have anything that you would like to share with the group, with the people here concerning the concept of leadership?

HELGA STEVENS

When we're talking about leadership I find the most important thing is to be part of a good team. You cannot be a leader on your own. So you are a leader within a team and it has to be a motivated team. You have to make sure that's not only about you. It's about the whole team, about the whole deaf community, about the rights of a society at large. And it's really important to share your ideas with each other but also your responsibilities. So it means that you need to be well-prepared. It means that you need to know what you want, what your goal is. You have to have a clear aim, a clear goal on where you all want to achieve and that's where you create a network around you that have similar goals and are looking to the same way. And be able to achieve those goals. There could be deaf people around you that maybe do not have a diploma, are not highly educated but they're very intelligent and they have something to contribute. So it's important to see what everyone can contribute into a team. So a good team, you also have to make sure you have a good plan. You can't just be spontaneous, you know, you can't just shake it out of your sleeve. You have to come with a well-prepared plan and when you come to parliament and or governments, you need to make sure... Oh, I do need to let you know that I also studied law just like Gergely. So I was... I have a law degree. And within the law degree I also worked in the judiciary system. I was a lawyer. And I noticed as a lawyer I could really make a difference for one person. And then my parents were politically involved and they actually wanted to set up a working group. And that was called

the barriers for people that had disabilities. And they asked me if I wanted to join this working group so I said why not. And that's actually how I began my political career steering away from more of my legal aspirations. And because like you said you have to grab those opportunities. So that was my opportunity that I was able to grab. And sometimes you also have to create your opportunities. And that's what afforded me to then be where I am today.

GERGELY TAPOLCZAI

Well, being a leader is a heavy responsibility. It is not an easy job at all. And you can't be a leader without your back... your support group. And you need to listen to them; you need to hear what they want. They may have wishes and desires that have to be carried through. If you don't collect those wishes, you don't listen to the people you will become a leader without a purpose. So even see for instance among children in the classroom, you also create leaders. It is not always something that you wish to become but you have the leadership thrown upon you. So you can both take it and also be appointed a leader. In the Hungarian language, for instance for my part I had a high proficiency of the Hungarian language which meant that my classmates and my colleagues around me would then ask me for advice on language issues. Which then meant that I automatically became a leader of sort. So as a teacher you also become a leader because people address you. People ask you for advice and for help which means that you realize that you have indeed a responsibility for yourself and for everyone else. But again, your strategy for when you want to... for when you want to work on issues is very important. You have to have a clear strategy and also your rhetoric needs to be very clear. For instance for the Association we worked for a goal for 5 years and we had to listen to our peers. We had to listen to the deaf community that supported us. And at a point when people asked if I wanted to join the parliament when I was secretary general, I joined the parliament because I was asked. But I have to keep my group in mind. And I have to... and I know now when I'm in the parliament I am no longer the leader as such although I have to remember that I am the leader of the deaf society and I have to keep their wishes and their desires in mind. I need to communicate with the deaf society and group around me. I cannot take any decision on behalf of them without consulting with them. And also I need to use them to decide which strategy to use. So it's very very important to have clear definitions of what people want if you want to succeed in breaking them through. So I know of course now sitting in parliament that I have different work procedures. And I'm still a leader for the deaf community but being a leader is not a very simple way of being

COLIN ALLEN

So we have different ways of being a leader. For instance in Australia, when I looked at the deaf clubs, the different deaf communities within the deaf society in Australia also inspired me and increased my motivation over time. So when I moved to America I was 20 years old... as 30 years old, I saw that there were 5000 deaf people in America who then showed a great amount of culture and language and rights. And I realized that there was leadership within that group and that inspired me a great deal. This inspiration, I took with me when I moved back of Australia and used that within the deaf organization and became a board member in Australia. And later on I became a president. I was president for 9 years in Australia of the Deaf Association. And of course the thing is, if you have, if you become... How to become a leader is to work along with the deaf community. You have to listen to their motivation and use that motivation politically. It is not possible to ignore the deaf community and their wishes.

I have a small story to tell. You know the Video Relay Service, VRS. Before that we had TTY. And we knew that there was a relay service but you couldn't have the relay service in Australia. And we fought hard to get the relay service to Australia as well. And in the area I lived we had nine ten... I lived in the area in the regions called nine ten and eleven. And those three regions established a relay service office because we simply contacted a regional governor. And we tried to contact him through telephone, through fax etc. And of course we couldn't get through to him because we didn't have the relay service. So we faxed him all the time, every day, every minute to the Minister for Communication. And he of course was so overwhelmed by this desire for communication that that in fact convinced him to establish the relay service for us.

We had the world congress in Japan in '91. And I remember there were so many leaders from all over the world. I joined there with my colleague, with Robert Adam. But I remember that at that time the president for the World Federation and the secretary... I saw the secretary general as well. And I saw what they were able to give to the deaf community. We have to feel that they are involved in the work. That the deaf community is involved in the work. And I was a candidate for the board in Brisbane and I remember there were so many... there are so many ways to

learn to become a leader. You don't become a leader automatically. You learn all the time, you learn continually and you learn both from leaders and also from the people around you. And I'm not a leader standing on my own. That is impossible. And for instance Liisa Kauppinen has taught me so much. She has been a mentor who's spoken things... I remember when I was younger I was a very direct person saying things straight. But she helped me to soften my argumentation, to soften my rhetoric to turn me into a better leader. So I have to say a big thank you to Liisa.

JAY BUNNAG

Thank you. When I think of the word leadership... to me leadership means so much. It's one word that means so much. One of the words that comes to mind is honesty. It's important to be honest. You have to follow what you feel, follow what you want and follow that through. I can't look at what I would benefit from something. That is not the feeling to follow. You need to fight for the rights, for what the... will attain for the common good, for the whole society not for your personal gain.

Another word that comes to mind is patience. You must have patience. As we know, in the deaf community we feel that we come across many many barriers and we have many many frustrations. And we got to calm those and tame those fires that burn up inside us. But we also need to learn how we can convince the people that we're talking about. The third word that comes to mind is knowledge. You can have a lot of knowledge but you need to take that knowledge and also turn them into good examples. If you don't have the knowledge you won't be able to highlight those best practices or those good examples. You won't be able to attain what you want, to achieve. So I think knowledge is power.

And I believe there are two types of leaders and two types of leadership. You have natural leaders, people who are literally born leaders. They get everyone's attention with just the way they sign and people will just... are attracted to them. They're like magnets. And there are other leaders that need to learn how to become a leader. They are inspired to become a leader but they maybe they don't get that attention yet. Or they haven't understood the art of being a leader. But through practice people then finally get the attention and then people maybe will point them out. So there are leaders who take the stage naturally, born leaders. But there are also leaders that through their experience... And I think that's what happened with me, to be honest. I was not a born leader but I learned to become a leader and then I was appointed, if you will. Just like you both said I wasn't someone who was very blunt and very direct. I was more of someone who was a bit more eloquent and politically accurate and correct. And then I didn't want to create conflicts and I wanted to negotiate. I wanted to do it the softer way but there is also a place for that. And now I'm the Thai (unintelligible). I've been appointed and actually we appoint... there are six that are appointed and there's 8 regional appointees. So there's two regions that are represented but then there's six positions that are appointed. And it's important that they have people that are not loud and proud. They need to be more subtle. So those differences are great. It's important to have these two different types of leaders. Some are more fierce and some are more subtle. So I believe it's also important that we have leaders that realize when they need to be loud and when they need to just take the quiet road. And there's been leaders that I've talked to that say: we need you to change your ways because we're not getting anywhere by being really rude or rough or loud. So I think those are ways that you have to see what type of ingredients you need. You need a little bit of salt. You need a little bit of pepper. You need to know the amount of all of these factors and aspects to become a good leader.

ROBERTA CORDANO

Yes, so we see that we have different definitions of being a leader and what a good leader could be. I have a few comments for you. What we say is that leadership is impossible without a team. We need the joint support behind a leader. That's what a leader needs to be a leader. So the surrounding network needs to support the leader who stands in front.

The second thing is that it's important to learn from others. It's important to get inspiration from others. I could see from all four of you that you have all been inspired by your surroundings and by your peers. You also mentioned suppression. And maybe it's important to consider how you use that suppression in a positive and constructive way. And of course you may at the beginning be a person who feels the fire and speed so ahead but maybe it's import... but then it's important to learn that you have to slow down your pace. Learn to have a dialogue with people and learn to talk and communicate.

One last comment I have to your small talks here. You said that we have people around you that asked you or encouraged you to become leaders. And you then took the leadership upon you which showed that you have a will to try. You indeed wanted to attempt it, which I think is also important in a leader.

So my next question is, with your work in both parliament and politics and other areas. Which challenges do you think that you see? Which are the primary challenges that you feel are connected with your background from the deaf community? And which challenges do you think that it would benefit the audience here to know? So we will try now to go from the other end of the panel.

JAY BUNNAG

With my position in parliament, I was the very first sign language user in history to be a politician in Thailand. And I was the first person to present, to give a talk in sign language and to discuss deaf education. I finally got the floor to really insist on what deaf education should look like on sign language rights, this birthright of deaf people and sign language. Explaining that visual information is accessible for deaf children. So sign language is a birthright. But I also needed to talk about qualified sign language teachers, qualified teachers for the deaf. This was never talked about in parliament before. Many of the teachers of the deaf today do not sign well at all. They explain with very few words, great concepts that need quite an explanation but they don't have the sign language fluency to be able to do that. So I actually have this new law, it's called PACT. It's type of accessibility act for deaf schools and or for mainstream schools. Also making sure that they are qualified sign language interpreters. That's also another frustration in Thailand because if I'm signing my talk through an interpreter and then I don't hear and I don't get a response, I have to think about how is my talk being interpreted. And you have to make sure that once you've shared your views, you need to keep at them. You can't just explain what you want and then leave it be. That's just one example and one challenge that I noticed that I have the position but I need to keep on asking them and keep on tapping them the shoulder and being stubborn.

COLIN ALLEN

I can tell you that I have experienced many challenges but I can say that for instance at the board in WFD, we of course have a lot of staff. And we experience the same challenges. We have 135 member nations of WFD and we want to communicate with for instance UN or other organizations. And if we have questions or comments to UN's publications we need to know what the question stem from the deaf community. We do not have access to the issues and challenges that the deaf community experience on a daily basis. For instance we have... for instance the information we give to the member nations of WFD is all in English, written English. And we have the rule that we need to use international sign to communicate among... the problem is that many of our communications is in English or international sign and then we get a very little response because we're not communicating in their national sign language. So we want to actually encourage people to get their information in their national sign language. We have the International Disability Alliance where we're part of it and we say that we are not a disability group, we are a cultural group. But the disability movement is actually a very strong movement and perhaps we need to work along with the disability movement, for instance in connection with the CRPD and the agenda 2030. We as a deaf community have to become part of it and we see that the interest among the deaf community is actually very small. I myself am a president for IDA now and I feel that it is an enormous challenge because I need to understand the different challenges that are pertained to all the different handicapped groups, disability groups in all the world which is one way of breaking barriers between us. And just the mere fact that we have a leader of IDA who is deaf and uses sign language openly gives great understanding in the surrounding society. And what I have to say is that what we work for is your world, your language, your experience and all the challenges that you experience are the ones that we need to work to overcome. Sorry, that I... keep going.

ROBERTA CORDANO

I think what's interesting is that they have a lot of international experiences and within their deaf communities. And then next to have made have more challenges in the political arena. And I believe that you have to deal with the wants and needs of an international community but you also have some similar challenges as well I think. So I'm curious to hear.

GERGELY TAPOLCZAI

I experienced the same as Colin's experiences. In the... ah sorry, one moment. OK I have to start over again, sorry. I would actually like to reiterate what Colin said. When I entered the parliament I was working for the deaf cause but I had to... I found out that the disability cause was in fact important as well. The disability movement needed the help of the deaf society. Because at that point in time, disabled people did not have the right to vote, for instance. So we had to fight for the UN Convention. Or we had to fight because we knew of the UN Convention for Disabilities. And I can't, as in my position only consider the deaf society. I need to consider the entire disabled community. And I know that there is discontent within the deaf society because they see that I am not only working for their cause. But I have to convince the surrounding community and also politicians that disabled people have the same rights as everyone else. Some of the rights have been fairly simple to success with but other subjects have been harder to work with. And that's when we need the patience that was mentioned earlier. But I do know that my support groups are perhaps slightly impatient at times but they need to know that the process is long and arduous and takes time and debate. And of course I am alone in the Parliament, I have no one around me which is why I need the deaf community and the sign language community to support me and be my home and safe space. I have, you might say, no friends in the parliament. My only friends are my interpreters, you might say, because they have the sign language that I have. So I in fact am more or less alone there but I can say that the hearing parliament MPs in the Hungarian Parliament always go directly to the interpreters if they want to talk to me. So the interpreters always have to signal that communication go through them but not to them. And although I've been there now for 7 years, they still focus on interpreters first. So it's the procedure of (unintelligible). They mention something to the interpreters and the interpreters then have to guide them to me. And that has happened over 7 years, 7 long years but I will keep fighting.

HELGA STEVENS

I completely recognize what you're saying. I'd like to then now focus maybe on... at the European Union of the Deaf level and the lobby work that I did when I used to work at the European Union of the Deaf. I did a lot of advocacy and lobbying work then and I was lobbying towards government. And now I'm working on the other side and it's very interesting to see... to have both points of view. And of course when you're working at the European Parliament, I'm working on many different files. I'm not only there under disability rights but I'm also responsible for security, for



immigration, for transportation departments. And so when I was in the Flemish Parliament I was mostly responsible for social affairs and for disability rights for family and children. And that didn't come... that wasn't in press much, that didn't come out into the public. And it wasn't exciting, it wasn't attractive. The type of work I did was important but it didn't make it the news. And when you work in issues of security and alike then you get into the news. And I'm saying this because at the end of the day politics also means you need to be visible. If I wasn't in the news and in... being published and getting the limelight then they wouldn't know what I was all about. If I didn't have that media attention they would be electing other people. They really want visible people in parliament. So it's a really fine balance to look at what really makes my heart tick, you know, sign language rights and disability rights and what I really wanna work on. But I have to balance that out to what the hot topics of are today. Security, defense, immigration are the hot topics of today. So I tried to explain this to the deaf community that I'm definitely defending you, I am representing you. But you have to understand that at the parliamentary level I am not only deaf. I am a politician. And I need to make sure that I am involved in other topics such as immigration and defense. And I'm saying this here because in the media... I believe in the last 13 years I've been in the media if I count the years of working in the Flemish Parliament and the EU Parliament. And they've been on television much more that I have in the last 13 years. And I'm wondering: I also work hard, I also... how come I'm not getting the attention? That many times it was due to communication. They were nervous about having an interpreter there, and having to make arrangements because I'm deaf. And how are we gonna communicate with this deaf person. And of course the minute they ask me to come I'm then two people. That they have me and my interpreter. And so at the same time I'm really afforded to be working with interpreters but sometimes when there's meetings and something happening and I'm just walking by and I come with my interpreter, after 5 minutes they leave. And I'm like, what happened? So it's like an invisible barrier. And there's, of course we know we have confidentiality just like when you go to the doctor they have their confidentiality code. But at the end of the day people don't know that when I'm coming in with my interpreter. There is this feeling of OK; it's not safe to talk anymore because now there's an outsider, an interpreter in the room or in our (unintelligible). And of course if there's something that happens in the middle of the night I wanna make a phone call and be involved. But I don't have an interpreter; we don't have any relay service in Belgium in the middle of the night. It's only from like 9:30 to midday but nights and weekends you don't have relay service so you can't make phone calls as a deaf person. And I've been able to still succeed. I mean I was chosen yesterday as one of the top 20 influential women in Europe which was amazing. But how do I... the challenge for me is, people are not able to access me. Many journalists wanted to have a quick phone call and or get a quick quote from me and that's my big challenge right now. It's this invisible barrier of using a sign language interpreter and or trying to use interpretation for communication. However, using social media is a great gateway. So we must be on social media. There's been many report to date that say if you are not on social media then you are not seen. So that is one of my greatest tips for you all is... Of course you can't be rude having a big mouth on social media, if you will. But you can definitely use social media to express your wishes and express your frustrations. You just have to do it of course in a political way. And please remember that social media is your friend.

ROBERTA CORDANO

Oh, yes. I have actually become extremely inspired by your presentations here. I think we want to do a very short summary here. We can see that we have a lot of people here in the room. So maybe we can ask you what can we do to support our deaf community and society going forward both financially and politically and socially? Do you have very short comments on what we as a deaf community can do to support our deaf community? So we have Gergely first.

GERGELY TAPOLCZAI

Well, let me think. When I try to look into the future I know that in the Hungarian, on a Hungarian level we are starting to focus on bilingual education. We had it... we had it, we had Hungarian sign language recognized in 2009. And now in September 2017 we have had the option to choose bilingual education. Unfortunately, there is no curriculum for this purpose. So we have had the option for 7 years but still there has been no curriculum. So this is my main focus now moving forward, working to create a curriculum for bilingual education both for deaf... both for parents and for children and teachers etc. We have... And my personal ambition for next year is to carry on in the Hungarian

Parliament for the election. So how can I fight in connection with the... how can I fight up until the election to make sure that I will carry on working in the parliament.

ROBERTA CORDANO

Oh, yes. Election years are very important indeed.

COLIN ALLEN

The target for WFD, I don't know if you remember yesterday from the opening ceremony, is that in connection or working together with UN, we want them to recognize an international day of sign language. If we succeed in recognizing an actual international day of sign language, that will open a multitude of doors.

The CRPD we saw that before it was ratified in 2006 of only a few countries had recognised sign languages but after the ratification of the CRPD 25 countries have in fact recognised their national sign languages. So if we succeed with establishing an international day of sign language that will open up door for even more development. And this conference here of course has the topic of full inclusion with sign language which is the whole point of this work that we are doing. So what I want you to do is go home and work your local disability- or national disability organizations and work along with them. Simply because the UN are slowly but surely starting to wake up to the desires, needs and rights of disabled people around the world.

And it's very important that we say that we cannot leave anyone behind. We are involved, we need to be involved. And we see that New York and Genf are now starting to provide sign language interpretation and captioning so these accessibilities are coming and growing, but we need even more accessibility.

It's we see that we have the whole world become more aware and we need to do it not only for our own sake, for the deaf community but for everyone's sake for the whole community of people around the world. And this is what we should work and strive towards.

JAY BUNNAG

- To be honest, I need your input. I need your ideas and I need your involvement. From the national association of the deaf. I encourage all national associations of deaf to be involved on a UN level, because right now the Genf UN headquarters for human rights see CRPD work is done at Geneva as well. It's very important that you are involved at that level, but also provide a shadow report. For the UN CRPD review meetings (?)



It's very important that we are involved in the parallel reporting, because then you can highlight what the government has not been working on. So, presence of deaf associations need to be involved in the parallel reporting of their own country to make sure that the UN CRPD comity review can actually see what's the problem. We need to take the amount of the shadows and highlight them and we need to know what there's no access to education, no access to sign language, so that use the UN CRPD at the national level as well.

HELGA STEVENS

Thank you. Yes, definitely at the European Parliament we actually organized a great event at as you know there are many spoken languages and many spoken languages are officially recognized at the European Parliament. And unfortunately sign language has not been recognised. They say that they provide international sign and they recognize sign language, but it is not the officially recognised as the one that official European languages. And so I wanna make sure that all of the sign languages in Europe are recognised just as all the spoken languages.

So we had a great event where we had sign language interpreters of all languages in Europe. It was a very moving event. They were at the European Parliament sign languages day. And we had a parliamentary session. It was an open meeting that was interpreted in all national sign languages. And that's what I am working towards that your language rights are being recognised at the European level. Just on part as the spoken languages.

ROBERTA CORDANO

Okay, I must say that I do feel a great deal of inspiration coming from you and I feel extremely inspired. I have to tell you a story now. Back in the 60's which is well almost 60 years ago now, was the first time when sign language was in fact defined as a language in its own rights. And this happened with American sign language in America. When we look at today 60 years later, and see how many sign languages have in fact been recognised now, do you know the number? The number is 120 sign languages. That have both been defined and established, so I think maybe we have 150 sign languages all over the world. So, it's amazing to see how large a community we are. And sign to recognise that sign language is a language in its own right. We have an you can see that 60 years we have moved from defining and recognising one language to now 160. So this is what you have also been part of working with, so thank you to all of you.





DEAF EMPLOYEES IN THE LABOUR MARKET

CHAIR: MS. ANA REGINA CAMPELLO & MR. ANDRÁS PINTÉR

THE PRACTICAL IMPLEMENTATION OF UNCPRD ART. 27 – EMPLOYMENT FOR DEAF PEOPLE



MARK WHEATLEY - SESSION KEYNOTE PRESENTER
EUD EXECUTIVE DIRECTOR, ENGLAND

Hello everybody!

I firstly like to thank the WFT and also SINOSZ, our host deaf association. As you know, I am substituting for Bruno Druchen today and my presentation will address the UN CRPD and in particular article 27 which relates to the employment deaf people.

As we all know, the United Nation's CRPD is a crucial document. And as a member of the WFT, I have lobbied and met with politicians from across the globe. The UN CRPD has strengthened my arm in those meetings and gave a strong position to work from when lobbying politicians and other important and significant figures. The CRPD provides a tool for us to use. To progress our ambitions. Article 27 is the section of the CRPD which relates in particular to employment.

I have highlighted the words in this slide that are particularly important: on an equal bases to others. This is very important that we have deaf people proceed in an equal bases to others in the workplace. Open, inclusive and accessible are three further key words in this document. As deaf people, it's important that we are able to function in the world and in particular in the world of employment as hearing people do. But we need to think about where the opportunities and barriers are in the world of employment. So, I would like to step back from the UN CRPD and look at how article 27 relates to other articles of importance. Article 2 perhaps the definition of reasonable adjustment and accommodation.

The key words here are: on an equal basis. So those are the words that tie directly to Article 27 in CRPD. I'd also like to draw your attention to number 5: equality and not discrimination, non-discriminatory action.

We must be treated on an equal bases and in a non-discriminatory way. So, we must be seen as equals and this is very important in the point of employment where deaf people are beard from employment simply on a basis of deafness. So, I'd like to step back and look at the whole of the CRPD and the interrelations of the sections of the document.

My question really is how can we really inform the global deaf community of its rights in education. And for this we need to enforce the content of art 27. As we know there are many deaf people out there who are unable to read the legal documentation for the masses (?). I often present and one of my presentations is about cultural shift. There is information available in video format which I talk about later. But it's very important that the notion of cultural shift and cultural adjustment is very important. So I am less concerned today with the content of the legislation and more concerned of the dissemination of that content to the deaf community in a way that it will empower the deaf community.

We have had the declaration of human rights since 1948 this is an old legislation, but it remains relevant and pertinent today. So, we need to go back beyond 2006 way back to the declaration of human rights to see the wording that is appropriate.

Just unfavourable conditions in employment. Just unfavourable recompacts for employment without discrimination. And those words were added in 1948 and they remain relevant today.

So, I ask you to bear those words in mind as we proceed through this presentation. Now that is a crucial directive that must be followed, and it prohibits discrimination on the grounds of disability.

This has been adopted by 27 members of the EU community and the WFT is working hard to monitor their maintenance and the implementation of this regulation. So we have the UN legislation that covers a worldwide remit (?) and we have the European legislation. Obviously I'm going to focus on the European aspect today.

I want to look at how we work together how we network to ensure that these regulations are enforced.

So, let's go back to article nr 5 unreasonable adjustment and accommodation. This phrasing comes up quite regularly and we need to take a good hard look at what this means and what are the strengths and weaknesses of this phrasing. Accommodation can mean many different things in many different employers and employees.

But basically, employees should be given equal access according to this legislation. The obligation falls on the part of the employers. Perhaps to found interpreters. However, we need to ensure that those companies and employers that cannot afford such an adjustment are enabled to do so and we support them in that.

So, in term of positive action we need to look at what positive action can be taken to ensure that deaf employees are afforded these rights. The employment equality directive continues to address the issue of accessibility; however the legislation differs from one nations state to another. Some nation states provide better provision than others. A better and requirement in fact. So equal access and accessibility these are if these are not provided that is a clear case of discrimination.

