SIGN LANGUAGE RIGHTS FOR ALL
LE DROIT À LA LANGUE DES SIGNES POUR TOUS

23-27 July/Juillet 2019
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POSTER ABSTRACT BOOK

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Stacy Abrams* 1

1Supporting hearing families of deaf children with stories from the deaf/general communities, WhyIsign Founder, Capitol Heights, United States

I started #whyisign on Facebook (whyIsign) and Instagram (whyIsign) in October 2015 to try to give hearing families with deaf children opportunities to connect to other hearing families like themselves, and to share their own personal journeys of why they sign with their deaf children. Families often feel alone in their signing journey, and often are nervous and scared to connect with the deaf community. Our deaf community often desire to connect with hearing families, but are often frustrated with not being able due to the medical community giving families inaccurate information about signing.

We all know that deaf people come from all kinds of backgrounds and experiences. Through #whyisign, deaf people can share their own personal stories of why they sign. Through sharing personal stories, hearing families will have access to deaf adults online. Many families have never seen deaf adults, or learn from their perspectives. Through watching #whyisign stories online, hearing families can learn new signs, new experiences, and are given a different outlook of how signing benefit both deaf and hearing people, especially deaf children. Families then learn that sign language is a right for every deaf child, and not an option. People affiliated with the deaf community, such as children of deaf adults, siblings, family members, including community members all have their own personal signing stories. Families benefit from those stories too.

Through sharing personal stories on social media, deaf people are being accountable in their role of supporting hearing families. It is one way we can reach out to families with deaf children. In my presentation, I will discuss the deaf community’s accountability in supporting hearing families with deaf children. Ideas will also be discussed in how countries can establish their own #whyisign campaign to ensure sign language rights are given to deaf children all over the world. Currently, I have approximately 40 thousand followers on Facebook, and 22 thousand followers on Instagram. Other countries have decided to start their own #whyisign in their country.

World Federation of the Deaf believes in sign language rights for all, and that includes hearing families with deaf children, because we all know that deaf children are our future. With technology, and medical advancements, we know that our sign language rights are being challenged all the time, and not given the equal footing as spoken language. My goal is to share the success of the #whyisign campaign in the US (and other parts of the world), and that is because deaf people hold themselves accountable, and are supporting hearing families with deaf children by sharing their personal stories. It may seem simple, in sharing your own story on social media, but it holds so much power in helping hearing families understand the importance of sign language and the right for their deaf child to learn and grow with.
Communication is a vital element that enhances the exchange of ideas and information between individuals and groups. It involves the use of verbal and non-verbal cues to convey the desired message effectively. Sign language is the means through which the deaf connect with the others. Notably, it relies solely on manual communication involving hand gestures and symbols with meaning as opposed to acoustic sound patterns (Aronoff, Meir, & Sandler, 2005). Ranjini, Chaitra, Deepika, and Patil (2014) argue that globally, Sign languages vary depending on culture and locality, which allows various categorizations. This includes Japanese, American, Chinese, and Saudi sign languages. Sign language is natural as it incorporates the elements of expected dialect including semantics, syntax, morphology, and phonology. Sign language is the exchange of messages and meaning through physical communication. Arguably, it has phonology because it facilitates sharing of ideas, exchange of messages, and presentation of emotions. Moreover, phonology is the study of how signs are structured and arranged. Stokoe (1960) determined that signs in the lexicon American Sign Language (ASL) are not holistic gestures but are comprised of a relatively small number of meaningless units that may recombine to produce a potentially large lexicon. Stokoe showed that features of handshape, location, and movement can recombine to form minimal pairs of signs. In this paper, we studied the parameters in Saudi Sign language, and how they are combined to form a word, and how they interact with each other. We used signs from Saudi Sign Language to determine each parameter. Then, we studied some minimal pairs of Saudi sign language. Our study shows that Saudi Sign Language is a natural human language with grammatical patterns such as phonology and phonological process plays an important role in it.
LGBT STUDIES: IDENTITIES, BODIES AND HANDS OF DEAF SUBJECTS
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From 90’s on, the concerns about Brazilian Sign Language (Libras) research have aimed at describing the mental processes of that language in terms of phonology, morphology and syntax. So up to the present time those studies have recognized Libras as the natural language of Brazilian deaf communities, and as a consequence this view has an impact on the inclusion of the deaf in society. With peace of mind due to the fact that Libras has a language status as well as the users of that language, which are the deaf, are being recognized socially, other linguistic aspects achieve levels of importance, such as for instance researches dealing with the E-language. In the present study our aim is to investigate the sociocultural phenomena, taking into account the variables which follow: age, social class, genre, and community of practice. In addition by seeking to describe the identity repercussions which are used in the language of the subjects, the main purpose is to come up with the nuances observed in the discourses of the deaf about the self-recognition of their LGBT identities. This way, our theoretical framework is based on Leap (1999), Cameron and Kulick (2003), Eckert and McConnell-Ginet (2003), and Perlin (2003). Data were extracted from a pilot study within a community of practice of LGBT deaf persons in the city of Salvador (Bahia, Brazil). The pilot study was conducted in the activities of ‘Grupo de Pesquisa de Sintaxe – Phi das Línguas Naturais’ at the Federal University of Bahia – UFBA. Thus the issues discussed have to do with: are the LGBT identities being hushed in the same way deaf identities were being hushed so over decades?; how was the identifying and accepting process of their bodies as LGBT persons?; how about the family memories concerning the acceptance of their LGBT identities?; and in accordance with LGBT multifaceted identities how do they call themselves and hunger for changes in their bodies?.
For the reliable annotation of sign language corpora, lexical databases are indispensable. Lexical signs need to be consistently identified by the same ID Glosses every time they occur. For this purpose, various Signbank lexical databases have been set up in connection to sign language corpora. The NGT Signbank (2013-2017) that was set up for the purpose of ID Glossing of the Corpus NGT (Sign Language of the Netherlands) contains rich phonological descriptions of the surface forms of signs, in accordance with the phonological model that was developed for NGT (Crasborn 2001, van der Kooij 2002). This paper describes how the database has been transformed into a Global Signbank, aimed at comparative studies of the lexicons of different sign languages. It builds on the phonological understanding of NGT in the description of the phonological forms of other sign languages, ensuring coherent phonological descriptions across languages. This will enable new types of studies on phonology, iconicity, and international sign. To enable comparison between languages independent of glosses, signs in each dataset will be connected to a concept registry. In this way, multiple forms for different concepts (whether synonyms or regional variants) can be taken into account in establishing how much the lexicon of two sign languages overlap or differ.

Through a standard agreement between dataset depositors and the Global Signbank service and a standard end user agreement per dataset, the aim is to provide a stable archive of open access datasets by 2022. A variable embargo period will apply during the initial creation of each dataset. The presentation provides examples from the NGT dataset and the Chinese Sign Language (Shanghai) dataset. We will report findings of initial studies on the comparison of NGT, Shanghainese, Flemish, and French Belgian Sign Languages.
"FAMILIAR" SIGNS IN AN INTERNATIONAL CONTEXT: KINSHIP TERMS AND UTILISATION OF NEWLY LEARNED VOCABULARY IN CROSS-SIGNING

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This research presents the latest findings on initial international cross-linguistic, cross-cultural communication between deaf signers from different countries who share no common language, sometimes called "cross-signing". This study examines first conversations between a Dutch deaf person and Chinese deaf people in Shanghai, with data filmed in dyads and in multi-party conversations in a controlled environment over a period of one week. The location is pertinent because unlike previous studies on cross-signing that have taken place in "neutral" territory (i.e. not the home country of any or several of the participants), the present data were gathered on the home turf of the Chinese participants. The Dutch subject had brief opportunities before and between conversations to learn a few local signs from other Chinese signers. These signs are documented, as well as the timeline in which they were learned during the week. This particular study investigates the extent to which the Dutch signer integrated the newly-learned Chinese signs into the conversation, or chose to forego lexical items and utilised other strategies found in cross-signing. The domain of kinship is a focus in this study, of particular interest as the familial frameworks of Chinese and Dutch cultures differ, and kinship terms in Chinese signed and spoken languages are more specific than in the signed and spoken languages of the Netherlands.

The presentation of this research will be delivered in International Sign and in English simultaneously, with two co-presenters.
Cross-signing is defined as communication between deaf sign language users with divergent linguistic backgrounds who have no language in common (Zeshan 2015; Byun et al 2017). This type of interaction is different to the use of International Sign (e.g. Supalla & Webb 1995), because it includes the earliest stages of improvised communication, in which signers co-construct meaning across linguistic and cultural boundaries using a shared conversational infrastructure and various metalinguistic abilities. This talk explores the phenomenon of intersubjectivity in the context of cross-signing, and how it is built rapidly due to the unique linguistic strategies available to cross-signers. Cross-signing creates fertile ground to examine cognitive aspects of language use such as communicative trouble and repair, because the interlocutors have no shared linguistic structure or phonology to rely upon, and can only draw on features such as visually-motivated forms or gestures and pragmatic principles of conversation. A cognitive issue in cross-signing contexts is the establishment of intersubjectivity. When humans can understand each other due to having a ‘shared sense’ of a situation, then they can successfully communicate and coordinate with each other. This shared sense is called ‘intersubjectivity’; it is in fact the foundation for human cognition, and results from both interaction and representation (Alterman 2007). Prior work by Zeshan and colleagues has suggested that cross-signers build intersubjectivity and increase their communicative efficacy very rapidly (Zeshan 2015). Therefore, this presentation will consider the key question: What enables cross-signers to rapidly build their intersubjectivity? The answer to this question will encompass both representation, i.e. formal/linguistic features such as forms motivated by visual iconicity (Emmorey 2014); and interaction, i.e. social/communicative features such as the turn-taking system (Levinson 2016). The effect of intersubjectivity on language construction will also be considered. Considering intersubjectivity and other notions from conversation analysis, or CA (e.g. Schegloff 1992), in the context of cross-signing addresses a gap in the literature, because most studies of cross-cultural signed communication (e.g. studies on International Sign) have focused on lexical and grammatical features, and/or have investigated production and interpretation issues rather than comprehension and interaction.
A COMPARISON OF (THE RELATIONSHIPS BETWEEN) LANGUAGE SUPPORT POLICIES AND LANGUAGE ATTITUDES IN THE UK AND KOREA
Kang-Suk Byun\textsuperscript{1}, Luigi Lerose\textsuperscript{2}, Jenny Webster\textsuperscript{3}, Lynne Barnes\textsuperscript{2}
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This presentation discusses deaf signers’ production of written texts and use of language support, exploring two facets of this: attitudes and policies. ‘Language support’ commonly refers to the role or activity of providing access to written language, typically on a one-to-one basis. These tasks may encompass a broad continuum from translating between a signed and written language to giving guidance on writing at the level of the word, sentence, paragraph or whole text (Barnes & Snell 2007).

Many deaf people, whether in everyday life, in the workplace, or at college or university, are expected to read, understand and produce written texts, and they typically work very hard on these skills. However, these texts might be in their second, third, or fourth language. They commonly experience challenges and barriers when interacting with written texts, and because writing is so crucial in the mainstream hearing world, this worsens the existing inequalities between deaf and hearing people. Language support is sometimes an important way of addressing this issue and may be required to ensure that a deaf person has equal access to written material.

Although increasing access to written texts through translating them into signed languages is an important aspect of this (e.g. Wurm 2010), this talk focuses on the production of written texts, which may involve the translation of deaf people’s own signed texts into written texts (i.e. ‘representing the deaf voice’, Stone & West 2012). This focus is selected because translation in this direction facilitates the presentation of a deaf person’s unique expertise in a form that is accessible and highly respected and valued by mainstream society. However, in the UK this kind of translation or language support role has no clear route to qualification, and sometimes is not even performed openly or for remuneration. For example, it may be carried out by ‘deaf ghostwriters’: deaf people who are skilled in written English and assist their peers as a way of giving back to the deaf community (Adam, Carty & Stone 2011).

In South Korea, language support is not generally acknowledged and it is unclear to what extent it goes on. Research on this topic in Korea is very scarce, but informal interviews with Korean deaf people suggest that they recognise that some deaf individuals may have difficulties with writing, which are generally viewed negatively and not seen as being connected to issues of access, translation, multilingualism, or sign language rights (Byun, forthcoming). However, it is of course possible that some deaf Koreans may be open to and interested in exploiting translation and ghostwriting.

As well as exploring differences between language attitudes in these two contexts toward translations from sign language into written language, the presentation considers how disparate language policies in South Korea and the UK might relate to the differences in attitudes.
In spoken languages, a conditional sentence usually contains a dependent clause expressing the condition and a main clause expressing the consequence. Generally, there are two types of conditionals, i.e., neutral and counterfactual conditionals (Table 1). Neutral conditionals do not express any attitude towards the fulfillment of the condition in the protasis. But for counterfactual conditionals, the proposition contained in the protasis, is presupposed to be false.

In signed languages, conditional structures can be conveyed or marked by manual signs (such as IF) and/or grammatical facial expressions (Reilly et al., 1990). Interestingly, in Israeli Sign Language, neutral conditionals are systematically associated with raised brows, but counterfactuals with raised brows together with squinted eyes (Dachkovsky 2005).

Chinese sign language (CSL) is a natural language that developed independently in deaf communities of China. However, little is known about its grammatical facial expressions and manual signs for marking conditionals. The present study aimed to investigate following questions. (1) Are there facial expressions to convey conditionals in CSL? If yes, (2) can they exist independently to mark conditionals? (3) Whether CSL neutral conditionals and counterfactual conditionals can be distinguished with each other based on facial expressions.

Five native or near-native deaf signers of CSL (aged 25 to 27) participated in the study. They were asked to re-produce natural CSL sentences after watching CSL clips presented for 7 seconds. One-hundred and seventy-nine conditionals were elicited and analyzed by two deaf researchers using ELAN software.

The results showed that, first, there is a group of grammatical facial expressions marking conditionals in CSL. Specifically, most of the 179 CSL conditionals (95.9%, n=172) involved facial expressions of wide eyes, eye gazing and raised brows. These facial expressions were produced with a clear onset and offset and coordinated with conditional clause (i.e., the protasis) of the signed sentences (Figure 1). Second, there were about 52.3% of the CSL conditionals (n=94) used only grammatical facial expressions to mark conditionals without the involvement of manual signs and about 43.6% sentences (n =78) marked conditionals using facial expressions co-occurring with manual signs (Figure 1).

Third, neutral conditionals can be systematically distinguished from counterfactual conditionals with grammatical facial expressions (Figure 2). Moreover, neutral conditionals were generally associated with raised brows, wide eyes and eye gazing. But the facial expressions for counterfactual conditions not only involved the ones used in neutral conditionals, but also together with a twitched mouth.

This research can contribute us the knowledge about CSL, especially its grammar. It seems using grammatical facial expressions to mark syntactic structures is universal in signed languages.
A LOOK AT THE CURRENT SITUATION OF THE DEAF LANGUAGE AND CULTURE IN TAIWAN

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Taiwan is a multi-ethnic, multi-cultural and multi-lingual country. With the total population being around 23 million, only 0.5% are deaf people (or hearing-impaired, hard-of-hearing). However, their language, Taiwan sign language (henceforth TSL) spoken on the island have been facing extinction, due to the fact that TSL is no longer their first language. Because Mandarin is the dominant language in Taiwan, most of deaf children have been asked to learn oral speaking and lip-reading instead of TSL. Since the government have been considering bringing TSL into the list of legal recognized languages of Taiwan, various strategies have been utilized by the Deaf community to save their own language and culture. This paper illustrates how the Deaf community in Taiwan build their own culture step by step. We will divide this presentation into six sections. First of all, with the collaboration of the Hearing community, a research team at National Chung Cheng University (NCCU) is helping to preserve and to promote TSL more than thirteen years. Secondly, there are three schools for Deaf people, which are located respectively in Taipei, Taichung, and Tainan. Recently, the Taiwanese association of sign language interpreters released a set of teaching materials for baby sign language. Thirdly, in order to promote the Deaf culture and TSL, some Deaf events are held frequently in Taiwan, such as Deaflympics in 2009, Taiwan Deaf beauty pageant (since 2005), Taiwan international Deaf film festival (since 2015), and international exposition for the Deaf in Taiwan in 2018. In a fourth section we discuss the history of Hearing interpreters for TSL. Thus, they have been licensed and recognized officially since 2005. A training program for Deaf interpreters whom are Deaf is currently in making and will be ready in July of this year. Next, if one is looking inside the Deaf community in Taiwan, there are 50 associations related to Deaf. A TV program “Listening Eye” has been active for more than 20 years. It is specifically designed for the Deaf. Another program is furthermore well-known, “Sign language news”, which has been launched 16 years ago (since 2002). Last but not least, we will discuss the remaining problems for the Deaf in Taiwan as well as the not-so-bright future of the Deaf culture and TSL which might be endangered. The use of TSL and the number of Deaf people knowing TSL is dropping, whereas, the rate of the Deaf learning oral speaking and lip-reading is increasing. While being enlightened on the current situation, the kind of progress made and its persistent problems in the Deaf community in Taiwan, we should continue promoting Deaf culture and TSL, while making adjustment in the right direction at the same time. Meanwhile, the language and the culture conservation for the Deaf is the main work to focus on nowadays. We are saving not only sign languages but also human rights for the Deaf.
If Jean Massieu were alive today, here is what he would want to say:

Let's be rational, do not waste time with the 2000 spoken African languages, without even counting the colonial languages!

Do not repeat previous western mistakes in Africa – select African deaf people representing the different ethnic groups. They will quickly find the best solution to understand each other and to be understood by everyone!

The language of the born deaf-mutes is naturally a gestural, mimicking language that allows the deaf person to actively participate in the social life of their environment, it’s a communication tool adapted to both sides of the handicap: the deaf can express what they are thinking and feeling, the hearing can respond without ambiguity.

I’m well placed to show this.

According to the great principles of 1789, let the people decide for themselves, by offering them our experiences, to help them with the possible consequences of their choices.

My long personal experience brings me to an obvious conclusion: The Abbé de l’Epée and the Abbé Sicard did not know the deaf, they decided for them and it didn’t take long for problems to appear. Fortunately it was not disastrous because I was able to intervene at my small level by demonstrating that the natural gestural language of a deaf person was as rich in meaning and expression as any local oral or written language.

In the end I was betrayed by Sicard, weakened by both his illness and my deaf or hearing colleagues who wanted his place and especially my loss. But I remained steadfast in my convictions as a born deaf-mute!

I recall an incontestable historical truth: the first free public school for the born deaf-mute was created by a learned monk, born deaf-mute, in Amiens: Etienne de Fay around 1730, verified officially on 12/12/1733 by Louis Auguste d’Albert d’Ailly, the duke of Chaulnes.

I would also like to point out that, without me, Lafayette and Bailly would never have given the Abbé Sicard the job of Director of the Institution of Paris.

With my franco-africans friends we set up a pilot center providing services and resources for the benefit of the Senegalese sensory impaired: The Center of Deafness Jean Massieu in Tambacounda. This cooperative mode works well and is beginning to spread. It is the result of a total inter-generational, international, deaf and hearing collaboration, from every sector of society to meet the CHALLENGE of screening, educating, and providing vocational training and integration for deaf people.

We lack an essential tool for progress in Africa.
We need a gateway African sign language to overcome the African language problems faced by deaf people!
LEADERSHIP AND CITIZEN PARTICIPATION OF DEAF PEOPLE IN MEXICO CITY AND THEIR CONTRIBUTION AS A SOCIO-POLITICAL PRE-CONDITION, NECESSARY FOR THE RECOGNITION OF THE MEXICAN SIGN LANGUAGE. THE CASE OF THE DLSM-CDMX.

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Introduction. The present work will focus on presenting the steps for the construction of the Sign Language Dictionary of Mexico City (DLSM-CDMX for its acronym in spanish), which was presented in October 2017 as a project achieved with a multidisciplinary collaboration between the Deaf Community, the Civil Society, academic institutions and of course the government. In accordance to the Convention on the Rights of Persons with Disabilities, being able to generate the necessary accessibility in terms of information and communication is vital in order to advance in a culture of respect for people with disabilities. The importance of incorporating deaf leaders and deaf citizen participation in Mexico City government projects and consider this participation as a necessary socio-political pre-condition for the recognition of the Sign Language, which will also make it possible to advance the legitimization of studies of the deaf as a sphere of academic knowledge.

Method. The method for the realization of this project was a method of citizen participation. For me as the project coordinator, one of the main challenges was to achieve some moments of intervention of the people who were important to participate actively, to whom they were invited through a wide call in which they sought to add knowledge and the experiences of disciplines such as:

1) **Deaf Community Group**: participation of leaders to achieve consensus and obtain the signs contained in the document.

2) **Group of linguists and interpreters**: participation of civil society in the feedback between listeners and deaf people, regarding the meaning and use of words in Spanish.

3) **Academic group**: who contributed the theoretical knowledge around the subject, with the documentation and bibliographical sources existing in the field of research of the LSM.

4) **Group of design and edition of documents**: in which deaf (social service students) and listeners participated.

Results.
Summarizing some concrete results that we achieve in this Dictionary were:

1.- Generate bilingual spaces for participation.

2.- Promote leadership of the deaf.

3.- Promote collaboration and advocacy in public policy. It will allow us to break the barriers with which they live in their communication today. In order to achieve an influence on the socio-political scene in Mexico.

Conclusion
The Sign Language Dictionary of Mexico City (DLSM for its acronym in spanish), is a project that was achieved in two years of constant work, in which leadership and citizen participation of the deaf was a fundamental part with a common goal: to have 1,010 signs that can be used by many deaf people who do not know Mexican Sign Language or hearing people who want to learn this language.

This means advancing the right to Sign Language for all. The future challenges have to do with being able to legislate in the matter of Sign Language so that we impact the Educational Sector at a national level.
Traditionally, historical and contemporary discourse of Deaf people have been developed, controlled, and written by people who are not Deaf (Ladd, 2003). This subsequent focus on hearing and speaking deficiencies has perpetuated society’s larger view of Deaf people as inferior and subhuman, leading to stigmatization that serves as a classic example of ethnocentrism, power, and privilege among hearing people.