So what are the challenges on the CRPD what is our work? We need to look at rights and obligations. Are companies aware of the obligations? So that's the first question. Question of knowledge. Where discrimination does accrue, how do we address this? How do we inform employers in a positive way that they are in fact obliged according to this regulation. We do not want to be too draconian (?) about this. So it's a question of working with employers. How can we effectively do that? And we need to look actions of the implementation of this directive. Positive action of the implementation of the directive. We need to look at engaging national disability organisation and deaf org. and trade unions in a tripartite way. We can't work alone. We need to work together. There is trend of unity and in unity we can lobby more effectively.

Moving on, I'd like to talk about the ILO, International Labour Organisation. This is a branch of the UN it's the only body that has a tripartite membership. It is made up of a government bodies of employers and employees. They operate together to form the ILO. The ILO represents those 3 key stakeholders.

In terms of employment of deaf people, in 1998 the ILO made a declaration of finding principals on the right to work. These principals were adopted and they include a number of principals relevant today. The illumination of discrimination in relation of employment is one of the key issues however there's a big but because these recommendation are not legally binding. They are a set of principals a code of good conduct ____ however they are not legally supported.

The ILO notes that discrimination can take 2 forms: direct and indirect. So let's look at the difference between those. Direct discrimination covers those cases where a deaf employee is refused from the start on the bases of their deafness. They are not offered employed employment on the bases of their deafness. That's direct discrimination. Indirect discrimination can take many forms. Perhaps in the workplace, the deaf employee is refused access to interpreter on a basis financial considerations. Perhaps the deaf employee is given lower status or lower task within the company because they are unable to operate a telephone forex. That would be an ex of indirect discrimination.

I's like to turn now to the 2020 strategy. The aim is to grow work employment across the EU and to focus on stability of employment and a stable and growing employment market. For this we need a stable economy. We have a number

of targets in relation of employment. Those aged 22-64 should be in employment to a percentage of 75%. Young people leaving higher education should be offered employment and we are aiming for 40% for that target of those who have finished university and we also are looking of the area of poverty and social exclusion. As we know this concerns many deaf individuals who perhaps are struggling to afford food and so on. And we want to reduce the degree of poverty and extent of poverty.

It's particularly important so we address the youth's situation and young people and employment for the future prosperity of our nations. Our ambition is that for those aged up to 25 uncompletion of nursery (?) education, they should be in 4 months receive an offer of employment. In EU countries there is something of an issue when we consider deaf young people. Will they be given the same access within our 2020 vision? This depends on reasonable adjustment and we need to address that in greater depth. Moving on, moving away from the UN directive, I'd like to consider what we are deaf people ... the situation of deaf people, the deaf community. The EU EUD conducted a survey 4 years ago. the finding of that survey remain relevant today. 300 individuals responded to the survey and we excluded any responses from hearing people, so these figures represent the deaf responses to our survey. It's very important to collate these statistics to we can represent to the world what it happening in the employment of the deaf community today.

We asked individuals about accessibility on their workplace. 39% said their workplace was not deaf aware. They were not aware of communication issues and many people had diff communication with their boss. and supervisors. And that was up to 38,9%.

39% reported diff in communication with their work colleagues. I know that Maya de Wit will give a presentation later in this session and her work and her research on the use of interpretivism in Europe is vital. She'll be talking in more depth bout her findings, but 25,4% reported that they could not engage paid interpreters in their employment. I am afraid I can't present all of the findings of our survey, I'm ... a little snapshot I am showing you some of the most extreme examples. We asked about communication with hearing colleagues in Italy they said 5,9% reported tht they couldn't. However, in Portugal and Iceland 66% reported difficulties. When we looked at communication difficulties



with bosses in Denmark it was 18,9%. However in Bulgaria 23,%. And perhaps difficulties in Denmark came because a lot professional interpreters were creating the problem because of the situation with professional interpreters there. We asked about qualified sign language interpretation access to qualified sign language interpreters, in Ireland the response was 60%. However Irish sign language has been recently recognised by the Irish government, so we may see changes to this figure in coming years. However in Latvia and Croatia, there was no qualification for interpreters at all. People were used as interpreters, but they have not been trained or certified. We asked about the situation where interpreters were unpaid by employees (?). In Denmark the number was very small, 5,4%. Compared to Greece, which responded with 100%. But perhaps you will find out more about that this afternoon.

We asked about deaf awareness in the workplace. In Portugal 16,6% responded in Bulgaria the situation was much worse: 64,4% replied that there was no awareness in their workplace. We asked about work and unemployment, the European Federation Deaf People said at one of the worst issues of unemployment is the loss of income to national governments. That is the greatest cost to national governments of unemployment. It's very important that we get deaf people into work. So to give you a snapshot of that, we need to think about the positive and the negative of the situation in your nation's states.

In terms of inclusive labour, we must change the strategy. We need to look at life-long learning, we need to look at inclusive education, we need to make structural changes in order to address these shortcomings. Without inclusivity we will not achieve higher percentages of employment. We need to start at the grassroots. Again, reasonable accommodation must become the norm in every workplace. When a deaf person approaches an employer, the employer should expect automatically to make reasonable adjustment. We should be looking at a 100% response in terms of the employer being aware of bringing in an interpreter across all 23 countries.

And perhaps where an interpreter is not important in the workplace, the employer should be aware of bringing in interpreter force for occasional cases for meetings and so on. As deaf people, we need to look at our own expectations. What are we expecting from the employer in our workplace? Failure to provide accommodation means discrimination, as it says in the convention. We must ensure this is the case. With the d-signs (?) project, we have been collecting information through surveys. I'm not going to present that today, because I'm aware that there's a presentation on that later today and this topic will be covered in more depth then. However, it's important that you are aware that this work has been undertaken.

So where are we now and what is the way forward? Maya de Wit will have an important message to present to you about the use of interpretation employment across Europe and she will be talking about Skype and remote interpreting and the various that are available and how employers can provide interpreters at the workplace. And that's an important message for you to hear, to attend her presentation. In those countries, where there's a high percentage of unemployment, we also see a high percentage of deaf people without qualifications and we really need to address that. And of course, interpreters take a key role in resolving that issue.

We have a wide range of EUD publications, focusing on the CRPD. We have 24 publications on education, 29 on accessibility, so there are many resources available to you in order to disseminate this very important message. And of course, it's not just article 27 that is crucial for employment. There are other articles in a number of other legislative documents that are also important.

But the key issue is dissemination. Across Europe and across the world, we need to show good examples of good practice and we need to be open to dialogue with employees and employers and we need to educate employers about the UN CRPD. As the WFD we need to create relationships with employers, as EUD we need to create relationships with employers. We need to work together to clearly promote this message. And we need to make sure that we are giving complimentary messages to employers.

We are one big family. It's very important that we give one clear message. That the EUD, the WFD, the Whesly (?) EFSLE, all of the organizations, all of the relevant organizations work together to present a clear single message. Followers online, followers on social media, I hope you enjoyed the presentation and I hope that you will promote this message. Thank you.

DESIGNS: DEAF EMPLOYMENT IN EUROPE



CHRISTIAN RATHMANN

UNIVERSITÄT HAMBURG, HAMBURG, GERMANY

JEMINA NAPIER

HERIOT-WATT UNIVERSITY, EDINBURGH, UNITED KINGDOM

LEESON LORRAINE, HAARIS SKEIH

TRINITY COLLEGE DUBLIN, DUBLIN, IRELAND

Hello everybody!

I'm very happy to be here today to talk about the designs project. This project is a European project founded through the Erasmus+ scheme and there's various people involved in this project from Ireland, and the Inter Resource Group (?) is the project leader. We have various academics from various universities and other organizations, corporations on this project, including the European Union for Deaf, European Forum of Sign Language Interpreters and other universities. And you can see some faces up here that you might recognize, of people who are involved in this project. And several of them are actually here today. And those who can't be here send their best regards to you all.

So the aims of the Designs Project is to create vocational educational training resources to support deaf people to achieve an employment. And we are taking an evidence based approach to that goal. To dates we have carried out various events to launch the project to disseminate information to launch the project and the first time we have actually launched the project was at the Multilingualism Conference hosted by Helga Stephens the ___ of the European Parliament back in September.

And since then we have also had other dissemination events where we have been sharing information about the project with our deaf communities. So Ethyl has also held an interpreters' school which focused on interpreter employment settings for interpreters. So we try to convey information about this project to deaf people and interpreters themselves. Ultimately, the goal of the project is to produce various outputs, including handbooks for employers in different countries, a website, master classes and courses for interpreters and the deaf community, but prior to that, we are conducting research in order to examine the situation in different countries so that we can produce necessary material. So we have a survey focus groups as well as training events.

The survey has been completed. Now I'm telling you more about it in a moment and we are conducting videoed interviews in focus groups as we speak. And I have already mentioned Esthly summer school and we'll have future trainings schools for interpreters. So as a partner of the project, the European Union of the Deaf conducted a survey on deaf employment. And they've administrated the questioners and we have received 15 responses. There were 11 questions which were developed by the Designs Project team and now I'd like to share with you a preliminary analysis of those survey responses.

A list of crucial issues were created and the number 1 category was disability where people talked about the fact that they could not communicate with their work colleagues, they couldn't get access to information and they're often understanding their work tasks was difficult. They find it challenging to access education, because there were no interpreters available so they couldn't professionally develop.

Deaf people also responded that they experienced prejudices and stereotypical assumptions about them, because they were deaf. And these deaf associations reported that equal access or lack of access was a significant issue. We've also asked whether how easy it was for people to access sign language interpreters in order to attend job interviews and gain employment and access the world of work.

Unfortunately, it was found that in many countries, interpreters were available, but they were actually hard to find, so although technically interpreters could be provided for job interviews, but it wasn't always easy to find an interpreter.

But some countries did actually respond that it was not possible to secure the employment of an interpreter in order to access a job interview. So some reported, that they would bring somebody else, an advocate, a job coach to help them communicate in an interview if an interpreter was not available. So we could see that there is no consistency across these countries in Europe as to interpreters were available in job interviews.

When we asked about, whether sign language interpreters were available to work with deaf people in their workplace on a regular bases, many responded that they were available, but there were not sufficient hours provided, so the didn't have an interpreter with them for enough time in their workplace.

Four of the deaf associations said that yes, there was enough availability, there was sufficient time granted to employ interpreters and sometimes interpreters were not of high enough standard and were not providing efficient quality in the interpreting service provided.

So we can see again, there's a lack of consistency here. So not only in terms of more interpreters are needed but also the quality of the interpreting provided for deaf people in the workplace.

Further to this question, we asked about remote sign language interpreting services and whether deaf people could access these services in the workplace. And many of the responders did have some kind of video remote interpreting service that they could access in their workplace. Several responses however did say that they were not sure whether something was available to them in their own countries. So almost half-one third of the responders actually said they weren't sure whether it's a concern for us. Because obviously we want to make sure that deaf people would be aware of what services they can access in order to further their opportunities in work.

Another question addressed whether deaf people felt their accommodation needs were being met in their workplace, but the majority responses said that that was not the case. They did not feel that all of their needs were met in their workplace. They felt they needed more interpreters, more other accommodations to be made, more access to professional development and education opportunities. So we could basically get a picture of the fact that deaf people are feeling disadvantaged in the workplace. And this is really one of our goals with this project to get a clearer picture of what the situation is through Europe.

The main obstacles and barriers seem to be communication, for example accessibility to general social toolkit in the office when in the workplace through informal coffee breaks. Perhaps an interpreter would be provided for formal meetings, but as soon as there was a break, the interpreter would go off and take a break, so the deaf person would not be able to have those informal conversations with their colleagues, which is a really important part of workplace cultures. This is a significant barrier that they are experiencing. They also reported that another barrier being stereotypes, prejudices towards them as deaf people. Assumptions about what they can achieve and also ignorance experienced from their workplace is about how to involve deaf people. What their cultural values are, what their norms are and how to include them in the workplace.

So we can see that there us a variety of comments here about the main obstacles and barriers. Other barriers were the fact the reasonable accommodations were not being made and that deaf people would not be able to access even basic levels of education for the purposes of their job, so therefore they weren't able to develop their professional skills to enhance their work careers. And they also felt that there were restrictions on the kinds of work that they could choose. Where they could even get a job, there's not enough variety of job opportunities for them. And deaf people reported that they would like to see more opportunities created for deaf people to work in a wide range of settings.

Another question addressed whether deaf people felt that they were represented in equality cases or discussed if they felt if they were supported significantly enough and majority responses said no, that's not the case.

We asked about resources that they might need a better support. And they raised issues such as raising awareness, deaf awareness through campaigns and better public education. Understanding about the needs for deaf people to use and access their workplace in sign language. To have better employment services to support deaf people to find work. Because they felt if they had better, more effective support services, they were more likely to get jobs and do better in their workplace.

They also felt that information packages were not readily available, they needed more information about how to get

into work. And the fact that education opportunities were limited and primarily, that if deaf people cannot access bilingual education, then they might experience more barriers in the workplace. So, bilingual education in the early years is actually the most essential tool for few to access work life. And finally accessibility in the workplace needs to be adopted to support individual needs in those workplaces.

This is an example of one training event that we have already conducted as part of the project which was led by the European Forum Sign Language Interpreters and this actually focused on how interpreters work in job interviews. And we provided this training to a large group of skilled interpreters, people who are already out there working and that we divided into small groups and the focus was on job interviews, as I said. And each of these groups approached interpreting task using a different technique. And interesting in what we found of the four scenarios, all of which were foreign same scenarios where they used team interpreting, consequent (?) interpreting, simultaneous interpreting, there was one deaf person ultimately got the job, so succeeded in the job interview, so we could see the real impact interpreters have on whether deaf people succeed in job interviews. Because of the way they were approaching the interpreting task. This is important for us to understand that we can educate interpreters so they understand what is needed from them when they work for a company inviting deaf people for interviews.

If you think about it, how many university undergraduate students who are being trained to be sign language interpreters when they attended the job interviews themselves, did they really understand what is really involved in a job interview. So, if we train them to develop this understanding, then they will be better prepared for interpreting in job interviews to ensure that deaf people can succeed in these job interviews. And this obviously is an issue that we need to address. At the moment we are conducting various focus groups and interviews in Ireland, Scotland and Germany, and the target groups are deaf employees, deaf recent graduates from higher education institutions, support agencies and sign language interpreters. And so this is a process that we are currently going through at the moment and we will be able to report the findings of these groups and interviews at a later date. And as I said, we are doing these interviews and focus groups in Scotland, Ireland and Germany.

These are the people who are conducting the interviews, the Barriers Project members. You can recognise many of their names, I am sure. But we can present some preliminary findings from Scotland. The people we have interviewed talked about the lack of support from disability support services and the fact that they are still experiencing barriers to gaining employment because of these lack of services, that people have limited opportunities to improve their qualifications and skills in order to enter the work force. That they see the telephone a barrier of gaining employment, because they can't directly make phone calls or ___ people get jobs in the workplace. People have commented on attitudes towards them from hearing colleagues or from line managers and the fact that interpreters often have a lack of familiarity with workplace discourse and workplace settings, and perhaps they don't have familiarity with interpreters that come to work along them.

One issue that came up is whether deaf people should reveal the fact that they are deaf on the job applications and even of interpreters are provided in the workplace, they still experience barriers. And that there is not enough deaf awareness in the workplace. So these are just some of the key points that were raised by Scottish participants.

In Germany, many of the same issues were highlighted to those in the UK, but there are some specific related to interpreting that we are about to share with you now. One of them was in relation to duration and outcome of application procedures in order to get funding to cover the funding of the costs of the interpreters in the workplace. Somebody reported that they would enter work to and have to potentially wait six months to get the funding approved. So just this mean that they can't access interpreters during the six-month period and if it's a probation period and they can't perform their job effectively, because the lack of interpreters. They might not then be able to stay in that position and this is a real problem.

I should move on now, so in summary we also found from some deaf employees that funding is an issue, support services, deaf awareness, whether people could get promotion, perceptions of employment in deaf communities, interpreting provision, a whole range of issues have been raised in our interviews.

As I mentioned earlier, we are doing various dissemination activities and here is some examples of places we have been and things that we have done. That you very much for watching.

SAUDI DEAF EMPLOYEES IN LABOR MARKET



HEND ALSHOWAIER

**WFD INTERIM REGIONAL SECRETARIAT FOR THE ARAB REGION
RIYADH, SAUDI ARABIA**

I would like to talk about Article 28 of the Saudi Labour Law, which states that all employers should employ people with disabilities. This is a part of the Saudi Labour Law. This applies to all employers those employing disabled people and those not employing yet disabled people. The law is applicable across the board.

Article 28 states that a person with disability is a deaf person, a blind person, a deafblind person, hard of hearing person, a person with mental retardation, a person with physical disability, a person with autism and all these categories of people should receive services under this law.

There's provision in this law for the accessibility of building and also adaptation for deaf people within buildings. Such as flashing lights for alarms, etcetera. People using wheelchairs should be provided with ramps and handrails, people with visual impairment should be provided with braille and so on.

Employers are obliged to provide with whatever adaption is necessary to enable the employee to carry out their task. For example, a deaf person working in the Saudi telephone company must be accommodated. So, deaf people can be used to consult where face-to-face telephone communication is not necessary. Saudi Arabia has a number of examples of companies from the East, the West, the North and the South of Saudi Arabia, where employees are working and are employed and operating according to the provisions in section 28.

In the telephone company for example video ___ services can replace telephone. In short, disabled employees in Saudi Arabia should be able to enjoy the same functionality on an equal basis with nondisabled employees.

Disabled employees should also be given the same access to promotion and the same access to training opportunities within the workplace. The law states that they must be equal paid for equal work and there should be no discrimination according to disability. Companies and organisations employing people with disabilities are obliged to adopt the working environment for their employees. There must be no barriers and no discrimination.

In sectors of the Ministry of Labour entitled to inspect work environments to ensure that employees are operating in accordant with Action 28.

So, I'd like to give some examples of this law in action and you can see from the quid (?) behind you. As a Saudi person I have to say, as a worker in Saudi Arabia I would be surprised to find some of the provisions of this law. I was not previously aware pf the provisions of this law. However, in an office circumstance, a deaf person should be provided with an interpreter, should be given visual alarms, should be given video communication technology, but this is not my experience. Observationally, I do not see these provisions made out in Saudi Arabia.

Distance interpreting is an option through Skype or relay services and so on. These facilities are often made available in hospitals and in civic services, but the law states, they should also be provided in the workplace.

So, I'd like to talk a little further about technology that should be provided in the workplace. A deaf person should be provided with CCTV camera and monitor so that they are aware of who is entering and leaving their workplace around them. They should be provided with access to sign language. A deaf person working in schools and universities should have the classroom situation adapted to meet their needs. I'm not sure why this particular provision is made, I feel perhaps a bit drafted by a hearing person, however the ears now of hard of hearing teacher of sign language in Saudi Arabia who is trained at Gallaudet University, perhaps these provisions are appropriate for this person.

And hopefully we will see more deaf people trained at university in Saudi Arabia in the future. I'm particularly with these provisions, it should be visible for deaf people to achieve actually degrees and progress through education at a ___ level.

Companies and organisations who employ hard of hearing people, should provide amplification and lips speakers to hard of hearing employees.

Now in accordance to Article 28 of the Disability Code, which is a more disability-specific piece of legislation as opposed to the Labour Law, which is a more general piece of legislation. The code as itself is very very old. Now that the Saudi Arabian government has ratified and adopted the UN CRPD, this aged code needs certain amount of

adaptation. I'm working hard to ensure that the Saudi government makes necessary adjustments to this code. We have a new programme in Saudi Arabia, the programme which aims to create service for people with disabilities who are in the market of employment who are job seekers. Aims to enable those people who are seeking jobs to find jobs that meet their need and their specific requirements. For example a deaf person may not be best suited working with telephones, whereas a person with visual disability may thrive in that environment. The programme is designed to provide appropriate employment and match that to the need of the job seeker. There's also Nitaquat which is encouraging employers to provide jobs to disabled people. In my work, in my research on inclusion I've been looking at who is responsible for universal access in Saudi Arabia. We are hoping that in the future all employment areas should be accessible to deaf and blind people. For example, we are currently building a new hotel which is fantastically accessible. My nephew has been supervising the construction of this hotel and working with the engineers designing the hotel to ensure that is accessible from the design phase onwards. I have been able to advise on the requirements of the deaf people and if anyone in the audience is aware of new technology for deaf people that makes the building more accessible, please approach me and inform me about that. It's a Radisson Hotel, a Radisson Blue Hotel, so we are working with a Radisson Blue company to ensure that this new flagship hotel will be an example of accessibility for disabled people from the website onwards. So, this will become a model for others to emulate. So my research centre has also profited from that so we are able now to conduct further research into disability access as a result of being involved in that project. Now I would like to move on to the area of skills and we are now looking at the area of online training. I'm looking to introduce a program of online training to improve the employability of disabled people. In Saudi Arabia women have particular rights under the law. Disabled women in Saudi Arabia do have the right to work, but in Saudi Arabia women are prohibited from working in dangerous occupations. Women are also prohibited from working at night from a period of 11 continuous hours. I did prepare a video for my presentation, but I'm afraid I have not time to show it. Next year I will be attending the 5th International Conference of Disability for two days you are all most welcome to attend, there's information on the website and also on the WFD website in the events column. It's listed there, it's in Saudi Arabia we also have information on our own website. Please do come. There will be information on the website from the 13th of November. Thank you.



SIGNS FOR HANDSHAKES (S4H) – COME TOGETHER: DEAF YOUTH & EMPLOYERS



**MATTHIAS FENKART, MANUELA HOFER, BERND HOLZGETHAN,
MONIKA HAIDER**
EQUALIZENT LTD., VIENNA, AUSTRIA

I work in Austria, in Vienna and I work with a company that I established entitled Equalize, I am the entitled manager of this company. There is a lot going on in this company and I decided today to focus on a few of the opportunities that we are working with. We have 58 staff and 30% of ours staff are deaf. However, the rest of the staff are fluent sign language users. We do not have interpreters.

We have several programs, we have come up with innovative ways on how to work with deaf youth and employment challenges. We have come up with different ideas about how to manage and work with deaf people, specifically youth in the workplace.

We actually work with different companies, we go into the workplace and talk about deaf culture. We provide presentations, we help hearing people learn communicative skills on how to work with deaf people. Another project that we are working on is how employers or we rather can go out to the workplace and learn about the work that they are providing and bring it back, so we can teach deaf youth about employment settings.

And if a deaf person wants to move on to a different work environment, or has challenges in the work environment, we provide training on how to do both of those. We also provide courses, and this is a rather new opportunity we have just included in our company. Traditionally, deaf people have worked in different employment settings than labouring and we don't see those opportunities that much. Some of that work is now overseas or that other people are providing that work. So we have tried to be creative and we were thinking about sustainable employment opportunities for deaf people in a variety of careers.

One example of that, that we have just done this year is providing training at a university level. So we provided (three) before a deaf person goes into the postsecondary level, the university level, we give them language, we give them training on how to approach that environment. Another example is we introduce deaf people into thinking about environments that they are made traditionally not think about, such as teaching. So we are trying to teach the mindset of what deaf youth have traditionally thought about working in and changing their minds about what their opportunities could be.

I have mentioned that we actually go to work settings but we actually also introduce deaf youth into those settings. We teach in both aspects. We teach deaf youth how to work and how to be successful in the workplace and we also go to the workplace and teach the hearing workers how to work with deaf people.

We are currently working with 5 different employers, we are working with the UK, Austria and a couple of other countries that we are currently working with, Bulgaria, Slovenia and those are the countries that we are currently working with, those four countries that I mentioned. There are four different goals. We have the youth toolkit that we have implemented, we have deaf role models we have a networking map that we utilised, and we also have workshops that we provide.

The youth toolkit focuses on let me on that rather. We teach the deaf youth really how to go in on their first day at work. How to greet people, how to introduce themselves, how to use that language when they go to that work setting for the first few days. That's included in that toolkit. We teach them how to communicate with hearing people. IT could include text writing and text, the variety of ways that we work on communication. Workshops, as I mentioned, is another opportunity that we provide and so we look at terminologies, specifically we may have a particular theme presented at the workshop. Maybe situations related to problems at the workplace, it might be about politeness, roles of engagement, how hearing people work in that particular setting and we teach deaf people so when they come together, they are able to work together. We also teach the hearing people everyday signs, so that deaf people can feel more comfortable. We have also created a dictionary.