The Deaf social movement of the late 1960s that helped Deaf Studies emerge as a field was patterned after earlier movements of other minority groups working to reduce society’s enduring discrimination. The Deaf Studies field’s unique position was based on cultural reportage, but not based on any formal Deaf Studies theory (Bienvenu, 2008).

Critical Race Theory (CRT) promotes a social justice framework that examines the socially constructed nature of race, the workings of power, and the forms of subordination. Its theoretical framework can be used to analyze Deaf studies: Deaf Critical Race Theory (Deaf Crits).

Deaf Crits, a paradigm shift in the Deaf Studies field, serves as an important analytic tool offering important new perspectives on Deaf identity, contributions to society, politics, stereotypes, disenfranchisement, disempowerment, and the dynamics of privilege. It attempts to connect theory to the lives of Deaf people by looking at the Deaf experience, shifting from a medical perspective to a linguistic and cultural perspective, identifying the Deaf community as a linguistic minority. Deaf Crits stimulates lively and thought-provoking exploration and promoting action for the purpose of improving Deaf lives, increasing Deaf consciousness for social justice (Gertz, 2003). This then translates to knowledge transfer between the Deaf community and researchers, and firms Deaf Studies as a legitimate sphere of academic study with emerging trends and research.
Deaftopia: Utopian Representations and Community Dreams by the Deaf

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Deaftopia: Community Dreams is the current working title of a doctoral research in Culture Studies that also gathers the fields of Deaf Studies and Utopian Studies. The word Deaftopia is a neologism which aims to name the theoretical model that this research will construct. All human cultures have their utopian representations, and the Deaf communities are no exception. Deaftopia refers to the utopia of Deaf people, to the different dreams, wishes, and constructions that Deaf communities – here exclusively refereeing to the members who use sign languages - have continuously presented throughout times, in different forms, in different countries, and geopolitical conditions. This research will analyze several objects that are internal productions of Deaf communities with high value in Deaf Culture features, but also, in terms of utopian representations. These objects are of different typologies, but namely, literary work by Deaf authors, activist discourses by Deaf leaders, fictional film productions that portray possible futures, among others. These internal products of Deaf communities will serve as the structure that allows the researcher to build this theoretical model. The research will be composed of literary review in Deaf Studies, Utopian Studies and Culture Studies, followed by archival thorough work in Deaf Studies. The selected objects that remain valid for the study will be subjected to a thorough discourse analysis and afterwards, the preliminary results will be exposed to a focus group of active members of the Deaf community, that will discuss the objects and the theory in sign language, in a discussion conducted by the researcher. The main goal of this research is to coin the Deaftopia theoretical model and concept. We are fortunate to be witnessing a paradigm shift from the medical - understanding Deaf people as incomplete and pathological beings - to the cultural - perceiving Deaf people as an ethnic/linguistic/cultural minority. This research finally found the paradigm, in terms of disciplinary evolution to be conducted – as the fields of Deaf Studies, Culture Studies and Utopian Studies can harmoniously connect. The study aims to use methodologies and disciplines that are commonly used to analyze communities and cultures, within the Humanities, under Culture Studies – but applied to Deaf communities and Deaf Culture. Therefore, reaching a better understanding of the cultural objects but also, reestablishing the boundaries of the fields evoked. Moreover, this research aims to preserve Deaf history and heritage by coining the concept of Deaftopia, but also aims to elucidate the hearing majority about the richness of Deaf communities’ and the undeniable the value of Deaf Culture.
THE DEAF REPRESENTATIONS IN CULTURAL PRODUCTIONS: VISUAL LITERATURE ON THE INTERNET AND THEIR POSSIBILITIES

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From the textual productions in the field of Surda Literature and considering the studies of Lodenir Becker Karnopp (2010) it is possible to analyze the cultural representations of the deaf in their poetry in Brazilian Sign Language, as well as to recognize the poetic resources used by the deaf in the production of this literature on the internet. The notion about the Deaf Literature is well-known by the Brazilian researchers Karnopp (2006, 2010), Quadros (2004), Perlin (2004), Strobel (2008). In order to talk about Deaf Literature, it is extremely important to highlight the issue of the Deaf Culture and, consequently, the Sign Language. We realize that the literary production in Sign Language and the recognition of visual culture is linked to the promotion and valorization of sign language in the school space, especially (MORGADO, 2011). Not only must the school be seen as a legitimate space for the production and dissemination of visual literature, as well as other spaces created by the deaf themselves in order to share their stories and productions. In delimiting the concept of Deaf Literature, Karnopp (2010) highlights "the role of diffusion of the deaf culture, giving visibility to the linguistic and artistic expressions coming from the visual experience". To understand the Deaf Literature on the Internet, it is extremely important to recognize that the individual has a culture, which is deaf, manifested by an experience, which is visual, and has a language, which is that of signs. In this sense, poetry publications and sign language stories on the Internet are a promising source of study. Maurício Barreto's (deaf) literary productions on the internet offer support for an analysis of deaf poetry, an understanding of the identities and cultural representations of the deaf as well as an analysis of the visual art of deaf communities from the perspective of Literature in the Expanded Field, that is, to think of Literature in previously unrecognized, marginalized groups and areas (GARRAMUÑO, 2014). When the visual culture is evidenced in Literature, it gives the deaf the possibility of projecting through the stories - representativeness - as well as developing equanimously within a society that is mostly listener. Non-common features, which do not fit the format of the traditional literature, are present and form the deaf literature / visual literature. They are marks in the production of literary genres (deaf) that show a new possibility of reading the artistic production of previously unrecognized communities.
BORROWINGS INTO RUSSIAN SIGN LANGUAGE AND THE ISSUE OF LANGUAGE POLICY

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The paper deals with sociolinguistic factors of borrowings in Russian Sign Language and argues that the same reasons might have similar impact on some other sign languages. In case of RSL there are two main sources of borrowings: IS and ASL; while comparing to sign languages of the neighbouring countries, RSL itself can be the source of borrowings as well as IS, ASL and some other national sign languages. The results of 2-years experimental research will be analysed. Geographical signs, neologisms, archaisms, some academic and conference terms, initialized signs are inclined to new changes. Some groups of genuine national signs which are under threat of extinction will be identified. The most vulnerable groups of SL users which tend to accept borrowings most easily will be singled out. The issues of necessary and unnecessary borrowings, purity of the language and the issues of standardization will be discussed from both linguistic and social aspects. The authors will share some ideas of implementing national sign language policies.
SIGN LANGUAGE TEACHING AND LEARNING: ITS IMPACT ON DEAF AND HEARING COMMUNITIES – TWO INTERRELATED FACETS OR WILL YOU MARRY A DEAF/HEARING PERSON?

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For the first time the author will discuss data received during the longitude on-going research study started in 1992. Views of Deaf people on their sign language, their life experience, their place in the local Deaf community and a wider hearing society will be compared to the views of Deaf teachers of Russian Sign Language (RSL) nowadays and 10-25 years ago.

Radical changes took place over the time although RSL was officially recognised only in 2012 and the results of the latest census put RSL on the 38th place among minority languages of the Russian Federation.

The most striking data were the analysis of the questionnaires of hearing people who decided to learn RSL. Most groups were interviewed before and after the RSL course delivered by a Deaf teacher. The replies to questions about both Deaf people’s psychological and social aspects of life as well as about sign language reveal changes in attitudes towards sign language and Deaf people in general during the last 27 years. The role of Deaf sign languages teachers can be crucial in changing attitudes.
In every country, the status of sign languages (SL) is worth-noting: they are not regional though they are used by a linguistic minority. They are national when governments officially recognize them as such, which was the case in France in 2005. However SL are very often associated with “disabled” people and suffer from discriminatory views and restricted expansion.

Are Deaf people “disabled” people, or just people using a different language from the mainstream one? The question must be raised as it challenges linguistic and cultural approaches and is a crucial issue dealing with acceptance or rejection of differences.

More and more hearing people, fortunately, are fascinated by this non verbal language, and curious enough to attempt learning it. It is time for SL to occupy a place it has been denied ever since the Milan Congress.

Personally, I wish to contribute to making SL visible, out of the national dark, into education and society at large. I’ve been a lecturer at Sorbonne University in English linguistics since 2008. I was lucky enough to be granted a one-year linguistic immersion in the London Deaf community in 2012-2013. The goal was to learn British Sign Language (BSL) and bring it back to the university, where I co-opened the first foreign SL beginners’ class in France with a Deaf native signer of BSL. I had attended intensive courses in three different institutions (City Lit, Remark! and BSL Works). I don’t come from a deaf family. I just happen to be fascinated by the whole body’s ability to create structured meaning. This training period changed my life.

First of all as a teacher: a few months in, I realized all my classes were livelier, both body and soul being involved. I also instinctively practiced visual listening: I could spot the silently left-out students more easily and adapt my classes’ pace and explanations.

Furthermore, as a person: by visually focusing only on people’s faces and what they were telling me, I became a better listener, which deepened my relationships as people felt more valued. Also, SL is a body-anchored language and one’s breathing body is always in the present moment. I live more in it than in my pre-BSL life, which means that the ability to sign actually makes me happier in everyday life!

I wish to share my experience with as many people as possible. Everyone has to learn to sign. For I do believe that, in the long run, this is the best way to ensure Deaf people’s integration into the hearing majority society.

This is the philosophy of the Association whose website (and name) is consortium-lacces-lsf-pour-tous.fr that I contributed to set up around 2013. Its name is clear enough. Its aim is to offer various training courses online (e-learning) to reach anyone whatever their location: accessibility is essential to the spreading of a language.

The more languages we can master, the more social bridges will be created, the more visions of the world will be shared.
In the ancient times, sign language existed. Since that time, there has been a struggle in Jewish tradition over the method of communication with the Deaf. Prominent Jewish scholars in the Antiquity suggested that sign language would be the best means of communication and education. However, some other critical Jewish scholars who unfortunately lacked awareness of this standard language dissented. As a result, parents and teachers employed the oral method because the Jewish scholars erroneously considered speech as correlated to intelligence which rendered the deaf legitimate. So many Jewish deaf schools adopted the oral method. Presently, sign language is fortunately put into practice in Israel in every aspect of life, thus eliminating Jewish tradition of oralism which excludes the ancient Hebrew conception of sign language.

Georges Lehrer
ONE YEAR IN: REFLECTIONS ON THE DESIGN AND EARLY IMPLEMENTATION OF BRITISH SIGN LANGUAGE AWARDS IN SCOTLAND

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Following the British Sign Language (Scotland) Act 2015, a National Plan for British Sign Language (BSL) was drawn up by the Scottish Government for the period 2017-2023. This plan contains 70 actions designed to ‘make Scotland the best place in the world for BSL users to live, work and visit’, including a commitment by the Scottish Qualifications Authority (SQA) to develop a new suite of qualifications in BSL designed for delivery in Scottish schools. These qualifications – ‘Awards’ – mirror the existing National Courses in Modern Languages in size, content and credit value, but are also distinct; they provide parity with the spoken/written languages whilst respecting the difference and integrity of sign languages. The Qualification Design Team meetings were undertaken fully in BSL, mitigating against an unequal balance of power in favour of English, and enabling true collaboration between all participants. In this paper, the Qualification Design Team will reflect on the background to the project and the design process, one year into the pilot implementation of the Awards in key schools. We will outline the units that make up the Awards, review the discussions that informed the content and outcomes for each, and examine the challenges and opportunities these posed. Additionally, we will consider any lessons learnt from those schools involved in the early adoption of the awards, drawing on the responses of both hearing and deaf pupils and teaching staff, and providing an illustration of the place of BSL in Scotland’s education system, now and in the future.
ANALYSIS OF THE COLLABORATIVE PROCESS THAT TAKES PLACE WITHIN A TEAM, COMPRISED BY DEAF AND HEARING RESEARCHERS, WHO WORK WITH DEAF AND HEARING TEACHERS. HOW DID COLLABORATION EVOLVE AND WHAT DID WE LEARN IN THE PROCESS?

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Although in developed countries more deaf people are now participating in academic contexts, they are still often excluded from influencing the educational, political, and social arena (Benedict & Sass-Lehrer, 2007). In Chile, the educational level of deaf people is very low, only 3% of deaf adults have graduated from college; therefore, deaf people participation in academic research teams is rare. Knowing the importance of this participation, and having been somewhat pioneers in this area in Chile, we decided to document and analyze the process of collaborative work between deaf and hearing participants in our research group.

The study’s objective is to describe and analyze, the way a research team comprised by deaf and hearing members’ progress in their ability to work together. The context chosen is a research project, which involves an intervention that seeks to promote 5th to 8th grade deaf students’ development of metacognitive skills and reading comprehension strategies. Researchers and teachers meet weekly to review and revise the proposed sessions and practice some of the activities they will implement with the students.

METHOD. Participants are listed below, indicating if they are deaf (D) or hearing (H).

University Research Team: professor in charge of the project (H), post-doctoral researcher (H), elementary school teacher (D), deaf education teacher (H), educational psychologist (H).

Research Partners at the School: principal (H), teacher in charge of pedagogical issues (H), three teachers who teach L2 in 5th-8th grade (all H), two teachers who work in preschool and first grade (both D), school’s interpreter (H).

The process of collecting and analyzing data is framed in the perspective of collaborative ethnography, which requires gathering qualitative data along the process of conducting our work activities. We register the experiences and the processes taking place along the way through field notes; video recordings of: regular work meetings at the university, analysis sessions, and work sessions with teachers at the school. The content of the written registers and the videos will be analyzed through open codification to identify emerging and developing themes, learning experiences, and participation patterns.

RESULTS. This project is still in progress, final results will be available at the end of the year. Preliminary data anticipate that results will include specific aspects of the process: language use, communication difficulties and ways of resolving them, changes in our ways of doing different tasks, how we feel in the different roles we assume, how do mutual expectations evolve, and which type of things are we learning in the process.

CONCLUSION. This project can contribute to our knowledge of collaborative work between deaf and hearing researchers in Chile. We expect the collaborative process to improve along the way and hope that the findings will be helpful for future projects involving deaf and hearing members.
THE NEW ZEALAND SIGN LANGUAGE BOARD: WORKING WITH GOVERNMENT TO PROMOTE AND MAINTAIN NZSL

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The New Zealand Sign Language (NZSL) Act of 2006 made NZSL an official language. Recognising sign language in legislation is not necessarily a solution to the language-related problems experienced by the Deaf community, but is a platform for developing practical measures that can empower the participation of sign language users.

The official recognition of NZSL in 2006 came with no new funding or practical measures, and so the status quo continued with growing dissatisfaction from the Deaf community. In 2013, a Human Rights Commission report added pressure on the New Zealand Government to provide more resources to give effect to the official status of NZSL. One of the outcomes of this report was the establishment of the NZSL Board and a NZSL Fund in 2015 to support promotion and maintenance of the language, and to guide government policy relating to NZSL.

Victoria Manning, the inaugural Chairperson of the NZSL Board, and Rachel McKee a NZSL Board member, will share their insights about positive impacts and problems in progressing sign language rights in New Zealand since 2015. The NZSL Board has effectively brought the Deaf community to the Government’s decision-making table. However, the board has faced a number of challenges in its tasks of influencing government policy and allocating contestable funding effectively.

For example, developing an understanding of a language planning framework to form strategic priorities for action, learning to work with government policy processes, distinguishing between social and language-related priorities in the Deaf community, and developing ways to manage multiple conflicts of interest for members of the NZSL Board. This presentation will explore these practical issues in how a sign language promotion body can progress sign language rights and status.
When studying at a university or college in Vienna, deaf students are given the opportunity to have their classes translated into Austrian Sign Language (ÖGS). This service is provided by GESTU, a service centre for deaf and hard of hearing students in tertiary education in Vienna (GESTU stands for “Gehörlos erfolgreich studieren” = “Studying deaf with success”). To be able to translate content into ÖGS, interpreters need many new technical terms, in order that students can be able to talk freely about subject matter in their first language. After all, accessibility for the deaf also means the ability to study in their own language, for which an academic register in ÖGS is essential. From a sociolinguistic point of view, using ÖGS in scientific contexts also enhances the prestige of the language, which is essential to the way the Austrian deaf community is seen by itself and others.

For these reasons the GESTU Sign Language Dictionary was created. The students themselves choose the technical terms that are to be translated into ÖGS in workgroups for individual fields of study. The workgroups meet several times during the semester and consist of students, field experts, a linguist and at least one native signer, all of whom are deaf, and proficient sign language users. In the development of new signs we are particularly careful to adhere to the phonological rules of Austrian Sign Language.

The developed technical signs are published in our online dictionary http://fachgebaerden.tuwien.ac.at, which is accessible to the general public. These signs represent suggestions and we invite the sign language community to discuss them and give us feedback.

The GESTU Sign Language Dictionary team is very eager to exchange ideas with teams from other countries working on similar projects. We are currently in contact with the Universität Hamburg, Stockholms Universitet and Masarykova Univerzita in Brno and have already presented our work at Austrian and international conferences. The sociolinguist Dr. Verena Krausneker has been evaluating our work for the last three years – the results are to be published in the German sign language journal Das Zeichen in 2017. As another form of evaluation, students present texts on specific study-related topics in ÖGS which are recorded on video and then analysed in order to compare the actual production of technical signs in a natural ÖGS text- with their intended form. This helps us to evaluate the signs and test their applicability in a linguistically natural environment.
REFRAMING HUMAN DEVELOPMENT MODELS THROUGH DEAF LENSES
Joshua Mora, Wyatte Hall, Scott Smith, Tim Dye

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Introduction: Existing dominant paradigms in human development do not adequately fit deaf experience. This is especially concerning as there are many human development models that discuss in one form or other the critical stages that lead one to become a healthy (or unhealthy) person. Applying these human development models to deaf children, however, does not appear to lead to optimal outcomes. A new framework is needed to ensure healthy development in deaf children, addressing the unique needs of developing deaf children. Systems and institutions are organized around the ability to receive and comprehend aural information, which does not accommodate deaf experience. Recent studies in the American Deaf community suggest that there is a need for factoring in language development in assessing deaf people’s lifespan development as they rely on visual information to navigate their lives and environments (Hall, in press.; Humphries et al., 2017). Current human development models appear to be inadequate for deaf children, as American deaf people continue to experience suboptimal educational, employment, mental health, and physical health outcomes (Traxler, 2000; Fellinger, Holzinger, & Pollard, 2012; Barnett et al., 2011).

Method: In this study, the phenomenological framework was used to conduct a secondary analysis of previous interviews with the American deaf community to explore how these human developmental models do not lead to positive outcomes for the deaf community. The interviews consisted of fifteen Deaf community members with varying childhood language experiences, gender, race and ethnicities, education, and professional backgrounds. Every subject was interviewed by a diverse team of ASL-using interviewers, using videotaped ASL and a written protocol. The DEDOOSE qualitative analysis software was used to code the video data.

Results: The research team identified more than one hundred codes related to the impact of language on deaf people’s human development from interviews of 15 deaf adults. These codes were organized in more than 10 emergent subthemes, that were categorized into four emergent major themes related to the impacts of language deprivation on human development: aspects of its definition, risk factors, short- and long-term developmental consequences, and preventive advice.

Conclusion: Using the Biopsychosocial model, the research team found that from deaf people’s lenses, current models of human development need to be reframed to explicitly include language as a foundational part of human development for all people, including deaf children, so that the underlying importance of ensuring robust language development for all deaf children is not overlooked by well-meaning hearing people. If applied globally, such a paradigm shift will help reduce and eliminate unwanted disparities in deaf people’s lifelong educational, employment, mental health, and physical health outcomes.
This presentation will contribute to future directions in Deaf Studies as I propose to expand the theoretical framework of the “deaf global circuit”, defined here as a purposeful quest for deaf people and spaces by deaf tourists. Tourism scholars have noted that tourists tend to seek out new, yet familiar, experiences. Many deaf tourists make a point of searching for “local” deaf people and deaf spaces, such as deaf schools, deaf villages, NGOs, or deaf-owned businesses in the places they visit. Deaf tourism practices include seeking out differences between deaf lived experiences and making comparisons, especially between sign languages and the socio-economic and legal status of deaf people in other countries. When they travel, deaf signers are often eager to learn some signs in other sign languages or to engage in social interactions with signers using different national or local sign languages. I conducted approximately seven months of fieldwork in Bali and Yogyakarta Indonesia and I will discuss (a) how deaf tourists and deaf hosts/guides connect with each other and experience encounters and differences in educational, ethnic and gender status, and (b) how they negotiate sameness and differences, as well as inequalities with regard to financial capital and mobility, such as the ability to travel internationally and (c) communicative practices – including the use of gestures, speech, writing, as well as international, national, and village sign languages. To illustrate these themes, I will show some brief clips from an ethnographic film created within the project. I will conclude my presentation with a discussion of the ethical implications of some deaf tourist practices, such as visiting schools and other programs for deaf students.
DEAF INMATES RIGHTS IN SPAIN
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Marta Muñoz Sigüenza, Legal advisor of CNSE and Associative Movement Strategic Planning Area Coordinator. In Spain there are over 200 deaf people in prison (30% of them have another disability apart from being deaf) distributed amongst 25 centers. To those deaf people who commit a crime and go to jail, sometimes they are deprived of communication in addition to their freedom because there are numerous communication barriers within the penitentiary. In order to overcome these obstacles, the National Confederation of the Deaf in Spain (CNSE), with funding from the Spanish government, has launched a new project aiming to work with deaf inmates in prisons, or in social integration centers. This new project is designed give to incarcerated deaf people rights to access of information and communication on equal terms with those of other prisoners, as established in the CRPD and other state legislation. That is the reason why this project is utterly innovative: it seeks to facilitate communication for the deaf from the very moment they enter prison, during their sentence, all the way to their reintegration to society throughout different sign language professional profiles. The deaf populace is very diverse and that is why this project adapts to individual needs.
LEGAL SELF-DEFENSE GUIDE FOR THE DEAF
Marta Muñoz* 1
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Marta Muñoz Sigüenza, Legal advisor of CNSE and Associative Movement Strategic Planning Area Coordinator. Human rights are to be enjoyed by all Spanish citizens and often times deaf people find obstacles accessing legal information. For that very reason the CNSE published the Legal Self-Defense Guide for deaf people in 2015. The guide can be found at: http://www.cnse.es/guia_autodefensa/pricipal/index.html

The guide includes the following:
- Legislation affecting the deaf, translated into sign language.
- Steps to follow when reporting a discriminatory situation.