We now have a video 09:54:40- 09:57:15

So, you can see through the video the different languages, the different countries that are involved in this project. We have many-many more videos and I have just selected a few clips to share with you today.

Something new that we have to offer are deaf role models. And we have some video of their work, what they like about their work, what they know about their work and deaf youth are then able to view and think about the different career opportunities that deaf people are already working in. We want deaf people to have all the opportunities afforded them that they may not think about. A career that is sustainable and that would provide them a good income and self-fulfilment.

So here's another video that I have selected. 09:58:22-09:59:20

So, you can see the different career opportunities that we introduce deaf youth to. Whether be a molecular biologist or an actor. We want them to be able to see what they are capable of doing, that there is a lot of opportunities afforded to them.

Once they are able to view these videos, they may change their mind about what they think about what they can do and the opportunities they help them in the future.

The third point I would like to mention is the networking map. Deaf people may think about particular work environment that they want to experience. It whether be a computer job or custodial work or other work. Our networking map helps them meet with people who are in those particular work settings and give them information about how to get their footnote or how to get in that particular setting and how to get ready and prepared for that career or work setting. How to develop their CV or resume is also included in that network map.

Our point is that deaf people can do anything. So, once they are able to look at that map and see where they need to start, how they need to communicate to get to certain points on the map. Then they feel more empowered and ready. And they can also see through this map that there is a variety of ways that they can communicate once they are on the job. Whether they need an interpreter, how much the interpreter cost, who is responsible for paying the interpreter, the logistics of how they are going to work on the job. So there is a lot of information included in that networking map. There is also discussions on the dilemmas and challenges that deaf people potentially may have on the job and where they can get and find support if needed. Supposed that there is a communication dilemma, we are for solutions for those types of dilemmas that just come up with the job.

The last topic I would like to mention is about the workshops that we provide. We provide these workshops at companies, at businesses to discuss how deaf and hearing can communicate, how they can work together successfully. We talk about deaf culture, we talk about sign language, we talk about language in general, we talk about identity, we talk about deaf gain what that means, we describe our deaf role models. And it has been a very successful on our part for those hearing employees to understand our perspective.

In Austria, in Bulgaria we have been working together. We have a couple of offices. We have one staff person in one of each of these offices. While our resources may not be the best, but we are able to communicate through email. We have a human resource person who is responsible for those duties. So those resources that we have seems to be working successfully. This is part of our recruitment how to recruit people into work with our organisation. The workshops that we provide are ongoing. One workshop is not able to provide sufficient information for ho to be successful with deaf people in the workplace. And so those workshops are ongoing at the companies that we work with. Four or five years ago maybe 10 years ago we would have one deaf person in the workplace and we would do our best to understand their dilemma, understand their challenges. It has taken us a lot of time and effort and to really shift the thinking about having deaf people in the workplace, it is a positive impact rather than negative. This is an ongoing project. We have more plans for the future, we have plenty of work ahead of us, we have thoughts and dreams that we want to implement.

We have about 300 people who are working or have worked in our organisation that have been to our training and have been involved with our organisation at some level. So if you have 300 people in the workplace, it's worth it then to learn to how to work with a deaf employee if that be the case.

In the last couple of months I have been teaching deaf people about this particular guide code that we have, policy rather about equal access for deaf people in the workplace. And it does require a lot of time and energy for on the workplaces to get them to experience deaf people in a positive way, so here's additional information on how to contact me. Thank you very much.

ACCESS TO EMPLOYMENT THROUGH SIGN LANGUAGE INTERPRETING: (BEST) PRACTICES IN EUROPE



MAYA DE WIT

SIGN LANGUAGE INTERPRETING CONSULTANCY, THE NETHERLANDS

Hello everybody!

First of all, I would like to thank the World Federation of the Deaf for inviting me to present at this conference. I would also like to thank Mark Wheatley the directory of the European Union of the Deaf who referred to the research I am going to you about today. And thirdly I would like to thank all of the fantastic interpreters who are working through this conference. Thank to you all.

My presentation today focuses on the topic of accessing employment through sign language interpreters and the fact that we have been able to look at the status of sign language interpreting through Europe through my work.

My work has involved conducting a survey through Europe to try to determine the status of sign language interpreting and interpreters. This is the most recent data that I have that has been published in 2016. I have actually been repeatedly conducting this survey since the year 2000, so roughly every four years I have updated the data by conducting the survey once more, so that we can see if the situation has changed or improved over that time. And there has been a book published to produce the outcomes of the survey each time. And I am hoping that my publishing's information, we can all share this information and learn of the status of sign language interpretation through Europe and we can use this information to lobby for the native deaf people through Europe. Because some countries perhaps who have a lack of services or lack of information, a lack of sign language interpreting can use this information about other countries to lobby their own governments.

My survey concludes all of the countries that I determined as being part of Europe by the Council of Europe. The EU determines that there are only 28 member countries, but the Council of Europe includes many other countries as part of their jurisdiction, which equals 47 different countries.

So I reach out all of these countries in Europe and I would like to thank deaf associations, interpreting associations, individuals for responding to my surveys.

It is an online survey and I send out the link to the survey firstly to deaf associations, national interpreting associations in every country and after repeatedly contacting them and if I receive no response, then I send the survey link to national deaf associations in each country. And if I still don't manage to get a response, I would approach individuals in countries where I know that they can pass on that kind information that I need. And I always acknowledge this process in my publications and I do talk to interpreting associations initially followed by deaf associations followed by individuals to try to get a picture of sign language interpreting status in Europe.

And there are also times when I receive information that perhaps is not clear, so I supplement that with approaching individuals while looking at literature or perhaps newsletters and other informational resources.

Based on the latest data across 45 countries and regions in Europe, and these regions would include for example countries like Switzerland, where there are three spoken languages and they use French, German and Italian, so I would count three regions within that countries because they have three interpreting associations. So this is how I tried to make this distinction in my data.

And you can see on the slide, that there are estimated to be 8591 working interpreters in Europe. This is not just those who have qualified as interpreters, but those who are actually working as interpreters. So we know that many people might have a accreditation or a qualification but don't actually work as interpreters. So I am focusing on those who are out there in the work force.

On this next slide are peaks how many interpreters there are in each country. They are from the lowest number to the highest number. So this slide to picks all countries that have less than 100 working interpreters. In Luxemburg, they only have 2. They have 2 working interpreters. In the Czech Republic, they have 70 and you can see the variation from country to country.

This next slide to pics the countries that has more than 100 working interpreters up to 1000. So Turkey 100 interpreters, but if you think about the size of the country, the fact that they only have 100 is significant.

England and Wales and Northern Ireland report their data separately from Scotland, because Scotland has its own interpretation association and its own register. And there is one line here which you can see is a slightly different colour, which is Spain and the reason I have highlighted that is because I was not able to get any more up to date data from Spain for this survey. They have so many interpreters, but they couldn't actually give me any up to date figures, because they did not really have a way counting how many there are working. So the number I have included here is based on data from our previous survey from 2012.

So, when I first conducted my survey in 2001 and as I said I have been doing it every 4 years until 2016, and there were 16 countries that has always reported back to me every single time I have conducted this survey. Other countries have been more variable in their responses. So I'm able to a consistent picture from these countries, because they have given me regular information. There you can see those countries highlighted in red are the ones I am referring to.

And since 2001 there were only 1778 interpreters reported to be working in these 15 countries. This number has increased dramatically over 4000. 4253 interpreters working in these 15 countries. Only in these 15 countries in 2016. And the reasons that have been reported for this dramatic increase is primarily because of the formal interpreter training is available in these countries.

So when we consider how many deaf sign language users there are in the 43 countries and regions involved in my data, I have not been able to include Turkey in this statistic, because the reporting is so variable as to the number of deaf sign language users, some report 1.000.000, some people report 500.000. It's such a variable number, that I removed them from the data, because otherwise it would skew the numbers. So as you can see in 43 countries and regions, there are 1.372.919 deaf sign language users. So when we work out how many sign language interpreters there are working throughout Europe and how many deaf sign language users there are, we are able to work out an average on how many interpreters are per deaf person. So my data shows that 1 interpreter on average for 160 deaf people throughout Europe. But this is of course not the picture in every country throughout Europe. We can see that there is a lot of variation in the number of interpreters per deaf person in each country.

The country that has the best ratio of interpreters to deaf people is Finland. So for every 8 deaf people there is 1 interpreter. However, the worst country you can see at the bottom of this graph.

So the previous graph showed those that had less than 100 deaf people per interpreter, but this graph shows those that have over 100 deaf people for every interpreter in the country. And Bulgaria particular has an outstanding number of deaf people. And I checked and doublechecked this figures many times, because it seemed so astronomical. But according to this there are over 2600 deaf people for every working interpreter in Bulgaria.

So, in addition to thinking about how many interpreters there are that can work with deaf people, we also need to give consideration to the working conditions for those interpreters to ensure that we are able to provide quality interpreting services for deaf people. So, this includes the levels of training available, the qualifications, the level of pay, the actual working conditions when they are in the workplace. Because if interpreters have high level working conditions, this ensures that deaf people can succeed in the workplace, because they have quality interpreting services.

Part of my survey listed information about where it is where interpreters work, the employment conditions if you like. Whether they are employed within some kind of agency or organisation, whether they freelance, so they have the option to choose where and when they work, or the combination of the two. And this pie chart shows that clearly there are more interpreters in Europe who are working on a freelance bases than there are those who are employed by an agency.

One of the things I wanted to do was focus on what the average hourly rate is for interpreters, but it's hard to do when interpreters are employed in such different conditions across Europe. So, what I did was to focus only on those who freelance and the hourly rate that they reported they receive. So works for hour as average 37 Euros per hour for freelance interpreters. But there's a very different picture when you look at the individual countries across Europe. I am not sure if you can see the distinctions on this the map in the colours. So there are some countries that are blanked out where I don't have any data at all. The ones in the horizontal black and white stripe, diagonal black and white stripe. In some countries, they are in the pale grey, they only received only up to 10 Euros per hour. And in Slovakia they only receive 2,70 Euros per hour.

The other extreme though is in France, where you can see they are highlighted in yellow, a freelance interpreter

would be paid 120 Euros per hour when they are working in a conference setting. So, there is a lot of variability across Europe in terms of how much interpreters are actually paid on a freelance bases per hour.

And when I asked people to report whether interpreting working conditions have been improved since the last survey, so over the last 4 years, we can see that 17 respondents said that there has been improvement. And when I asked why that improvement has taken place, it's typically because those countries' governments had ratified the UN CRPD which then gave the interpreting associations and deaf associations a tool to lobby for better working conditions for sign language interpreters.

21 countries reported that the situation had been still the same, there was no improvement over the last 4 years in working conditions, whereas 7 countries actually reported that the working conditions had deteriorated. And that is because of the funding cuts in those countries. So as a result of those funding cuts the working conditions had significantly gotten worse.

So let us think now about sign language interpreting services in employment settings specifically. This is a quote from a Swedish response who said that the right to interpreters in the workplace is one of the biggest issues for the deaf association today. Because the rules are quite unclear, or rather the interpretation of them and various across the countries...

Now we do know that there's various rules, regulations, pieces of legislation from frameworks that give deaf people the right to have a sign language interpreter. But none of these regulations state how much necessarily an interpreter should be paid or what their working conditions should be. So, we can see that there are many countries that do have some kind of laws or regulations. Those countries are highlighted in green have laws and regulations to stipulate what a sign language interpreter should be provided. The countries on the map highlighted in blue have some partial recognition what they need to provide for interpreters in some kind of statute legislation or regulation. Those countries highlighted in red have no such thing.

This is a quote from an Irish response to the survey, who said that "if we had some kind of access to work scheme to interpreters at work, most interpreters could have full time work here and it would lead to more deaf professionals progressing to the ranks, but instead we have only a handful deaf professionals and interpreters needing to seek alternative employment to supplement their income."

So, I have just talked about what the rights are for deaf people to access an interpreter generally, but when we think about the right to access an interpreter in an employment setting, let's look at this more specifically.

So, those countries on this map highlighted in green have some kind of law or regulation which stipulates that deaf people should have the right to access an interpreter at work. But the blue countries have some partial recognition in some kind of law or regulation. And all of those highlighted in red don't have anything to stipulate that deaf should be able to access interpreters at work. And there are some countries highlighted in orange where the data wasn't clear, the information available to me.

When we consider the rights of deaf people to have a sign language interpreter in employment, the data unfortunately is not clear. When we consider other setting more generally such as legal settings, public services or education, there is much clearer data available that sign language interpreters are required and deaf people have the right to sign language interpreters, but it's not the case to have the right on them in employment. So even though, there's no clear that deaf people have the right to interpreters in employment, they often can't get an interpreter in order to can access a job interview. Unfortunately once they got that job, there's not interpreting provision available for them in their workplace. And even if they do have provision to have an interpreter in their workplace, often the government has a limitation on the number of hours that they can access or the budget available to them, and they are not always fully paid for by the government. And it might be an expectation that an employer contributes to that cost.

Now we often talk about the fact that deaf people like to have the opportunity to state their preference for interpreters to choose the interpreters that they work with them. So, I asked the question whether that was possible for interpreters to request their preferred interpreter. The green countries highlighted on this map show those countries where it is always possible for a deaf person to say which interpreter they would prefer. It does not necessarily account for whiter the interpreter is available they prefer, but they can at least make that request. The blue countries are those countries that say that in specific settings it is possible, but not for all settings. So to give you an example from Finland, those people, who are deaf blind can always stipulate what interpreter they would prefer. And if for

example you are attending a wedding or you are getting married yourself, you can stipulate which interpreter you would prefer. But those countries highlighted on the map in red, it is not possible to state a preference. A deaf person does not have this opportunity, just has to accept whichever interpreter is allocated to them any given time.

Now when we consider who is responsible for the payment of interpreting services in employment settings. This gives us a different picture, because there are regulations that stipulate that interpreters should be provided but who pays for it. This typically is either the government, the employer, the deaf people themselves, and all of the respondents could pick more than one answer, so which is why these numbers don't add up to 45.

The majority of the responses said that the government is responsible for paying for interpreters in employment settings and you can see that there is a variation in the number of responses here. So one example might be that a deaf person is seeking employment and they would need to perhaps go for more training, or access a new qualification to access their skills to get a new employment and in this context it might be the institution that covers the costs of interpreters.

So now I would like us to think about these various issues that I highlighted, and the fact that there are rights in certain regions and not in others, so we need to think about what solutions can present our governments about the information that we can present to our governments about the rights that deaf people have to access sign language interpreting. Because unfortunately, there is no cross border regulation to guarantee that interpreters could be provided in the workplace. And we know that in some countries there are many interpreters, in others there are no way near enough. So if deaf people want full access to education, employment, to any setting, we must look at how we can increase the number of interpreters through training, recognition of the profession, reasonable working conditions, and proper remuneration.

One of the things we need to think about is the fact that we worked hard to increase the status of our profession and deaf people, deaf communities can support us to do that as well. I would like to thank you for coming along to my presentation today and if you are interested in accessing more detail of the data, then you can access my publication. I have only been able to present a small snapshot of some of the data in relation to employment today. So this is the publication here, you are welcome to contact me to get a copy or you can follow me on Twitter. Thank you very much.



CLASSIC TELEVISION TIPK TV FOR DEAF AND HARD OF HEARING



BOJAN MORD
MARKET TV, LJUBLJANA, SLOVENIA

Hello! Thank you for inviting me to speak here today. I'm delighted that the WFD and the deaf association SINOSZ have invited me to address you here today. Very important for me to thank.

Media is a crucial tool for deaf people, and television is the subject of my presentation here today. I would like to talk to you about television in Slovenia. I am deaf myself, I also teach at a deaf school, but in addition to that, I run my own company, TIPK TV, which is a registered company. So, of the many things that I do in my life, I would like to talk to you today about television.

Slovenia has about 1000 deaf people. And around the 120.000 hard of hearing people. In our TV Company, we have 3 deaf people employed full time and 4 employed on a freelancer basis. We also have 2 interpreters. I would now like to invite you to watch a short video, which demonstrates the kind of work that we do.

[PLAYING VIDEO]

TIPK TV was established as an online channel and in 2013 we began to provide live TV on 3 weekly slots. From December the 1st 2013 which is a very important day to our development, we began broadcasting as a live TV channel and we were delighted to get the contract to that. And since then we have been providing a wide range of broadcasts.

In Slovenia there are 7 or 8 channels and we work very closely with 3 of them. So we reach 450.000 households in Slovenia. Could you show the next video, please?

[PLAYING VIDEO]

So we began working on the news in 2016. The national television does provide on screen interpretation for 60 minutes a week. But a lot of deaf people we talked to preferred the cable TV channels. The deaf people we spoke to would rather watch cable TV channels in preferred to the nationally provided TV service. We did approach the national TV service to ask if we could work with them, but they were reluctant to do so, because we were quite recently established company and we were run by deaf people. 6 years later in 2016, we entered into consultation with them again and we were able to show them our profile and we were able to progress a little further in negotiations with them.

We did however have an initial problem in providing access to the news. There are 45 interpreters in Slovenia, but we had great difficulty in finding who would work with us in proficient in the news. We worked with the national deaf association who recommended 3 or 4 interpreters who would be capable of undertaking this work, but it was impossible for those 3 or 4 interpreters to provide live interpretation on a daily basis. And reaching out to other interpreters would impair the quality of our provision.

We wanted to cover sport, education, news and so what we have done, we have engaged in a training and brought on deaf interpreters. And I'd like to an example on a video now.

[PLAYING VIDEO]

So, as you can see, this is a good service, but it has been difficult to achieve. However TYPK TV is now working in accordance with the law in Slovenia. Which means we cannot apply to provider specialist service. One of the problems that we have is that the specialist service provisions in the law do not apply to us because of the size of our population. And for the past 17 years we have been trying to campaign to the government to adjust the criteria necessary for application for TV granted funding to that legal provision.

We are hoping to acquire a 300 Euros to provide on screen captioning and train interpreters, but we estimate, we would need 600 Euros, which is double to grant available from the government. And as I stated before, we are unable to get extra funding under the terms of the special provision, because our population is not of the requisite size.

According to Slovenian law, 95% of programming output should be subtitled and 10% of programming output should have interpreting provision on screen. This goal of course is quite a way down the line for us as a very small organization. However we are working, lobbying the government. And I have to say, we have had little support from the deaf association, which is still really run behind the scenes by hearing people. So there is some resistance at that level. There has been a degree of political struggle in this area. So I have been looking at other nations' states and

other commercial television companies. In order to resolve the fund-raising situation. We are considering to selling advertising space on TYPK TV in order to raise funds. But although there are 1000 deaf people in Slovenia, and although 85 to 90% of that population watches TYPK TV, that still constitutes only 0,01% of the widest Slovenian population. This percentile is insufficient to meet the quoted necessary to be awarded funding under the government directive. We would like to work with commercial television advertising, so I would like to show you an example now of how that might work with on screen interpreting.

[PLAYING VIDEO]

So this is just a pilot example/sample of how working with commercial television advertising on TIPK TV may look. The company concerned was very happy with this pilot and we are hoping to add this to our portfolio. We have been very successful at filming at Deaflympics and various international events and there are number of events which we have been engaged to provide broadcast services. So we are now in negotiation with a number of television companies. We would like to connect with us to promote that program through our channel.

So, I would like to show you now a template of the video format that we use. This is the template that we find the most successful for on-screen interpreting. The interpreter on the right captured underneath and the original video in place as you can see. I'm running out of time already, so I would just like to say that I am very very proud of what we have achieved at TIPK TV so far, our provision is very very different to the provision that I can see in other countries. We are working on a very different way, and we are working in very different circumstances. These are the people who have cooperated with us so far and I would like to take time to acknowledge them and specially thank them for their engagement with us so far. Our future goal is perhaps to have EUDTV, European Deaf Television, Deaflympics obviously, we would be looking to broadcast Deaflympics and also we would like to look at cooperating with television providers across Europe and establishing protocols in how we provide deaf access to television across Europe and working together as a network. Technological innovations and future initiatives mean that we should be able to network more readily across Europe and perhaps we will be looking at hologram interpretation or on-screen interpretations provided with virtual reality glasses in the future. These are technologies we would very much like to engage with. And just as hearing people now can select the language of broadcast from their television set, perhaps we will be able to add sign language to that list of languages that can be selected. We are very interested in working very closely with other deaf organisations, because it's a very difficult field to work with. And there are a number of barriers that we can face that are not only commercial, but legislative. At TIPK TV we are very open to learning from others and sharing information from our experiences. And I am sorry, this is my very very last point. I am very interested in the fact that we set up our television company in 2006, we went over to London to look at BBC's See Here program. To see how that was organised. And I have to say, they were inspirational for me. And when I went back to Slovenia, they were the inspiration from which I began to establish my company. Slovenia is now celebrating 13 years of TIPK TV and I have been invited to be an ambassador for the Erasmus+ program and I am very honoured. Sorry, I have slightly gone over my time, but I did want to acknowledge those final things, those final points. Thank you.

DEAFMENTORING: PEER COUNSELING FOR THE TRANSITION FROM SCHOOL TO WORK-LIFE FOR YOUNG DEAF PEOPLE IN GERMANY



EGE KARAR

SIGNGES RWTH AACHEN UNIVERSITY, AACHEN, GERMANY

Good afternoon everyone!

This topic is related to employment and deaf mentors and how to transition from mentoring in the workplace. This topic is about deaf mentoring, specifically in Holland, very near the German border. Very similar to my presentation from yesterday. The next slide please. This project, it's in association with the University of Cologne. We have a partnership with another university Arkem and this project is ongoing. We also have another partner. It's a technology company, so we have these partners who are involved with us in this particular project.

These two individuals here on this slide, the two youngsters are in school actually only for 10 minutes from my university, so geographically close to me. ____ finishes, completes the day about noon or 1 PM and rather have them gone home,

they come to the university and they work with me. They were thrilled with this opportunity. They were able to meet other deaf colleagues at the university and they began to question how we communicate on a daily basis.

And then I began questioning them about what they would like to do in the future. So we began this relationship. We have an astrologer on staff and so I thought a little bit about this particular person. And we wanted to video and record the astrologer explaining to the children what his job looks like. Just describe the planet system. Then a couple of hours later the young boy asked him what time it is now. And the astrologer said it's 3 o'clock. And he understood the time by understanding the planets and astrology.

So, this was an in to this child to become interested in astrology. And this right after was the child explaining it at school. We went to his home spoke with his parents and showed them the video. And his parents were amazed at the child's language and how he could explain astronomy with it's difficult and challenging concepts. This child understood, and his parents were surprised and very impressed. So that's how the project began from that particular story. I have asked the government for funding and I am happy to say that we have been funded for 4 years for this deaf mentor project. We have deaf people who are working in various fields and various careers who work with us and share their own experiences, their knowledge, their expertise. They are the mentors who work with our deaf youth, who we call our mentees. So they are learning from deaf experts and we partner them together.

The mentors need to make sure that they are clear and how they communicate with the mentees and (am) I might add that we have had training for the deaf mentors on how best to communicate this relationship with the mentees. The last element, or point up here the word, term that I want to refer to is peer counselling, I want to emphasise that. And we talk about that with peer counselling, even though there is an age difference, because they share language, they share culture, so that is why we have the term peer counselling. It's that bond that lived experience they are able to share.

We have actually not just stayed in the town of Cologne, but we have actually branched out into other parts and other cities in Cologne specifically. So we are the partnering together as you can see in this slide.

There are different jobs that they do. We have a sociologist, we have a sign language teacher as you can see, we have a student there, so there's variety of careers represented here on this team.

The CRPD article 3 states that we must have full and effective participation, full inclusion in society. We need to make sure that this happens for deaf persons. And our project actually adds here to this part of the Article very well. We have a code of social law in Germany, and this law up until now, we have really had nothing until actually the law will be implemented 2018. And that means that I have a choice. I can decide as a deaf person what it is I want to do, rather than have it dictated to me. I can self-determine what it is I would like to do or what I would like to try. So, we encourage these deaf youth to think about what it is that they would like to do in the future.