Forms to submit a complaint in different spheres: education, health, justice, public administration, etc. These forms are ready to submit, the complainant only has to fill in their personal data.

However, the CNSE has worked on much more than just the legal guide within the past three years. The CNSE has organized over 30 face to face courses in cooperation with numerous deaf organizations with over 800 participants, as well as an online course with over 100 participants.

The CNSE sees this as a practical tool for other countries to emulate because the guide is a resource that will allow the deaf to exercise their right to formally complain and also to demand national and European legislative implementation.
WATCH US - REDISCOVERING OURSELVES AS A COMMUNITY
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Stories are powerful. They can cut through prejudice, build understanding and motivate people to challenge injustice. Learn the story of the Watch Us project. How it moved from an idea to a research project then to the creation of a website and hui project. The presentation will include an overview of the purpose of the project, ethical storytelling principles and outline some of the challenges experienced on the way.

Watch Us: Deaf people showing true stories of who we are. Our space for Deaf people to come together to share our turangawaewae, our unseen stories as Deaf people in Aotearoa New Zealand.

The presentation will also focus on the outcome of the hui held around New Zealand, what the stories say about the New Zealand Deaf community and our Deafhood journey. We will identify defining features of our stories, our communities. We will also demonstrate how the stories have cut through prejudice, built understanding and motivated Deaf people to challenge injustice.

The Deaf community in New Zealand had experienced some challenging times. The project team were invited to come up with a programme to help reconnect and reengage the community while recognizing the diversity of our community with people living in urban centers and rural locations. This project was designed to reach all Deaf people throughout New Zealand, to pull us together in one national conversation, to allow us all to recognize our essence and our journeys as Deaf New Zealanders thus become more robust and more resilient for future challenges.

Rachel Noble MNZM has been active in the community as a teacher, advocate, facilitator and was previously the Chief Executive of Deaf Aotearoa NZ. Rachel is the Project Leader for Watch Us.

Thora Huebner studied Sign Language, B.A., in Hamburg and worked in Dear Studies Department at Humboldt University of Berlin for 4 years. Thora has lived in New Zealand since 2017 and work as Co-ordinator of Watch Us project.
SIGN FOR EUROPE - EXPORTING A SUCCESSFUL TRAINING CONCEPT

Ingrid Pointecker¹

¹Austria

Introduction
equalizent is an institute for further education of (young) Deaf people in Vienna.
The educational system in Austria follows an oralistic approach. All teaching staff are hearing; most of them have no knowledge of Austrian sign language (ÖGS). As a result, many deaf people leave school with low levels of education and high unemployment. Our training courses (e.g. computing, languages, job application training) help to improve job market chances.

Our training concept consciously differs from the oralistic approach:
- All our courses are held in ÖGS by Deaf and hearing trainers (role models & peers)
- We qualify Deaf people to become trainers who subsequently work at equalizent.
- Our employees include Deaf people in different positions (trainers, project managers, general manager)
- All employees must have a good command of ÖGS

This is a unique concept, which does not exist in other European countries. Through the Horizon 2020 funded “Signs for Europe” project, our 15 years of experience and expertise will now be transferred into other countries.

Method
- Qualification centres based on our concept will be developed in Germany and later on, in other European countries
- We rely on our considerable network of contacts and work to acquire new ones.
- We are working to standardise our know-how (management, training concepts, methods) and teaching materials (available online for our partner institutes)
- We offer webinars for training future employees
- We support Deaf people as entrepreneurs to develop a qualification centre based on an equal partnership: the members of the local Deaf community are the experts who know the situation in their region best. Only a combination of long-standing experience together with knowledge of the local Deaf community can lead to success

Results
Qualification centres for Deaf people based on national Sign Languages, Deaf trainers and employees will improve the social and economic situation of Deaf people:
- Deaf people from other European countries have access to education in Sign Language
- Reduction in illiteracy levels and unemployment among Deaf people: around 70% of our trainees find a job or apprenticeship after training at equalizent
- Diversification of job possibilities for Deaf people
- The new centres create new workplaces
- Sign Language courses for hearing people foster sensitisation in the hearing world and increase the number of Sign Language users

Conclusion
Ensuring that the project is rooted in national Deaf communities is key to success. This is why we work to intensify existing contacts. This cooperation creates a win-win-situation for all partners:
- Dealing with daily business, national institutions have neither time, nor resources to develop a large-scale education centre.
- They benefit from equalizent’s experience dealing with complex administrative obstacles
- Only local partners can identify the specific needs of their community and ensure the acceptance of the educational products developed.
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DEAF STUDIES IN GERMANY: A CRITICAL OVERVIEW
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https://vimeo.com/275330477
Based on the UN CRPD, nobody should be excluded. The direction movement of the deaf community in the DPRK will be altered from deafness to sign language users in order to include all people with and without hearing impairment in the sign language users’ community. Sign Language users’ culture should be used instead of Deaf Culture.

Mr. Ro Kyong Su, Director of the KECCDB, will explain and describe the effect of the deaf work based on the 4-Years Action Plan of the World Federation of the Deaf and the Korean Federation for the Protection of the Disabled Persons (2012 - 2016) on the deaf community in the DPR of Korea.
The Evolution of Deafblind Individuals in the Modern Generation

The lifestyle of the modern generation of individuals who are deafblind has evolved greatly from the past to the present. With changes in communication, awareness, and technology, things are not the same for the modern generation of deafblind individuals and as a result, the deaf community, and society as a whole, has much to learn about the modern deafblind lifestyle. Presentation and participant discussion will focus on the modern lifestyle, technology advancements, changes in communication methods, and the most positive approaches for engaging with a deafblind individual in the workplace, social settings, and in the community at large.
The Impact of the Asia-Pacific Sign Linguistics Training and Research Programme for the Deaf Empowerment in Indonesia

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Laboratorium for Sign Language Research, Faculty of Humanities, University of Indonesia, 2018

It is known that the Deaf communities in Asia-Pacific Region are still working hard to achieve sign language rights and equality. Issues on the deaf communities, deaf culture, and sign language awareness still needs to be addressed in Asia-Pacific Region, especially in Indonesia. This paper aims to inform and describe the development of Indonesian Deaf empowerment in Indonesia since 2006 after the participation in the Asia-Pacific Sign Linguistics Training Program (APSL).

The trainees, that include Deaf and hearing team members, have been working on the development including sign language research, sign language dictionaries, sign language teaching, sign language interpreting, sign language center and promoting the importance of the natural sign languages for all as the deaf rights. The positive impacts can be seen from the escalating activities of sign language classes in several regions in Indonesia, seminars on sign language, small sign language dictionaries, more undergraduate students choosing sign language as their thesis topic, more deaf interested in the sign language teaching and be deaf advocates by themselves. Governors are also showing their interests in natural sign language.

Though it can be seen that many positive impacts, the other side also reminds us that many works still needs to be done in public and educational settings, such as developing sign language interpreter resources, starting closed-captioning services, advocating for sign language access in education and making parents aware of the urgency in providing sign language earlier to deaf children to avoid the language deprivation.
The DGS-Korpus project is a long-term project of the Academy of Sciences and Humanities in Hamburg, which began in 2009 and will end in 2023. It is carried out at the Institute of German Sign Language and Communication of the Deaf (IDGS) at University of Hamburg, having the goal to compile a substantial corpus of German Sign language (DGS) including signed monologues and discussions, which should be as spontaneous and natural as possible. The selection of participants and the choice of tasks are suited to observe different variations of DGS. The recordings are translated into German and are segmented into individual signs and then lemmatized. On the basis of these annotated DGS texts, a DGS dictionary is built.

For the video recordings 330 people (balanced for age, sex, and region) from 13 regions in Germany were chosen. In each recording session, two signers were narrating and discussing for 5-6 hours, elicited by up to 20 tasks. All in all, we have about 560 hours of video recordings of which about 50 hours were selected for inclusion in the public corpus. The selection is a cross section of the whole material with a focus on topics concerning the lives and culture of the deaf. Topics of our presentation are the various uses of the public corpus.

We address two user groups in particular: the sign language community and the research community. Each group has its expectations, which is why we offer the videos, translations and annotations on two websites that are free of charge.

The website designed for the Language Community provides videos and their translations as subtitles. Users may filter by region, age group, elicitation tasks and topics. Additionally a collection of jokes (without translation) is offered. The videos can be used in different ways, e.g. for parents of Deaf children and other interested people, as teaching material for DGS-teachers, as course and practice material for interpreter training, as empirical material for students writing their theses or as preparation material for interpreters and teachers of the Deaf.

The website for the research community contains the same videos with additional annotations (translations, glosses, mouthing/ mouth gestures). Each video can be opened online as a transcript. Additionally, videos and annotation files can be downloaded, imported into e.g. ELAN or iLex to be used in research. The videos contain a supplementary perspective showing both informants and the session moderator, as well as translations and glosses in English. The website is designed for researchers from different disciplines e.g. (Sign language) linguistics, Deaf Studies, Deaf History, sociology or politics and is meant to be a basis for their own research projects.

The public corpus makes an important contribution to the documentation of the diversity across DGS uses and to the cultural heritage of the Deaf Community. Simultaneously, it makes both DGS diversity and cultural heritage accessible to interested people.
I believe that sign language rights for all begins with a mindset where people everywhere recognize the many different benefits sign language brings, at all ages and in all aspects of life. Through increasing the number of sign language users, we will have better lobbying power to secure sign language rights for all. I am appealing to the Deaf community to make it a priority to share their beautiful language with society at large. Some examples include; co-enrollment schools (sign language schools), sign language as a subject in high schools (sign language as a second language for all), benefits in many professions from the film industry to construction workers - from business meetings to the hospitality industry all the way to the secret service. Children who are too young to use their vocal chords and elderly who cannot hear will be able to communicate. Not only will the Deaf benefit from having secure rights to their natural language; hearing people will also gain access to their Deaf family, friends, colleagues, artists, thinkers. The deaf community needs to take the lead to use this knowledge and translate this into practical applications. Through sharing global best practices and examples from my own experiences, I will share a framework on how we can achieve this together. Share the gift of sign language, it will open doors for everyone! www.gebarenstem.nl (give everyone a voice through (sign) language)

https://youtu.be/okiFiWTKqY
Is it possible for an absolutely deaf person to master his or her national written language perfectly? Different deaf people have different linguistic abilities and not all of them had favorable language environment in their childhood. However if a deaf person has interest and will it is possible to master literacy when an appropriate organization of the process of learning is provided.

Club for Deaf lovers of the Russian language (CLRL) was opened in Moscow in May 2017. Ludmila Zhadan, a deaf teacher, was appointed as its leader. As a graduate of the philology department of the Teacher-training university and a mother of three deaf children, she considers teaching Russian to be her mission.

CLRL has been supported by the local Deaf Community organization for two years already. All the interested deaf participants can attend classes for free once a month. The main feature of CLRL is that Russian grammar is taught by native Russian Sign language users, deaf lecturers (teachers, journalists). They always use visual aids - pictures and PP presentations. Every class contains practical written tasks on grammar and a discussion of possible mistakes. For two years the club has been gaining more and more popularity among deaf Muscovites.

Now there are about 50 attendees who come every month. The audience includes about 92% of the deaf and 8% of the hearing people (teachers or sign language interpreters, students). Concerning the age groups, the percentage is the following: 18% of school students (10-18 years old), 25% of university students (18-26 years old), 27% - 27-60 years old, 30% - 60 years+.

According to the survey, 98% of the attendees of CLRL consider the classes to be effective. What is more, 74% of the participants began reading more often, 63% of the attendees started to check their knowledge with dictionaries and 22% have the desire to share the benefits of studying Russian with other deaf people (including during the classes in the club).

The experience of working in CLRL shows that the knowledge of the written national language can be improved regardless the age and the background of the deaf person.
In 2004, I participated and I was selected in the call of the Delegation of Education of Malaga (Spain) to start a bilingual experience in the Preferential Education Center for the Deaf that began in February of the 2004/05 academic year. Currently I work at the CEIP Tartessos and CEIP Ciudad de Jaén. The ratio of the Center is approximately twenty-five (25) students per teacher. A total of 8 students (Tartessos) and 1 student (Ciudad de Jaén) with hearing impairments (moderate and severe deafness with hearing aids and cochlear implants) attend and are integrated within their level and class. They have been very different according to the individual cases, marked by personal characteristics and family environment. My function is: it supports the curricular areas in LSE, it shares with the teacher / tutor the planning of activities inside and outside the classroom. Teaches learning strategies to the deaf students and coordinates with the teachers of Hearing and Language and the teachers of Therapeutic Pedagogy.

I have spent almost 15 years working on the bilingual project for students with D. de Málaga and I have seen many things that have surprised me. From the concept of integration to the inclusive school, which is changing the name, but still with the same problem. Why? FOR THE AGENT'S ATTITUDE.

As a result, the deaf student body is very varied, that has in common the problem of reading and writing, the comprehension of enunciated exercises, copying the notes of his classmate, educational bureaucracy problem, ...

For teachers and counselors who listen to the voice of the deaf community, even more, asking the deaf teachers the doubts and behavior before any problem that may arise.

The laws that recognize the LSE both state (Law 27/2007) and autonomous (Law 11/2011), there is a long way to go. From nowadays, the philosophy of education in Andalusia, the student with D.A. If a school lives nearby, it must attend it even if it is not a preferred center. The territorial delegation sends a human resource and a technical resource. What affects the student more, because more and more isolated, more disintegrated, and therefore, their learning is slower, their identity of belonging suffers ... On the other hand unnecessary expenses are made by the dispersion that human resources suppose, technicians and materials.

To conclude, the deaf child happily coexists the two unimpeded languages. As for the teachers who have a good knowledge of the LS and the peculiarity of the deaf community, to better understand the internal thinking of deaf people.

As for the center, the project would disappear and become a Bilingual Center for the deaf students, in a Preferred center. The dispersion of the deaf by all schools, where there are no material and human resources, the quality of education is lost and therefore the actual inclusive process.

Bilingual education for the deaf is the best option!
AMERICAN SCHOOL FOR THE DEAF: GLOBAL GATEWAY TO DEAF EDUCATION

Jeffrey Bravin* 1
1Executive Director, American School for the Deaf, West Hartford, United States

The American School for the Deaf (ASD) is the first permanent school for the deaf in the United States and the birthplace of American Sign Language. As the founder of American Sign Language, ASD’s history naturally aligns with the designated theme of the XVIII World Congress, “Sign Language Rights For All,” and we are honored to submit an abstract for consideration to the World Federation of the Deaf.

ASD’s roots are international, and we believe that cross-country collaboration is the key to educational success for all deaf and hard of hearing students. Before ASD’s founding, deaf children in America did not have access to an education. ASD co-founder, Thomas Hopkins Gallaudet traveled to Europe in search of methods for teaching deaf students. During his journey, he met Abbe de l’Epee, founder of the French Institute for the Deaf in Paris and a celebrant of the XVIII World Congress. L’Epee introduced Gallaudet to Laurent Clerc, a teacher at the school, who eventually returned with Gallaudet to America to establish ASD. Clerc, a master of French Sign Language, became ASD’s first teacher – and American Sign Language was born. For over 200 years, ASD has strongly upheld the belief that sign language is a right for all, and we have continued our international work by maintaining a strong relationship with our “sister school” in France while also establishing new relationships in other countries.

For over thirty years, the American School for the Deaf has welcomed international students to benefit from our education services and communication approach. As the premier leader in deaf education, ASD offers international students (ages 12-21) a comprehensive educational program with mainstream opportunities both on- and off-campus. We focus on helping our international students strengthen their English language skills, mathematical studies and American Sign Language skills – all while enjoying our vibrant campus life and exploring exciting American destinations.

International students graduating from ASD receive a high school diploma (or equivalency certificate), and a majority go on to study at American colleges and universities, including Gallaudet University – the first postsecondary school for deaf and hard of hearing students in the world.

For the past several years, ASD has facilitated a reciprocal relationship with the United Arab Emirates (UAE). UAE students travel to the United States to attend classes at ASD, and ASD staff members travel to the UAE to present conferences, workshops and conduct one-on-one professional development training with Teachers of the Deaf abroad. ASD hopes to broaden our impact in the Middle East, including a new collaboration with the Deaf Reach schools in Pakistan.

The American School for the Deaf would be honored to present about our international programs at the World Federation of the Deaf’s XVIII World Congress in Paris in 2019.
SIGN LANGUAGE TEACHING: CHALLENGES AND OPPORTUNITIES
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The University of Cologne offers various qualifications for sign language teachers.
- Training of sign language teachers for the school subject
- Sign language teachers, who also teach adults

Antoinette Bruecher and Leonid Klinner as lecturers for German Sign Language have the project management for both programs.

Our courses include content such as *L1 and L2 language acquisition, language assessment* and *Deaf Studies*, but also content such as *Inclusive Education, Educational Options and Deaf Education, and Deaf adult role models* in the education from Article 24 of the UN Convention on the Rights of Persons with Disabilities.

Educational programs are a basic prerequisite for implementing the UN Convention. In the various qualifications, students have the opportunity to gain and evaluate practical experience in addition to theory. They can work in different fields. This is possible in schools, adult education centers or as independent lecturers. The programs are scientifically evaluated to improve them step by step.

In our presentation we would like to explain how the different programs can contribute to the implementation of Article 24 of the UN Convention in the future.
Hello, my name is Radek Cervinka and I work as a sign language teacher in the deaf school in Hradec Kralove. In Hradec Kralove, a town in the Czech Republic, there is a unique educational complex serving deaf and hard of hearing population. The title is VOS SS ZS and Ms. The educational institution offers education and professional support to deaf/hh population from early childhood up to vocational and professional training. It also offers the only training program for the sign language interpreters in the Czech Republic and in the rest of the Eastern Europe. The school is a mixture of hearing and deaf professionals, collaborating together throughout the education mission. There are 22 deaf employees, including 12 teachers and 7 residential caregivers. The deaf teachers actively and naturally participate on promoting the healthy and right-based concept of raising and educating the deaf/hard of hearing children. The institution applies the concept of bilingual-bicultural education, utilizing two main languages - the Czech language and the Czech Sign Language (CSL). The school offers systematic and comprehensive language and communication support to all pupils and also to all employees. The support is targeting both languages - linguistic and communication development of the CSL as well as the Czech language. Lectures of the CSL are offered also to the parents and family relatives. The essential part of the institution is the Center Duhacek providing comprehensive support services for the children since early childhood such as psychological assessment, special education support, social services, interpreting services, lectures for parents and other professionals, and more. In this Center, there is also deaf staff. The progress in the language development is being regularly evaluated by trained professionals. Modern IT devices are used to teach, access, and spread the sign language. The school is participating in several international projects, sharing the best practices followed by the deaf-centered institutions around the world. The educational institution in Hradec Kralove is receiving great attention from the political leaders in the region due to a thorough advocacy work performed by the deaf as well as hearing employees. They all share the same vision - to provide high quality, right-based, and fully accessible education and professional support for the deaf/hh children. There is no such educational institution in the Czech Republic. I’m so proud to be a deaf teacher in this exceptional place with great future.
STOP TREATING DEAF CHILDREN AS PARROTS. ACCESS TO SIGN LANGUAGE IN SCHOOLS.
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Introduction:
The title may have gotten your attention, which is what attract you to be curious. After observations and conducting focus groups of Deaf children from schools for the Deaf in India, many of them have experienced their teachers not allowing them to sign but forcing them to speak – just like training the parrots in the cages to copy your spoken words. That is what most deaf children experienced during their primary years in schools in India.
Out of the approximately 500-600 deaf schools in India, only a handful can boast of quality education where students actually understand what they learn. Only 2 % of all deaf population have access to quality education.
There are many reasons for such deplorable state of affairs but the most critical is the quality of teacher training. The two-year regular course designed by NIHH which is intended to cultivate future teachers of the deaf ignores the most important tool to communicate and educate the deaf. This directly results in poor language learning leading to poor cognitive development resulting into life-long below average academic performance of the deaf children.
The question persists – then how do deaf people learn in our country?
The objective of this study is to provide an understanding of the programs and methodology adopted in schools for the Deaf in India. This study also gives an idea of the teaching styles of the faculty and their attitude towards deaf students.

Method:
This study has been designed to understand the curriculum gaps, methodology gaps, teaching style, attitude of the professionals, quality of education, and desirable accommodations needed to improve the environment better at schools for the Deaf in India.
The method of research was a cross-sectional survey combining both quantitative and qualitative data collection. The survey study covered a sample of about 15-20 schools for the Deaf in India.

Results:
Centum-GRO Initiative had identified the positive, the gaps, and recommendations for improvement from the 15-20 schools for the Deaf in India. Many of the teachers have been teaching for more than 10 years and yet do not sign. The communication methodology of teaching the deaf children is still “Total Communication.”. h. The deaf children are not receiving the quality of education as what they were expected to received according to the RPWD Act 2016.

Conclusion:
Centum-GRO Initiative plans to make transformational changes in schools for the Deaf in India. Centum-GRO Initiative have already created a detailed checklist with all the requirements for a ‘model’ deaf school which each school can use to follow. Centum-GRO Initiative have created a pilot model which will be recommended to the school boards. A designated ‘pilot model’ will be implemented in early Fall 2018 at selected schools for the Deaf in India.
RAISING THE PROFILE OF SIGN LANGUAGE TEACHERS

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Sign language teaching in Finland has a long history. In contrast, sign language teacher training programs and research into the sign languages of Finland both know a short history. Due to this contrast, the field of sign language teaching nowadays can be seen as the ‘Wild West’. Till today, teachers from different backgrounds do teach sign language. For so far, we do not have a clear picture of what knowledge or competencies are expected from these teachers. That’s why we have written an article titled as ‘Raising the profile of sign language teachers in Finland’ published in April 2016, which we would like to present during the WFD-conference in Paris.