We submitted the project, or the project began in 2015 and then the law was not implemented until a couple years later. But it does coincide with our project. People ask us how we are doing, and I have to show them that the project is working with deaf adults, these deaf mentors are working with deaf mentees we have this peer counselling that is successful. It has been hard in the past working with hearing mentors and being able to try to share experience, but that has not been successful in the past.

I would like to talk a little bit more about peer counselling. I know that there are other organisations that have peer counselling and use deaf and hearing people together in that relationship. And it tends to be hearing dominated with the hearing person is offering the suggestions and the advice. Our process is much more open. The dialogue is ongoing and they are able to share experiences on an ongoing basis. They talk about language, they talk about their linguistic repertoire, they talk about identity, they talk about how they understand their world, how they feel isolated, they talk about their families and they are able to share all of that lived experience with each other. And that then can impact how they are able to understand their future employment, their future goals. It really is an empowering relationship, very different from what we have used in the past as a community.

Again, the peer counselling I would like to mention involves with the deaf mentors, I would like to mention a several examples. They met 3 different weekends for training and then they were able to meet 10 more times after those weekends. We have had workshops, we have had ongoing discussions for feedback, we have had analysis for the experiences that have been shared and we have talked about how this peer counselling is not really about telling someone how to do what they need to do, but it is about sharing their own experience with the deaf mentees. We know how small the deaf world can be how we all seem to know each other through 1 or 2 people. And then we also talk about greetings and how they are different within the deaf community and then in the hearing community.

In Germany we have 5 training sessions as you can see her on the map. These trainings have been completed. And many places, we still would like to offer training. So far we have has 69 mentors with 59 who we have granted certification and completion of the training. We still have 4 more who would like to complete the training. And then in this coming year and the year after 2018 and 2019 I would like to describe some of the mentors who have had usher syndrome, had a variety of life experiences they bring to the table to offer to these deaf mentees. We have also had a couple who has usher syndrome. So that was very empowering with that particular relationship.

And now I would like to play a video. This particular mentor here is discussing how he feels about the project. It is in German sign language, my apologies, but he is just discussing the project.

[PLAYING VIDEO]

In conclusion I would like to add that these deaf mentors as he was mentioning in the video empowered him to understand that he himself has something to offer the deaf mentees, that he could give support, empowerment to these mentees. The knowledge that he has, throughout his life he has gained a variety of life experiences, was a really empowering experience for him. The other video is from a deaf TV that we have in Germany, asking the mentees about their experiences within this project. One person 7 years ago – to give you a specific example – a deaf artist just really gave up, could not find employment was home bound, stayed at home and then met a mentor. And this mentor was able to stimulate this artist's interest again helped this artist's network, showed the art of other people and helped this artist to network in that particular field. And now there are 30 different paintings that have been excepted just within a short period of time, within 6 months' time. And the artist did not think that that was even possible to be able to have that much work commission within that short period of time. But just a few months ago, I am happy to say that this building which was made accessible with a ramp so that everyone was able to get in, to have access to the building, and to see this person's artwork. This was an amazing, self-gratifying experience for this person. And she/he was interviewed through this deaf television. And at first the artist was not even excited about the interview, because he did not know how much he could offer through the interview. And now the artist has been able to set up his own company thought outside support, and really, he tributes to success of his dead mentor. So those were a couple of success stories from this project. The mentors have really actually thought me how to be a better mentor, they became certified through the training. 25 men and 44 women mentors and mentees, there were 17 women and 31 men. The 69 deaf mentors that had studied and have completed the certification. There are a few that have started the process and for other reasons were not able to complete the mentor training. They brought skills and trades and crafts and other careers and then trained in the mentoring project.

Now we have another video.

[PLAYING VIDEO]

Thank you so much for your attention



DEAF EMPOWERMENT AND COMMUNICATION SKILLS IN JOB TRAINING FOR THE DEAF IN INDIA: PASS OR FAIL?



**ALIM CHANDANI, AMANDA FISH, BABLOO KUMAR,
TUSHAR VIRADIYA**
CENTUM-GRO INITIATIVE, NEW DELHI, INDIA

Good afternoon everybody! We are delighted to be here at this WFD conference to present on our project in India where we are providing training for deaf people in order that they can be empowered to enter the workplace and to develop more skills and confidence to communicate with their hearing colleagues. So we are going to talk to you about the successes and failures of this approach.

Hello everybody! My name is Alim Chandani and I am the chief executive of an organisation called Centrum Grow.

Hello everybody! My name is Amanda Fish and I am the assistant to Alim and I also provide train the trainer training for our deaf trainers to go out and teach at the classes.

My name is Babloo Kumar and I am a teacher.

My name is Tushar Viradiya and I am also a teacher in deaf empowerment.

We would like to show you a brief video about our organisation, Centrum Grow.

[PLAYING VIDEO]

ALIM CHANDANI

Let me give you some background as to why we established Centrum Grow. When I was at Gallaudet University, I was conducting my PhD research by examining 3 different universities in India and perspectives of hearing administrators and deaf university students on how effectively they can communicate one by another. According to the hearing administrators that I have interviewed they felt that they were effective at communicating with deaf students. But when I spoke to the deaf students themselves, they felt that they were oppressed by these hearing administrators and had audism experiences, I did not know how to prevent that, how to push back against that. Now in India there are 7 large job training companies that provide training to deaf and hard-of-hearing individuals throughout India, however none of them provide deaf empowerment training courses. So this is one of the reasons why we established Centrum Grow. We wanted to see more opportunities for deaf people to be empowered and to receive training in how to be empowered so they can transfer these new knowledge and skills, communications skills in particular in the workplace.

AMANDA FISH

As a team of deaf people we provide deaf empowerment training for up to a 120 hours on a variety of different topics. Our curriculum is deaf made, deaf led, all of our materials are designed by us as deaf experts.

BABLOO KUMAR

In previous years in India any educational opportunities given to deaf children were very didactic. They would sit for hours on end receiving one-way lectures. But we have a different approach.

TUSHAR VIRADIYA

Our approach does not involve long periods of time just giving lectures to the students, we get them to participate in group discussions. For example, we ask the question what is deaf culture and we break them up into groups and we ask them to discuss their responses to that question. And through that process of discussing with each other, they increase their confidence and understanding on how to discuss critical issues. Another approach we use is to use roleplays in the classroom. So different members of the team will illustrate different activities, different roles, different ways of interacting, different scenarios and also we were to be picked a deaf person being oppressed by a hearing person and we have asked the children to respond on what the deaf person could do in response to that. How

they can prevent that audism how they can push back against that odism. And the students get to deliberate and offer options, offer suggestions. And again, this is a confidence raising activity.

BABLOO KUMAR

Through these activities we don't determine whether the suggestions from the students are right or wrong, we are not necessarily the experts. We also get them to engage in peer feedback about the solutions have been presented. So say for example, we would bring a student up, we would do a mock interview or some kind of question and answer response and we will ask the student group to tell us whether they actually agree with the response, the suggestion, the solution or whether they don't, using the green and the red flags. And then each student will take a turn to participate in this kind of activity. So not only do they get to learn how to participate in job interviews for example, but they also get to support each other and learn from one another. Which again contributes to confidence boost. So there is a team we do design various teaching activities we encourage the students to get involved in various interactive activities to discuss a whole range of different topics. And these activities can also involve different games. And now we want you to get involved in this particular game. Are you ready? We are going to ask you one question okay, let's go for it!

TUSHAR VIRADIYA

What we want to do is actually think about different deaf role models. So everyone here ready for participation we want to hear 300 responses. Who invented the word audism? Who came up with that term? Who thinks it's Colin Allen, Tom Hamphruse (?), Dr Ádám Kósa There are more people who think they know the answer, let's show what the answer is. And it was Tom Hamphruse.

So this is the kind of game we play when we are teaching in this deaf empowerment course in India. It's an interactive activity, we divide the students into groups, they compete with each other to try and find the right answer. So this is one way we engage the students in India.

ALIM CHANDANI

We have provided training through Centrum Grow to three different cohorts so we wanted to evaluate how effective the training we have delivered has been and so we have administered a survey to the three different cohorts who have come to our trainings so far. The first cohort involved 28 people all of whom were university educated and all went through a 4 month training program. And when we asked them whether the training we have given gave them confidence, they all agreed. 100% of them agreed.

In the second cohort there were 25 some of whom have been through university, others who hadn't and their training program lasted for 2 months and 80% of them said that they felt the training has given them more confidence.

The third cohort was involving 40 students over 2-month period and they had a 90% satisfaction rate. And we felt that the group that has achieved 100% was because it was for a longer period of time, they had 4 months of training. The second question we asked was on whether they felt that the Centrum Grow training prepared them to be ready for work. From the first cohort 68% said yes, from the second cohort 60% felt that they were prepared, but the last group, the third cohort, 92% of them said that they were ready for work as a result of the training.

And when we consider why the last group seemed so much more satisfied, we think it's because we provided more training for interviewing skills. So that's far we have provided the training for three different groups and we can see that it has been a very effective program. All of the participants felt empowered to enter the workforce and more confident about entering the workforce. And we know that people here or working in different settings and we think it's important that we go out and educate the deaf community about how they can push back against auditism in the workplace. So we are planning to do more research, more activities that we can review to you in 2019.

TUSHAR VIRADIYA

All of the participants who have been through our program have been interviewed about their experiences of the program and of deaf empowerment training.

[PLAYING VIDEO]

BABLOO KUMAR

So now we know that our participants have gone out into the workforce and they have given us feedback about where they found employment and how they are applying their new skills and knowledge in their workplaces, how they prevent auditism, how they are taking this information out to deaf associations and also how they are applying deaf empowerment within the deaf community and informing other members of the deaf community about how to empower other people. And we think this is an important outcome of our training.

TUSHAR VIRADIYA

So we would like to propose to you all that it is important to all of us, deaf people to promote this idea throughout the world. Take this information with you. Thank you very much!

ACCESSING THE LABOUR MARKET: A QUESTION OF CHALLENGING AND CHANGING BIASED OPINIONS



CATHRINE MEJDAL

DANISH ASSOCIATION OF THE DEAF, COPENHAGEN, DENMARK

Hello! Hello everybody!

I am delighted to be here, my name is Cathrine Mejdal, I am from Denmark and I represent the Danish Deaf Association. I am here to talk about a project that we have been running and I am hoping that it might be beneficial for you in your future work. I would firstly like to thank the WFD for inviting me to present here today. My first question is whether full access to interpreting service equates with full access to employment for deaf people. And I raise that question because we have some data from Denmark which illuminates that subject. We have 300 sign language interpreters in Denmark serving 4000 deaf people. Also, Denmark has the advantage of interpreters being provided in the point of view of employment. However, their use is limited to 37 hours. Those first 37 hours are provided free of charge. Similarly, if you go to a medical appointment, or in some social setting, you are eligible for free interpreter provision. The job centre will provide the interpreting for the employment situations and social interpreting or personal interpreting is provided by the government, from a separate department. So both are funded by the government, but from separate departments.

It's also important to understand that we in Denmark are now beginning to look at whether deaf people's integration into employment has been successful or not. We have 2.275 deaf individuals of working age who are eligible to be active in the employment market. 38% of them are engaged in the workforce. They either have employment, or actively seeking employment. If we compare these statistics to the hearing majority, 77% have employment. So there is a lower number of deaf people employed in Denmark compared to hearing people.

We wondered what the issues were around those statistics. So we at the Danish Deaf Association began to ask questions. We began with a survey, which we sent out in May. And we discovered that 14% of deaf people were unemployed compared to 4,5% of the hearing population. This is a tripling of the proportion of people unemployed. So why is that happening in the deaf community?

That's why I raised the question. Is full inclusion happening here? We have access to sign language interpreters, but we don't have full inclusion. We began to look at opinions and societal perspectives on deaf people and employment and realised that we need to look at changing social attitudes and changing deaf people's attitudes to themselves. We needed to take a two pronged approach to this. The disability organisation in Denmark was established in 1980 and has been asking disabled people through surveys about various attitudes. We conducted a survey asking hearing people about their deaf work colleagues. And the results were very shocking. Of all of the disabilities it was perceived that deaf people were the greatest burden in the workplace. We also found that a large number of hearing people felt that deaf people could not possibly hold positions such as a lawyer. Even after being informed about deaf culture and sign language interpreters and being asked the question again 49% of respondents still held the belief that deaf

people were not capable in the workplace. So these are very entrenched attitudes in the majority community that even with the provision of sign language interpreters deaf people were perceived a burden in the workplace.

So if we could put 6000 deaf people into employment in Denmark, they would represent 1% of the total workforce. And the revenue from that 1% would be significant to the Danish government.

So our two prong approach is this: we need to look at the majority cultural attitude, we need to change public perceptions of deaf people, but we also need to change deaf people's self-perceptions. So this is our two ___ approach. In order to achieve full inclusion in the workplace alongside with the provision of sign language interpreters.

The Danish Deaf Association has set up a project, called Text to Sign which offered to translate work related text for deaf people. We were awarded 300.000 Euros from the Danish government to offer this translation service for deaf people who suffered with written Danish in the workplace. We have discovered that 73% of deaf people in Denmark felt that this was a barrier to them. We felt we wanted to offer a means of breaking down this barrier for those deaf people. So any work related text can be brought to us and we would translate it. This would reinforce the rights of deaf people in employment and reinforce their access.

The funding was rewarded for the period from 2015 to 2019. At the beginning of the project we disseminated information. But to date only 45 deaf individuals have made use of this service out of a potential 600 people. Only 45 individuals have used the service that we have been offering.

This is my last slide. We at the Danish deaf association have been considering this low uptake and we realised that the translation project on its own is not sufficient. We need to look at addressing deaf people's issues of self-confidence. So we have set up a number of training initiatives to work with deaf people to empower them and raise their confidence. We have been looking at how deaf people can increase their confidence in terms of interviewing, we have set up coaching workshops to train deaf people on interview technique and we have also introduced them to future potential employers. We have worked with those employers, talking to them about the advantages of employing deaf individuals and we are now beginning to see some moderate success. But we feel, we need to continue, there is much more work to be done in order for deaf people to feel empowered. We will be continuing our two ___ approach working on changing the attitudes on a wider Danish society and encouraging empowerment in the Danish deaf community in order to achieve better inclusion in the workplace.

That brings me almost to the end of my presentation, so finally I would like to thank you for your attention. Thank you.

HOW TO INFORM DEAF PEOPLE ABOUT THEIR RIGHTS IN EMPLOYMENT? AN INNOVATIVE APPROACH IN CULTURAL TRANSLATION OF ARTICLE 27 OF THE UNCRPD



DELPHINE LE MAIRE
FLEMISH DEAF ORGANIZATIONS IN BELGIUM FEVLADO
GHENT, BELGIUM

Hello, good afternoon!

My name is Delphine and I represent Deaf Flemish Association. In 2013 we began to analyse CRPD and how it could be translated to better fit in deaf people's lives. They gave me the project and I took on responsibility. So began thinking about this project and looking at the deaf association thinking maybe it was their responsibility to make sure that this article was understood to the deaf community.

So we decided then we won some funding, we decided then to translate this project, it's a translation project. And it has been a successful approach. We were questioning whether or not when deaf people read the article and completely understood all of the legalise, the terminology. It's a rather difficult article to read.

So we had several associations and organisations that did interpretations of the article in sign language. And that

was great, very honourable. However, I continued to see that deaf people still not completely understand the interpretations and how it would be applicable to their own lives. There was a gap in the information they were getting, even if it was presented in sign language.

So I decided to add a cultural interpretation to the article. I need to talk a little bit first about the CRPD and how that came to pass. The CRPD originally came from disability organisations and before that, individuals who have had encountered discrimination. That's a brief history of how the CRPD came to pass. That's how the CRPD was developed.

I have studied law, so that I began to wonder. Could I take the CRPD and translate it in a way that I knew that the international court would accept. They said that the CRPD is a living document, it's fluid, depending on the situation and the context. It's not necessarily rigid and frozen, but it does have a purpose and cannot be changed depending on the context. That was the intent and the spirit of CRPD.

It's a living instrument. So while I have that thought I then began to think about how I needed to honour that but yet needed to apply to different societies and experiences that deaf people were having. So that's how the cultural translation project came about.

And the aim of this project was to first make sure that deaf people knew their rights, raise awareness, use the CRPD in their everyday life or know how to make that connection in their everyday lives. And make the implicit information of the CRPD explicit.

Having that abstract information covered and clear. I wanted to make sure that they understood the meaning behind the CRPD. And in addition to that, I also wanted to make sure that the CRPD was humanised. It's not just a document, rather it has application to people's lives.

And when we began this project in just a short period of time, within 7 months working with the government and organisations, they began to applaud the project and recognised that it was needed, and it was a good project which was an unexpected from these agencies and the government. We did not expect this outcome.

You see on this photo several people recognised here. There are 50 articles in the CRPD and I had to decide which article we would focus on. And so I took council with several deaf people to decide which article. We took the introduction which included the history, the main principals, the concept to make sure the articles 6 and 7 and as you can see appearing on the slide that we decided to translate. Article 27 is the work and employment article. That's the article that countries tend to monitor and we wanted to see how then this document would be received and understood by governments. Even though we felt like it's the government's responsibility to make sure that it was understood, they really needed a neutral party to be able to oversee that. And the UN had the mechanical ability to be able to see whether or not the translation was accurate so they would know and make sure that we were on target with this process.

So we read the article thoroughly, we looked at literature and I need to add that I am a lawyer I have legal training, so I analysed the article, questioned a number of researchers which included human rights activists, so with all of those people together we decided on which article would mostly be applicable to the people, the deaf people we wanted to translate this for. And it was about employment. We identified deaf participants we interviewed them and then we took record of their experiences, we created a script of the different concepts that we felt were resilient. We found people who were experts in human rights, experts who were knowledgeable about the CRPD and I have to say that this was a wonderful learning experience for me.

We interviewed the participants and then did the translation. They were able to express in their own words what the article meant in their own informal language they were able to do this. But they were then not able to take that and make it applicable to their lives.

So when we got together, we read through the CRPD article through this interview process. If they had a question, we would ask more questions about why that was unclear. I might have been perhaps about their rights as an individual. We took recordings of this, we had a variety of very exciting stories and throughout those very interesting life experiences and stories, those narratives we tried to create a framework. Some stories were excellent stories but really did not fit the aim of the project. And this then became a cultural translation of the CRPD once those recordings were edited.

I was able to talk with an expert who knew how to edit and create what we needed video wise and then suggested adding the CRPD text in the column within the video stream along with the signing. So we had a technological expert that helped us with that particular piece of the project which was a linked process, took us just to do that editing.

Then with Article 27, I am actually going to show you this particular peace right now. It's a very complex article, very dense and has separate categories within it about principals, the foundation of Article 27. The second part was more concrete, more literal, but again making it applicable to people's lives, there was just a disconnect. The third part was about human rights specifically with employment and having access to employment. Some information I had to delete. This is a free and open translation, it's not particularly scripted. I feel like though it mirrors the spirit of the CRPD. The first principal and concept for example is about deaf people and their rights in the open labour market, meaning that they do not have to work in a particular environment, but they are able to work in the open market. So deaf people have the right to go out not necessarily working in a sheltered workshop but have the opportunity to work out in the public sector. It's also important for deaf people to understand the CRPD and what it means when it refers to reasonable accommodations. Again, there wasn't an in-depth explanation of that in the article, but the concept is there, the words are there and they are applicable to deaf people's lives. There is discussion on access and communication and when I interviewed people, they discussed a lot about communication and what did that mean to the CRPD and how that was applicable to their lives. So I added their perspective on communication in the workplace. I am going to show you a short video now it is in sign and there is captioning, it's Flemish sign language but I do have English captioning. This is just an example on how the translation project worked.

[PLAYING VIDEO]

That is just one example, I know it is short and brief and I just have a few more moments left, but something went wrong with the PowerPoint, I think I'm okay now, but you saw equality having access in the workplace in the private sector, not in sheltered workshop, or workplace designed specifically for disabled people. So it is important for them to know their rights and to understand them how to apply them to their own lives. I don't have time to really explain the second and third parts. We are publishing an article that will include all of this information and it can be found on our website if you would like additional information. I apologise, the time is short. So in closing I would like to say that an evaluation of the project we have been 5 months now and looking back and I feel it has been fairly successful and I have had the opportunity to see pros and cons from my evaluation. The pros are that it is a living document and that we can translate this document and make it very specific about deaf people's lives. And the video is also a tool that we can use and we can actually see deaf people work with them individually and go in and ask, have dialogue with them, have relationship with them as we did with the interviews. Some of the limitations with the project were with the translation. If this is just a snapshot of the translation then how long the translation will be valid, let's say in 10 years it may need to be updated so that's a limitation. I don't know how long the translation will be valid for. The budget was limited and it was not able to cover everything, so we had to pick and choose throughout the project what would be funded. That's another limitation. It is not an one stop solution. We need to get together at this ongoing dialogue. The group of volunteers who have worked with us, they organised study days and they have one next week actually where they are going to continue working on the CRPD. They are working on setting up workshops having ongoing discussion and dialogue and documenting more of deaf people's lives' stories. And actually happening, this study day next week.

So you can see, it's posted there. Somebody's faces are probably familiar. I am thrilled that those people were actually experts in different areas, in employment accessibility so I thank you for your time and if you have any questions, any thoughts, comments, feedback, I am very open to that, open to your opinion, what you think about it. Again, this is a free and open translation it's an ongoing dialogue, so again, thank you very much for your attention this afternoon. My contact information is up here.

DEAF EMPLOYEES' EVERYDAY LIVED EXPERIENCES AT WORK



METTE SOMMER LINDSAY

HERIOT-WATT UNIVERSITY, EDINBURGH, UNITED KINGDOM

So as the introducer said, I am from Denmark, my name is Mette, but I am actually living in Scotland at the moment. I am a PhD student at Heriot-Watt University. The focus of my PhD is on deaf people's everyday lived experiences at work. So I am conducting a qualitative rather than a quantitative study to examine deaf people's experiences at work.

Now the topic of my PhD actually focuses in more detail on one particular area in work. Some of you might have seen this article which was about the chief financial officer who worked as an economist at a magazine and he himself is deaf. And it is interesting to consider what kind of strategies he has employed in order to succeed so well at work. And I found his story very inspirational. And we know that there are many deaf people out there that have overcome barriers to succeed in the workplace. And we need to examine what strategies they use in order to get there.

So we know now that more and more deaf people are being enabled to access a university education so that they are becoming professionally qualified so the main themes of my PhD also look at the strategies employed by deaf people, deaf leaders, but in particular to focus on deaf people who have actually established their own businesses, deaf-led businesses and what strategies they might have employed compared to their previous experiences at work. I am still at an early stage of my PhD, I only started in January this year so I haven't actually started collecting any data yet, but today I share with you my thoughts and my ideas about potential strategies which are then examined further through by PhD.

But first of all I would like to talk about the structures that affect our actions and our decisions, societal structures. You can see in this picture here it basically depicts a white, non-disabled male and this is the ideology of the workplace that most workers are not disabled, they are white, they never get sick, they have no family commitments, they can work 8 hours a day and they are robust and this is the norm. So all of these factors are what create the ideology of an ideal worker. Someone who is abled bodied and robust. So interestingly this means that if you are a person with a disability, what does that mean about perceptions about you as a worker. A survey was conducted in Denmark of 700 different people about whether they perceived that deaf people could do their job. Even if they were the same age, the same gender, had the same qualifications. If they were to be trained, could they take over this person's job? And these were hearing people who were being asked. And these hearing people were asked about whether people either deaf or who had other sensor disabilities or other physical disabilities could take over their job. And basically what we found was that the highest proportion of respondents who felt that people could not take over their job was about deaf people. So they did not perceive that deaf people could do their job. So there is a low expectation on what it is that deaf people could do. And they just assumed that deaf people would not be able to do their job.

So this means that deaf people obviously have to use and employ various strategies in order to succeed in the workplace. And I would like to examine what these strategies might be.

Here are five particular strategies that I have drawn from the literature and have been identified as being used by other people within disabilities studies, but also have been identified as being used as strategies in feminist studies, so by women in the workplace as well, because often women are perceived not being able to achieve the same levels as men in the workplace. So I have drawn heavily from disabilities studies and feminist studies to inform my thinking with respect to deaf people in the workplace.

The first strategy is an overachieving strategy. So rather than being told that somebody cannot do something, they work extremely hard in order to achieve and demonstrate that they can do the job. So with respect to deaf people it might mean that a deaf person is extremely well prepared and thinks through everything that might happen in a meeting and will actually manage the meeting in such a way, using various strategies in order to be effective in that meeting and they prepare for that meeting and they have managed to succeed in that meeting because of the extent of preparation that they have done beforehand. And the literature has also demonstrated that blind people will also employ this kind of strategy to demonstrate that they can achieve and they effectively overachieve because they are so well prepared, because they end up outcompeting if you like, their colleagues. Because this way, by overachieving, they can overcome the perceptions that their colleagues have that they can only achieve to a certain level.

The other strategy is adaption strategies, and this particularly applies to hard-of-hearing people who might choose to speak rather than sign. And might choose to circumvent the interpreter who is there in order to speak directly to people. So they are kind of performing, if you like as hearing people as they are adapting their behaviour to fit the hearing colleagues that they work with. And we do know that there are some deaf people who use sign language as well who also employ this strategy. Although that is not my area of research of research particularly.

The third strategy is the hiding strategy, so choosing to work in context where the impairment is hidden. So that they can hide their disability, they don't have to work in a context where they have to deal with people face to face for example. They can work in back offices and provide work for others to use in the workplace, but they don't actually have to be at the coalface. So when we see examples for this in the deaf community, we know that there are many deaf people who will take a job and sustain that job, because it's safe for them to stay there, because they not necessarily perceived as being deaf. If they manage this job well, they don't need to move on or move up, because it would reveal more about their deafness and capabilities and women also find themselves in this situation.

The fourth strategy is the underselling strategy, where people get underpaid for the job that they do and many deaf people experience this where they either seem to work for lower pay or no pay. And they perhaps don't even know how to or do not want to negotiate for a better salary. And normally when people progress in the workplace, they would negotiate to be paid more for taking on more responsibility, but people in these contexts would just stay in the same level with the same level of salary.

And finally the deaf sociality strategy, which I have borrowed from the homo sociality strategy and this homo sociality strategy is very important for us to think about in terms of white men and how they would typically recruit the same as them. So this is what we mean by homo sociality that people like to work with people the same as them and therefore they oppress others who do not fit that mould. So whether it's men and women or people from different ages, I mean there is plenty of research in the workplace that show that men and women talk differently for example, so women are not so effective in meetings and so on. So this homo sociality strategy I think can be applied to the deaf community.

And a research has been done in Denmark which shows that deaf people, who have completed the higher education, often would choose to work in deaf community organisations or deaf lines of work regardless of what training they have had. And therefore we feel that the society was structured to enforce that position on them, because they don't want to have to keep fighting against the barriers they have to face in the workplace. It's easier for them to work in deaf community organisations with people who are the same as them, who understand them. So some of the barriers then leads to with employing all of these strategies are fatigue, they effect on work-life balance and this is especially effected by fatigue as well and it has been reported for example that disable academics for example talk about this hidden effort that they have to do in their work in order to overcome the barriers and the perceptions that they perceive. And that we know that deaf people for example of the would need an interpreter with them in the workplace, but sometimes they are unaware of the structures, even if they have an interpreter with them in the workplace, they are not aware of the structures in their workplace in order to progress in order to climb the employment ladder if you like. So working in the deaf world means that some deaf people have actually then chosen to establish their own businesses, so we are sing more of these deaf-led businesses. Traditionally people have worked in deaf schools, in deaf institutes, in advocacy and so on. And there are a very few deaf people in Denmark, that have established their own businesses and so we could question whether they still need to apply the same strategies in order to achieve in the workplace if they have their own business.

So for example, in a deaf led organisation what would the societal structure be? How it would effect how they employ people. Do deaf people employ more deaf people? I haven't done actually the research on this yet, I haven't collected the data. These are the questions I want to ask. So I am hoping to talk to you about your experiences, your motivations, your communication strategies in those deaf-led businesses. And also particularly your networking structures, how do you get business?

Many people have worked in deaf associations in deaf community organisations in order to overcome the barriers they perceive in the wider workplace, but surely there must be different kinds of barriers or challenges in deaf-led organisations, because it's a more competitive work environment.

So my preliminary finding just from searching literature mean that we need to think about structures of the labour market, we need to think about how deaf people employ strategies in the labour market which effect their everyday lives. Thank you very much.



COMMUNICATION ACCESSIBILITY UP TO DATE TECHNOLOGICAL DEVICES . . .

CHAIR: MR. FLORJAN ROJBA & MR. ÁRPÁD ZOLTÁN KÁRPÁTI

APPLIED ARTIFICIAL INTELLIGENCE (AI) AUGMENTING HUMANS



DR. ANTAL KUTHY - SESSION KEYNOTE PRESENTER
E-GROUP, HUNGARY

Hello everybody!

I firstly like to thank the WFT and also SINOSZ, our host deaf association. As you know, I am substituting for Bruno Druchen today and my presentation will address the UN CRPD and in particular article 27 which relates to the employment deaf people.

As we all know, the United Nation's CRPD is a crucial do

I am pleased that I have grown so tall. Thank you very much that I am able to spend this morning with you as it's a great honour indeed that as a leader of Hungarian software technology company I am able to share with you my views eager to be dealing with intelligent technology especially the applications of artificial intelligence with the deaf community. We started our cooperation as a way of traditional video interpreting but this connection developed into a deep cooperation and friendship. Today I shall speak about the roads of development for technology past, present and future. And in this framework also the technology developments in service of those living with disability and its impact on the society as a whole. And I want to stress its exceeding importance.

May I encourage the deaf community to be determined and to do a global joint developments and to start them. In the world numbers in general today 15 percent of all people in the world are having some kind of or shape of disability. This is a tremendous number 1 billion people we are speaking about. Disability is a difficult item to grow up with because of its character its cause its timely character or its character defining quality of life so it can be defined in more ways than one.

Basically it is an item that is difficult to define. On the chart you can see in what way you can create categories for this. Today we prefer speaking of in the context of the future of humanity that by technologies so-called augmented people can be created by this we mean that our body our biologic features - as they define them - we try to expand on these barriers. Of course we can do this on a temporary or a permanent basis. The human race is right now hitting new borders. We're always trying to break up the envelop. They want to expand their own borders. The technology uses different tools and technologies to be integrated.

Some computer system to be built on the brain or into the brain in more shapes than one. So let me speak about with the new concept in terms of disability in the past that there were those and us and between the two there was a wall. The two systems those living with a disability and those living without are clearly separated. The communication or involvement was difficult and cumbersome. Those who lived with a disability lived on an island and the other part of the society did not acknowledge this. They removed themselves they offered little assistance and it was very difficult to climb over these walls. What is a current situation the current situation is shown on this chart above me. So by application of technologies and also the change of legislation environment via acceptance these two clouds are starting to be washed together. The integration has started and what would be the future and that's a great question. This chart we tried to give you a perception of the fact that in the future the main challenge will be that the technology how it would be able to implement this inclusion. The chart gives you an idea that those who were disabled in the past and were so-called by the community they will be fully integrated into a normal functioning

of the society and parallel to that all those superhuman people will emerge with superhuman capabilities are who as time goes by let's say in 30 to 50 years we integrate the a norm to the mankind on Earth so that we share new capabilities it would be simply a minimal importance that there is a gap by those living with limited disability according to today's definition and those not being not having a disability and this process we've gone in the next few decades as it is shown on this chart too.

Where are we now? read out right now. Let's take a rapid overview. We have audio transcription technologies you can see them on this chart closed captions screen reading lip reading we can automatically turn spoken word and spoken environment into texts in the future. This may be automatic by sign language as well. And it's not only the dialogue that could be understood by this but also the environment and the context of the dialogues will be possible to be explained. The sign language and its word we all know that it's a fairly complex and full set of problems per say it's a new world of problems standardization education and beyond this the technological development also have some learning processes that are electronically available that is to learn the systems and these databases are very important and that they should be available and they should be organized. The sign language to be translated mechanically is a difficulty because there are different sign language in the world today but also that there is a lot more complicated thing than the sounding language is more complicated more difficult but it's feasible. Well then of course we have also the well known VERI. In this context I must raise that it would be worthwhile to think in such a joint project by the community of the deaf where some other groups living with disabilities could help them in creating major projects such as the deaf how the deaf could help the blind and the blind deaf or vice versa. The same way also the most with disabilities but also up to date technology will offer the opportunity of cooperation of this type and this is important because this way these projects would be more efficient and literally and more financible and their social impact will be tremendous. Just a few of words about automatic translation. Similarly to spoken language is we must resolve similar problems but in a different context so the sign language model in its complexity its perfect complexity makes it a lot more difficult. It's a more tough nut to crack. But in an engineering way it can be handled full transparency will be created from sign language to sign language. So there should be automatic services found globally and in the not too remote future. In the field of spoken language this is just penetrating the market now but this is only a matter of time before it is happening. Of course you all know these avatars already exist. In the future it will be the jump from here that by automatic signalling my personal assistant who is serving me in a trading company in the chat box will use automatic signing to offer me goods. The human intelligence is such a process of



recognition by which men will be able to learn to create ideas to collect data information knowledge to understand them to argue to recognize better to solve problems and use language for communication. Artificial intelligence which I have mentioned is the implementation of these capabilities by using computers but in a different way at the same time aiming at similar objectives. It's equal to human intelligence in general recorded the general artificial intelligence and its creation is very far yet as opposed to those what you may read in the papers but in some more limited areas valuable and very useful results are being born today we have mechanical deep learning systems we have the renaissance of these and we are using them in quite a few areas. In this context I must only say that a lot is written about this but artificial intelligence is more like artificial than intelligent.

Just an example. IBM is one of the largest I.T. company as you know. They have been in the market for 100 years and years ago they created a tremendous decision. Most of the company went to the development of artificial intelligence. Today they are not alone. Google, Facebook, Microsoft you know these names of course and of course they are developing using tremendous efforts but maybe they are beyond doubt one of the leaders of the area. The example is Watson of which you might have heard that is a kind of human intelligence service, an artificial intelligence service which will characterize the capabilities the language area and it understands it generates hypotheses. it evaluates and adapts learns to view and adapts to new situations. The natural language technology is to be translated by machines. The emergence of speech bots and textbots so the authors in general artificial intelligence is speaking automatons will offer help in all area for us deaf. The expansion of our communication and its improvement or rather to have cheaply available apparatus globally whether there is not much money. So that is a general objective. Chatbot a speaking robots today are typically using and understand the words or text but still the sign language comprehending or those trying to understand the language in such components the development of these going on chatbot have a lot of multiple information integrating into communication in many forms with that complementing the existing channel of communications. It's very important that in my view the deaf community in this field also would have to fight for the sign language support globally so that the checkbot word could be integrated in the sign language word. So these services will be offered and not to the future in two years from now or so as I think. And one more word about the mechanical learning. So one thing you must understand these technology all are data driven which means that plenty and good quality learning models and separate learning so that they could operate and they could be created. The technology of automatic learning will be able to offer support to the deaf because it's a basic technology but it's important to see that without appropriate a base of learning data is difficult to create these technologies in good quality. So it would be very important that we have global joint efforts and create projects that would create these databases. From the point of the majority society we can establish that those living with the abilities and the technology adapted to the problems is not wasted money to the least extent but rather it's a very very good investment and we have to emphasize this by creating somewhat new which could be used in different areas too and this will activate the whole society and will help development so those living with a disability can live a full fledged life and the society will be enriched by a new technological possibilities that they will be able to apply elsewhere. Don't ask for help, ask for investment. Why? I want to share an analogy. What happened in flight. Man cannot fly. They created an aeroplane. We have reached places where we haven't been. Earlier we brought back new things new ideas we created innovation and something new was born and the circle was closed and the same applies to technologies which were developed for the disabled people and that's how they can get help even the non disabled in the whole society. And here I speak about full inclusion. The objective is in a technological sense to have those disability, having technology in all environment and security of life with the proper capabilities there and then when it is necessary in a routine way automatically invisibly if you will. Disability cannot create a critical problem in the future cannot create an impediment, an obstacle. We should have intelligent digital personal systems we can call them life companion, companions helping us with our life. In other words companions will arrive helping new technologies that will adapt to the real life situation and in consequence they will offer help, proper help using the necessary technological elements integrated for us. And here is a piece of good news, this chart is a good news. The red arrows. You don't have time for the details but the technologies is marked with red arrows are all brand new technologies that will have been useful for the Deaf Society. There's a curve which is created by Gartner the largest technological forecasting company in the world showing which technologies are today in the up and running period and in what time they will reach their target when should they be implemented and in each stage of their lifecycle are they now. They were just invented. They are in the early stage or even they are popular. They are being mentioned a lot or they are not mentioned a lot but they are starting to become part of everyday practice from left to right. Every move

is a chart you can see the curve. On the vertical X you can see the expectations by this society on the horizontal we see the time elapsed. So in this stage we are now. This is a piece of very good news for you. These technologies in the next 2 to 10 years. These signs on this side will show this. They will be included in the practice. What is the task then? What is the task in this situation? The task is to work together with the industry by the International Organization of the Deaf having a very active dialogue finding out whether these technological trends and knowing them they could invent jointly the application areas and solutions where we could best represent the interests and demands of the deaf how to define them so that they maximally could be taken into account when these new technologies will have come about in a mass way. So that's a tremendous opportunity and also the single largest challenge for the next 10 years. This is just an example. 5 or 10 years ago this existed in sci-fi literature and today it is reality. So we have mature technologies being used in mass production that you can buy, sold on the kerb a moment ago as the same type of technologies but they are just about to come. So finally let me explain this to you how augmentation is happening up and above you see the today's situation. We and our tools. And there is less integration prior to that we exist as people and our tools they serve us but they are separated. In the future, in the middle two to ten years period this communication channel will be complemented by supporting artificial intelligence assistance and also in certain cases it will be noted that the tools to a certain extent will be integrated into our bodies. They will be part of our physique. What is the distant future? The hearing and hearing may develop perfect new communication channels the tools and the technologies will help them to communicate in a new way with each other let's say by the force of the thought so the transmission of thought in a technological shared sense will be implemented in a period of 30 to 50 years. And finally what is that comes after. Well yes. A lot of artificial intelligence are already there machines, autonomous intelligences, societies like machines transhumanism certain elements may also arise. The possibilities are infinite and only depending on us how we should use them. But let us never forget and we shouldn't forget that this is just a gigantic responsibility to this point where the responsibilities of the deaf community may arrive. I have come and seen you in the deep sentiments of those living with a disability. I think this is a point and this is a social group which can be the most human and is the most human so the most deeply humanistic and feeling they can best defend and evaluate what is human. In the majority society they need that balance and they are kept in a balance by showing us our weaknesses. So these are you. The Human Touch cannot be replaced. This is the single most important thing. That's what makes us human and makes us remaining human. You are excellent people because of the visibility you are more sensitive therefore they will be able to pay better attention so that the clarity would be remaining. But it should be just a clever servant and should not rule above us. I wish you the best. A lot of success to our afternoon sessions of technology the conference and I hope you will have obtained good memories from Hungary and I hope you shall return to us. Thank you very much for your honouring attention and also may the Force be with you. Thank you.



A STUDY ON CONTENTS CONSTRUCTION AND COMPONENTS PRESENTATION OF WEB-BASED KOREAN SIGN LANGUAGE DICTIONARY



**INKYUNG KOH, HEEKYUNG CHO, SEONA SHIN,
MYEONGHEE YOO, BYEONGCHEON YOON**
NAZARENE UNIVERSITY, SEOUL, SOUTH KOREA

[SPEAKER 1]

Good morning everyone! We are here to present about a bilingual dictionary focusing on Korean sign language. It is web based. We want to introduce the various components that are required for a web-based dictionary. And that will be the bases of the presentation. So, in terms about what we will discuss, we want to talk about the purpose of creating a web-based dictionary. The team who has been working on this project has undertaken various research into what is available out there in terms of resources. And some of the examples of what we have found are as you see on the slide. Particularly, dictionaries in different countries. We do realise for example that deaf people when they watch the news, they may see captioning and then they see particular words that they are not familiar with. Some deaf people would then refer to an online dictionary to seek for the clarification as to meaning. And often they would find further words that further complicate understanding. Therefore make comprehension difficult. Hence why we were looking into the development of sign language dictionaries in particular. Sometimes people would need to ask colleagues and friends for their explanation as to meaning of words. And often enough the responses would not be in sign. So, we wanted to look at the two sorts of dictionaries that are available. One is when we have a one language dictionary. Which means that you look for a particular word and then you get the definition of that word for example in English or even in Hungary, you would look for a particular word, you would find the definition of that particular word in the Hungarian language. And we would call that a one language dictionary. As you will see here.

So, you can see in this example, we have shown two types of dictionaries. One, the one language dictionary, and one, this one you see in front of you, the bilingual dictionary where you can see English and another language for example Korean. Unfortunately, at this point of time we have a one language dictionary for Korean sign language, but it doesn't provide etymology, example of use in context, etcetera. So, that's quite unfortunate that that dictionary is not that advanced. However, what we would like to look at is establishing a dictionary that has not just the word, the meaning, but also examples in which context that word is appropriate for. And to us a bilingual dictionary means that you can search, the search function can apply for both languages equally. Which means, you can search for the sign or for the word. And in both instances examples and often etymology appear as well in addition to the definition. So, the purpose of the study was to look at how a bilingual dictionary can be constructed. And I would like to invite the next speaker to discuss that more in link.

[SPEAKER 2]

Hi everybody! When we are looking at a web-based dictionary, we need to look at the construction of it and the components that make up that dictionary. Firstly, I would like to introduce the team, all the colleagues who were involved in the creation of this particular piece of work and the project team who is involved.

The Korean government has made Korean sign language an official recognised language which is a great achievement. So, on the back of that we have been able to then embark on numerous research strategies that will enhance that legislation. So, let's begin by practicalities of this dictionary. So, when we are looking at the search function, there are five particular things that we want to look at: facial expression, hand shape, movement, orientation and how we pose linguistic parameters of sign language, people could use those elements to search for sign and words. Now, when we talk about non-manual features, obviously there are lot of elements to that. And when we think how we can

incorporate into an online dictionary. That was actually quite a challenge. But what we thought would do after much discussion with colleagues, we thought we would use these four particular pictures or symbols. One meaning neutral, one indication happiness, sadness and perhaps the question. So, all those features can make up the non-manual sign aspect. And that makes searching for the sign a lot quicker and I would like to give an example for that and this will make it a lot more user friendly.

Another element you can use to search is first you pick the non-manual feature, then you look at the hand shape. And in Korean sign language these are our main hand shapes that we use. There are many. We have up to 80. But we thought it would be impossible to transfer all those 80 handshapes into the dictionary so that it's still user friendly so what we decided to do is to pick the main basic handshapes. And as you can see they are pictured above and if the sign you are searching for relates remotely to that particular hand shape, that will assist. For example there are hand shapes that are primarily use the thumb, there are handshapes that only use particular digits, particular hand spread, width with the hand is closed or open. So, we came to an agreement as to which handshapes would be the most useful that people would be the most familiar with. And so, using particular linguistic parameters, we then came up with these particular handshape examples. They exist in the search function as you can see here. So, you can see how quick that can be and it's all visually based. But it means, we had to put forward particular programming into the website to ensure that we allow that capacity. We then move on to the location of where the sign takes place. And when we talk about location, it can be from the face and using all aspects of the body. So, if it's a sign that happens around the face, you would click on that face area of that symbol above. If a sign takes place over the chest, you would then click on that particular area. So basically wherever that sign takes place, you would click on that particular area and we would like to give an example of that. And after that it becomes a lot more specific. And of course, these signs aren't touching your face necessarily, but in that region of the face for example. The programme also shows if the sign touches your face or it's away from the body.

The next parameter is orientation. Now, this theme we found very difficult to expand on that and we have to show that in a visual and easy-to-use fashion. In particular when we thinking about forward or going back. When we are going up, that seems to be a simple thing to do, however, some signs start in a higher location and end lower or start lower and end higher. So, what we were doing is, we were focusing on the location of the fingertip and so we thought would be the best way to utilize that. There are three aspects to orientation. We were looking at hands only from the elbows to the wrist, the full arm movement orientation and then forward, back, up or down. So that were the three



orientation specifics that we were trying to work between. And then we were looking at if we should decide just the difference between the left or right. What we did was visual examples that would show whether it was a right handed sign or a left handed sign. You would be able to distinguish that to make the whole process a lot quicker for the user of the dictionary.

We will go on to movement. There are 60 aspects to movement in Korean sign language. Again, they would be impossible, you would fill the entire webpage. So, we are looking at specific areas like wrist movement, elbow movement and from there people could break it down further. So I would like to show you an example of that.

On the bases of those frequently used movements and so on, we were able to get to a point where we could create a page that looked like this. So, we realized that you know, an interface such as this, it could be a very complicated thing, but we wanted to make it so easy to use and simple that anyone in the deaf community would want to use it and would enjoy using this facility. And then you have a list of results and that's how efficient the system is. And this is the sign for air. And that shows an example of sentences how it can be used appropriately in context.

[SPEAKER 3]

I would like to get your feedback on what you think about our web-based dictionary and we know that the concept of sign dictionary relatively new. We know that more work needs to be done. We would like to try and compress this even further to make it even a more efficient system, but this is where we are at at this point in time. Now, for this dictionary to work, there are three particular technologies that you need, particular programs. So we found that a website like this needs Java Script, but not just that, because there were so many elements and so many levels to the program that Java Script is required with Node JS. Furthermore, when we came back to this particular page when we were talking about location, it's important that the program or people's interface use Flash HTML5. And that will ensure that the whole system is integrated and works efficiently from start to finish. And if you want to be able to select from the different parameters associated with the dictionary, you will need all of these aspects on your device. But essentially we want all of this to be accessible on any device, laptop or phone to tablet. And we didn't want to make a different sort of program for each different device and we wanted to be able to be used equally amongst all the devices. To insure that it's interreperable to all the devices. So again, you will need HTML5 in addition to Node JS, you will also need CSS and Flash. So, please keep that in mind if you ever would go and use this web-based dictionary. Or even create one for yourself. We would be happy to take questions, but due to time limitations we will have to take those questions after the session is complete. Thank you all for your attention.



SIGNALL - A COMPLEX PROTOTYPE FOR AUTOMATIC SIGN LANGUAGE TRANSLATION



**DAWN CROASMUN, MÁRTON KAJTÁR, DÁVID RETEK,
DÁVID PÁLHÁZI**
SIGNALL, BUDAPEST, HUNGARY

[SPEAKER 1]

Hello, my name is Dawn Croasmun and I am an ASL specialist. We have 70 million deaf people around the world. People who use sign language as their primary language. We have 200 different sign languages in the world, more than 200 and it's really important that we respect and regard those 200 and more sign languages. We have 15.000 certified interpreters, but that's a very small amount compared to the amount of deaf people around the world, so we have no possibility for sign language interpreting where it is needed as of this moment for instance. So, if you have a look at the timeline here, back in 1981 some research was done into some innovative technology, but of course, innovative technology was in its infancy that time. Technology has improved enormously up until now and it is developing at a rapidly increasing rate, which is of course a benefit for us in this world today. So, we are not the first inventors of things, but rather standing on the shoulders of the previous development. The purpose for our project is to break down barriers in the education between the deaf world and the hearing world. And that would be a case of translating a sign directly into a spoken word and the other way around.

For deaf people to speak in sign language and have a translator that translates directly and quickly is not yet available. But that is what we are working towards. These are images of what we show the financial support that we received through the years. We received 600.000 and we have now built a vocabulary of 300 signs. So, of course, we need more money to build a greater vocabulary. We are right now partnering with the Gallaudet University filming deaf people with their usage of their sign language, so we try to collect a corpus at the moment and at the Gallaudet University we are in a testing process and hopefully we can deploy it in 2019, but it's still not certain. So we are just as I said at the testing stage.

We have also received some awards for our inventions and innovations. Should you want to translate sign language, 3 parameters are important. The non-manual markers, the construction of an ASL sentence and that signs are not individual, that signs affect each other in the sentence in their syntax and thirdly, which is the most important is the involvement of the deaf community in the development of this project. Without deaf people's involvement we would not be able to work further on this. So it's the most important aspect. So, these three parameters are very essential for working on developing this.