In our article, we presented our opinions on what the profile of sign language teacher could look in order to raise and advance the discussion and improve the quality of sign language teaching with special focus on educational settings. Instead of asking the vague question ‘Who is allowed to teach?’, which is frequently posed by the sign language community, we prefer to look at what a sign language teacher should know or which proficiencies they should have in order to provide high quality sign language teaching in educational settings.

We consider the following four areas as important: sign language proficiency, linguistic knowledge, pedagogical knowledge and frequent contact with the sign language community. Each area can be viewed as constituting a sliding scale from virtually nothing to just about everything. Above all, a positive attitude is required, an awareness that all these areas should be taken into consideration when teaching a sign language, and openness. In addition, what was not discussed in our article, we would like to provide our further question: what is the required minimum level of each area when one wants to teach sign language with high quality. We believe that the required minimum levels of each area depend on the curriculum the teacher works with and the target group you teach.

During our presentation at WFD-conference, we will share our opinions and thoughts about this topic linked with concrete examples on sign language teachings within the four domains presented above. We also will to provide further questions concerning the required minimum levels in each area’s sliding scale with the hope that we can improve the quality of sign language teaching in the world.

Reference

PROMOTING FILIPINO DEAF’S LANGUAGE RIGHT IN FIRST BILINGUAL SCHOOL FOR DEAF SECONDARY STUDENTS IN THE PHILIPPINES: CASE STUDY FINDINGS AND LESSONS LEARNED

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For more than a century, Philippine Education professionals did not recognize the cultural and linguistic rights of Deaf children. Only oral communication, artificial signs system and total communication using English or Filipino spoken languages were used. Filipino Sign Language (FSL) is one of the emerging languages recently documented by the Philippine Deaf Resource Center (PDRC) and Philippine Federation of the Deaf (PFD). However, FSL remain inaccessible in schools and Deaf children’s literacy remain very poor.

In select post-secondary institutions in the country, FSL and Deaf Culture is nurtured and celebrated. De La Salle-College of St. Benilde (DLS-CSB) School of Deaf Education and Applied Studies (SDEAS) is one example. SDEAS educators and support providers are all FSL speakers, majority are professionals and para professionals from Filipino Deaf Community. It used written language for reading and writing and the FSL for communication in and outside the classrooms. Deaf college learners thrived. Deaf children however, remain deprived.

DLS-CSB Center for Education Access and Development (CEAD) embarked on the tasks to (1) establish a bilingual secondary school; (2) study FSL linguistics and develop language and content learning materials to ensure use of FSL grammar and academic signs in the school; (3) to document and study the impact of bilingual programs to Deaf learners. Together with RIT-NTID mentors, CEAD led a team of SDEAS educators to plan out and replicate the SDEAS bilingual education practices into a secondary education program that established the Benilde Deaf School. This initiative provides evidence that 1) when Deaf cultural and linguistic identity is at the center of learning, Deaf students’ chances for success increases; 2) the development of Deaf centered bilingual education with full participation of Deaf people in planning and decision making ensures FSL is used and Deaf culture is celebrated in the academic setting; 3) to improve curriculum and competencies of teachers, it is necessary that Deaf FSL researchers and educators fully participate in planning and implementation of professional development opportunities in Deaf culture, FSL fluency and Bilingual Teaching; and 4) the role of Champions (e.g Deaf Role Models and allies) are crucial in the success of these endeavors.

This presentation will describe the interventions that ensured full involvement of Deaf FSL researchers and educators’ in collaborations with hearing allies towards the planning and implementation strategies towards FSL inclusion in education. The presentation provides a preliminary guide to education professionals and decision makers in the government and private sector tasked to implement the FSL Act of 2018 that instructs the inclusion of FSL in the education of Deaf children. Promising practices and lessons learned will be shared. We aim to show that through collaboration and consultation, inclusion of FSL in a deaf bilingual school can be established in a developing country where its sign language(s) are still in the process of linguistic documentation and analysis. This project is supported by The Nippon Foundation of Japan.
After meeting with the Sign Bilingual Consortium in the Summer 2017 (which consists of numerous schools across the UK) it was agreed that we are in need of a BSL Curriculum for Primary and Secondary Schools with the aim of pupils learning BSL, its features, history and culture and most of all, the language itself to ensure that every child has the right to an education in their native sign language as well as for those learning sign language as a second language.

We had the first BSL Curriculum meeting in January 2018 and started off by having discussions about what we wanted to see in the BSL curriculum, the areas we will be focusing on: curriculum design as opposed to thinking about what we need to present to the government, following the Modern Foreign Language framework or any other bodies, but focusing on what language development our children in primary and secondary schools need and what the curriculum itself needs.

In January 2018, we made the first step in creating a BSL Curriculum that can be used by Primary and Secondary schools nationally.
We now have 2-monthly meetings with deaf and hearing professionals ranging from BSL teachers to Speech and Language Therapists to Teachers of the Deaf working together representing 15 different settings: Deaf primary and secondary schools; Units; Resource Base and Organisations.
We established a 3-year action plan for this Curriculum Design project where we are working on setting learning outcomes for expressive and receptive skills in each key stage: Early Years Foundation Stage, (ages 2-5 years) Key Stage 1 (age 5-6 years) upwards to Key Stage 4 (aged 16).
We are coming towards the completion of the Early Years Foundation Stage BSL Curriculum and will be moving onto designing the Key Stage 1 BSL Curriculum with the aim of rolling out the EYFS BSL Curriculum in Autumn 2018 and reviewing the curriculum in parallel to designing the Key Stage 1 curriculum.
It is our aim that we have a robust sign language curriculum for all schools nationally so that Deaf and hearing children can learn BSL as part of their school education.
Most deaf children in Ghana are unable to make good grades in their final external examinations. Consequently, a disproportionately large number of deaf children and students are unable to further their education beyond the senior high school level. Although the situation is a major concern for all stakeholders in education in Ghana, little is being done to address the situation. Since educators are agents of change, they are major actors in the formulation and implementation of educational policies.

Their perception about the academic capabilities of deaf children is therefore important in addressing challenges deaf children encounter. Understanding their perception about the causes of academic performance of deaf children is therefore essential.

This paper seeks highlights the perception of educators on the poor academic performance of deaf children. Specifically, the paper explores the views of educators involved in educating deaf children on the causes of poor academic performance among deaf students and the implications of these views.

The paper briefly presents the position of the authors on the subject, a position that challenges conventional thinking about the academic capabilities deaf children.

Finally, the authors argue that until the right of deaf children to their native language is recognized, deaf children will always lurk behind other children in education.
Children experience the language of school before even setting foot in a school. This socialization happens at home, with parents acting as a child’s first and most important language model. What does this mean for very young Deaf children who have varied access to language in their home environment? Research across disciplines has found that the quality of language input and language uptake that Deaf children experience in early childhood has critical repercussions for lifelong learning. Coaching parents in the use of academic ASL in early childhood can perhaps shift the pendulum away from language deprivation towards language enrichment.

The study was conducted using an in-depth examination of parental expressive language in their child’s primary language (ASL), looking at parental use of discourse, and the features and contexts that offered the most opportunity for rich language interactions. Two Deaf parents, and their Deaf children (ages 2 and 4) were observed in natural home settings, selected interactions were videotaped, and the parents were interviewed about the ways that they talk to their children. Interviews highlighted the ways the participants developed the necessary skills to use academic language and extended discourse with their children. The data were analyzed for counts, themes, and examples of academic language features used during parent/child interactions (semantic, syntactic, and pragmatic). Findings are represented using descriptive statistics and exemplars.

This study found strong evidence of Deaf parents’ use of extended discourse and academic language with young Deaf children, particularly within the context of mealtime. Discourse spiralled through topics that ranged from the context imbedded, inferred via referents, to fully abstract without contextual cues. This is the type of discourse found in school and the participants used it with their very young children. Parental academic language at the semantic and syntactic level was abundant in the home; and higher order thinking skills were facilitated through varied uses of facilitative language techniques as the hand turning the cognitively challenging language machine.

Based on the findings of the frequency of conversational turns and asking questions, providing families with techniques to enhance storytime and mealtime discussions would be most time-efficient. These techniques can provide enriched language input from families and early interventionists during this critical period of language acquisition. Home-based approaches could utilize varied and complex language regarding varied themes and topics of interest to the learner. Coaching and metalanguage can be utilized during mealtime discussions and other authentic daily activities. Furthermore, asking questions in any setting could enhance language, but understanding the breadth and depth necessary to promote higher order thinking and problem-solving skills could be crucial in the development of academic language.
LEARN, COLLABORATE AND TEACH: CONFERENCES AS A PEDAGOGICAL TOOL FOR TEACHERS
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Introduction
Just like their students, teachers need constant opportunities for learning and growing in their roles. Unfortunately, this is not always available, especially opportunities specific to deaf children, such as language pedagogy and bilingual methods. In the United States, a group of Deaf community leaders with the National Association of the Deaf's direct support to establish the National Deaf Education Conference (NDEC) in 2016. Nearly 500 teachers, education advocates, parents, and other professionals attended this conference. Since then, the NAD has hosted it annually, and has collected data on types of workshops that are of high interest and beneficial to teachers. The aim of the conference is to promote high quality access to education with the recognition that sign language is an universal right and to bring together teachers from schools for the deaf to mainstreamed public schools to learn about and share successful practices.

We encourage other countries to establish their own National Deaf Education Conference, and we will share our successes and challenges. This will assist countries to fulfill the World Federation of Deaf's position that all children have a right to a quality education through language (CRPD Article 24). This is a time where more countries and leaders are aware of the need to train teachers and support them by providing them with a set of tools, including a guidance document and a checklist.

Discussion
To demonstrate why the National Deaf Education Conference is effective, we focus on four things: teacher qualifications, teacher retention, teacher development, and the well-being of the teacher. The literature demonstrates that when teachers are stressed and unprepared, then the quality of education decreases (Sandilos, et al., 2018). When teachers are provided with a toolkit of strategies and collaborative dialogues, they can serve their students better (Mitchell, 2007). The NDEC model aims to support teachers, administrators, parents and other stakeholders by providing a place to discuss latest trends and practices in the global field of Deaf Education. This model encourages the idea of teachers teaching teachers, along with inviting advocates and community based organizations with rich resources to share epistemological knowledge in order to promote evolution and establishment of groundbreaking approaches in deaf education.

Conclusion
When people gather together at conferences such as the NDEC, it creates an environment of stimulation, excitement and energy. We encourage the development of conferences in countries worldwide and collaboration between teachers, parents and students for stronger educational opportunities. This will assist with our ultimate shared aim- to ensure that all deaf children will succeed and their human right to sign language is recognized in schools everywhere.
THE FUTURE WAY OF BEING PROFESSIONAL TRAINED TEACHERS FOR OUR AUSTRIAN SIGN LANGUAGE, DEAF PUPILS AND KODA. A MODULE “SIGN LANGUAGE PEDAGOGY” FOR THE SECONDARY SCHOOL AT THE CENTRE FOR TEACHER EDUCATION AT THE UNIVERSITY OF VIENNA.

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In cooperation with its partners, the Centre for Teacher Education at the University of Vienna offers a programme called “Inclusive Pedagogy”, which is linked to teacher training programmes. There is a 4-year bachelor programme allowing students to gain knowledge of Inclusive Pedagogy for what used to be defined as lower secondary education. From their 6th semester onwards, students may decide for the mandatory module Sign Language Pedagogy (15ECTS) while being able to sign up for sign language classes starting in their 2nd semester. In order to attend the mandatory module, students must fulfill the criteria of level A2.2. During the module, students learn how to teach bilingually and bimodally enabling them to work with deaf, sign language and hearing children in their professional lives as future teachers. Among others, lectures include Deaf Studies, language acquisition and literacy of deaf children.

In 2007, Krausneker & Schalber clearly defined qualified teachers as the most important tool for their pupils. At the same time, their study revealed that teachers of deaf children lack linguistic and cultural competencies. To this date, the Vienna Board of Education does not require teachers of deaf pupils to prove their sign language skills. As a consequence, 97% of teaching staff independently attend Austrian Sign language courses in their private time while 50% say that they acquire their language skills with the help of their pupils. The study clearly proposes sign language skills as professional expertise that must be part of teacher education.

Starting in winter term 2016/17, the Centre for Teacher Education at the University of Vienna first launched their programme “Inclusive Pedagogy” to ensure that teachers can from now on acquire those crucial skills during their university programmes. In doing so, the University of Vienna has set a landmark in educating deaf and sign language children allowing for appropriate schooling for the time to come. A master programme is currently being established and will be implemented in the near future. The University College of Teacher Education of Christian Churches Vienna/Krems also offers postgraduate training called “Inclusive Sign Language Pedagogy” for already qualified teachers on an extra-occupational basis for 4 semesters (28ECTS).

The team of deaf and hearing experts in charge of the mandatory module Sign Language Pedagogy regularly meets at the University of Vienna in order to develop a language portfolio for future teachers and provide an appropriate implementation of the curriculum in the respective semesters of the programme. This process is also accompanied by researchers at the Centre for Teacher Education.

Presenting at WFD Congress in Paris enables me as a deaf PHD Student and University Assistant to share the teams' and my thoughts on this concept of teacher education on an international level and therefore contributes to the best possible education of deaf, sign languages pupils and KODA.
CHANGING THE WAY WE TEACH LITERACY; AN EVIDENCE BASED TEACHING METHODOLOGY FOR TEACHING READING TO YOUNG DEAF AND HARD OF HEARING LEARNERS IN UGANDA AND TANZANIA.

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Children in Tanzania and Uganda grow up being multi-lingual, using a variety of national languages. Reading and writing skills are crucial in bi- or multi-lingual education. For Deaf primary school students in Uganda and Tanzania being bi-lingual often means signing their national Sign Language and reading and writing in the language of instruction in schools. Children in Uganda learn to read in their local language and will switch to learning English as language of instruction (and thus for reading) in primary 4. Children in Tanzania learn to read in Swahili, and will switch to English as language of instruction in secondary school.

However, reading instruction is often phonics-based, meaning that it relies on linking letters to sounds, a very effective strategy for hearing children, and a valuable part of reading instruction to children who hear some sounds. In order to achieve inclusive education for Deaf and hard of hearing children, an important teachers’ skills is to be able to teach reading using sign language and visualization based methodologies. Therefore, teachers need to avail of a methodology that is Deaf specific, and they need the skills to apply these methodologies in their classroom.

In a 5 year project from 2014-2019 Kentalis International Foundation worked together with Dr. Lutalo-Kiingi, as well as the Ugandan National Curriculum Development Center and 2 curriculum experts from Tanzania to develop a methodology that allows teachers to teach reading more effectively to Deaf and hard of hearing learners in their classroom. We focused on pre-primary (where possible) and lower-primary and followed the national curricula as much as possible to allow the methodology to be used in all schools.

The methodology is based on evidence from the Global North, and primarily on reading instruction for Deaf children in the Netherlands, and developed with experts from both Uganda and Tanzania to match their curricula and national language (Swahili for Tanzania and English for Uganda). Reading coaches are trained to train teachers in the use of the methodology in their classrooms as well as to provide video coaching. Teachers of the Deaf have also been trained and the methodology is implemented in 4 pilot schools in Uganda and 4 pilot schools in Tanzania. All selected schools were schools for the Deaf, or large Deaf units. Impact on teacher behaviour and learning outcomes are measures comparing data from pilot and control schools.

We will discuss the theory underpinning the methodology, and our lessons learned from working to adapt evidence based practices to fit the Ugandan and Tanzanian context. Then we will discuss the methodology itself, the reading coaches and teacher training, and the impact of using this method.
STATE AND CHALLENGES ON DEAF EDUCATION IN MOZAMBIQUE

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INTRODUCTION

The present research work analyzes the actual state of education for deaf children in Mozambique, and draws recommendations to improve the education system, so it can offer a good quality of education to deaf children, young and adults. The research was taken at Special primary school for deaf in City of Maputo, in Mozambique. According the statistics of the Ministry of Education of Mozambique, the level of pedagogical achievement of deaf pupils is sited between 35–40% in each academical year. The situation is clearly evident: the literacy among deaf people who have attended special or mainstream school is weak. The cause of that level of achievement, according the Ministry, is the complexity of the Sign language of Mozambique that is used on the process of educating deaf children in the special schools. The objective of the research is to identify the real and main problems that make negative influence on the pedagogical achievement of the deaf pupils, and to elaborate recommendations directed to improve the System of Education of Mozambique.

RESEARCH METHODS

1. Inquire the teachers and parents of deaf children;
2. Observation of teachers in activities in the classrooms;

RESULTS

1) Teachers of deaf children aren’t qualified, most of them do not use sign language;
2) Deaf children aren’t able to write, read and understand a small text, or even to write their own names;
3) Lack of specialists in education of deaf children, as surdopedagogues, scholar psychologists, social pedagogues and educators;
4) Insufficient financing from the government to special schools of deaf children;
5) Lack of scientific research on issues related to Deaf education in Mozambique;
6) Lack of books and didactic materials elaborated specifically for teaching deaf children;
7) There aren’t organized national conferences on Deaf education where can be discussed strategy lines of development of special education for deaf children.

CONCLUSION

There are many factors that negatively contribute on the quality of education offered to deaf children in Mozambique; the main factor is the lack of specialists in Deaf education at special schools for deaf children. The notable fact is the existence of only two special schools for deaf children in Mozambique; these schools are located in City of Maputo and in City of Beira. In other cities deaf pupils study at selected mainstream schools as part of inclusive education program. In result, many deaf children aren’t going to school, particularly those who live in the rural areas. The main recommendation of the present study is to the government of Mozambique, through the universities and teachers training centers, set a training program of specialists in Deaf education, and to massify the implementation of Inclusive education, so deaf children can attend mainstream schools located in the areas where they live.
Deaf and hard of hearing children and youth experience attitudinal barriers daily regarding the ability to think, learn, experience, study, work and engage in civic opportunities in both during and after school times. Discrimination takes many different forms. This discrimination is often based on negative attitudes, stereotypes, bias and microaggressions about Deaf and hard of hearing children and youth. Sometimes seemingly neutral rules, standards, policies, practices, or requirements have an “adverse effect” on people with disabilities, including Deaf/Hard of hearing children and youth. Indirect or subtle discrimination can have an impact on Deaf and hard of hearing individual’s learning experiences and their social and emotional development. It happens when individuals or organizations specifically exclude and/or withhold benefits to Deaf children and youth in the school environment.

Building successful pathways to the future, to resources, and tools will be discussed. We will identify what Deaf and hard of hearing children and youth need to foster positive experiences in learning, working, participating or contributing to anything in life—either in school, work, the community or society.

This presentation will discuss the objectives of Ministry of Education-CHS Barrier-Free Education Project initiatives. These will enable participants to learn and understand the key transition that should start in early years with educators and families making children aware of choices, endless possibilities, and allowing them to dream. To showcase a range of online user-friendly guides, toolkits, webinars, videos, etc.; with practical tips that support children and youth who are Deaf and hard of hearing while they are in elementary and high school, and as they transition from high school to higher education or the workplace.

The Presenter
Gary Malkowski is VP Stakeholder and Employer Relations at Canadian Hearing Society. Gary was the world’s first elected Deaf politician and the first Parliamentarian to use a signed language in the legislature. He is a provincially and nationally recognized leader in human rights, anti-discrimination, and Deaf & Disability advocacy work. Mr. Malkowski has served as an advisor and a presenter to a number of government, human rights and ombudsman organizations on issues related to anti-discrimination, anti-audism and anti-ableism guidelines, policy, legislation, and regulation developments. Gary has presented numerous lectures and received many awards and citations. His work has been profiled in the electronic and print media in Canada and internationally.
Introduction
Deafness is not a learning disability and, given the right support, deaf children can do anything their hearing peers can do. Yet evidence from Deaf Child Worldwide’s programmes has shown that many deaf children start school with little or no language for learning.

In 2018, Deaf Child Worldwide undertook research to explore the issues of language for learning for deaf children in Kenya. We set out to explore the extent to which teachers are prepared and enabled to support deaf children to develop their language for learning skills, especially in the early years of education and whether or not a greater understanding of the language challenges would help teachers to develop more effective classroom practices.

Method
The research took place in 3 deaf schools in Kenya over the period of 6 weeks. The research was composed of deaf and hearing researchers from the UK and Kenya. The methodology included classroom observations, focus groups and interviews with teachers and parents, and the piloting of two tools to assess children with limited language skills - Language Proficiency Profile 2 (LPP-2) and Profile for Functional Communication. The quantitative research was followed by a consultation with the children themselves, to ensure that their views were captured directly.

Results
We are still analysing the data, however there are some clear themes emerging. Teachers using the assessment tools found them to be highly instructive, and challenged common misconceptions – for example a common stereotype shared prior to assessment were that deaf children had poor memories and forgot easily. Following the assessment the teachers were better able to understand that it was a language deficit which made it difficult for the deaf children to retain information shared, not an issue with memory itself. Teachers then went on to try out different teaching methods, better suited to the language ability rather than the age/school year of the child.

Conclusion
Deaf children in developing countries require early identification and intervention, families and deaf role models play a pivotal role. Deaf children require exposure to rich language, quality and quantity from as early an age as possible. If this intervention is starting in schools, which is the reality for many children, quality teacher training is required, focused on supporting language development, as well as having deaf people acting as sign language role models available in schools.
A school that promotes a positive psychosocial environment promotes student well-being (World Health Organization, 2003). How do deaf students perceive the contribution of the school environment to their well-being? Our study examined this question with deaf students in a bilingual-bicultural (French and Quebec Sign Language) school program. These students attend a school that has been mandated to educate deaf students in an environment where they also interact with hearing students. We were interested in the dimensions of social well-being: integration into one's community, acceptance, contribution, actualisation and social coherence (Keyes, 2002). Interviews on these five dimensions were conducted in Quebec sign language with 20 deaf adolescents (10 males and 10 females, aged 13 to 18). For about thirty minutes, students were able to express themselves on five points: their own contribution to the school, the commitment of professionals to their academic success, their sense of belonging to the deaf group, the daily functioning of the school and the quality of the school environment. In accordance with the principles of community psychology, deaf and hearing allies working with these students became involved in the research process. The content analysis of the interviews reveals that students perceive that they bring something positive to the school, especially through the support they give to their peers (encouragement, integration of new students, assistance). Students perceive that professionals have their success at heart through encouragement and the quality of school supervision. They appreciate the professionals' commitment to them. The majority of students perceive themselves as belonging to the deaf group: they appreciate the natural communication that is possible with their peers. However, the operation and the organization of the school raise special concerns for the well-being of deaf students. For example, they complain about a lack of privacy in their public conversations. Our study is one of the few to have allowed deaf students to express themselves in their natural language on what contributes to their well-being. In addition to precise information on their point of view, professionals' perceptions on this issue will soon be added. Working with allies, students and teachers, we can then develop a plan of action to promote the well-being of deaf students and to address the barriers to it.
GREEN SCREEN FILMING PROJECT IN A PRIMARY SCHOOL SETTING
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Frank Barnes School encourages pupils to become independent and confident thinkers. Using Green Screen Filming with Deaf Primary school children (ages 5-11). The aim was to move away from the traditional method of learning at desks. The key learning skills for pupils to develop were:
- Imaginative thinking
- Independent thinking
- Interactive communication
- Promote positive self-esteem and self-confidence
- Critical observation and exploration

With this teaching and learning pedagogy, pupils’ development and learning are unconfined. This underpins the aims of the Green Screen Filming Project, as it allows the teaching style to become creative and flexible. Pupils are not anchored to their desks and they experience learning in a more expansive work zone. This is the theory behind kinaesthetic learning in the classroom where pupils have a hands-on learning experience. This approach gives the children opportunities to move around the classroom learning and developing creative skills. It enables pupils to become active and reflective learners.

The project consists of three stages where the following teaching and learning styles are developed:

- **Auditory:** Class discussion and brainstorming takes place when pupils share ideas for creating stories based on a topic they have been learning about,
- **Visual:**
- **Kinaesthetic learning:** Pupils act out the characters in the story by dressing up and use the green screen kit (costumes/props).

There is an abundance of available software to superimpose the pupils onto virtual scenery (static or animated). Pupils are given opportunities to act out characters in a story. This helps to develop their communication and presentation skills, at the same time as developing a deeper understanding of the story and characters through visual and kinaesthetic means. It is vitally important that pupils are involved in the project development so that they can use their knowledge of the topic to portray their chosen character. The abstract concepts of the story are conveyed by role-play activities so pupils can feel connected to the events of the story. Using concrete props, artefacts and background pictures, pupils acting in the scene can develop an understanding and feeling of what may have happened at that point of history. Through observation, pupils enjoy this type of learning and the lessons become much more meaningful to them. When pupils act out the story or characters, they are able to retain and recall the story in detail. Pupils seem to be fully engaged with their characters thus taking their roles seriously. The main benefit of becoming kinaesthetic and tactile learners is that pupils tend to remember the contents of the topic, which in turn augments their understanding of historical events and curriculum topics.
Since the beginning of the 21st century, Chile has been transforming its laws on education searching for a more inclusive model. New laws and programmes have been added addressing UNESCO’s orientations (UNESCO 2004) on inclusive education and education for students with special needs. These include the 2005 law for having groups of students with special needs in regular schools, the 2007 law for having an extra voucher for students with special needs, the 2009 law for specifying which diagnosis would count as special educational needs, and the 2015 law for ruling the adaptation of the curriculum for students with special needs. Nevertheless, the group of regulations established over the course of these past years have been sharply criticised and contested by different actors from within the educational system: students, teachers, school directors, principals and parents, among others.

This paper focuses on the school experience of deaf students who attend regular schools within the current Chilean legal framework. The paper explores teachers and interpreters’ practices in classrooms with deaf students, deaf students’ social interactions with peers and teachers, institutional practices related to integrating deaf students in schools, as well as administrative and financial issues linked with educational public policy for inclusion of deaf students.

Based on a case study of a public school in Santiago-Chile, we delve into the ways in which deaf students are included or excluded. Taking an ethnographic approach, over the course of two months we conducted class observations, interviews and informal conversations with teachers, interpreters, school directors and principal, parents and students (deaf and not deaf). We show how the legal framework allows for many possibilities of how to include deaf students, and how social and teaching practices are key for approaching real inclusion. Informants’ narratives and practices display a variety of interpretations of what inclusion is, what the limits for inclusion are and what public policy and legal dispositions can offer. In this vein we discuss the characteristics of deaf students as members of a community of language and their rights to learn in a sign language environment.
AN ANALYSIS OF NEPALI DEAF CHILDREN ON THE IMPACT OF NSL/WRITTEN NEPALI BILINGUAL READING E-BOOK
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Bilingual literacy tools in NSL and Nepali are emphasized to develop deaf children towards effective reading and writing skills in order to meet comprehensive requirements for standard language and literacy contents. Hanson and Padden cited "when students read a story through a software program called HandsOn, which presents ASL and English side by side, they understood the story better than when they read the story only in printed English"(A. Stone, 2014).

With research methodology, data information has been designed for research study at the Sirjana Residential Higher Secondary School for the Deaf (SRHSSD) in Pokhara, Nepal. Through mixed qualitative and quantitative research methods, these children ages of 11 to 22 years from their grades 4, 5, 6, 7 and 8 were also divided for this analysis of comprehensive reading data.

My research study focuses on an analysis of Nepali Deaf Children on the impact of NSL/written Nepali Bilingual reading e-Book. "Rocky" by Donna Jo Napoli, a picture book on the translated Nepali and NSL via iBook on iPad and iPhone presented deaf children in these groups for reading on white background by using a projector in a suitable classroom. After this, all students answered 30 multiple choice (MC) questions for 45 minutes. There were 52 deaf children in the research study.

Result
Analyzing right answers of the 30 MC questions, the result has been produced shortly as below. Five children of 13, 14, 16 and 18 years old received the higher percentages of 50-70 than other children on the right answers of comprehensive multiple choices questions. 31 deaf children of 11 years old to 22 years old received percentages of 30-49 on these answers. 16 deaf children of 11 years old to 22 years old received lower percentages of 10-29 than other children.

Conclusion
On the basis of the result analysis, the conclusion is mentioned shortly. These students of higher rates used to have their early educational opportunity in the school when they were 3-6 years old. Their family members were used to communicate by these children using Nepali signs gestures or home signs since they were born. Although they joined the deaf school lately, they were acquiring Nepali Sign Language (NSL) speedily exposure in their learning process. Therefore, I believe NSL is natural language, which is possible to change deaf young and adult children to learn by integrating bilingual virtual technology of language arts in curriculum and lesson plan.

References:
ARTISTIC PROCESSES AS A PLATFORM FOR KNOWLEDGE AND DIALOGUE ABOUT BODY, COMMUNICATION AND LINGUISTIC DIVERSITY

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The project ... When We Shine for Each Other... is a 3-year performing arts research project that has been developed through a collaboration with children who use sign language and their guardians, as well as deaf adults who have recently arrived in Sweden. The project has been run by the performing arts group Kollaborativet and has consisted of both deaf and hearing members. The project concluded in June 2018.

The overall objectives of the project have been to:

- Visualise and generate curiosity for Swedish sign language.
- Increase participation in cultural life for children and young people who use sign language.
- Develop new forms of collaboration between preschools/schools and professional cultural workers.

Collaborations
Close co-operation has been conducted with four groups: two pre-schools for children who use sign language, an organisation for families with children who are deaf or hearing impaired and a college for foreign deaf adults who have moved to Sweden and are learning Swedish sign language. Common starting points for the participants within this process have been questions relating to the body's dialogue with space, materials and technology as well as creating the conditions for participation through various forms of spatial and visual narrative as well as sensory experience.

Staged productions
These collaborative processes have resulted in two different staged productions. The first can be described as a sensory, all-encompassing and intimate experience where the body meets patterns of light, sound vibrations and a vivid set design. The performance is aimed at deaf, hearing impaired and hearing children from 2 years of age. The production has reached approximately 6000 children and their teachers.

The other production can be compared to a visual, tactile and bodily journey of discovery. Visitors are invited to play with Swedish sign language in magical spaces where light, scenography, choreography and filmed documentation footage from the workshops all come together to allow for interactive meetings. The production is aimed at students from 7 years of age – including hearing and deaf or hearing impaired children as well as students with disabilities and has reached approximately 2000 students.

Based on a collaboration with deaf adults from foreign countries, the film Escape and Dreams of the Future – To Be Deaf in a Hearing World was produced. In the film the participants talk about their life experiences.

Reflections
Through the project conditions have been created to disseminate knowledge and curiosity among a broad group of hearing people in society towards Swedish sign language and the target group of sign language users - based on the deaf children's conditions.

Additionally, the project has formed a platform for dialogue between different social actors in matters relating to the body, communication, linguistic diversity, norms and identity building.

Films and other documented material can be viewed from the projects.
A PERFECT TEAM: DEAF AND HEARING TRAINERS TEACHING IN SIGN LANGUAGE

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Introduction
Equalizent is a training and consulting company specialised in the further education of people who are Deaf/Hard of Hearing. All our courses are held in Austrian sign language (ÖGS) in order to provide barrier free further education for Deaf people and subsequently improve their job chances.

Method
The current educational system in Austria is oriented towards oral teaching methods despite the constitutional recognition of ÖGS as autonomous language in 2005 and despite the ratification of the CRPD in 2008. Inclusive education using Sign Language in line with CRPD article 24 is not widely available. As a result, the educational level of school leavers is quite low. For these young Deaf people, equalizent offers different kinds of courses in ÖGS (vocational training, further education...)

Especially in our language training, an inclusive setting is very useful. Deaf and hearing trainers teach together, exploiting the strengths one another: Hearing trainers are more competent in written German, the Deaf trainers have the knowledge about Deaf education methodologies and as native signers, they have a better command of ÖGS. This also means there is a continuous process of mutual learning at equalizent.

There are several reasons and advantages for employing Deaf trainers: the course participants are trained by qualified peers who are more experienced in this field than hearing people. They know the Deaf culture in a way that hearing trainers never will know. For this reason, their Deaf trainees feel more confident with them.

At the same time, these trainers act as Deaf role models. They have experienced similar situations in their educational/professional careers. They know about the difficulties and how to overcome them. For the same reason, we offer peer-to-peer counselling.

Our aim for the future is also to bring Sign Language into schools: hearing people - such as teachers - can learn ÖGS at equalizent in order to enlarge the group of ÖGS users. Courses about pedagogic topics help Deaf people to acquire knowledge for a future job in the educational field.

Results
Since its foundation in 2004, equalizent has grown from 7 employees to 61, which shows that our service is in great demand.

In 2017, around 240 Deaf people attended our courses. More than 70% of our Deaf clientele who finished one of our vocational courses were able to find employment. 295 hearing people attended Sign Language classes.

Conclusion
As the Austrian government does not implement inclusive education using ÖGS as the language of instruction, it is necessary to fill this gap with our courses. In schools for the Deaf, all teachers are hearing, and mainly without knowledge of ÖGS. We consciously employ Deaf trainers because they have a perfect command of ÖGS and furthermore Deaf peers are very important for the Deaf identity of our clients. Mutual learning in an inclusive setting benefits Deaf and hearing trainers as well as Deaf trainees.
Introduction

In 2015/16, a large influx of refugees came to Europe including Deaf refugees. These people and their specific needs were not recognised. No institution felt responsible for them. Language courses were only offered in spoken German. The new arrivals were split up in different refugee accommodation and were doubly isolated as a result due to communication barriers with other refugees.

Being a qualification centre for Deaf people, we immediately knew that inclusive training was necessary to enable Deaf refugees to acquire written German and social/institutional knowledge. The Austrian government failed to meet its obligations according to the CRPD24 and SDG 4/4a. equalizent assumed responsibility, as well as the costs, as a private enterprise.

The main goal of the training for Deaf refugees was to facilitate barrier free access to Austrian society through an inclusive training concept - all in Austrian Sign Language (ÖGS).

Method

Since 2016, Deaf refugees have been receiving training in written German and ÖGS. All training is held in ÖGS. The refugees have come from Somalia, Afghanistan, Iran, Iraq und Syria. Some of them had prior knowledge of their national sign language, but most of them grew up without any language and have poor levels of education. These huge differences are quite challenging. Teaching with two trainers in tandem, we were able to tailor training to the level of each individual. The focus on highly visual teaching methods helped, too. We had to consider the traumatic experiences of war and displacement that the refugees had experienced. This made knowledge acquisition difficult in some cases (e.g. lower levels of concentration).

Our trainers are Deaf; some of them are former migrants. This means they are role models and peers for the refugees. Not only do the refugees learn about ÖGS and written German, they also receive information about culture and values, recent Austrian history, democracy, gender and diversity, as well as the Austrian Deaf community and its institutions.

Results

The inclusive training supported the deaf refugees considerably in their social participation. They learned to communicate in ÖGS and linked up with the Austrian deaf community. They acquired basic knowledge in written German, which helps them to find their way within the Austrian system and hearing society.

Conclusion

A minority within a minority needs special education concepts in order to integrate and adapt successfully within Austrian society. Languages – both written German and ÖGS are a key factors. However, general knowledge about institutions, history, social values and rules are very important, too. Training in these areas has clearly helped to foster social inclusion. Without this training, these refugees would have continued to be socially marginalised. In contrast to hearing refugees, they would have lacked the chance to enter to the national educational system and subsequently, the labour market.
Supporting Deaf Accessibility in Syria

AMB - Accessibility for Deaf People
Feras Al-Moubayed¹

1Syria

This is the third time my brother and I attend the WFD. We realised the importance of this organisation and its role in empowering Deaf people around the world through the connections we made, the exposure to new issues and updates in the Deaf community. We are very proud of our role to represent the Arab world and the Middle East in this meeting. We worked in Syria with AAMAL Organisation for Disability for 5 years. When the Syrian crisis began, we were forced to leave because it was no longer safe for us to stay in the increasingly dangerous war zone. We returned in 2018 to visit the Deaf community in Syria and to see what happened with our organisation. We were shocked that the situation had deteriorated and changed drastically since we left. There was nobody left to support the Deaf community in Syria and as a result, many deaf people were left behind. Many were killed in the war, others were displaced and most were struggling to survive. We realised that there were many challenges to deal with and no support from any organisation for Deaf people living in Syria. We would like to raise awareness for this issue today.

Main issues
The lack of concern for the Syrian Deaf community was very sad. Deaf people in Syria were going through the most unimaginable conditions of turmoil and suffering. Many have lost their lives as a result of their disability and their lack of accessibility to resources during the war. Electricity, water, heating and basic life needs were difficult to reach in Syria. Hospitals and clinics were closed and supporting the Deaf became unimportant during the war. The Deaf Club had no more funding and the Organisation for disability's work became very limited as resources decreased. The entire community of 75,000 Deaf people suffered as a result. As the Syrian situation is improving, it is important to work together to support the Deaf in Syria. I would like to initiate discussions about how we can help through organisations and volunteers to raise awareness and enable the deaf community in Syria to stand up again.

1. **Education and training**: There are limited resources for teaching and education as well as limited electricity and internet in Syria. I would like to ask for your advice and help in providing material for teaching, training programs (computer training, vocational training, etc...) and any other ideas to support and empower the Deaf in Syria.

2. **Mental Health**: This is a very serious issue in the global Deaf community in general but it is much worse in Syria because of the war. There is currently no access to any mental health specialists in Syria. I suggest providing online help as a start (online sessions and video calls). Later, visits may be arranged for direct assistance. Any more suggestions would be appreciated.

3. **Legal concerns**: There are many legal problems regarding disability in Syria. There are no support systems or social services for any disabled citizens. The recent changes have taken deaf rights and issues backwards and have had detrimental effects on the quality of life for Deaf people. For example, A recent change in the law states that driving licenses are no longer offered to Deaf people in Syria. We need to work together to talk with the Syrian government and improve legal rights by showing how Deaf people are treated in the civilised world.
ADVANCING AN EQUITABLE MODEL OF INTERNATIONAL DEVELOPMENT

History Estill-Varner*, 1 Liliana Marriotti 2

1 Discovering Deaf Worlds, Rochester, United States, 2 National Deaf Association of the Dominican Republic, Santo Domingo, Dominican Republic

Introduction

Since its establishment in 2008, Discovering Deaf Worlds (DDW) has worked closely with WFD Ordinary Members to implement successful programs advancing the capacity of deaf people around the world. DDW’s work upholds the WFD policy, Work Done by Member Organisations in Developing Countries, and WFD guideline, Best Practices and Ethics for Development Cooperation Projects. We will share best practices and lessons learned from our work in the Philippines and the Dominican Republic, and encourage presentation attendees to utilize this as a model for attendees to consider in their own development work.

Method

DDW engages with OMs prior to pursuing any programmatic opportunities to ensure local support, invitation and involvement through every stage of the process. Utilizing a Process Consultation approach, DDW serves as a facilitator to help OMs improve organizational development, preparing Deaf leaders to address the organization’s challenges. DDW’s general approach is as follows:

• DDW & local partner conduct a needs assessment.
• Local partner identifies priority training topics.
• Topical Training & Action Plans based on assessment.
• Culminate with National Forum on knowledge and skills gained through DDW Training.

Results

During DDW’s collaboration with the Philippine Federation of the Deaf (PFD), PFD trained over 1,700 Deaf Filipinos and strengthened 47 Deaf organizations, resulting in: a doubling of membership organizations (28 to 55); a successful campaign to add interpreting to CNN/Philippines’ TV electoral coverage and training for Deaf poll-goers; PFD’s first-ever successful grant submission, and; the establishment of PFD’s first financial management policies, strategic plan, etc.

DDW’s preliminary work with the Dominican Republic’s National Deaf Association, (ANSORDO) has resulted in ANSORDO:

• Hosting their first extraordinary assembly meeting welcoming over 100 Deaf Dominicans to share their updated mission, vision and values, and debut their membership program;
• Revising and updating their bylaws, and receiving constituent approval which provides clear roles, expectations and accountability for ANSORDO;
• Establishing a membership program registering approximately 94 members to give a voice to the Deaf community in ANSORDO’s decision making through voting rights as well as raise revenue for the sustainability of the organization. and;
• Meeting with the Senate to provide crucial feedback on legislation pertaining to the recognition of Dominican Sign Language.

Conclusion

Through these proven successes our partners have seen substantial growth and development, while maintaining their autonomy. As a result of our presentation, attendees will be better prepared to implement programs that are collaborative, community-lead, equitable and in accordance with WFD’s standards for international collaborations.
This presentation focuses on Japan’s increasing support to include Deaf experts in programs with Deaf in developing countries and my experience as a Deaf Japanese volunteer with Japan International Cooperation Agency (JICA).

Japan is one of the 30 countries with Office of Development Assistance (ODA) membership to the Development Assistance Committee of the Organization for Economic Co-operation and Development to measure aid to developing nations.

Japan’s ODA has been around for more than 60 years and is divided into bilateral assistance in which support is given directly to developing countries and in multilateral assistance through agencies or NGOs. And the Japan International Cooperation Agency administers the aid programs in form of technical cooperation, Japanese ODA loans, and grant aid to aid recipients. Also Japan is the world’s largest bilateral aid agency with work in over 154 countries and has nearly 100 overseas offices.

Of many JICA programs only a few target Deaf people or the Deaf community. JICA has sent experts and volunteers to work in programs with Deaf persons to Afghanistan, Brazil, Cambodia, Dominica Republic, Kenya, Laos, Mozambique, Myanmar, Rwanda, and Vietnam. However, many are non-deaf persons and non-signers.

JICA’s efforts do not stop there, they have facilitated a collaboration with Disabled People’s Organization including Deaf organizations from Asia countries in the Asia Pacific Leadership Training in years between 1995~2013. JICA commissioned the Japanese Federation of the Deaf to conduct a leadership training to Asian and Oceanian Deaf participants.

Also in 2011, JICA sent for the first time, two Deaf-Blind Japanese lectures with their support service providers abroad to Uzbekistan to participate in this training, Mainstreaming and Empowerment of Persons with Disabilities in Central Asia Countries.

In 2013 after my training with JICA was an ordeal over my Deaf identity. There was much confusion, though with some meetings we settled the matter and I was finally send abroad to volunteer with the Patronage Benefico Oriental in La Romana, Dominica Republic, where I worked with Deaf children and youth for two and half years. The experience was educational but there was something missing, especially in that many ODAs and their international development agencies did not include any Deaf stakeholders in their aid programs nor were any Deaf experts working as partners with agencies in programs with Deaf. I sensed the urgency to include Deaf stakeholders or Deaf people will be left behind.

We know that there are guidelines that tell agencies to include women, children, youths and indigenous people in their programs and on development agendas. However, the inclusion of Deaf experts proved to be few. This habit needs to be changed to benefit not just Deaf people but also the socioeconomic of any country.
MODELS FOR DEAF INCLUSION IN INTERNATIONAL DEVELOPMENT
Sarah Palmer* 1
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Introduction:
Deaf Child Worldwide is the leading international organisation specifically supporting partners globally to lead projects targeting deaf children, deaf young people and their parents. We currently have programs in East Africa, Latin America and South Asia.
To ensure the effectiveness and sustainability of our work around the world, we have adopted a number of strategies and models with our partners. This paper will discuss the opportunities and challenges of working on deafness in the era of the Sustainable Development Goals, and the increased focus on ‘no-one left behind’.

Methodologies:
Participation: Since 2017, and with our new five year strategic plan, all our projects are now incorporating consultation with deaf children and young people during the project design, implementation and evaluation. The consultations are designed to be fully inclusive, accessible and allow deaf children and young people with limited language and communication skills to meaningfully participate.

Deaf Role Models: Deaf young people and adults leading the change. Teaching sign language, mobilisation as well as professionals in the projects. By drawing on their own experiences, deaf role models can show families that deafness does not need to be a barrier to achievement. By working with deaf children and young people they help them improve their communication skills, self-confidence, aspirations, self-advocacy skills and positive deaf identity.