So, if I can go in detail with the three parameters, we can talk about the non-manual markers right now and we can see the kinetics of face here, and we know that the face and the markers in the face are extremely important for sign language perception. We can express things only through hands, but without the face we would not understand what is being said. So, the face helps to edit and change grammar and information in the sentence. And we have a multitude of singular points in the face that need to be covered and it's hard work to find technology that is able to read movements of the forehead of cheeks and mouth and all that has to be read in this translation program.

Should we speak a whole sentence, the program will not be able to read very long sentences, but only sections of sentences. But when we talk about sign language, we also have a construction of a sentence in the same way. If we look at the spoken language, we see one syntax. But when we look at sign language we see a different syntax. I say mother, deaf, of we have the words mother and deaf. When you have a spoken sentence, you have individual words that do not flow into each other, but with signs you have the strokes in between that then have to be reduced and has to be taken into consideration that when you have a signed ASL sentence, you have reduced stroke movements between every sign.

And let me now tell you how we involved the deaf community in developing this program. Most of the deaf people that live in America, we have a person called Sean and he is an expert from ADA, then we have Patrick Padreau who works at Gallaudet and Sebastian Fogler who is also from Gallaudet. All these three of people working in advisory capacity. But Sign All is in fact from Hungary and in the Sign All team is me Dawn Croasmun who is an ASL specialist we have a sign language teacher and also a linguist. So, the three of us are the Sign All team working together with the three advisors from America.

So, if we now focus on the American sign language, you see the first image showing here the way you say you, sad, why. The next section is then the glossary where you have defined each single word. After that you can see the text which becomes in a spoken sentence 'Why are you sad?' and finally it is transferred into speech, so it's spoken in a way you would speak it in spoken English. And in face the computer needs to be able to work this process and decipher what happens between steps.

As I mentioned, we have this three very important factors, the non-manual markers, the hand movements and body movements. We have filmed people using sign language and we have filmed the non-manual markers alone, but the problem is you can't separate those elements. All three elements have to be one for us to understand the sign language, which is why we had to build a 3D image of the person signing. So we film from above, from bot sides and from bellow. This makes the actual image 3D, because you need to see all dimensions of the sign or words being said. So, we need to feed a lot of data into the program, but working with Gallaudet makes it possible for us to collect a lot of data. The data started as a very small amount, but now is growing very large which means that we are able to work with the data and then feed the data into the database.

So, as you can see it sort of works in a circle and of course sign language is always changing which is why we need to continue feeding information into the database. If we take an example of the word birthday, the sign for birthday as it is, but it's not just that sign. Some say birthday in a different way or a third way. We have several different ways of saying the same word. And it's very important that the project although the program will read whatever sign you use and see that it is this word that you want to express. So, we have collected a lot of data through this 3D filming and you might wonder what we do with all this data. All that we have filmed has been collected in the database and we can now see all the different aspects being used within a sign. And we have sorted the data content so that one film that lacks one aspect will be removed. So, the way that we filmed it, we need to make sure that we film it so that you can understand the single word but that you would also be able to understand the full sentence in connection. And we have worked with annotation. So, for instance: if we imagine a picture of a car that is standing still then we would film someone trying to explain someone trying to explain or describe that picture. And again, with the word birthday that I gave you an example of before, we have collected many possible examples that are connected with the word birthday into a giant corpus and we have spent so many hours working on this.

And now I would like to move on to how you can use it in a workplace to make it accessible for deaf people, because we want to create a positive work environment for deaf people. And as you can see in this image, if I am sitting as a deaf person at the desk and I have a screen to my side, the point is that the screen and the camera should read directly what I am saying in sign language and translate it directly to a colleague sitting at the desk next door. And we would love this to happen both in public places and in private places so wherever I go to meet someone I need to communicate with, we can use this tool for translation and easy and direct communication.

So, if I could just tell you shortly how we work with reading all the factors that go into showing sign language with the manual markers etcetera. I have a table in this room in a booth in a hallway and if you want to see how it works, please visit this booth. I have gloves and all sort of things that would work while I film you using sign language. So, I have a little exhibition room in the hall.

Of course, we are still testing, and still working along with Gallaudet and we want to see if the work with Gallaudet improves, we might want to include more partners. And if you would be interested in working along me, please do join us. Thank you very much for your attention!

EMPOWERING SOCIAL MEDIA TO DEAF PEOPLE



JOEL BARISH

JOELBARISH.COM, AUSTIN, TEXAS, USA

[PLAYING VIDEO]

Hello everybody! I'm sure you want to see me jump first, right? Alright, you are ready? Here is the famous jump. That's kind of my trademark. My jump is just how everyone has their own thumbs up or their own trademark. It happens worldwide. And everyone has their own trademark, so this is something I feel like it's empowering. So, that's my empowerment jump.

I am raised in a deaf family, my parents are deaf and when I was younger I was enthralled with film. When I went to Gallaudet University, in 1992 I was graduated, and I didn't know where to go from there. There was no internet back then and in the film world they all said sorry, but you need to be able to hear edit all the sound, but I said no, I can edit the visual aspects of film. But they wanted me to be able to hear, so I met many road blocks and I was not able to further my career in film. However, of course we know our life does not take one path we have to go through many road blocks and it actually enriches our life. And so that is what happened to me as well, but I had to deviate from my original plan many times. I tried to set up a business which was Deaf Nation and I actually met a woman, an American and we wanted to travel the world. And then I said I have noticed that there are many hearing presenters presenting travel shows, so their travel shows have gone rapid, but there were never any deaf travel shows. But the woman said, well deaf people only live in America. Or around the world there are no deaf people. This woman actually thought this and I said of course worldwide there are deaf people. And I couldn't believe that she thought this, but I turned her world upside down, because she was surprised that there were any deaf people around the world and this got me thinking. But I find it very important to have an empowerment aspect of it. I didn't want to go to a country and enjoy their food and enjoy their culture. I wanted to empower the deaf people that I met. I wanted to learn from their lives and it didn't matter what type of communication it be, international sign language, using their sign language. Hearing people of course think that sign language is international. They are shocked when they hear that there are many different sign languages in the world and when I came here 5 years ago, to our first WFD, people were shocked to know that I could communicate with hundreds of different people from different countries. We know that that is a big advantage of sign language compared to spoken languages. ...but you know, we are a family.

So, as I said I went to many many countries across the whole world and I went to 85 countries till now. And I have also been to, do you know this sign? Do you know this place? I have been to Tibet. And it's very difficult to get a visa to go there to visit Tibet, but I knew that I wanted to visit. So, I always ask if this country has a deaf club, or deaf people and if I could meet anyone and if they do, then I make sure that I can take time to go there. So, I work during the day, but I make sure that I am there for at least a few days to a week. I don't want to come in and come out and just take them on culture and not give anything back. So I make sure that I live with the people. So, when I was in Tibet, I met this woman and I said I want to go to the remote parts of Tibet. As you know you have many travel guides that say where to go. I make sure I don't go to those places. I make sure that I go to those places that are not in the book. And I make sure that I can find the deaf people. I usually try to go to the far North or the far South, so most remote place that I can find. Usually people are right concerned, because I am deaf that it's dangerous, but I thought no, I can do this. I remember visiting the bridge here in Budapest and actually wanted to try to cross it underneath it and people in Budapest didn't know that that was possible. So, I always make sure that I am always guided by a local deaf person through their community.

And if I go to remote places, people do know that there are very few people in rural places, they all move to bigger cities for schooling, for work, but in every country there are also deaf people in the remote places. And I also make sure that I am not always the only one on film, but I have local deaf people on film as well. Many people that I meet are shocked that I am a deaf person that has come to their country and of course they are surprised that they see a white man in their country and so this lady for example is very surprised to meet me and they brought me food, they were very hospitable and welcoming in their home. This is an example of me going to Mongolia. I also wanted to go and visit a yurt. And once again, they said that there are no deaf people living in a yurt, but I said that there are deaf

people everywhere. And I know that there are deaf people living in a yurt in Mongolia and finally I found one. I had to take a 6 hour drive through the terrain of Mongolia and just like what happened with the water, it was exactly how it felt in the car. Of course, there is no street names, there is no paid roads, but this gentleman knows exactly how to get me there. And we are in this large terrain vehicle that bumped the way through and luckily I was able to arrive and they are a family of 7 deaf people living in this yurt. The oldest was 72 who had never ever met another deaf person in their life. 72 years with only their family. So I came to meet this older woman and she said 'You are deaf?' and she just kind of looked at me and was shocked. I really opened her world. And so I asked what type of food do you eat and you can see that they have this way of their making food. So, I have to say though, she was 72, but she looked 50 years old. And I was there for 2 weeks and I was amazed she was able to be just as international in her sign as anyone I ever met that has travelled the world. So, when she wanted to talk about water, she gestured this way and they showed how they are bringing the water from the hills to the area where they live and how they have to travel 7 hours. Here literally there is water right next to me. But for them they have to travel 2-3 hours just to get water. So, it was a very beautiful experience, I was very lucky to have met this woman. And I love to try different types of food as well. But it's very important to be empowering and also hospitable and share. So, I want to share everything with them and I want to share social media with them. So, I shared different films of me and I had films of me work in the fields and or certain dance and many people were 'OH we do that here as well! We have that type of dancing here as well.'. Its really fun for me to show people from across the world of my different travel experiences. And one of them says 'Oh 20 years ago I had glasses, but it broke, so now I just use my lens.'. That's how they have to live. You know, they have one pair of glasses and they never get one again. And when I explain that if here I broke my glasses I just go to the store and get a new pair.

So in my travels in the last 20 years, I have to say, I have never heard one negative thing from the deaf community of deaf people. No back stabbing, no negative remarks. In my work I feel like an artist. And I am painting the tapestry of the deaf community. And I believe that this tapestry is so beautiful. And sometimes I meet deaf artists that produce beautiful artwork, but I notice that hearing people are not able to see this beauty and what happens is that they keep it to themselves. And I think that it's so important to share their beautiful art and their beautiful crafts. And I think that it's important to share with the hearing community what all these deaf people worldwide can do. So, once again, I urge us all not to be backstabbing, but concentrate on the positive aspects of the deaf community and we can highlight this. Because if we keep the negative aspects of what is happening in the deaf community to the hearing world, they only see us people that are complaining and not the beautiful parts of our community. So, there are many things that we need to overcome, but I think that we can do that in other ways. If they only see the negatives of the deaf world, we will not be able to connect with the hearing world.

I am here now in Myanmar. There was a 14-year-old that lost their hearing and was a fluent signer and actually lead me through Myanmar. Instead of asking what they could have, they always showed what they did have. That was a small community of about 100 people in the town and there was one gentleman who in the summertime was off from school so this gentleman, you see him sitting down and looking away from the picture was sharing their life with us and saying that there was no other deaf people in this area. I said 'There is no deaf people here?'. And so, one of the ladies said 15 miles from here there are some deaf people here. And this gentleman said, no I don't believe that. So, we walked over the fence and through 15 meters away, you see the person with the pledge shirt, didn't sign, but just did the sign for I don't hear. And this boy lived in the area for years and had no idea that this gentleman was deaf. But the way that culture works is that the parents and grandparents first ask what are you doing here, they are the ones that first do the inquisition, they need to accept you or not and if so, you know I said I am here from the US and I want to learn, I want to share and I wanted to have their deaf child. I wanted to bring him for school to America, but I had to convince the grandparents to send him to school in the US. And at first they said, no he has to stay here and he needs to work here, but I got them to my side through humour. I tried to say, but you know what, you don't want to care for your whole life, you don't want them to carry all the pain, but I used my verbosity and my eloquence and fun and I had to kind of dance around the subject before I could get them on my side. So I had to use their cultural ways. I wasn't able to just come in baldly and say he needs to go to school. I had to respect their culture and negotiate through their method and empower them.

Here I am in Bali. At the same time when I visit places I also want to make sure that I can contribute. So, here those actually have businesses. And first I asked them, do you have a driver's licence, do you have a working permit and tried to say, you need to be treated equally to the hearing community. But they just kind of looked me funny at the beginning and this gentleman here is 40 years old and he works in the fields. He has no education, and he is very successful, but he doesn't earn money with this. And he says, I don't need money for what I am doing. I am only paying a ford. So, it's very important again that we make sure that there is rapacity. You always have to be paid what you are doing but the bardel system of rapacity is also a beautiful culture.

I am 49 but I have to make sure that I carry on what is happening in our world. And so I come to these people and I say that I am deaf and that I have been to this part of the world and that part of the world and these people are really impressed and surprised that it's possible. So, I am also role model for these people. I went to Sri Lanka as well and they had no deaf school there whatsoever, but this was actually built from the community and they had set up this deaf school from within the community. But I also want to make sure that I respect the teachers of the deaf when I came to visit this school. And they said, okay, you can come in for 5 minutes. And so when I came in, I was really impressed that the students respected their teachers. because they are just happy that they can learn. But it's the way that they approach the subject had respect. They didn't tell them off that they needed to be respectful. And they didn't put them down, they actually built them up. And that's where you can see that the idea of respect was learnt very beautifully.

This was at a tea farm and I was plucking tea and they were like, no you should only work 30 minutes a day. They work 3-4 hours. And they were surprised that I came here from America that I flew all the way here and they were just so touched that I actually came all the way from America and they were surprised that I have given this attention to this woman. Usually it's hearing people that get the attention, or men, and they were shocked that I was asking to give attention to the deaf woman here. And she was actually very concerned about, no I was not supposed to get this attention, you know the hearing people are over there or the men are over there, but she actually shared her life with me and my life with her, she was in tears. She was so moved that she was able to have that connection with me. Thank you for listening.



SUPPORTING HIGHER EDUCATION DEAF AND HARD OF HEARING STUDENTS ON TRANSITION PLANNING WITH TECHNOLOGY



MATJAŽ DEBEVC, INES KOŽUH
UNIVERSITY OF MARIBOR, MARIBOR, SLOVENIA

[SPEAKER 1]

Now can everyone hear me? Because I am deaf, in clinical terms I cannot hear very well if you can hear my speech, so I apologise for the microphone.

Dear Minister, dear Ladies and Gentlemen, I'm really proud and it's my pleasure to present here on our work and support for deaf and hard of hearing students at the university with technology. We at the university in Maribor, this is in Slovenia, we support deaf students with technology and we successfully participate in some European projects. Right now we are involved in to work project which is to bring students starting to work. I am proud to say also that yesterday we are started with a new European project. This is the Space Project which is intended to build up accessibility centres in Morocco and Egypt which is lead by a university in the United Kingdom. Today I would like to present you briefly firstly the rights of persons with disability which are connected to technology. And secondly, I will present technologies which can be used in universities and in school and in the end some important trends which we need for including technology in the school.

So, let's go, firstly the rights of the deaf and hard of hearing. First, it's very important the use of sign language. We all know that. The next factor is accessibility and the right to use sign language interpreting and this can be accomplished with the sign language interpreter networks and centres. Deaf students are best instructed in subjects though national sign language along with the written form of the national language. Thus, bilingual education for deaf children is crucial. For deaf students accessibility often rest on the availability of sign language interpreters accessible e-learning materials. Now, I would like to show you the use of the annotation technologies. The expert group on the accessibility of the World Federation of the Deaf which I belong also to this group work on the statement on the adoption and annotation on technologies and accessibilities where we emphasise explicitly the right for barrier free communication like using real time text, the right for accessible information from the environment and in school with the help of sign language interpreter for example, the right for equal interaction with society like through social network like in our presentation before and finally the right for accessible products and services like watching movies with subtitles or captions. If you are interested in the work of our expert group, you can find more information on the World Federation of the Deaf's website.

So, let's go to the next slide. Let we see the minimum requirement which services are the most important for deaf users according to the United Nation's convention. Firstly, video rely services or video rely interpreting. Then, there is the need to have accessible websites with the glossary, dictionary like we saw in the example of the Korean and then with sign language interpreting videos. Furthermore, video chat for conference or one-to-one or many-to-many conversation type is needed. Finally, there is a strong need to have captions or subtitles in all video material. For example, in the UK BBC already provides up to 100% of captions or subtitling in their programs. Unfortunately that is not the case in other European countries.

So, let we see information communication technologies in education. So, deaf and hard of hearing can use ICT, this is information and communication tool, as a tool for teaching for example. A teacher can use an app for providing e-learning material together with a video and for learning for example the students looks at the video and look at subtitles or sign language interpretation video for easy understanding of the content of the video. Next, we can use ICT for administrative purposes and finally we can use ICT for cooperative and collaborative activities like working in a group on the same document. Maybe you know, Google Docs is one example for this. For trafficking we use ICT for providing the content. This is the main important thing in e-learning for example if we need accessible e-learning materials together with subtitling or at least with interpreting videos. Next thing is finally if we need communication. First of all, real text is the most important thing here and other communication tools like video conferencing and

social network is important. Unfortunately, here we are still waiting for reliable and effective speech recognition that synchronises for many world languages. So, here we suggest some basic ICT technologies for deaf and hard of hearing. The first and most important is to use the laptop and video camera. And next to use smart phone today. If we compare the situation 10 years ago, there were no smartphones with a good video camera. Now they could use it in a very efficient way. The last time we could also use smart tablets with touch screen.

What about the education institutions? We propose here firstly a video conference tool for combining together deaf and interpreters or teachers together. And next, it is good to have a video interpreter module for the deaf students to watch the courses live and at the end, the accessible e-learning material is also very important and I would like to show one example which we made in our project this was an European project. Here we provide a video interpreter for example which is the most important part for understanding the difficult, to understand e-learning material and it is important to use it for offline courses. Also, a video glossary important terms would be welcome. So, we made this on the Moodle learning management system and we are proud to say that we got European Communion Award for this in the year 2011 and we designed it further with this system. The system is really understandable and easy to use. We found this during our usability evaluation and important for this was also the communication to have to use communication inside of the same system. This was the video conferencing, the video chat and text chatting. And not to forget, we provide also to collaboration tools for making questionnaires and individual assignments to the students. So this can be used in a very efficient way at the university.

The next thing which we can use is real time captioning like we have here. In my opinion this is very important and it should be used in every way also at all events which are provided at the universities or at conferences and it should be a way for improving the accessibility for deaf and hard of hearing people. And not only for them, but also for people whose English is not the native language.

What about devices? These are devices for hearing aid users. These are personal amplifiers FM system with, Bluetooth, streamer infrared system inductionloop system and the rends and news is live audio and caption system. This system is for example is from ...So, the tutor speaks in a microphone and the student picks up the sound through a receiver with a volume control headset or some other devices to get the sound directly to the ear. Depending on whether or not the student uses hearing aid or uses a cochlear implant. I would like to summarise here. What is the World Federation of the Deaf's vision which we discussed in our expert group? We all know that education is a right for all people. Not a privilege. It's a right. And many deaf people are not fluent in their native language which includes signing, written and spoken language. That is because of the poor education opportunities available in many countries. This needs to be changed. There are more of those which you can see in this slide. Some of them are very well introduced also in some universities and the most important is that the person regarding of the disability has the right to the language. Now, I would like to present of my presentation trends which are now available today. So, one company [...] which you can see here is [...] launching a [...] headset which displays film subtitles for the deaf and hard of hearing. This is not only for them. It's also for those who need dialogue translating into their native language. A micro display, similar to the one on Google Glass steams subtitles in any language. You can imagine the situation with not only subtitles but with a sign language interpreter reality which you can see down also have deaf and hard of hearing acquiring information from the real environment. If they are able to see it at the display of their mobile phones. Facebook, Instagram, our toolkit from Apple, Microsoft with the Hololense, all provide interesting solutions which can help deaf and hard of hearing users to bring more accessible and understandable information to them. Even as a sign language interpreter video inside of the real video camera filmed. What about these trends? Future trends. Here we can see acquired interesting solutions, called hologram. This is an almost 3D environment and avatars which was also designed together with Microsoft and Gallaudet University and these can beleive sign language in spoken word communication in any language of course. Researchers are currently testing now voice interaction. With the hologram and avatar solution, sign language recognition is still not quite possible in such a way that to be 100%. We see a possibility to change this like we saw today in Sign All project and also with the possibility to use machine learning. In fact this is Artificial Intelligence in new term and this could be a way to bring possibility to make translations into any languages like we also have been introduced by Sign All project. So, if you want to talk about this, you can contact me or any member of the expert group of accessibility.

COMMUNICATION INNOVATIONS: DEAF PEOPLE AS AAMBASSADORS FOR COMPANIES AIMING FOR ACCESSIBILITY - STARTUPS PEDIUS, INTENDIME AND VEASYT



GABRIELE SERPI
WORLD DEAF TECH, ROME, ITALY

If everyone is ready to start, I think I may. A warm welcome for everyone for allowing me to present here today. This is my name sign, I am from Italy.

Since I was a young man, I was always very interested in computing. My father passed away 2 months ago, but he and friends have always had interest in computing and IT. And how technology such as computing can really bring down the barriers. And we have seen with the development in IT that the world has become so much more accessible for each and everyone of us. And I would like to go in more detail about that.

If you would like to take photos of this presentation, please use this hashtag that we have up on the screen. WDT Budapest 2017. Please use that hashtag if you are going to use any sort of snapshots for memorabilia on the internet. I have 7 qualifications. I want to show you the sign for WDT and it stands for World Deaf Technology. It was established back in 2014 with the purpose of collecting all the knowledge that is in the world of technology. Let's say someone in Sweden wants to establish a new project, then we can help to find out who in Sweden would be the perfect expert to work alongside with. We are now recruiting deaf people with technological experience and unfortunately there are not very many deaf people with technological experience in the world. Mainly it is hearing people. So, this is why we are doing video tutorials so deaf people can at home learn about technological developments. We are 4 people, one from Mexico, one from Spain, one from Brazil and then me from Italy. And we often communicate through WhatsApp and we participated in the world's first technology conference in Mexico. You have us four in the picture and the man in the middle is from Brazil is called Joachim and we connected with him in 2012 through LinkedIn. You might say that LinkedIn is a type of Facebook for business people. And we then communicated that way and we also communicate through WhatsApp and in fact he doesn't have any WhatsApp, Joachim so I had to give him a new mobile phone in order for us to communicate freely through WhatsApp.

This picture is a lovely memory for me and as you see on the right side of the screen, we have a list of names from around the world with particular technological knowledge. And this is a Linux tutorial video. So, imagine someone who wants to use Linux, but does not know how to use it can then enter in on this webpage and watch tutorials on how to build for instance HTML codes, etc. and how to work on the Linux program.

We are working with ADT, American Deaf Technology, we are working with Africans, Europeans, Asians and also with companies in Oceania. So, this was a little bit about WDT.

Now, I would like to tell you a little bit about myself as a deaf person and with the experience that I have with what I have gone through in my life. And I just want to share this with you. One example could be this. I usually say that me being deaf, looking at the deaf world for instance in Italy gives me a lot of impulse for thought and a lot of information to work from. I have a vision and this vision includes motivation, goal, focus, team work, all the words on the screen here. Of course, there are a lot of problems, but how can we all contribute to solving these problems. If we only sit back and watch, we can see the problem grow. We have to actively do something.

So feedback is extremely important. If we establish a project we can't just let it run on its own. We need to see: Who do we represent, who do we need for this project? We need the people in order to let this program grow. Should have not receive feedback we can have a lot of muttering in a corner. Negative feedback. We need the feedback so we can grow. Customer relations is extremely important as well. We need the interaction with customers. I would like to give you ten seconds to look what is happening on the image here. Ten seconds is actually quite short isn't it? So what I see here are deaf people, hearing people, seeing that it is in fact a puzzle. But what do you see when you see this image? For me, I see two things. I see the people in the middle, being the deaf world, and then we have the small pieces outside of the deaf world, business etc. Who are not part of the puzzle. We want to create the link that pieces all the pieces together. And also together way around. We can't have the hearing community alone on an island

without the deaf community: We need to finish the puzzle to involve everyone. This is why we have to include the deaf community. My company was started to do this. We see in our real world, we work with deaf people. So should we have just employ hearing leaders etc.?

That would not work. We have to represent ourselves. We can't work on parallel lines. It should be obvious to everyone that deaf people can establish companies for themselves. And more and more businesses are starting to realise that deaf people can work perfectly on their own. Another vital aspect is cooperation and social networks, via Twitter, Google, Facebook, LinkedIn. When you use those networks you spread yourself all over the world. Even without the use of telephone or hearing methods you still connect very far. So finished with the project about myself here. I would like to talk about three projects called Padius, Veasyt and Intendime.