Community Based Rehabilitation (CBR) Workers: A key strategy in India where CBR Workers support families right from their home. They work in pairs with one person being a qualified teacher while the other is a deaf role model.

Safeguarding deaf children and young people: We work with our partners, and with local child protection organisations to ensure that all of our partners safeguarding training, policy and processes take into consideration the added vulnerability of deaf children and that all staff feel confident ensuring they are kept safe from harm.

Working through local partners: Entering into formal partnerships with local partners who are better placed to implement the projects in the areas they operate in.

Capacity Building & Support: Continuous training and support to local partners on key areas of knowledge to enhance their skills and knowledge in deafness, safeguarding, education, organisational development and disability in general.

Research and Policy Influence: Deaf Child Worldwide commissioned a number of research exercises either to compliment a project or to challenge a policy or practice. These are all around deafness and language development for deaf children. Research offers evidence which is instrumental in influencing a policy or practice.

Exchange and learning: Annually, Deaf Child Worldwide in East Africa has been bringing partners together to not only learn but share experiences and challenges from the work they do in their regions.
CODA International Inc. was founded in 1983 and since its inception has hosted over 35 conferences, including 5 conferences outside of the United States and our primary mission is to celebrate our unique heritages and multicultural identities. Currently, we are building capacity to continue and expand our current programs, such as our educational scholarships, annual international conferences, and a resource repository. In this presentation we will be sharing the downstream effects of our Coda gatherings. Despite the organization’s limited capacity, past conference attendees and members are independently carrying out our mission all over the world. While these activities are primarily aimed at revitalizing Coda cultural and linguistic identities, we believe these efforts are raising the profile of signed languages, deaf cultures and deaf communities. In this presentation we will share the various ways we are promoting development of identities through storytelling, dialogue, social cohesion and peer social capital. Participants can expect to learn more about CODA International and the role community-based organizations play in the preservation and maintenance of our heritage communities, languages and cultures.
Think, Collaborative and Elevate: enhancing communication access through world partnerships.

Driven by both passions to develop world partnerships that empower Deaf adults and youth as well as perseverance to equalize rights to access, Global Deaf Aid Foundation is using their resources to increase the quality of Deaf livelihood worldwide. In this presentation, we will demonstrate how a sponsor can collaborate in a unique, dynamic partnership with experienced Deaf organizations to enhance the effectiveness of their own agencies or businesses. We will explore the challenges of developing and implementing cooperatives that magnify educational, cultural, and visual language programs and present examples of its value, which ultimately results in a better alliance for Deaf organizational partnerships.
This paper focuses on deaf asylum seekers in Finland, their experiences of living and communication in reception centers. There has been little research and knowledge on displaced deaf refugees’ experiences of living and communication in displacement. Deaf refugees are often marginalized in refugee studies because of no shared language and/or access to communication in sign language(s) of host country (Crock, Smith-Khan, McCallum & Saul 2017). The narrative and ethnographic data consist of ten deaf asylum seekers with Arabic background from Middle East. They arrived to Finland during the so called refugee crisis in 2015. The data of this qualitative study was collected during years 2015–2017. To find out how deaf asylum seekers experience living and communication and what kind of language barriers they encounter in reception centres, the data was subjected to content analysis (Tuomi & Sarajärvi 2017). This paper offers an important insight into deaf asylum seekers’ experiences of living in reception centres. Without a shared language and fluent language proficiency, the refugees have had different challenges and outcomes during the procedure of asylum in Finland. This also concerns linguistic human rights of deaf asylum seekers. The study shows that greater knowledge and support of deaf asylum seekers and refugees is needed in resettlement in host countries.

Reference:
UK-CHINA-MALAYSIA UNIVERSITIES AND DEAF COMMUNITY COLLABORATION FOR PROMOTING CHINESE DEAF YOUTH MULTILINGUAL PRACTICES

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An increase in the number of Deaf students entering Higher Education in China has accentuated the difficulties for Deaf students to work at a high academic level. There have been few opportunities for Chinese Deaf youth to travel abroad and experience interacting with people from other languages, and the motivation to learn other sign languages, and written English, has remained low due to this lack of opportunity. The UK-China and China-Malaysia partnership projects aimed to increase students’ motivation and opportunity to learn English and other sign languages by gaining confidence in multilingual interactions. The collaboration is a Deaf-led, international partnership involving university lecturers, deaf and hard of hearing students and the Deaf communities in UK, China and Malaysia. The main activities between 2016 and 2018 are sponsored by The British Council for the UK-China Deaf Studies academic exchange project and The Limkokwing Foundation for the Chinese deaf students’ study-abroad in Malaysia and include: 6 lecturers from Zhengzhou Institute of Technology (ZIT), China, visiting the University of Central Lancashire (UCLan), UK (see photograph); 15 Chinese deaf students from ZIT studying abroad in Limkokwing University, Malaysia for 6 months; and 6 lecturers from UCLan replicating the trip in China and supporting the development of an online multimedia English Learning Platform. The collaboration between the three universities and their local communities resulted in higher levels of confidence, and improved academic performance and social skills among the Chinese deaf/hard-of-hearing youth through multilingual practices. Qualitative analysis of interviews with those who attended the Malaysian trip, and with a further 25 students who did not, has indicated that the students benefitted from the opportunity to travel abroad and interact in a foreign language environment. Coupled with analysis of questionnaires and a focus group interview, the findings reveal that the students were more open to learning English on return, and that they valued the resources, made available through an online multimedia English Learning Platform, for life-long learning. The technical support provided by further Deaf community initiatives enhanced the international cooperation and development of this project and have paved the way for future collaborations between academics and community associations. The academic exchange and the student field trip have revealed positive outcomes that developed from a group of Deaf students engaging in multilingual practices. Analysis has highlighted the importance of English for Deaf young people, and the need to establish international collaborations and financial support for Deaf students to travel abroad. This multilingual environment raises the confidence of young Deaf people to function in other languages, including written English, and brings about many benefits to Asian-Pacific multilingual practices and beyond.
The aim of this presentation is to report on the work being done in Uganda to develop a Mobile Application Ugandan Sign Language (UgSL) and English dictionary to facilitate access to both UgSL and English language learning amongst both the Deaf and Hearing persons.

For Deaf persons, communication is through sign language, a language that is visual oriented and different in every country. However, access to UgSL acquisition and learning among deaf children and adults in Uganda has not been easy. This is because anecdotal data shows that 99% of deaf children in Uganda are born to Hearing parents who have no prior experience with UgSL. Most interventions are available only in Deaf schools.

Results from the national examination board in Uganda have often shown the poor performance of deaf children and adults in English literacy. One of the factors of this performance is delayed exposure to UgSL. Dictionary was published by Kyambogo University and UgSL training centres are being put in place. However, with the development and use of technology in the country, the development of UgSL mobile Application was inevitable.

This presentation therefore, highlights a Mobile Application we are developing to facilitate access to UgSL and English language learning. This Mobile Application has two components that includes UgSL and English language. The current application in place runs on an Android Framework since many phones among the targeted individuals house it. However, there are plans to extend it to other frameworks like IOS for Apple phones and windows. Android Studio 2.2 was used during the design and implementation testing.

An Application user has the ability to do the following once he/she has finished installing:

- Play (3) UgSL Videos of
  - meanings of the Signs/words;
  - sample description or usage of the specified selected words;

Once a specific sign or word is Clicked; this displays a new word page (activity) while presents 3 dictionary values for the clicked word. (ie its meaning; its usage; and a synonym). The dictionary values are presented in two formats; A UgSL video (3 videos) and an English text (3 texts).

Below each of the Video is an English Text.

There is also work in progress being done where the application user can construct and search for sentences with in the app using the App dictionary. Here Once a Sentence is Clicked; A full video description of the Sentence in UgSL is played.
AN INNOVATIVE MEDIA CENTRE RUN BY DEAF AND HEARING PEOPLE TO PROMOTE PROFESSIONAL SIGN LANGUAGE INTERPRETING SERVICE IN CHINA

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Professional sign language interpreting service plays a critical role in a Deaf person’s communication experience. Each country is obligated to develop and provide this service to protect the Deaf community’s human rights. Unfortunately, such service is not yet widely available in China due to various reasons, such as the high cost of onsite interpreting, and the shortage of professional interpreters.

To address this issue, Voice of Hand Ltd (VoH) has developed a system to provide professional sign language interpreting service through Video Remote Interpreting and Video Relay Service in China. VoH has also established a professional sign language interpreters team to provide high quality interpreting service. This is the first team in China to adopt a professional code of conduct and ethical standard for sign language interpreting.

Despite the effort to develop the technical system and professional interpreters team, we have noticed a more fundamental issue in promoting professional sign language interpreting service in China. Both the Deaf and hearing community in China are not yet fully aware of the importance and necessity of such a service. Most Deaf people have never used or heard of professional interpreting service. Vast majority of hearing people don’t even have a basic understanding of the Deaf culture and sign language.

Historically, Deaf people in China rarely have the opportunity to participate in the media industry. Without the perspective from the eyes of Deaf people, the traditional media often produces misperceived images and stories of the Deaf community. This caused confusion and misunderstanding in the hearing community of Deaf people’s needs, life and their potential in participating in the society.

VoH created a media production centre which is managed and operated by Deaf and hearing people together. In the centre, Deaf filmmakers offer their perspective as a Deaf person. They work with hearing staff to develop their skills and knowledge to better promote the Deaf culture in various media platforms.

Since August 2017, the centre has produced over 120 videos, which includes a series of videos to introduce and promote the professional sign language interpreting service, and raise public awareness of the Deaf community and Deaf culture. These videos were shared and forwarded through various media platforms in both Deaf and hearing community in China. The VoH media centre has been a great success. It greatly helped to raise the awareness and promote the professional sign language interpreting service in China. Up to May 2018, over 5,000 users registered to VoH’s professional sign language interpreting service. The VoH team provides approximately 300 minutes of interpreting service per day. Recently, VoH started to provide contracted professional sign language interpreting service to local banks, hospitals and government offices, which is a big step in developing the Barrier-free environments for the Deaf community in China.
THE ASIAN SIGNBANK

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The Asian SignBank (ASB) is a digital hub for documenting Asian sign languages to support Sign Linguistics research and for publishing sign language materials for teaching and learning purposes. It is created through collaborative research by Deaf and Hearing researchers. ASB is an output of the Asia-Pacific Sign Linguistics Research and Training (APSL) Program which aims at making accessible to Deaf individuals: 1) sign language research skills and technology; and 2) certified post-secondary education in Sign Linguistics. Currently, ASB is a search engine with 6,000 signs from five Asian sign languages. ASB is equipped with additional key functions: It generates customized dictionaries and automatic embedding of sign images, video links and linguistic information to materials created by users. As a database, new signs and new sign languages can be added with ease and efficiency. Extraction of lexical signs, phrases, and sentences from signed discourses stored in ASB will be developed as enhanced functions.

ASB is unique because (a) it is the first ever archive for the sign language varieties in Asia, (b) it is created through collaboration between Deaf and Hearing researchers, (c) it is accessible to Deaf individuals for knowledge about sign language varieties in Asia, (d) it supports sign language materials publication for teaching and research, (e) it has a design function to auto-generate text materials, to save time and editing efforts in materials production, (f) it creates an opportunity for Deaf individuals in Asia to receive training in Sign Linguistics, through instruction in sign language, and (g) it supports universities in Asia in their efforts to establish disciplinary training and research in Sign Linguistics. In all, ASB is a multi-country and multi-phase project, allowing researchers to transfer their knowledge to satisfy community needs, as well as to join force in documenting and promoting sign languages in Asia.

ASB has the following impacts: (a) it dispels the misconception in Asia that sign languages are gesture and thus detrimental if applied to deaf education, (b) it raises the status of sign languages and Deaf individuals in Asian societies, (c) it makes Asian sign languages accessible to Deaf individuals for communication among different Deaf communities, (d) it makes comparisons among Asian sign languages possible for research purpose, (e) it makes sign language materials production a lot easier and manageable by trained Deaf sign language instructors, and (f) it has a long-term impact on Asian universities prepared to develop sign language research or to establish disciplinary study in Sign Linguistics.
ALL CHILDREN READING: GRAND CHALLENGE FOR DEVELOPMENT - SIGN ON FOR LITERACY

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Of the estimated 32 million deaf children around the world, 80% have no access to education, and only 2% get education in sign language. This is particularly true in low resource areas, profoundly affecting children who already face tremendous barriers to economic and social opportunities. Without early access to language, children fail to develop social and cognitive skills at the same rate as their peers, hindering their ability to develop literacy and isolating them from society over the course of their lives.

The Sign On For Literacy (SOFL) global prize competition sought technology-based innovations to increase sign language and literacy outcomes for deaf children in low resource settings. The selected innovations provide greater access to indigenous sign languages, early grade reading materials, and/or reading instruction by engaging families, schools, and communities. The competition was led by All Children Reading: Grand Challenge for Development in collaboration with the WFD, the Nyle DiMarco Foundation, and Deaf Child Worldwide.

The SOFL prize has a purse of at least $500,000 USD that will be awarded in 3 phases. Phase 1 identified novel innovations with the capacity for increasing language and literacy outcomes with significant impact and up to 5 innovations will be awarded $25,000 towards the end of June. Phase 2 aims to prototype the innovations and up to 3 prototypes will receive an award of no less than $75,000. Phase 3 is focused on refining the prototypes, demonstrating their utility in the field, and ensuring that the appropriate mechanisms, partnerships, and plans are in place for the effective implementation. The highest scoring innovation in this phase will be awarded no less than $75,000 and up to a maximum of $150,000 USD. Phase 3 will be complete before the opening of the 2019 WFD Conference and by then, the top finalist(s) will be well underway with the implementation of their project.

The presentation will feature a panel presentation (max of 5 individuals) that includes sharing of experiences and lessons learned from the perspective of both the organizers of the SOFL prize and the finalist(s) with their in-country team(s). The presentation will incorporate visual methods of delivering information and engage the audience as much as possible. Information will focus on the nexus of strengthening indigenous sign languages through locally-driven deaf teams and increasing literacy outcomes with sign language through technology and accessibility in developing country contexts. Furthermore, the All Children Reading partner organizations have strong gender and youth policies so we expect robust gender and youth-related components of the project(s) to share with the audience throughout the presentation. If possible, this presentation could be accompanied by a booth where the team of finalist(s) demonstrate their innovation.

Please visit here for more information:

https://allchildrenreading.org/challenge/sign-literacy-prize/
Introduction
In June 2018, Austria’s first exhibition for hearing people about Deafness, Sign Language and Deaf culture opened its doors. The use of technology is an essential factor in bringing hearing people closer to the world of the Deaf and in breaking down barriers between the hearing and Deaf worlds.

Method
In order to bring the world of the Deaf closer to hearing people, numerous technologies are deliberately used, which make a visit to the exhibition experience-oriented. On the other hand, technologies help to make the silent world directly experienceable: not just theoretical knowledge. It is much more sustainable to create emotions and lived experiences. The aim is therefore to ensure that the visitors continue to engage with the topic after the exhibition and that they support social participation.

Among others, the following technologies are used:
- The SiMAX avatar, who playfully conveys Sign Language with a quiz.
- A digital mirror invites the visitors to participate actively. It shows the importance of facial expressions.
- A vibration platform allows hearing visitors to experience for themselves how music can be felt and perceived by Deaf people through vibration and thus, refute a widespread prejudice.

Hearing people usually know little about barriers in the everyday life of Deaf people. In order to sensitise them, these barriers are shown and subsequently, technologies are presented that help to overcome these barriers (e.g. light alarm, baby monitor...).

The exhibition focuses also on Sign Language and visual communication. Deaf guides authentically convey the world of the Deaf and share their expertise. They communicate purely visually. Visitors experience at first hand that a basic communication with Deaf people is possible and that this simple gestural communication can be a first bridge to Deaf people. This experience reduces insecurity and fear of contact.

In addition, hearing visitors learn the finger alphabet and some basic signs to give them simple tools for communicating with Deaf people. The aim is to arouse curiosity and encourage people to learn ÖGS. Hearing visitors can contribute to inclusion through the acquisition of Sign Language – Deaf people do not always have to adapt to hearing society!

Results
The exhibition is intended to reach 10,000 hearing people per year. It therefore makes an important contribution to sensitising the hearing world. Media reports also contribute to this aim. Six jobs - as guides and exhibition supervisors - have been created for Deaf people.

Conclusion
An exhibition concept with a playful focus on technology reaches the hearts of the visitors. This promotes sustainable learning and, as a result, further commitment to ensuring the rights of Deaf people. Sign Language is a key factor in overcoming barriers. That is the reason why the exhibition focuses on communication and Sign Language. Since this is conveyed with passion, a high degree of identification among the visitors can be achieved.
ASSESSING INFORMATION ACCESS SERVICE PLAN FOR 2020 TOKYO OLYMPIC AND PARALYMPIC GAMES: IN PURSUIT OF EQUAL ACCESS TO SPORTING EVENTS AND CULTURAL LIFE FOR DEAF SPECTATORS

Naoki Kurano* 1
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The 2020 Olympic and Paralympic Games in Tokyo launched initiatives to include spectators with disabilities to the competitions and ceremonies through the development of accessible venues and training of volunteers. As Article 30 of the UN Convention on the Rights of Persons with Disabilities (CRPD) states, persons with disabilities have rights to enjoy cultural and sporting activities in accessible formats in their own languages and means of communication.

However, it proved that spectators who are deaf have hardly been taken into consideration in the blueprint for opening/closing ceremonies and competitions during the Olympics and Paralympics Games Tokyo 2020. Although CRPD addresses “to ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities” (Article 30-5(e)), International Olympic Committee (IOC) seems to fail to provide documents to embrace deaf spectators in the aspect of information accessibility.

Japanese Federation of the Deaf, in cooperation with related organizations, including Tokyo Center of Sign Language Interpreters and Captioners for Deaf and Hard of Hearing, is currently conducting an investigation for appropriate information access service for the upcoming games and the system to implement it, to develop a proposal to the Tokyo Organizing Committee of the Olympic and Paralympic Games.

Through scrutinizing the ongoing deficiencies in the guidelines by IOC and the current plan for the games failing to include information accessibility for deaf spectators, we are aiming to create a path to ensure equal access of the deaf spectators to sporting events and related services, as well as cultural life in a broader range in view of CRPD.
Learning sign language is on the rise, with many people expressing interest to learn, in the U.S. and abroad. This has led to an unprecedented growth in many different resources in teaching sign language. On YouTube, if you type in the search bar: “learn sign language” it brings up over 3 million videos. The social shift and motivation for learning sign language is a huge benefit to the Deaf community but it also brings to the attention of many amateurs and non-native signers teaching and capitalizing on sign languages.

We will discuss how we, an all-deaf team, established a creative productions company to create apps that teach American Sign Language and to innovate how we communicate daily. We will discuss how our work has created impact, and how important self-representation is.

The ASL App is an award-winning app that teaches conversational American Sign Language. With over 1,500 signs and phrases, and 27 thematic bundles featuring ten diverse ASL signers, The ASL App has been downloaded over 1.5 million times. Apple has featured The ASL App and the developer team, Ink & Salt on the App Store.

This presentation will share the process on how by taking ownership on teaching ASL helped shift the landscape for Deaf talents. We will discuss our approach and the framework of being deaf-centered, and the design choices that helped the process of The ASL App to be authentic, and how this has supported the Deaf community.

This presentation will discuss how our technological innovations in app development can be adopted by other countries, for other sign languages to have their own “conversational” apps like The ASL App. Our efforts have expanded to include an LSQ App, created and developed by Deaf community in Quebec, Canada.