Padius was started in 2006. I got together with a good friend of mine who had a bad traffic accident. This hearing friend of mine, was driving and had to call the police for us. They said that they would be on their way. And he said: They'll be here in ten seconds. Which of course couldn't be true. But if I didn't have my hearing friend I would be left there on my own. I need to be so that I myself can contact the authorities. It shouldn't be so that I should have to grab the next person to make the call for me. So in 2012 I launched Padius, I tried to find some good collaborators. I found one in an university which had funding. And we were successful both in the financial aspect of the project and also with our collaboration. But it was clear that the university had great confidence in me. Padius sends messages, if you want to call to a hearing person, you send a message and then the hearing person will speak an answer which then will appear to you as text. Let me just show a video of how it works. The lady speaks in the phone and her spoken word appears as text at the other end. So this short spot shows you what is possible. You can autonomously have your life in this way. I want to change the slide please.

So the message is sent and comes back through synthesized voicing and texting.

I am just going to pick out the most important points for the rest of my presentation. So as you see this is the user group of Padius. You have the companies on one side. And Padius can then establish contact between you and the companies. No matter the time of day. It works in six languages: English, French, Italian, Portuguese, Spanish. As you can see, we have a lot of collaborators. I'm going to have to skip a few slides. And then we have remote interpreting, Veasyt. And then we have Intendime. Intendime was created by this lady, whose parents are both deaf. She had noticed a lot of obstacles for her parents, which let her to create Intendime. It's small spotlight which can be on a mobile phone or on a watch strap. And in this video I'll show you me with my child.

Intendime is actually a kit, so you have several markers and the wristband, and you can place these receivers on whichever part of your home that you need to connect to. Could be your doorbell or phone or water faucet. And the point of Intendime is to create the sense of security and autonomy for every person. Thank you very much.



ACCESS TO CAPTIONING



RUTH WARICK
INTERNATIONAL FEDERATION OF HARD OF HEARING PEOPLE
VANCOUVER, CANADA

It's a pleasure to be here this afternoon and to talk to you about access to captioning. Mostly, the conference is talking about access to sign language, but when we look at all of the tools available to us in terms of communication, captioning is an important tool for many people who are deaf as well as hard of hearing, which is the community that I represent.

Just a bit about myself. I am hard of hearing from birth, severe profound hearing loss. And I have been active in the hard of hearing movement since my early 20's. I won't tell you now how old I am now however. And I am the founding member of our national hard of hearing association in Canada. I have also been active in organizations bringing together hard of hearing and deaf persons, including service agencies. And I am just passed president of one in Vancouver and I currently work as a disability coordinator at a university in Canada. And a little background about the International Federation of Hard of Hearing Persons. It was established in 1977, so it's a little younger than WFD. We are an organization of organizations. Mainly national association of and for hard of hearing and deafened persons. Mostly people who communicate orally, who use captioning, and also rely on technology such as listening systems and hearing aids. And we provide a platform for cooperation and information exchange among our members and interested parties and we are an umbrella organisation to promote greater understanding of hearing loss issues and access of hard of hearing people worldwide.

You may be interested to know that we have a memorandum of understanding with the World Federation for the Deaf. And we partnered with WFD on the subtitling project which I will be talking about this afternoon. The goal of the project was to develop baseline information about the status of captioning, also term subtitling, around the world to identify some key issues in providing the service and then very specifically we want to identify a list of acceptable speech to text providers for UN activities and develop some criteria for that selection. So, just to briefly give you an overview of captioning, there are several different methods, there is no one common method. Specialised keyboards is one type of method and under that there are three types of specialised keyboards. The term cart is frequently used in North America, velotype is the method that has been here used for this conference and it's doing an excellent job from my perspective. And palentype is the other method. Both card and palentype use phonetic based keyboards somewhat similar to stenographic machines whereas velotype uses and orthographic based cord keyboard. And basically because of the nature of the keyboard, they are able to create words at an extremely fast rate. Over 200 words per minute. And in the UN system you will frequently see cart-provided and here is an example. The other two types of methods are the adopted typewriter keyboard. So, this is where a regular keyboard is used and what we call hot keys provide shortcuts for typing. And the methods are called typewell and seepoint. And they produce not exactly word for word, they do more or less summarisation. And depending of the person can be extremely accurate and fast. And then there is the traditional method which is just directly fast typing on a regular keyboard.

So, in May of 2016 we conducted a survey and some of you may have already seen the survey and hopefully took part in it. This was posted by Survey Monkey and all of the components of the survey were signed, thanks to your president of the WFD Colin Allen. We got 316 responses and on the slide you will see the percentage. The highest being from Europe 37%, 30% from the US, 14% from Australia and New Zealand, 7% from Canada, 5% from Asia and 3% from Africa. Now, because of the low response rate from Asia and Africa and none from South America or central America, areas that are underdeveloped in the terms of the division of captioning, the result of the survey does not actually show the state of captioning in the world. It is much worse if we were to have had responses at a much higher rate from developing countries.

In terms of disability status in terms of participation, the highest number of participants was the hard of hearing 37%. But very close to that were deaf members and that was 34%. Then after that we had deafened individuals at 14%. Some hearing people took part and that was 10%. And then 4% were deaf blind individuals.

One of the key questions of the survey was 'have you used live captioning in your life?'. What we were trying to get at is have you used captioning in meetings such as this, in educational settings and employment settings, etc. We were not talking about captioning on TV. So, interestingly enough 66% said over 10 times and then we have a much smaller percentage in terms of use. 13% was using from 1 to 3 times. And then 10% had never used it. So, of all the respondents most had actually seen live event captioning. Not surprisingly, because the members of the WFD would have seen it at conventions such as this. Same for hard of hearing people.

What type of captioning are people used to? 30% said cart as specific method that is used extensively in North America and then we found varied responses. Strictly fast typing 16%. Voice writing 15%. This is a method where the person who is providing the service re-speak in a sense and then a machine would type out the words and an individual sits beside that person to make corrections what we call voice re-speak. Some said none. They are not familiar with the methods p.type and v.type, we put that together, 13%, 11% for typewell seeprent. So, what this told us is that there is no one common method, although cart is more prevalent certainly in North America, but there are all types of methods out there. So, we asked the question as well whether people were used to seeing the provision of the service by voice recognition software. And some people said that they didn't know only 28% were familiar with this. Most said no.

Are you responsible for booking a captionist? This is interesting in that 61% said no, they weren't and that's not surprising, because at a conference like this, most people wouldn't be responsible for making the booking. The responsibility might accrue in situations where you yourself are making a request for a personal reason, but hopefully in employment situations the employer takes that responsibility. Or in an educational setting it's the disability service officer for example that takes that responsibility.

This was a critical question. Do you feel that there are enough captioning providers to meet demand? When you combine both the blue and the orange slices of the pie, you will get an answer of 87% that feel no, there isn't enough to meet the demand, because you get almost 60% saying no and 28% said various, sometimes, but not always. And only 13% that there is enough in the way of service providers. And remember what I said earlier that this survey didn't capture the situation adequately in some parts of the world where we know that there is not the provision of this service. So, the answer would be much higher in terms of a lack of sufficient providers. One of the interesting exercise is following the study with me to do a mapping exercise similar to what we saw this morning about the deaf community for the actual number of interpreters that are available and then the number of individuals who are using interpreting. There is much that we can learn from you about what has been provided in the way of sign language when we talk about captioning. We are much further behind though in terms of taking a look at this issue and addressing the concerns, but we are starting to do it.

Here are some of the comments that came out of the study. 'I am deaf and I also have an attention deficit disorder. One reason I like cart rather than sign interpreter and some can't text is because it's more ADHD-friendly for me. If I zone out for a few seconds because of my ADD, the words stay on the screen, so I can catch up.' And that's particularly true when you see about 6-8 lines of cart available. Another comment was 'Depending on the circumstances, the available sources and audience, different methods may suit differently. In general it's the best to be able to select the particular method that suits best each time. In other words this person is telling us, don't get focused on selecting. This one method is the best method is going to depend on the context as to which method is going to work best. And another comment: 'In my country there was never any live event captioned in any conference or meeting, because no one, such as the government, education system was willing to pay for this service.' And this is from a developing country.

A few comments about technology. I have been around for quite a while and I remember over 25 years ago when it was hoped that voice recognition software would provide captioning and do away with the need for any human service provision. Well, it hasn't happened yet. And in the comments we heard 'technology is advancing fast on many things, I hope that speech recognition can be achieved very soon to provide an instant text anywhere'. Not yet happened, but we'll see. And the last comment and you probably can see this reflects my bias: 'I just don't want to

jump into conclusions and be convinced too soon that the voice recognition technology is superior or most effective'. The proof will be in the pudding when it actually happens.

So, what are the common issues? One is that there is a lack of common understanding, there is a lot of variability in terms and meaning. We are not speaking the same language and when we don't speak the same language, it's hard for us to know what we are talking about. Of the quality of the service varies and there is no uniform standards. So, consumers will not know what to expect. The availability of service providers is a huge problem. They are not readily available in most countries and there are few companies established to provide this service. I know where I work, there is only one company and the individual who is in charge of it is about to retire any day now. But I told her that she can't retire until I do, but that doesn't deal with the problem. We need service providers and in that situation, we used to have a training program at a local college and they shut that down a few years ago and there are only two places in Canada where they train people to do cart. There is very few training programs and it takes a long time to train someone. So this is where we all must be flexible in our approaches. And lack of standards, lack of agreement as to what service should be provided or can be expected at events. I was at an international conference and the individuals who were hired to do the cart were not equipped to be able to handle that particular conference. English was not their first language. The amount of dialogue that they were required to do and that was strictly just doing fast typing was way beyond their capability. And frankly, this was a disservice to have and it would have been better not to have any captioning than such poor service. And that's why we are committed to make sure that good service is provided at all UN events. So, captioning is a primary means of access for some individuals. Particularly those individuals who are late deafened all of their lives they functioned as hearing people and they have lost their hearing at 60 or 70 years old their world is other people who hear and if they can have captioning to help them, that would be their preferred method. But it's only possible if it's available. It's a largely unrecognised, unacknowledged and not very well funded service. And we need to address this important issue and bring about significant changes for our community. And this is not just an issue for the International Federation for Hard of Hearing People, it's also an issue for the WFD or you wouldn't have been involved this jointly. It may not be the priority, I totally get that. I get that sign language is the first priority, but when we look at individuals who have variable and complex needs, in our communities we have such diversity and that we want to have all the tools available to us that enhance our participation and ability to function in society. Thank you for your attention.



ICTS FOR INCLUSION: INNOVATIVE CONCEPTS IN UGANDA



SIMON EROKU, JOSEPH MBULAMWANA
UGANDA NATIONAL ASSOCIATION OF THE DEAF
KAMPALA, UGANDA

[SPEAKER 1]

Thank you very much for joining our presentation on ICT and innovative concepts for Uganda. My name is Simon and I work at the Deaf Association of Uganda which is the national association of the deaf. And I am a Mandela Washington fellow. I look at information, media and communications, but particularly visual communications for the deaf community in Uganda. I also have colleague here who will be co-presenting with me.

[SPEAKER 2]

Hello everyone, my name is Joseph. I work at the National Association of Uganda and I am the CEO. And we work on the development of human rights of the deaf community and we have done so for many-many years. This presentation concerns the deaf community in Uganda and as here you can see, here is a map and it shows where Uganda is. There has been some collaboration work with the Danish Deaf Association and as a result of that work lobbying the government in 1995 the constitution of Uganda recognised Ugandan sign language. As a result of that we have been able to look at research into sign language, university type courses on the development of sign language interpreters and also the use of sign language in schools. Uganda ratified the UN CRPD in 2008. And as a result deaf schools, we are seeing, are using more and more sign language. There are more than 50 deaf schools throughout Uganda.

In 2008 we started a partnership with Finland. As a development partner they wanted to encourage the use of sign language throughout Uganda. In particular providing tutorials for the deaf community. We would now like to show an example of one of our campaigns that we used in the North of Uganda. There has been a wall that has been experienced in the country and we would like to show you a campaign concerning that.

[PLAYING VIDEO]

So, you see, this sort of project highlights the fact that there are so many people without language. They have been deprived of language. These people have lived in an isolated way all their lives with their families and then finally as a result of this project, these people are able to learn and communicate in a language. This project needs to go out to the villages, because the parents aren't aware of sign language. They don't know about sign language. And so, we have a lot of work before us in trying to encourage to learn sign language in addition to their family members who are deaf. And we find this throughout the country. And what's important is to develop these tutorials on sign language and in sign language. And we need to think also, we need to plan ahead for the future in how we are going to proceed, because sign language can't just rest just on tutorials sessions. So, we mentioned before that the constitution of Uganda now recognises Ugandan sign language, but there are now major implications of that. And that comes back to teaching sign language and using ICT is a major way in which sign language can be taught throughout the country.

[SPEAKER 1]

Now, technology can be a wonderful aid in the teaching of sign language. We use DVD's. That begun in 2014. We then started to look at the idea of progressing this further and see how we can enhance a language tuition of the deaf community in Uganda. We also managed to get funding from a Swedish program looking at developing ICT resources in developing countries. And so we are using that funding to enhance sign language using various resources using the internet, DVD and other resources and hopefully we will get more penetration through the whole country in terms of how sign language can be taught. But this can't be done on our own. It needs a lot of institutional involvement whether that be universities, governments and associations. So in terms of being innovative this is the way to go. We

think about who benefits from learning sign language. There are massive benefits from learning sign language for the entire community and we need to highlight what these benefits are. So, then we can communicate that, we can use technology to enhance that. In the past we didn't really utilize what was available before us and now we can thanks to the adventive technology. There are two very important books in Uganda that both pertain to sign language. One is the Ugandan sign language dictionary and that was developed by university and is a very comprehensive sign language dictionary along with associated materials. And then that can be further enhanced by not just having a dictionary, by having tutorial sessions, but also using technology to further spread the learning of Ugandan sign language. We don't have a corpus of sign language as such, however ICT can form the development of that. So, we can document fully all the lexical items associated with our sign language. Furthermore, we also look at research, we are also looking at diverse ways in which we can improve the situation for citizens to learn sign language. We know we have to be malleable in how we present this information in terms of teaching sign language, we also need to use the human resources what we have within our country and we wanted to use the skills of our people. And we believe we can teach sign language though the use and methods of technology. We also need politicians and government support. We need further advocacy work to ensure that this work continues. Technical requirements and support are also required for such an endeavour. So, when we have a deaf community, and the government working together we can utilise the skills as a whole to ensure that there is a greater benefit for the community. So, that's a snapshot of where we have been, but what's important now is to look to the future and to see what opportunities we can look to. The Ugandan government does support ICT and they have shown that support through funding. So, we have taken advantage of this opportunity of funding for ICT that can greater benefit the deaf community.

Something important to mention is, you can see that Ugandan sign language is being utilized by more and more people, but vocabulary grows as time goes on as the community develops. So, we see that environments of sign language is used for example in schools, at universities and in the wider community. And as signs develop, whether that be for specific topics in terms of the tottery settings, we will adopt, evolve and add to the sign language of Uganda and enhance the corpus and the language we have and we will further develop the experience of deaf citizens in Uganda. It's really critical to have experts who are familiar with the topic to come and provide support and work in collaboration to see things through. In Uganda we particularly want to focus on technology and we believe that such resources will help the African continent. It will help our neighbouring countries. And that's something we want to see. We still seek further support. Particularly in technical expertise and we are very happy to find more partners who are happy to work with us. Feel free to contact us. These are our contact details. And the website of the deaf association also has a large amount of information. Thank you so much for your attention.



ACCESSIBILITY FOR THE DEAF IN INFORMATION AND COMMUNICATION TECHNOLOGY



KENNETH GOULSTON, MICHAEL ELLIS
SPRINT, USA

Hello everybody! I'm very happy to be here, very happy to see you all here this afternoon. I would like to talk about accessibility for the deaf in information and communication technology. I would like to also introduce you to my colleagues, Michael Ellis and Seth Bravin and my name is Kenneth Goulston. I would like to discuss with you today using ICT in an international level. There are international telecommunication unions in Article 9 in the UN Convention on the Rights of Persons with Disabilities that we can look at. I also want to look at sprint accessibility and look at the wider Relay Service Ecosystem and then I will end with a call to action for our deaf community.

Sprint has invited me to join the ITU, that is the International Telecommunication Union to work in cooperation with ITU to work on standards. So we work closely with ITU telecommunication standardisation sector and we work to draft new recommendations for telecommunication relay service and in 2008 we also developed standards for international interpretability and to enable communication anywhere anytime. And that will be in 2018. But we are also looking at policies and strategies and standardisation and we also look at policies and strategies in regards to the ITU members but also at accessibility at a national, international level, because we have to make sure that this is in line with the requirements of Article 9 and UN CRPD.

I would like to give you a little background on Sprint as a company. For the past 27 years Sprint has been the largest telecommunications relay service provider. We started with TTY's tele typewriter relay services, we worked with many different disability groups and slowly but surely our service was broadened and we also worked transnationally, we worked in the United States, in Puerto Rico, in the Virgin Islands and all the way down under to New Zealand. So, with these international corporations we have actually improved our services as well. We are focused on hiring and employing as many deaf employees as well. We are very deaf friendly employability focused. Sprints Accessibility Portfolio has a focus on 4 aspects. One is speech to speech, the other is video relay services, be it on a mobile device and or a PC. We also have text relay and IP relay that's for people who maybe don't have intelligible speech, but then they can also hear and Caption and web Caption. That is for people that maybe cannot hear well, but don't know sign language, but they can read subtitles or the text. So, these are the four services that we provide.

When we provide all these services, we also have service requirements. To make sure that everything is accessible, we first look at the network available. So, we don't just want to come into an area and provide the service, we also want to make sure that all the things are in place. So, we look at the network to make sure that is all in line, we also look at end user agreement, we also make sure that there is communication assistance available, we make sure that confidentiality and security in place, but we also look at the speed of the answer services, if people provide appropriate service efficiently and at a high quality service, then we hire them. So, we have high standards on speed of answer. We also make sure that it's 24/7 services available, we also make sure that we hire the right people for the right positions. We also provide emergency call services if you need to go to the hospital or if your car breaks down. In the United States it's called 911, so we work together with 911 emergency services and provide full services in the United States.

We are also really focused on outreach. We don't just provide the service, we also make sure that the provisions are working that they are working at a high quality level and we also make sure that we widen our network and the people that we are working with. We also make sure that we are giving awareness courses to the hearing community, we inform them and give awareness trainings on the fact that there are relay services. We want to make sure that the hearing person does receive relay call, they don't hang up, they understand who is on the line. In the beginning we

had teletypewriter relay services, we had to make sure that the typing speed was really fast and now we also have sign language interpreters and sign language interpreters are providing phone call interpretation. Same situation when we make sure that there is a high quality interpretation available, but we also have to make sure that system is all in place to pay for these services, so we also look at the funding structure involved. We also make sure that all the mobile devices and devices that they offer are interoperable.

You can see on this map here where we are situated worldwide. We have offices in all these countries you see ahead of you, but we also have a global network. So, if you travel to any part of the world, you will always be on our Spring global network. If you go to South America, Africa, Alaska, we'll be there. It's important that you can access relay services and other Sprint services worldwide.

Another aspect of our company that I would like to share with you is about creating an ecosystem. We want to make sure that the services provided that you have to have an ecosystem with the government and the disability community. We want to make sure that there is network connectivity, that there are relay service providers, so we work very closely with the governments in the countries where we have service providers, but we don't do that ourselves. We actually involve the deaf community and we train the country to create those allies to create those cooperation. We teach them and train them on different types of funding systems that they can enjoy or work on. We don't just barge on them and try to slap on the American way, but we go through their systems and their rules and work together with them not only closely with the government, but also with the disability community.

What e also can provide is our years of experience. So, because we have years of experience what has worked in many different countries, we don't feel that people have to reinvent the wheel, we would like to come and share experience with them but we [...] their countries systems and possibilities.

So, I have a call to action to all of you. At an international level it is very important that you all know about the international connections telecommunication union. ITU is working very hard on standards for relay services. It is very important that the deaf associations, all the national deaf associations use these tools. Use the ITU tools and use the European Telecommunication Standard Institute to lobby for their rights in their country. These are all printed materials that you can use to your advantage to lobby the government to provide these services to your country. And once again, you should make sure that you don't have to pay for the services, that the government takes the responsibility and accountability for finding a funding system. Perhaps they can find a nation-wide funding system where they collect a very small amount per citizen to be able to provide these services nation-wide. You also have to look at a country level that these services can be provided on public service versus privatisation. You need to look at what works the best for your country. But you also need to look at the rules and regulations in your country. What's important that we implement the services and we need to look at the country's rules and regulations and ecosystem and to see how to best create those services and set up those services in your country. And you also need to make sure that you are looking at all disabilities, open up who you are working with, partner with all other partner groups. Don't only concentrate on the deaf community but look at communication as a nation-wide societal need. Strengthen numbers, so use those numbers and say that these services would benefit all citizens in your country. And it's very important not to have a fragmented system. It's not a good idea to have for example there is a best practice in New Zealand, the New Zealand model has captioners, teletypewriters, real time text video relay services all in one area. From different providers all working together. It's important that if you have the chance to set up these services collaboratively. Another best practice is the funding mechanism that they have in the United States.

If you would like to contact us, these are our contact info. It's very important that we want to let you know that we have so much experience that we would like to share with you. We do not want to barge into your country and tell you what to do, but we would like to support you in providing services in any way you think is possible. So, we are here the rest of the day and the evening. Please come and find us. Thank you for your attention.

TECKENPOP – REVOLUTIONIZES THE APPEARANCE OF SIGN LANGUAGE INTERPRETATION ON WEBTV



MINDY DRAPSA
DRAMASKI, STOCKHOLM, SWEDEN

Greetings all! My name is Mindy, I'm from Sweden. You can see the title of my presentation here, it's Teckenpop. So, tecken meaning sign and because of the word pop, this is the sign that we are using for Teckenpop.

Before I start, I would like to give you some background. I'm involved in an organization by the name of Dramaski and we offer a number of innovative solutions in terms of sign language access. Our vision is about the importance of sign language and that it should be used throughout the community and the country regardless of what sign language. In Sweden we have some television programs that are broadcast with our In Vision interpreting and we believe that material resources, children's books and so on, all these materials should be interpreted into sign language. So, that's the focus of our work. Now, the genesis of this project began with a funding round that was available in Sweden that would provide an access between innovation and technology and disability. And we were successful in this bid and that particular bid was looking at a number of issues. I am sure this is not unique to Sweden, but a number of countries around the world will have In Vision interpreters on their television programs as you can see here on the stage. Sometimes they are in a little square, sometimes they take up a third of the screen, so that made us think. What could we do? How could we change that? How could we make that more adjustable? How could we make that more adoptable? We thought, how great would it be to move the interpreter anywhere on the screen we wanted. To make it any size that we wanted. Just like any other person watching a movie can change various aspects of the screen, we believe we should too in the language that we want to access it in. So, here is an example. You perhaps want to see more. I would like to give an example of that now.

[PLAYING VIDEO]

So, here we have Swedish sign language that you can see. Is it a bit small? We can fix that. Do you want to move it around? Okay. So, as you can see, this is totally up to you where you see the sign language. Perhaps, you want a clearer background because this is a bit busy visually. That's fine. That's what this is for. You want a different colour? Let's do it. Furthermore, you can even make it more transparent and you can scale it down accordingly. And you can go even further if you want it to be more lighter or less transparent or more transparent, as you wish. So, there you go. Equal access in terms of language.

So, I am sure you can easily see the benefits of having such adaption. And sometimes we know maybe producers, editors have this old-fashioned way of one square that the interpreters has to be in and they feel it interrupts the artistic flow of the movie, but this way it's up to the viewer. You can turn captioning on and off, you can have the sign language on and off, you can move it at will. This is at the viewer's discretion. Sometimes it takes a long time to look for accessible videos that have translations, that have sign translations and this is something that we can change because of this. We can also make sure that things are more accessible and easy to access. The deaf feels just at it's titled to be at home and relax and enjoy the entertainment before them. Again, at their choice.

Now, obviously there is very technical aspects that need to take place for this to be effective, but what needs to happen is you basically need two video layers. You need one which is the movie and the second layer is the interpretation. And then they sink together. And they are timed perfectly. And it's actually not a lot of work for the video to incorporate this aspect of accessibility. I'm sure some of you are aware of what IKEA is in the concept it is. You go to IKEA, you purchase something and it's in a flat pack. So, they are not going to make it for you, you need to bring the product home and put it together. And in like mind what we have done is we have created a code and depending on your website let's say if it's a web video, let's say you use WordPress for your website, you open the code section and then you literally add, embed this particular code and that will simply allow accessibility. Whether it be your association's website, a company's website. That all you have to do. You pick and chose whatever you need

and then add it to your web source, website. Whether that be Vimeo, whether that use YouTube. You actually don't have to partner with an organization like YouTube or Vimeo. You can actually edit the code yourself.

But there are restrictions that you should be aware of. Now, Google Chrome and Firefox in terms of search engines, and there is also Explorer. They all have different coding that you need to make sure it would fit in perfectly. And that takes a lot of work as you can imagine. Right now we are in the progress of doing that, but right now Chrome and Firefox, that would work seamlessly. The others still need work to do on those various devices depending if you are using an iPad or tablet or a smart phone mobile device. So, regardless of what device you'll be sing your video on. Often enough, sometimes we cannot have both. On Apple computers you can't have sign language and captioning at the same time because you require two screens. So, we try to look at to develop that. PC's can, but Mac can't at this point. But we hope to fix that bug to enable that to happen and see that both on one screen.

Now, Teckenpop. The purpose of that was really about sign language, but we want to look at further ideas as well. It shouldn't just be about movies. It should be about the news. I'm sure that a lot of us would be interested to know what the news is about and see it in our sign language. That's also possible. That's another benefit of having a system such as this. So to have that enabled would make access to news a lot more accessible. Attending university courses remotely, having resources, lectures, etc, that are provided materials at the uni. Sometimes you have to open up a video when you open up a text document in another window. But this way we think we might be able to assist in that. We are [...] interpreting. Sometimes we would make a phone call on one device and looking at another, but this way we honestly believe, we can change that and make things a lot more simplified. Just like on YouTube you are able to add captions to those in terms of the different languages that are available. We would like to see sing language to be one of those languages. And not just one. We would love to see French, Spanish, lots of different sign languages. And let's say you aren't fluent in one, you can have a look at what another sign language can look like for that particular show or broadcast. You can also produce your own translation as well in addition to text as well as sign language. And that is the beauty of something like this. The project is coming to its completion, so we are here to share this information with you. We do hope very much to meet with you. We got deaf people involved in this project. We would love to further the idea, we would love the quality to be even better in the future. That would benefit everyone. In terms of the coding, if you want to get more information about this program, please feel free to approach me at any time and I think that it concludes my presentation. Thank you everyone for your attention.



MOSCOW FOR THE DEAF



VLADIMIR BAZOEV

MOSCOW SOCIETY OF THE DEAF, MOSCOW, RUSSIA

Thank you! Hello everybody! So, I have a more political theme. Full inclusion through sign language and how we achieve this in Moscow.

As you may well know, or may not know, the Moscow city is extremely large. We have a population of 12.300.000 people and if we look at the deaf community, the deaf and hard of hearing community, we have 8000 people living in Moscow alone. So, Moscow has the Moscow Society of the Deaf, the deaf association and we also have Moscow City Hall. Moscow Society of the Deaf was founded 100 years ago. It's a very old association. And I would like to share with you today on how the Moscow Society of the Deaf and how the Moscow City Hall have been working together and collaborating over the years.

So, before 1998, the Moscow Society of the Deaf worked on their own and the government worked on their own. We worked in silos. And if the Moscow Society of the Deaf wanted to work with the government, we were always said sure, but they never did anything. They said just wait a minute, we have other priorities, and never gave us the time of day. And that's when the Moscow Society of the Deaf decided on a new way and a proposal and recommendation on how to work better with the government systems. So, we looked at the Moscow political system and we noticed that the Moscow city hall has different departments. And so, the deaf association recommended that there would be a deaf expert to work and beyond the board of each department. This way we could fight for our rights and have a voice within government. Moscow mayor, actually they have what you call an advisory comity. They have a disability advisory comity and they have a representative from the deaf community, the blind community and from the disabled community. And this is how they were able to consult and worked together with the different governmental bodies. So, as you see on the chart here, you have Parliament of Moscow, there are unfortunately no deaf parliamentarians working in the Moscow parliament, but you also have the public chamber. And there are 64 elected members and we have one elected deaf member in the public chamber. So, if there is a new project that wants to get some governmental support, at first it needs to go through the public chamber and be able to get approved. So, we thought, that would be a great way for deaf people to get a voice within government with this similar system. So, as you see in front of you, we have the different departments and these are the current deaf individuals that are experts within these departments. We have the department of labour and social protection, the department of health, we also have an expert within the department of sports and tourism, we have a deaf expert and so on.

So, we have these experts working in the different governmental departments and they work together and what's great is that it's the first time that governments had seen first hand sign language being used within the government meetings as you see the video in the lower right-hand corner. This is one of the deaf experts or she is just an expert that is deaf using sign language to ask for the needs of the deaf community.

Our first step was to lobby for financing translation services for mass events. and this was accepted right away. And now we have 3 sign language interpreting services available. We have 77 deaf clubs in Moscow and if there are any events or talks, interpreters are available. The deaf community also fought for subtitling for television programs. Full subtitling for all television programs. And also subtitling 24/7 for anything that has been shown on Moscow television. And here are some examples.

Another proposal that was accepted was the need for compensation for purchasing text telephones. So, mobile telephones, smartphones, signalling devices are all now governmentally funded. In 2005 we also were able to establish a video relay service. So, dispatching service for video telephoning for the deaf was finally established in 2005. Many deaf individuals use their smartphones and or mobile iPads to reach the relay services, so this was a great step forward for the deaf community. And to makes sure that deaf individuals and deaf citizens would be able to be involved in fighting for their rights and in the deaf community, there was the creation of deaf community clubs

and social service centres throughout all of Moscow. And so like I said, we have 77 deaf clubs now in all of Moscow. Here you can see all of the red dots are the deaf clubs. So, as you know we have the International Day of the Deaf and we set up an International Day of Sign Language. We thought that it's very important that the hearing world knew that deaf people have their own culture that they have their own language. So, we wanted to go into the hearing community and spread sign language and not just stay and stick to the deaf clubs. At the International Day of Sign Language the deaf community permeated all of Moscow with sign language events, flyers and alike and it was greatly televised and got great media coverage on national tv. So, we see the great changes after this event as well. Many hearing people used to come to deaf people and say maybe that they want to learn some sign language. What was great in this day was inclusion for the hearing and not inclusion for the deaf. And when hearing people meet deaf people now they are aware of the need for inclusion.

We also have many cultural events, deaf theatre gatherings and festivals. We also work together with the department of education and all over Russia the oral method was strongly supported. And luckily now the situation is changing. Many of the deaf associations are working together with the department of education and working closely with them in meetings with advisors and instructors both hearing teachers in the school systems having a good discussion about what type of education is needed for deaf children. So, they are actually setting up sign language courses for parents for children and that's finally being promoted and supported and that's really taking off.

When one lives in an urban environment, we want to make sure that they can live countably, and they can navigate through the city. So, there are street signal boards for example to warn people that there are deaf people in the area. These are near the deaf schools to warn people that there are many deaf people in the area and near universities. Within the transportation system there are signalling boards. The deaf community had to fight really hard to make sure that a lot of the information was visually displayed. Here you can see that many of the stations are now displayed.

Many people ask what this next slide is about. So, Moscow is very old it was set up in 1835 and why do you think this is necessary? Whoever gets the answer gets this t-shirt. Why do you think we need this type of display for deaf people? If anyone can answer why this exists, I'll give you a t-shirt. There is one group in the association in Moscow that said, if you are actually in the metro station hearing people can hear the station they are at, but the deaf people, if you notice the location of the name of the station then it's covered when you're in the metro cable car, you are not able to see the name and so that's why it has to be lowered and so that you can see it when you are in the cable car through the windows. So, here is a train coming and deaf people are not able to hear it, but there are the lights flashing to warn deaf people that a train is coming, so that was implemented and you can see now which station you are at through the window.

This is not necessarily to do with accessibility, however there is a famous museum, there are many famous museums around the world and you are usually given an audio tour. As we know, this is a worldwide situation then deaf people are now given something like subtitles and or a sign language tour. So, this has also been established in Moscow. So, when you come to Moscow, you can enjoy and you can have a sign language tour, so there is information available about the area that is being displayed per piece.

We also have a website that share what certain attractions and museums in Moscow that are accessible for the deaf. Here is a nice example of a tour happening in sign language. So, it's a deaf guided tour and here is a deaf museum docent. So, hearing people can be lead by a docent and now we have trained deaf docents.

So, we want to make sure that the deaf community has full access as accessible as the hearing community. We are now currently working on a new project and that is first aid through SMS and it's an emergency services project. So, when people have their mobile phone, perhaps there is a fire and usually as we know, hearing people can call for emergency services and now there is a department for emergency services is creating a program for 112 services that are accessible for the deaf. This is currently SMS based and we are hoping to provide services in sign language as well. And so the rescue services for the deaf are both emergency services be it fire or ambulance and or police to make sure that they receive help immediately. Our work continues, we are not done, but if you would like to have full inclusion, we have noticed that working together within our city government system has helped us enormously and has empowered us as a deaf community. Thank you for your attention and if you want any information, I have some folders with me.

CLOSING CEREMONY

COLIN ALLEN

Prime Minister of Hungary, all delegates here at the WFD conference. I think we all feel how proud we all are to be here. Each and every one of us. The World Federation of the Deaf has held this conference in Budapest and Budapest has excelled its reputation. The whole world had its eyes on Budapest these last few days seeing us all come together. The beautiful logo that signifies this very conference is sign language in a two-dimensional form. The theme, full inclusion of sign language. It points to so many themes in all of our lives. In fact, there are a number of streams that we specifically focused on during the conference's program. But I would like to talk about significant aspects that full inclusion of sign language can bring. One of which, birth right. Every deaf child has the right to learn and use and be exposed to their national sign language from infancy. Furthermore, sign languages are fully fledged languages, along with all of your national languages. Each and every one of you have your own national sign language and in accordance with the UN Convention on the Rights of People with Disability sign language has been referred to in that text as being the same as any language. Bilingual education is another element that is important when we think about full inclusion with sign languages. Children at school are able to access information and education in their national sign language. It enhances their literacy and makes them to be able to fully participate in their communities. They contribute as any other citizen. This is fundamental for deaf children here in Hungary to receive their education in their first language. Their first language. Accessibility is another issue that people face, but we need to break these barriers down. We can go and receive a university education, we can have access in legal and justice systems. To do that, we require professional sign language interpreters. This is a prerequisite. Where interpreters are trained, credited and qualified to facilitate all the languages that can happen in every other combination. And only then can full inclusion happen for the deaf. Equal employment opportunities. Every deaf citizen has the right to achieve any professional aspiration or goal they have. We can get the qualifications that they require to further all of our careers, because deaf people can and deaf people have, there is deaf gain associated with all such employment.

These last two days you have been exposed to a breath and wealth of information covering the topic of full inclusion in sign language. Are we in this utopia, have we achieved this? Not yet. All of you will be returning to your 83 countries it is now each and every one of your responsibilities to return home, take it to your own personal expectation that you will return home and you will become your advocate. You will be communicating with your own national governments. I can't thank enough SINOSZ for hosting this third WFD conference here in Budapest. Furthermore, I thank all delegates and everyone associated with Budapest. This is the new sign that we are going to use for Budapest just to show their excellence in which the experience this has been. Thank you for all the interpreters who have worked diligently thank to the sponsors who made this possible, those who are in the booths, exhibitors, posters, all those presenters. And we thank every one of you for supporting the World Federation of the Deaf you being here does. And we are looking forward to seeing you in Paris.



CONCLUSIONS

KASPER BERGMANN AND GERGELY TAPOLCZAI

[SPEAKER 1]

We were the two moderators for the sessions yesterday and today we had 11 different presentations, very interesting, interesting and quality presentations. We will try our best to summarise the important points of these sessions. First of all bilingualism, as you can see here in this picture. We discussed the meaning of bilingualism. Is it only focusing on the sign language and the written language? What about the spoken language? Having all of those languages together, multilingualism perhaps. It does mean that two languages are not necessarily equal. They are dynamic and are negotiated. So we are talking really about multilingualism. And many people think that bilingualism is that I use one language in an environment and another language in another environment. But really bilingualism is really about multilingualism. Translanguaging, using languages however you need to negotiate them wherever you are.

[SPEAKER 2]

Deaf people are visual people. Sign language is obviously a visual language and the deaf mind takes in visual information through sign language. Through captioning, through photos through depictions. All of this information is taken cognitively a little differently in a deaf mind. And how we can best make that happen is through visual information. And that includes sign languages. It also includes the written text. The variety of visual ways that a deaf person takes in as information. And that in turn helps the deaf person cognitively process their world.

[SPEAKER 1]

Full education rights for children, they absolutely have the right to equal access in education. Equality at every level. So that deaf children can achieve what hearing children can. They can achieve what they need to if they have access. And that means having access through sign language. They need the bilingual education. Having deaf didactics methods that are created, curriculum created by deaf and for deaf. So they are able to achieve their highest potential.

[SPEAKER 2]

We also discussed lobbying and we need certain factors to happen, but we need to lobby, but we need to do that collaboratively. We need to work together as a big team. If you need help with a deaf school and university, education, research, etcetera, as associations, we all need to work together. Politicians, prime ministers, presidents, etcetera, we



need to lobby together for the rights of deaf people. So that education is bilingual for all deaf children. We cannot do it alone. This discourse, this dialogue must continue on. One important point that I would like to make is this isn't a sprint? This is a marathon and we need to keep at it until we achieve the rights that are important to us. We need to continue on as a team.

[SPEAKER 1]

And our future prospects, the future direction with bilingual education?

[SPEAKER 2]

It's not enough just to have bilingual education. Children also have other rights. The future will be bright, they will be able to achieve what they dream of. Thank you for watching the summary.

MARGIT SÁFRÁNY, SHIRLEY LIU

Hello everyone! I am very happy to see you're here from all over the world. Families and inclusion through sign language. My first image is the missing link. Through all the presentations I was so inspired and so motivated but there were alarm bells going off and I noticed that there were a few missing links that I would like to share with you. As we know, when hearing parents have a deaf child, this happens to 95% of deaf children, these parents don't have information about the education of their deaf child, the way to communicate with their deaf child. They don't know where to turn. And one solution that I have come up with and that I have seen in the presentations is language role models. This was one prevalent theme that came up through all the presentations. There are countries that had many types of programs but all of the inform programs and early childhood prevention programs looked at supporting the parents and giving them sign language. And the goal of this and all the different programs was to create that strong bond between the parent and the child.

Many parents don't have the confidence in signing to their child. And so many of these programs were developed precisely to make sure that there is two-way communication and that the parents were confident signers.

Another solution that we have noticed is what is missing: that some countries had resources and some countries didn't. So, I came up with a solution. Parents that really want information can go online and look at what is out there and there are many solutions that had online information and support for parents. So, there are many video resources online resources for parents to support them in their journey of learning sign language.

Looking at all of these solutions, I wanted to look at development. We all know when we look at the caterpillar, they love to eat grass, we bought an apple in the store and we see a caterpillar in that apple, we throw that apple away. But maybe we shouldn't. Maybe we should look at this caterpillar and let us see what is happening to this caterpillar.



A caterpillar is like children and babies step by step, bite by bite, they learn how to navigate this world. Just like going through the blades of grass, one blade grass at a time, this little baby can find out how to communicate. However, just like a caterpillar, this caterpillar needs to be nurtured. And they need to be then cocooned. They need to be given sign language, the parents need to be supported, they need access to culture. And then when this child is 5 years old, from 0 to 5 they can develop all of this, just like a caterpillar develops into a cocoon. And when they are 5 years old, it's best to do it from 0 to 5, because that's when they are in the warmth and support of their family. And then when this beautiful butterfly emerges from the cocoon, just like a child then comes out of the cocoon of their family, home and into the school and education world, they need role models. And they can spread their wings. And they can spread their wings like these beautiful butterflies in their develop further. If they don't give them wings, they won't be able to fly and they won't be able to develop. We need to let them grow their wings so they can enjoy the world and have millions of the butterflies flying around. Just like millions of deaf people. They need to see the diversity that is out there. They need to enjoy the flowers and they need to enjoy and see different deaf cultures and pollinate. And that is when support needs to happen, when we share our resources and sharing our resources across the world. And once we shared these resources across the world through all the deaf community, we can make sure that we can open perspectives, that people can vibrate in their ideas and thrive.

ANA REGINA CAMPELLO, ANDRÁS PINTÉR

[SPEAKER 1]

Deaf people need to have access to employment opportunities. Regardless of the place, regardless of the technology that is needed or interpreters that may be needed. And deaf people can own their own businesses and be managers and supervisors.

[SPEAKER 2]

So this mobility and employment is really right on time. We are here at the right time, at the right place discussing this with our theme, full inclusion in sign language.

[SPEAKER 1]

Deaf people need to learn how be work ready. We had discussions about that. Through deaf mentors, where they would teach and mentor deaf mentees was a very successful project that was presented this afternoon.

[SPEAKER 2]

Also, deaf people can do anything, regardless of their career path, they can become doctors, judges, technologists, linguists regardless, deaf people can do anything that they desire if they have access to the workplace.

Thank you.





FLORJAN ROJBA, ÁRPÁD ZOLTÁN KÁRPÁTI

[SPEAKER 1]

Joining the hearing community and the deaf community. How can we do this? Using technology, we can create access in communication between both worlds.

[SPEAKER 2] Deaf people and hearing people are equal. Spoken language and sign language is equal. We use this through communication to access our world. And this we do through independence.

[SPEAKER 1]

Social media: we need to empower the deaf community worldwide to use social media to spread the world, deaf culture throughout the world and our everyday deaf lives and we can use social media to develop the deaf community further and to show that deaf people can.

[SPEAKER 2]

When it comes to technological inventions and being innovative that's not only about the hearing community. Deaf people can be just as innovative as well.

[SPEAKER 1]

There has been a worldwide survey on captioning services around the world. We need to make sure that there are more captioning services worldwide so that deaf and hard-of-hearing citizens can be involved, have accessibility and work on a higher level. And it's also important for sign language interpreters involved as well.

[SPEAKER 2]

We also want to make sure that we advanced the sign language interpreting services worldwide for both the hearing and deaf community.



SPEECH OF



MR. VIKTOR ORBÁN - HUNGARIAN HIGH PATRON PRIME MINISTER OF HUNGARY

Good evening to you all ladies and gentleman. I would like to extend as a special greeting to you especially your leaders. I have had lots of experience in my political career for almost 30 years already. I have lived through victories and failures. I have spoken in the events of all different kinds of organisations of the world, but I have never had the honour of speaking in a conference organized by the World Federation of the Deaf. Now the time has come for this too. Congratulations to the chairpersons of the sessions. I will try to use sign language.

It's a pleasure for me for several reasons to be here amongst with you today. First of all, because I personally can reach you here in Budapest. You could see that this is a city that is not only a place where we live, but we Hungarians consider our capital city as a cultural creation and we are extremely proud of it. Secondly, I am very happy that my friend Ádám Kósa I can thank him and express my gratitude to him and to his staff to his colleagues, that they organised this fantastic event. And thirdly it is a pleasure for me to be here with you today because up till now, I always thought that besides the Hungarian language, there is no other secret code. We Hungarians, God has given us some very special mentality and it is expressed in our language, that's why we speak a language that nobody in the world understands except us. Therefore we Hungarians, very often feel, that because of the speciality of our language we are excluded from the world. And we are enclosed in our own world. In addition, we are a nation whose third lives outside of the boundaries of our country in minority. And they are fighting to be able to use their own language. So Hungarians and the language have a very special relationship. And this is one of the reasons for you to visit us here and this also a reason for the prime minister of Hungary to greet you on the behalf of the Hungarian government.

Your sign language represents a special value, and to us it is something appreciate the way you fight for it. What you want is for all the world in the country and all areas of life to have the right to use your own sign languages. To manage and develop your deaf cultures. We Hungarians are standing by your side, because for the reasons what I have just mentioned we do believe that everybody has the right to his or her own langue and thus live a kind of life which does not restrict them within a certain barriers.

Well, ladies and gentleman, I would like to speak to you about, or rather report to you tell you, what we have done so far, what we think about you and what future we foreseeing, what action we have to take in the future.

First of all, I would like to tell you, that you have come to a country whose society appreciates our deaf and hard of hearing people. The fellow people in Hungary have done a lot for this appreciation to evolve. I thank them and also thank the volunteers who are here with us and made today's this meeting possible.

Today you are in a country were in 2011 a new constitution was adopted. This is a modern constitution which is indicated by the fact that there is a special paragraph in it, on the Hungarian sign language. And our constitution clearly states that the Hungarian sign language is part of Hungarian culture.

Now you are in a country where in 2007 for the first time in the world ratified the United Nations's Convention on the Rights of Persons with Disabilities and the additional article.

And you are in a country where ever since 2009, the most complex sign language act has been enacted. Ever since then it is in force. This act regulates all the different periods whether its education, sign language, interpretation services or the actual teaching of the sign language. Deaf people in our world in our country do have the right to use their languages in every area of life. For example, it is an obligation for the national television channels that their own cost they have to make their programs assessable 100%. We are proud also that we created the legal frameworks and background, so the parents of deaf children and that children going to integrated schools be able to learn sign language.

We also have an act provision on providing sign langue interpretation and that's why in Hungary the same conditions apply and every single deaf person has access to sign language interpretation services.

So, ladies and gentleman, we have done a lot so far but we till have areas we have a lot to do. We have launched a programme, in which the Hungarian Academy of Science Institue of Linguistics, started to prepare the bilingual

education of Hungarian deaf children. What we would like is that deaf young people within the frameworks of bilingual education obtain knowledge and skills which would mean a secure entry for them on the labour market just as we heard from the moderate of the section who has come from Brazil.

I am personally proud that SINOSZ which is your intersection advocacy organisation in Hungary, ever since 2009 several members of the SINOSZ have a role to play in the Hungarian public life. I think this is a fantastic thing. They needed a lot of courage and determination and I can only congratulate for those Hungarian deaf people who also play a role and are willing to play a role in public life. I would like to thank Ádám Kósa who is a well-appreciated person, a member of the European Parliament. And we are very proud that we could send a member of the Hungarian parliament from Hungary and he carries out a very important work. And also my fellow MP Gergely Tapolczai does a very important job who has worked with me for a quite a long time in parliament. I also would like to highlight that upon the request of the Hungarian government László Lovászi ever since 2013 represents in the United Nations people living with disabilities. I am convinced that is not important only because they represent you even though this is very important, but it's important also because they show courage and encouragement and example to the rest of the deaf young people.

Ladies and gentleman, our objective is that in Hungary the rights of the deaf people will be enforced fully. It's not enough just to declare them, there is a lot of work behind enforcing them and we have to pay attention to your communities continuously. That's why we decided that under the 9th of November which is the anniversary of adopting the act on sign language it has become the day of the Hungarian Sign Language. To divert the attention to your language and to your challenges. And this is why we decided that either nation you can count on us and we will be standing by the objectives represented by WFD just as the president as for the Hungarian government talks before this event took place.

The Hungarian government - ladies and gentleman - support the WFD initiative to have an international day of sign languages. I myself also think that is very important to call the attention of the governments and people of the importance of sign language.

Ladies and gentleman, finally I would like to thank the World Federation of the Deaf, the confidence has shown to us through this event that you brought here to Hungary and you showed this confidence towards Hungary and thank you for the confidence towards the intersection advocacy organisation of the Hungarian deaf, thank you for this trust.

I wish I guess to have a very meaningful talks and liberations if you have time enough please stay with us and later on return to Hungary so that you could see as much as you can from our beautiful capital city.

Thank you very much for your kind attention and God bless you all.