Lastly, we will discuss strategies for our global Deaf community to take the lead and ownership on investing in Deaf-led and owned businesses, and in supporting Deaf-led pedagogies of sign language. With community involvement, we can build strong bridges with non-signers to signers, and foster a growth of a signing community with respect and cultural awareness for the Deaf community and Deaf culture.
Disaster and emergency have become some kind of threats for humanity. Hardly surprising why significant investment and countless efforts have been dedicated to Disaster Risk Reduction (DRR). Nevertheless, such endeavor is yet sufficiently maximized. There is a marginal group of people considered vulnerable in our society who do not have access to DRR program. They are the Deaf people who are physically complete but the fact that they cannot hear like common people make them lose access to one of the critical elements in DRR: early warning system. Due to the fact that the current early warning system is sound-based which is inaccessible for the Deaf, we think that it is necessary to conduct a research to prove that an Inclusive Early Warning System should be provided for the Deaf to respond accordingly. The research was carried out in 10 cities from 10 Provinces in Indonesia. These cities are randomly chosen as samples. It involved more than 400 participants, and 180 out of them were Deaf people. The methodology used in this research was experimental method with single system design (SSDs). It was particularly found from the research process that 99,44% of the Deaf involved in this program were not able to recognize the current early warning system which was sound-based. Instead, only 1 person recognized the sound-based, but failed to interpret the meaning and responded incorrectly. The study was also succeeded to define some recommendations to improve the early warning system in Indonesia as well as a broaden application to other countries all around the world. The assessment of this study indicated that all the Deaf involved in this study accepted the recommendations to improve the sound-based early warning system to be more inclusive and Deaf-friendly to be applied in public areas and facilities including the variant applications to personal conditions. It was also recommended that the application of this Silent Early Warning System to be reinforced through Indonesian government regulations to meet the need of Deaf people towards inclusive society.
NATIONAL SONGS VIDEO CLIPS IN SIGN LANGUAGE AS THE MEDIA TO LEARN SIGN LANGUAGE AND TO PROMOTE SOCIAL INCLUSION IN INDONESIA
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In Indonesia, less people are able to communicate using sign language. Thus, Deaf people experience many problems to interact in social environment due to communication barrier. This phenomenon leads to the Deaf being more alienated and lost the opportunities to develop themselves and acquire their rights as citizens. The lack of social interaction between Deaf people and hearing people makes hearing people in Indonesia ignoring the opportunity to learn sign language. Besides, there is no sign language subject in formal school curriculum that requires students to learn basic sign language. Whenever a volunteer wants to learn sign language, the learning method is so tutorial and monotonous. While in the narrow environment of social circumstances, the Deaf are not involved in some kind of activities which drive their sense of nationalism. Consequently, they have a lack of knowledge on nationhood, government's role, people's responsibility to defend the country, respect the greatness of God who created Indonesia's beautiful nature and the spirit to reserve natural heritage. The Unspoken Ministry through The Voice of Silence Program has found this is a great opportunity to do some experiments on the use of Indonesia National Songs complete with sign language video clips recorded in a Digital Versatile Discs (DVD) as media to promote National Songs to the Deaf people as well as to facilitate the hearing people to learn sign language in a pleasing way. After the DVD distributed to the Deaf, we gathered the responses that the Deaf people found this was so interesting that they could get a social inclusion media to learn national songs together with hearing people. Meanwhile, the hearing people were facilitated to learn sign language in more pleasant and dynamic way. From the study result, it is recommended that more national songs video clips to be provided for social inclusion program in Indonesia. In Indonesia, few people can use sign language (SL). Thus, less social interaction between Deaf people and hearing people makes them ignoring the opportunity to learn SL. Besides, there is no SL subject in formal school curriculum requires students to learn basic SL. This phenomenon leads to the Deaf being more alienated and lost the opportunities to develop themselves and acquire their rights as citizens, the reason why the Deaf are not involved in the activities that drive their nationalism spirit. Consequently, they have a lack of knowledge on nationhood and people's responsibility to defend the country. However, it is an opportunity to do some experiments on the use of Indonesia national songs complete with SL video clips as media to promote national songs to the Deaf and to facilitate hearing people to learn SL. Good responses were gathered afterwards for they could learn national songs with hearing people and hearing people were facilitated to learn SL in more pleasant way. The study recommended more national songs in SL produced for social inclusion.
For some deaf children, reading books can be a challenge. Frank Barnes School (FBS) provides guided reading time with Teachers of the Deaf, in which they read books with deaf children using a bilingual approach. The vocabulary and context of the story is explained to deaf children in BSL so they develop skills bridging English and BSL languages. However, the success of this practice is only achieved if the person is fluent in both languages. FBS piloted a scheme to create an e-book that can be read using tablets. Deaf readers at FBS have access to both languages (BSL and English) during lessons and outside the classroom. The pupils receive guided reading sessions with a Teacher of the Deaf every morning, these one to one sessions give pupils the opportunity to learn how to bridge both languages e.g. how to translate English to BSL and vice versa. Generally, due to our pupils’ lack of access to incidental learning, gaining new information about the world around them is limited. This highlights the importance of quality time to scaffold their language development. In some cases, there is a shortfall of parental support at home due to poor communication skills or an unawareness of how to interact with deaf children. Some families have a limited knowledge of sign language or simply don’t have the required learning environment and strategies needed for language development with deaf children. As the majority of our pupils’ preferred language is BSL we use that to teach reading and writing English. If this is not mirrored at home, there is limited opportunity for joint reading sessions. Development of the e-Book required planning and technical development. The overall production took time as video footage needed to be shot and then edited individually for each page. There were various technical considerations such as having an appropriate background colour so as not to draw attention away from the signer. Appointing a signer with the required high level of BSL was essential. The language and pace of the sign language was an important consideration as it was required to match the age and reading level of the book. When translating English text to BSL, careful consideration was given to the nonlinear nature of BSL and the differences in language structure and syntax. The e-book was produced using Apple’s ‘iBook Author’ software which allowed video footage of the signer to be embedded on pages opposite the text and illustration. This enabled BSL translation of the content of the text and inferences of the story. An interpreter was used to directly ‘voice over’ the signer rather than the actual text. The aim behind the structure and layout of the e-book is to allow parents to ‘read’ with their deaf child which helps to develop both languages. From observations, the use of e-books has given pupils confidence and motivation with their reading, developing skills bridging both BSL and English languages and more effective reading time with parents.
FAIRY TALES IN THE SLOVENIAN SIGN LANGUAGE

Valerija Skof

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Stories, fairy tales and other literature are a true treasury of the folk tradition. They contain many simple traditions, which make up the core of the character of a nation. Since the deaf are reluctant to read, they are not familiar with the identity of their own nation. Books which contain interesting and high-quality illustrations are close to readers of all ages. To bring the books closer to the deaf children, adolescents and adults, we customized them to the needs of the deaf and by doing so, we wanted to prepare the deaf for education through reading, viewing illustrations and videos of the sign language signs.

Upgrading a book with a story presented with signs represents a continuous connection to understanding the content, enriching the vocabulary, converging with a book, and the possibility of progressive learning of signs.

The adaptation of a book into the Slovenian sign language informs the reader of incomprehensible and difficult words that people with hearing impairment meet during reading and viewing a book and allows them to recognise and understand these words.

The purpose of the book, which has its representation also in the sign language by the use of a video, is to enable the deaf to access information that are part of the national identity and at the same time be part of the national vocabulary. It should be emphasized that the Slovenian is the second language for the deaf, since it differs a lot from the sign language used by the deaf as their first language in terms of syntax and other language elements. Therefore, a story needs has to present also using a video presentation, since there exists no way to depict a sign in a way that would clearly describe it and allow for easy reading.

As a part of the project Adapting and publishing books in the Slovenian sign language, implemented by the Deaf and Hard of Hearing Clubs Association of Slovenia with the assistance of the Ministry of Culture, we have thus far published seven books by various authors:

1. Mojca Pokrajculja, the Koroška folk tale,
2. Peter Klepec, the Slovene folk fairy tale,
3. Who made Videk the shirt by Fran Levstik,
4. Metulj by Sten Vilar,
5. Spaghetti Joe Goes into the Wide World by Aksinija Kermauner
6. A Dragon and a mermaid

The seventh book published represent a specialty on the global scene. In the book Spaghetti Joe is a magnet for girls by the author Aksinija Kermauner, we combined the Slovenian sign language and braille which was also adapted for the deafblind people. The original text and illustrations are complemented by drawings of signs, a text with a font size of 18 dots, a video with the narrator of the story in the form of a code and the text in braille print. Besides the adaptation for the deaf, the hard of hearing, the deafblind and the blind and visually impaired, the book is also adapted to people with mental health disorders, to hesitant readers and those who do not know Slovenian well, since the text is written in an easily readable form.
RECOGNISING THE OPINION OF DEAF SIGNING WOMEN REGARDING THEIR POWER TO ACT ON THE SOCIAL DETERMINANTS OF HEALTH

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CONTEXT: Linguistic minorities face specific challenges in health. Deaf Canadian women are seldom included as partners in health promotion research. This epistemological injustice could result in initiatives and programs that are not attuned to their health needs and priorities, thus leading to health inequalities.

METHODS: Using a popular education approach, this participatory research with Deaf women signers in Quebec sign Language (LSQ) in the Gatineau-Ottawa region (Canada) aimed to explore how they define their power to promote health (general, oral, and mental). 12 group meetings were held between September 2017 and March 2018 at the Association de l'Ouïe de l'Outaouais, in addition to interviews with key informants working or living in this region situated at the frontier of a French/LSQ majority province (Quebec) and an English/ASL majority province (Ottawa).

RESULTS: Health can't be confined to an individual responsibility. Many interpersonal and contextual factors have an impact on health and well-being. In an ecological perspective, health is linked not only to health services, but also to social determinants, such as quality access in sign language to information, education, employment and social activities. Identified priority actions include: quality interpreting services, cultural competency and safety of health services, sign language recognition and promotion, as well as Deaf governance and better access to higher education for Deaf persons. Specific opinions and actions resulting from this research in partnership will be presented.

CONCLUSION: Participatory research allows a co-production and transfer of knowledge that is pertinent to the intended populations and that is locally grounded. Health promotion initiatives for Deaf women communicating in Quebec Sign Language (LSQ) in Gatineau-Ottawa should take into account the expert opinion of those women on their needs and lived experiences, in addition to being adapted to regional and contextual specificities. Beyond promoting individual healthy habits, such actions should address the upstream social determinants of health and well-being, mainly communication and linguistic rights, as well as full inclusion in health promotion initiatives- from needs assessment to implementation and evaluation-, thus contributing to social and epistemological justice.
This presentation is based on my Master's thesis which begins with a personal description of my own intersectionality as a Deaf woman during pregnancy, birth and early motherhood. I will then analyze how these intersections are expressed in the periods during which various medical interventions were implemented by professionals. These interventions derive from paternalistic concepts of Deafness. Utilizing a power position of science and knowledge that dictates "hearing" is supreme over "deafness". The medicalization of pregnancy and motherhood which is expressed in the epistemic denial of Deaf women, are hegemonic in the genderism of Deaf mothers before, during and after pregnancy.

One of the themes of the feminist approach to health is that the profession of medicine affects women more than men. The disparity in medicine is due to a masculine model that perceives the man as the normative and ideal model. This is because a significant part of the feminine experience takes place in the medical system. Furthermore, the medicalization of life, the role of medicine today encompasses many processes in various spheres of women's lives that were once outside medical intervention, being considered natural and inevitable, such as menstruation, pregnancy, birth, fertility, contraception, abortion and even parenthood. This disparity in medicine, like in other disciplines, is due to a masculine model that perceives the man as normative and ideal model while the woman is the deviation in comparison to such criteria. Doctors, as decision-makers, use their status to define health and illness, and thus who is healthy and who is sick. Such decisions are, regardless of the pretentions of objectivity, strongly influenced by genderistic norms and stereotypes. The female Deaf body is examined from the medical point of view which perceives the hearing body as the ideal model while the Deaf body is "the other". Audism, like racism and sexism, attributes superiority to the hearing body. Like the social-patriarchal observation of women, the audist view sees the Deaf body as an object that needs correction. The medical observation of the Deaf body is manifested in the negation of sign language, the elimination of Deaf identity, the suppression of the culture created by Deaf people, and the attempt to turn the Deaf into a hearing. Adrienne Rich refers in her book "Of Woman Born" to the inherent inferiority and to the physical regulation of women in childbirth, as a result of medicalization and the transition of midwives into masculine hands. Rich demonstrates how women's involvement and insights regarding birth and pregnancy are denied. Utilizing Rich's analysis, I will demonstrate how the experience of Deaf women in pregnancy and childbirth is different and meaningful because the patriarchy intersects with the systematic audism. Thus creates a double jeopardy - a vulnerability that Deaf women, health professionals and others need to address.
Clinical psychology includes psychometric testing which can be challenging when assessing Deaf individuals. Measures are typically developed for hearing people and given in a written language format. For Deaf users of a sign language, this may put them at a high risk for missed and misdiagnosis as well as inequitable practices in terms of access to mental health care.

The Centre of Deaf Education and Accessibility Forum (CDEAF) has addressed these inequities in the delivery of mental health care to Deaf people. This presentation will describe our translation into American Sign Language (ASL) of two widely used assessment tools for both a child and adult population.

The Strength and Difficulties Questionnaire (SDQ) is a brief questionnaire for children that measures behavior, conduct and peer problems, hyperactivity/inattention, and prosocial behavior. The SDQ has been translated into more than 70 different spoken languages making it highly accessible and a useful tool for cross-cultural comparison. The printed format, however, is not appropriate for use with Deaf children in North America who use ASL as their first language. We translated the SDQ into ASL following strict translation protocols addressing linguistic and cultural differences. It has been accepted for publication on the developer’s Youth in Mind (YIM) website. Administration of the SDQ to 30 Deaf youth indicated that Deaf youth are endorsing significantly higher levels of mental health distress than their hearing peers. In contrast, their parents and teachers reported far fewer issues. It may be that the adults are missing the children’s symptoms of mental health distress leaving them unaddressed.

The Mini Mental State Examination (MMSE) is a screening tool used to assess cognitive impairment in adults and can be used over time to evaluate cognitive decline. The MMSE assesses orientation, registration, attention/calculation, memory, language, and visual construction. The MMSE is often used by a hearing clinician with an interpreter which raises issues of consistency between trials, accurate selection of signs and challenges with the standardized format of delivery. We chose to forward and back translate the MMSE and videotaped it. We have administered the MMSE to 30 Deaf individuals with none of the participants indicating any difficulties understanding the video. Results so far show a similar distribution of scores as in the hearing population and we have made this tool available to health clinicians.

Our goal is to establish Canadian Deaf norms for the SDQ and the MMSE. Although the strict protocols required for translation is complicated and time-consuming, the results provide psychometric equity and improved access to mental health care for Deaf people. We strongly encourage other countries to consider doing the same.
THE VALIDITY OF THE TEST OF MEMORY MALINGERING (TOMM) WITH DEAF INDIVIDUALS
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Assessing a Deaf individual’s cognition can be challenging for neuropsychologists due to the language barrier and the use of an interpreter. The selection of appropriate test measures is crucial and if assessments are not accessible or appropriate for use with Deaf people, then the validity of neuropsychological testing can be compromised.

The Test of Memory Malingering (TOMM) is a non-verbal visual object recognition task that is a well-validated and commonly used free-standing performance validity test (PVT) administered during assessment. The largely non-verbal component of the TOMM makes the test appear appropriate as a measure that could be used with Deaf individuals. However, to date there has not been a study conducted exploring whether the TOMM is truly a valid measure to use amongst Deaf individuals.

The TOMM is a task that requires individuals to observe a large number of visual stimuli, specifically everyday common objects for a total of 3 seconds each. The cognitive processes involved in the task include a quick encoding process of the visual stimulus by incorporating semantic information of the names of the objects and categorization; a technique requiring a variety of cues to group discriminable properties, events, or objects into classes. As some images on the TOMM lack a direct corresponding sign in American Sign Language (i.e. butterfly net, spinning wheel, light bulb, and jack-in-the-box) we wondered if Deaf individuals were disadvantaged using the process of semantic labeling of images as a retrieval tactic on the TOMM.

The research sample consisted of 30 (11 male, 19 female) culturally Deaf participants. None of the participants met exclusionary criteria of being involved in litigation or secondary gain issues, had suspected or possible dementia, or vision deficits that could not be corrected with lenses. The participants ranged from ages 21-64 years ($M = 45.9, SD = 12.2$). Participants were also given the Wechsler Abbreviated Scale of Intelligence and the Mini Mental State Exam – ASL Version.

Results indicated that the Deaf sample was within the normal range of nonverbal intelligence with alert cognitive status. Participants obtained high scores on all three trials of the TOMM suggesting this is a valid of effort to use with Deaf individuals and that no necessary changes are needed to make it more appropriate to use in ASL. This is important information allowing clinicians to select psychological tests with confidence regarding linguistic and cultural sensitivity.
Pregnancy Outcomes of Deaf and Hard-of-Hearing Women

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Introduction

Deaf and hard-of-hearing (DHH) women experience worse birth outcomes such as pre-term birth and low birth weight when compared to their hearing peers (Mitra, Akobirshoev, McKee, & Iezzoni, 2018). They also encounter significant barriers to receiving appropriate reproductive health care services and health information (Bainbridge & Wallhagen, 2014; McKee, Moreland, Atcherson, & Zazove, 2015). Health care providers frequently fail to effectively communicate with DHH individuals, placing DHH women at risk for poor access to reproductive health care services. The objective of this study is to learn about DHH women’s current prenatal care access, pregnancy experiences, and birth outcomes.

Method

Individual semi-structured qualitative interviews with DHH women in the United States aged 21-50 years who had given birth in the past 5 years were conducted. Participants filled out a background questionnaire and were interviewed pertaining to their pregnancy and birth experiences, and their access to prenatal care.

Results

Data from interviews with DHH women will be presented, including information about their barriers to care, interactions with their health care providers, and their experiences during childbirth and postpartum.

Conclusions/Implications

This study is a first-ever systematic understanding of pregnancy experiences among DHH women in the United States. The study will establish a foundation for development and testing of future interventions to improve prenatal care and maternal and infant outcomes for DHH women. This study will fill a critical knowledge gap in the understanding of pregnancy-related experiences among DHH women before, during, and after pregnancy. Study findings may assist other countries where DHH women may face similar prenatal and perinatal barriers.
DEAF SIGN LANGUAGE USERS AND FAMILY HEALTH HISTORY: IS THERE SUFFICIENT INFORMATION BEING SHARED AMONG DEAF FAMILY MEMBERS?
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Introduction
Deaf individuals struggle with information marginalization due to language and communication barriers. One area of potential impact is on family history knowledge. Our study conducted by the Deaf Health Laboratory, focuses on how hearing and deaf college students acquire family health history from their families in terms of incidental learning. Central questions arise as follows: Do deaf and hearing individuals receive the same amount of family health history from their families? Do deaf native sign language users receive the same amount of information from their families as do hearing English speakers? Furthermore, a description of family interactions between deaf individuals from deaf families and deaf individuals from hearing families will be compared and analyzed.

Method
Interviews of 18 college students (6 deaf with hearing families, 6 deaf individuals with deaf families, and 6 hearing with hearing families) of diverse backgrounds. The research team will discuss themes from these interviews.

Results
Our study’s findings may provide insight on how discordant communication may affect incidental learning opportunities, including family history knowledge, in Deaf youth. This may have relevance with other at-risk populations (e.g. children of immigrants)

Conclusions/Implications
Such findings should prompt further research to target interventions to bridge incidental learning-related gaps in deaf people’s health knowledge and literacy. The potential role of indirect versus direct health information should not be overlooked in other at-risk populations who might experience similar barriers to incidental health information, such as children from immigrant families.
Parents, who have to take the decision as to whether or not their children should have cochlear implants are influenced by the convictions of the first people they meet: the doctors. These practitioners, usually have no experience of sign language and day to day deafness, but they are familiar with hearing and hearing aids, this includes the companies who manufacture the implants. This growing market, with 30,000 annual implantations worldwide needs analysis. Initial research funded by public funds has been used by private firms. Introduced from the outset as therapeutic, implants have successively been experimented with, using different indications and settings. No independent evaluation has been done on all the patients with cochlear implants. Only samples are available from the study of Ear Nose and Throat (ENT) teams. The manufacturers do not make the detailed figures public, none of their reviews has been published. Recently several deaf people have asked for removal of their implants but nothing is reported or quantified. The systematic funding for conferences and training by the cochlear companies serves as a strategy for influencing professionals and associations. Promoting Sign language from the moment of the implantation as happens in very few countries (Scandinavia), was refused in France in 1994 despite the recommendations by the Comité d'éthique. Sign language is labeled as "communication therapy" and is censored in many countries. In the face of gene therapies, manufacturers are trying to play down the trauma of the intervention, or link it with the auditory drug laboratories (Cochlear-Sensorion). For the 4 historical implant companies, the electrical stimulation has reached a plateau and is unlikely to evolve further, the competition is in the coding and the accessory connectors. Cochlear Companies, working with other leaders of auditory equipment, aim to take the patient through a vertical journey from doctor’s appointment to actual implant, without access to other advice or information. Each company develops its own technology by using this captive clientele for many years. The new implant, the Chinese Nurotron, is marketing its new product at a low cost to develop its use in emerging countries. The regulation by the public authorities is weak in most countries. The World Health Organisation (WHO) (2017) does not define the role of implants and does not mention the natural language of the deaf, which alone can bring a linguistic guarantee. The communication will end with several concrete proposals for regulation.
The present paper presents the creation of a political Project for deaf women created in 2016 inside the FENEIS to assure, in the entire country, the right of accessibility for deaf women in places such as: police stations and gynecological preventive exams. This project tries to provide quality of life in a social environment where the representation of women is present and point it out what contributions these women can provide to the deaf community. Among the 10 associations with about 40 people (including men and women), only 5 or 6 knew Maria da Penha law, which protects injured women from their companions or relatives. It is humanly important to have courses of Brazilian sign language in this social and judicial sphere, for the chief of the police, police agents, psychologists and social assistants. We also have testimonies and reports of women who contact us through social media or that contact our Politic for deaf women team.
The Deaf population is at risk for health disparities, in part, due to lack of access to information. Critical health information is often conveyed via auditory sources such as on radio or television without subtitles, and by other public means without accommodation for sign language. This presentation will focus on two recommendations for ameliorating health disparities among Deaf people: 1) inclusion of Deaf people in surveillance and health research, and 2) implementation of studies focused on the Deaf population. This research was conducted with Deaf populations in Ecuador, Micronesia, and United States with information regarding diseases transmitted by insects, specifically those carried by ticks. The method of this research follows a human-centered approach using qualitative methods and rapid qualitative inquiry to determine strategies for disseminating health information with Deaf populations. Human-centered design – a product, service or experience – is a framework used for this research to keep target populations in the center of the entire process of implementing innovative solutions for the community. Community assessment and ethnographic interviews will be implemented with approximately 20 deaf individuals from each region, leveraging existing research partnerships in Upstate New York (Syracuse and Rochester), Ecuador (Machala), and Micronesia (Pohnpei) to evaluate the tailored communication platform. The data from qualitative interviews will shape the methods to disseminate information among Deaf populations without access to information in their primary language. The results of this study will be disseminated to the appropriate audience for each region as an integral part of the science communication process.
GLOBAL DEAF HEALTH: CREATING HEALTH EQUITY FOR DEAF PEOPLE WORLDWIDE
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Introduction: Every human being has fundamental right to attain the highest standard of health. The UN CRPD recognizes that people with disabilities should access health care fully without barriers. Routinely, Deaf people experience disparate access to health care, information, sign language, and education across various sociodemographic factors. Deaf people consistently have poorer health compared with their hearing peers, a public health dilemma that creates an unacceptable, inequitable human rights gap. Increasingly over last decade, global health has emerged as critically important field of study, leading to innovations to prevent and alleviate suffering. However, global health work with Deaf communities, is sporadic and uncoordinated at best. We intend to develop global health scientists who can address needs of Deaf communities’ health, with specific emphasis on prioritizing insider Deaf perspectives.

Method: Based on global health “Issue Ascendance” literature (e.g. Shiffman and Smith, 2016), we established several priorities for creation of this new field: 1) developing scientific paradigms that suit both global health and Deaf community, 2) scanning landscape for learnings on global Deaf health, and 3) providing practical opportunities for field research for Deaf health scholars in global agencies that do global health work (e.g. global health actors). Incorporating the values of inclusion (“not about us without us”), authenticity, integrity, cultural humility, and engaging Deaf people locally, we identified prominent themes and resources to bring focused attention to the health of Deaf populations globally.

Results: Utilizing community-engaged medical ecological framework, our team of Deaf Health Professionals analyzed contexts Deaf people face when accessing health care. Driven by pragmatic, equitable, and collaborative approach to education promoted by Paulo Freire that supports local partnerships, our research team collaborated with Deaf populations in Costa Rica, Puerto Rico, Indonesia, Micronesia, United Kingdom, Ecuador, Dominican Republic, India, and Croatia. Mixed qualitative and quantitative methods were utilized to analyze lived experience, language deprivation, and barriers in obtaining appropriate access in all settings. Rapid qualitative inquiries identified poorer health outcomes in Deaf populations when compared to hearing populations. Anecdotal and literature review of Deaf people’s health in certain countries identified low health literacy, lack of communication access in health care settings, and startling rates of poor health outcomes among Deaf people.

Conclusion: We have created scholarly yet pragmatic culture supporting Deaf scientists to design and conduct engaged research with Deaf populations worldwide. Programs and resources will be shown that address each of these issues through innovative strategies in delivery of culturally and linguistically-appropriate health care access.
ADVERSE CHILDHOOD EXPERIENCES OF DEAF PEOPLE
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Introduction: Public health attention within Deaf community has been increasing over the past several years centered on the phenomenon of “language deprivation” (Humphries et al., 2012; Hall, M.L., Eigesti, Bortfeld, & Lillo-Martin, 2016; Hall, W.C., 2017), an experience of inconsistent language exposure during the neurosensitive critical period of language acquisition. Language development occupies a foundational role in human development. Poor language development can contribute to childhood vulnerability in multiple domains including mental health, sexual and physical trauma, and education and likely explains the poor outcomes seen in these domains within the deaf population (Fellinger, Holzinger, & Pollard, 2012; Anderson, Wolf Craig, Hall, W.C., & Ziedonis, 2017; Hall, W.C., Levin, & Anderson, 2017). Despite ACEs having a well-established relationship with poorer adult health outcomes (Felitti et al., 1998) and deaf people being at risk for relatively worse childhood language experiences and subsequent outcomes, experiences of general and deaf-specific ACEs have not been reported on to date, a substantial gap in the literature.

Methods: The research questions for this study are “what background factors might contribute to ACEs in the Deaf community?” and “are there any unique ACEs experienced by Deaf people that are not accounted for in the current ACE model?” This study will recruit at least 400 individuals from the online Deaf community. This number is an appropriate size to observe any meaningful trends within a large survey dataset. Participants will include all deaf adults, age 18+ years, of both genders. Inclusion criteria includes self-reported childhood deafness (before five years), 18 years or older, self-identification as a Deaf community member and sign language user, and able and willing to consent and participate in this study. Exclusion criteria includes those late-deafened (after five years), hard-of-hearing, no hearing loss, no self-identification as a Deaf community member and sign language user, under 18 years of age, and those who are not able to consent and participate in this study.

Results and Conclusion: Research team members will analyze interview data in quantitative research software. Survey data is anonymous and will be stored on HIIPA-compliant REDCAP survey system. By the end of 2018, we anticipate filling in the gap of documenting Deaf population’s experience of correlating language deprivation with poorer health outcomes.
There are around 8,000 deaf and hard of hearing children born in the United States every year and 95% of them are born to hearing families that often do not know sign language. 80% of children born deaf in the developed world are implanted with cochlear devices, allowing some hearing of sounds in their early development years, but they often do not acquire language in these years (Andrews, Leigh, & Weiner, 2004). In these situations, deaf and hard of hearing (d/hh) children do not have full communication access with their families, impacting their ability to understand a range of emotions. These d/hh children gets affected on their mental well-being, delaying their emotional and cognitive development. In d/hh children with emotional and cognitive development delays, studies show that they struggle with mental health issues including depression, substance abuse, anger, and anxiety (Oliva & Lytle, 2014; Humphries et al., 2013).

This pilot study examined the development of an art therapy-based assessment for deaf and hard of hearing children (d/hh) aged 10 to 14. Although linguistics among d/hh children has been extensively studied during the past 10 years, little research exists regarding the efficacy of early development interventions related to emotional and cognitive developments in deaf children's primary language, American Sign Language (ASL). This research includes Deaf culture, linguistic perspectives, and an overview of the Linguistic and Emotional Receptive Skill Art Therapy Assessment (LERSATA), an early intervention art therapy assessment designed to detect emotional and cognitive developments in d/hh children. This study evaluated the efficacy of the LERSATA in measuring the participants' emotional receptive skills in ASL for four weeks during the art therapy sessions, which saw two stories in ASL and spoken English. An analysis of the data does not indicate that the assessment detects specific emotional and cognitive developments in d/hh children. However, results support that d/hh children receiving the art therapy intervention showed better receptive skill responses in ASL, and were able to understand the nature of visual language through ASL stories in the LERSATA (Marschark & Hauser, 2012).

This supports the premise that early intervention for d/hh children related to acquisition of sign language in their early development years supports their ability to have full access to communicate their emotional and cognitive processes. Art therapy is a visual tool for d/hh children that supports understanding the spectrum of emotions including tone and mood in relation to language. Art therapy provides the mechanism to support d/hh children in connecting language reception and expression while acquiring the cognitive and emotional development necessary to facilitate this. Broadly speaking, d/hh children are visual learners and art therapy supports their needs in regard to learning language skills (Horovitz, 2007; Riscili, 2002).
MOVING FROM RESEARCH TO PRACTICE: MAKING PATIENT REPORTED OUTCOMES MEASURE ACCESSIBLE IN SIGNED LANGUAGES FOR DEAF PEOPLE
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Introduction:
The movement toward inclusion of patient reported outcomes (PRO) in health research reflects the growing awareness of the importance of deaf patients’ overall functioning and well-being. This presentation will introduce key concepts from PRO field and describe rigorous methods to make PRO measures accessible in signed languages for deaf patients.

Methods:
Domains used in the PRO measure for Deaf patients were: Global Health (similar to World Health Organization WHO-QoL), Physical Health, Mental Health, Social Health, and Communication Health. To translate the PRO measure to American Sign Language (ASL), we followed an iterative cultural adaptation and translation process that included input from deaf adults who used ASL (via cognitive debriefing interviews). In this presentation, we offer guidelines specific to translating patient reported outcomes measures to signed languages.

Results:
Using a fully accessible PRO measure in ASL, we gathered data from over 1000 deaf adults, 18 to 93 years old, who were born or became deaf before 13 years of age. Just over half of the sample were Deaf women and about a quarter self-identified as LGBTQI (25%). About 30% of the sample consisted of older adults. Psychometric analyses indicated that the PRO measure in ASL had good reliability and validity. Within-group analyses revealed health disparities between subgroups of Deaf adults from diverse background.

Conclusions:
The PRO measure in ASL demonstrated good reliability and validity for assessing generic and Deaf-specific quality of life. By understanding how PROs is conceptualized by healthcare providers and is described in the literature, Deaf health practitioners and researchers can be better informed and equipped to incorporate accessible measures for assessing perceived health-related quality of life outcomes among Deaf people.
TOWARD BETTER ACCESS TO HEALTH INFORMATION USING INFORMATION AND COMMUNICATIONS TECHNOLOGY AMONG DEAF PEOPLE

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According to Article 25 of the UN Convention on the Rights of Persons with Disabilities (CRPD), governments are obligated to provide access to health services for people with disabilities by establishing inclusive healthcare policies and healthcare systems. However, Deaf people are still left behind in accessing health information and services.

Health literacy has emerged as an important topic in global health promotion for pursuing the sustainable development goals (SDGs) concerning health knowledge and capacity to access health information and healthcare. However, Deaf people, who use a sign language as their primary language, are easily excluded from accessing health information and services. Their main issues are limited health literacy and unmet healthcare needs. Nowadays, communication technologies, including the Internet, instant messaging applications, and social media, present opportunities for Deaf people to access health information by using mobile and digital devices.

This presentation will review essential elements in accessing health information for Deaf people by reflecting CRPD and reviewing literature. Further, the presentation will discuss two case studies on the use of information and communications technology by Deaf people in Uganda and German-speaking Switzerland. In a more detailed discussion, we will answer the questions of what enables and constrains Deaf people to access health knowledge and information while seeking healthcare services. Finally, we will highlight innovative strategies on how equitable care can be tailor-made for these vulnerable groups.

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MENSTRUAL HYGIENE FOR DEAF GIRLS IN AFRICA
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There is still too much focus on education without recognizing the need of every students especially the deaf girls in relation to their health and sanitation. The lack of proper look into the two highly contribute to fostering deaf girls education.

In Kenya the population of girls in academic and general public is estimate to 3m according to ministry of education research 2011, in 2009 census the population of women was 19.4 million that represents 500,000 deaf women and girls, what happened to sanitary towels for all these deaf women and girls. Majority of these women and girls cannot afford sanitary towels, and there is limited talk about Deaf girl child developmentary life cycle.

AS FOR DEAF GIRLS IN AFRICA THE CONCEPT OF HEALTH, CONSTRUCTIVE, mentorship is elusive and the lack of access to quality health education has contribute to poor performance among deaf girls in schools.

Due to poverty lack of sanitary towels is primary challenge but also deaf organisations inability to mount effectively lobbying and campaign on menstrual health education and provision of sanitary towels to deaf girls and ignorance of menstrual health issues among us has denied young deaf girls chance to fully participate in education and social activities. I ask Deaf organisations, institutions and individuals worldwide to discuss how we can develop a strategic plan to address menstrual hygiene gaps and measure outuputs. I want to develop forums where we can support Deaf girls and their menstrual issues in Africa and find sustainable allies who can enable every Deaf girl in school to own a sanitary pad and to enable us to move forward to fostering Deaf girls’ menstrual hygiene because Blood is every girl pride and deaf girls deserve.
The deaf community is a distinct cultural and linguistic community (the uppercase D is a cultural identification). Compared to the general population, the deaf community, as a social group, experiences poorer health status. Deaf people seek care less frequently than the general population and have fewer interactions with the health system. Their encounters with the health system are often characterized by communication difficulties, fear, mistrust, and frustration. Qualitative research was used to explore the experiences of family caregivers who provided end-of-life care for a deaf person. Key findings indicate that the deaf community has limited understanding of their options for palliative and end-of-life care. Communication and health literacy are key barriers to accessing appropriate end-of-life care. Pain and symptom management, consideration of physical environments, and limited access to bereavement care are common issues faced by deaf people when caring for loved ones at the end of life.

INTRODUCTION
The Deaf community is a unique linguistic and cultural community (the uppercase D is a cultural identification). Compared to the general population, however, the Deaf community, as a social group, has a poorer health status (1,2) — mental health, in particular (3). It also has lower levels of employment (4), education, and English literacy, as well as a poorer socio-economic status (5). Deaf people have fewer interactions with the health system. They seek care less frequently (1), and their encounters with the health system are often characterized by communication difficulties, fear, mistrust, and frustration (6, 7). Considering that the key determinants of health include income and social status, employment and working conditions, access to health services, and education and literacy (8), we can see that many Deaf people are vulnerable — that is, at an increased relative risk of adverse health outcomes (9).

Terminal illness, dying, death, and bereavement are experienced within a cultural context. There is a limited body of research that examines the experiences of Deaf people and their interactions with the health system, especially in the Canadian context; and there is a dearth of research examining palliative and end-of-life care issues in the Deaf community (10,11).

In this study, we used qualitative research methods and asked this research question: “What are the experiences of Deaf people living in Newfoundland regarding end-of-life and palliative care services?” Our research objectives were: to explore and describe the experiences of Deaf people at the end of life and the experiences of their caregivers; and to explore the institutional and cultural barriers that influence Deaf people’s decision to access, or not to access, the health care system during terminal illness — in particular, palliative care services.¹
DEVELOPING BETTER SERVICES AGAINST DOMESTIC VIOLENCE / HEARING THE VOICE OF SIGN LANGUAGE USERS, DEAHS AND DEAFBLINDS
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Background: Finland is one of 32 countries (until Today), who has ratified The Council of Europe Convention on preventing and combating violence against women and domestic violence. “Istanbul Convention” is the first legally-binding instrument which creates a comprehensive legal framework and approach to combat violence against women and is focused on preventing domestic violence, protecting victims and prosecuting accused offenders. The New Social Welfare Act in Finland highlights citizens’ equal access to the services, as well as municipalities’ responsibility to collect users’ experiences from service system and organize specialized services for victims of domestic violence.

Description of the problem: As a marginal group, particularly people with disability are very vulnerable. They position is weak in the service system in getting help as a victim of domestic violence. Also, domestic violence is an untold problem in their own communities. Accordingly, the work with them includes its own special features and sensitivity. In their own NGOs, the wider visibility and understanding of domestic violence is needed. It is also essential, that their voice will be heard when developing national, regional and local structures for better public services for the victims of domestic violence.

Results: As an example of innovative development work, Saumuri project (from third sector) collaborated with VÄISTÖ project (from public sector). In addition to the VIOLA Free From Violence, five pilot NGOs of disabled people including The Finnish Deafblind Association and The Finnish Association for The Deaf were involved to the development work. Service users were involved to the designing, educating and evaluating of collaboration with public sector. A permanent, regional, networked structure of excellence of domestic violence, with the models of collaboration in the area of Eastern Finland was established. Structure is coordinated by both public and third sector including also group of service users (Experts by Experience).

Conclusions: Permanent, visible structures are needed in several levels. Both inter- and intra-organizational forms of collaboration and knowledge exchange should be modelled. Raising awareness of violence, structured forms of asking about violence (routine inquiries modified according to the needs of organizations, e.g.) and simple care pathways are needed in NGOs as well as in public sector. This will promote also professionals openness towards user knowledge.
STUDY ON KNOWLEDGE OF THE PAP-TEST FOR DEAF WOMEN WHO USE SIGN LANGUAGE
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Introduction:
The Human Papilloma Virus (HPV) is one of the main reasons why sexually transmitted infections are produced. Involvement of the health system is necessary to provide information and training to patients regarding prevention by promoting their self-care and quality of life. However, this support may be insufficient in the case of women with hearing disabilities and are Sign Language user.

Objective:
The aim of this study is to determinate the knowledge, attitudes and practices on the Papilloma virus test and on the accessibility to health information of deaf women who use Sign Language.

Subject and method:
A sample of 271 women from Spain, Portugal, Italy, Austria, Sweden and Turkey was selected for this purpose. Through a cross-sectional descriptive study, a questionnaire was implemented to analyse the sexual education they had been exposed to, their perception about the quality of the information and support received in Sign Language and their degree of satisfaction in relation to the health system of their country.

Results:
It is important to note that by the time of the test, 90% of the participants had not received any training, support or information in Sign Language from health personnel. In addition, 65% of women who had been tested for HPV had not received any information related to HPV, and 22.5% of women answered that they had but that it was not adapted to their hearing and/or visual needs.

Conclusions:
We can conclude that the implementation of resources and action lines from the health system is required to adequately address women with hearing impairment by providing them with proper support and information for the prevention of HPV, something that is currently in an incipient phase.
WOMEN, DEAF CULTURE AND HEALTH LITERACY: EXAMINING THE GAP BETWEEN DEAF AND HEARING COLLEGE STUDENTS
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Introduction
Deaf Women who use American Sign Language (ASL) exhibit disparities in health literacy when compared to hearing women; however, these differences are understudied. Accessibility to health information and services has an impact on the physical and mental health of Deaf women.
1. Address the significant health literacy gap between Deaf and hearing women by designing in-depth focus groups carried out by a multidisciplinary team of Deaf and hearing researchers.
2. Contribute to general knowledge about these populations that may lead to prevention, awareness, and improved health services for this population.

Methods
A total of 23 Deaf and 23 hearing female college students (n=46) aged 18-24 participated in 90-minute focus groups during the 2015-2016 academic year. The Deaf focus groups were video-recorded and transcribed into written English. English-speaking focus groups were audio-recorded for comparative analyses. Demographic surveys included communication and language use for Deaf females and general use of health knowledge for both groups.

Results
Deaf females were found to have a lower understanding of health literacy and poorer healthy behaviors compared to their hearing counterparts. Cross-cultural perceptions and attitudes influenced women's health experiences.

Conclusions
While some similarities existed, key differences were noted; specifically in degree attainment, exercise regimes, and the ability to access information. Differences have an impact on the health literacy of Deaf women, a known vulnerable population. A comprehensive framework for understanding how such health disparities occur at the collegiate level can help this underrepresented population improve their quality of life.
CREATE A HOTLINE IN SIGN LANGUAGE FOR THE DEAF CHILDREN AND YOUNG PEOPLE - FULL ACCESS TO SUPPORT WITHOUT ANY BARRIER

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1Swedish National Association of the Deaf Youth, Sundbyberg, Sweden

Swedish National Association of the Deaf Youth (SDUF) has a project to create a hotline in sign language for deaf children and youth people. This kind of hotline gives full access to sign language to able to provide the opportunity for deaf and hearing impaired children and young people to get emotional support and advice in the opening hours after school. By organizing this kind of hotline also pursues our goal to inspire others to expand many hotlines in sign language to different places. We have this kind of experience to able share our methods to deaf communities in the world.
INNOVATING HEALTH AFFIRMATIVE ACTIONS FOR THE DEAF IN INDONESIA
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Human rights is the nature of human beings. Being healthy is a part of human rights that worths fighting for. Every person deserves health service in order to keep healthy. As well as the hearing people, the Deafs need access to public or private health service facilities in society. However, a study using quantitative method indicates that health services in Indonesia are not accessible by the Deafs due to the communication barrier. Minimum services are given to the Deafs due to the fact that the medical assistants such as doctors, nurses, and other medical crews can not communicate using sign language. Moreover, there is no sign language interpreters available in hospitals, clinics and any other health service facilities. As a result, the Deafs are hesitant to get health service unless in case of irresistible emergency situations. Such situations even worsen the conditions since the communication problem will increase the tense and create a frustrating state of mind leave the Deafs in emotional depression. The study concludes the need of affirmative actions where the Deafs will be facilitating to get better health services in times of needs. The result of this recommendation leads to the signing off some Memorandum of Understandings with some health service providers such as Medan Adventist Hospital in North Sumatera Province, Lampung Adventist Hospital in Lampung Province, Bandung Adventist Hospital in West Java Province, Jakarta Adventist Clinic in Capital City of Indonesia, Tuban Adventist Clinic in Batam Riau Islands, Kupang Adventist Clinic in East Nusa Tenggara Province, and coming up next is Manado Adventist Hospital in North Sulawesi Province. The implication of these affirmative actions is the better and proper health services given to the Deafs towards a better living as human beings.
The European Deaf Students' Union is an umbrella organisation representing all Deaf and Hard of Hearing students residing or studying in the Council of Europe. We will present briefly about ourselves and our network cooperation with national Deaf students' organisations, before discussing the specific issues we aim to tackle in our work, with the main one being the mobility of Deaf students. The workshops and seminars EDSU organised since 2011 has revealed that in some European countries, it is disproportionately difficult for Deaf students to be included in their higher education or university courses and to utilise and access the services and opportunities available to them when compared to their peers, both able-bodied and students with other disabilities. Recurring issues brought up by our Deaf and Hard of Hearing student participants includes ensuring inclusion and mental wellbeing of Deaf and Hard of Hearing students who are trying to participate in the student life on campus, transition for Deaf students from school to university and ensuring the provision of accessibility, like sign language interpreting (including in the [international] study exchange contexts). Case studies will be demonstrated to better illustrate to our audience the barriers Deaf and Hard of Hearing students and their student services may be faced with. EDSU will talk about how some of those barriers are beginning to be overcome though national and international subject-specific gatherings of Deaf students and university professors alike, such as the STEM meeting in Prague on 2017 which allows a safe spaces and an opportunity for students to discuss specialist topics in sign languages/ International Sign. Exemplary projects in where these barriers are being overcome via the intersectional approach also will be highlighted.

However, there is still some way to go in terms of gathering data in order to evaluate the inclusion and accessibility for Deaf and Hard of Hearing students in universities and other higher education institutions. In this session, we aim to show the research and knowledge we are gathering and offer suggestions on how to optimise accessibility and better enable Deaf and Hard of Hearing people to attend university on an equal footing with the general student population, making Deaf students organisations and their available resources more visible to the higher education institutions and, more particularly, to their student/ disability services.

At the end of our presentation, there will be an opportunity for the audience to ask questions and/or share their experiences.
A BRIGHTER FUTURE IN EMPLOYMENT FOR DEAF YOUNG PEOPLE IN INDIA
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Introduction
In many countries deaf people struggle to be employed. In Deaf Child Worldwide’s (DCW) countries of operation, non-inclusive education environments result in low literacy levels. This limits the livelihood options available to them later. They lack the education qualifications or vocational skills required to apply for many jobs. Even where a Government provides skills development schemes for persons with disabilities e.g. in India, challenges exist for the deaf young people (DYPs). They are often unaware of such schemes. Even if aware, DYPs may not be eligible for training because of low literacy levels. Training institutes often do not have trainers skilled to train deaf people. If employed following training, they find it difficult to remain as they do not understand workplace behaviour norms or face communication challenges with colleagues. As a result families, employers and the DYPs themselves have negative preconceptions about DYPs’ ability to work and be productive members of society.

Method
In South Asia, DCW implements an approach to addresses these challenges:
We assess DYP literacy levels and skills, work and life comprehension. Based on this a training programme is developed on communication, basic literacy, life skills, workplace behaviour and basic financial skills. Interview training is provided and vocational training based on areas of interest coupled with demand for services.
In the organised sector, initiatives at the workplace include: Sensitisation training of management and staff on deafness and support required by DYPs; basic communication training so that DYPs can communicate with colleagues.
Workplace safety training is provided to both DYPs and employers e.g. warning lights in bottling plants where heavy machinery is used. Safeguarding training and awareness raising on entitlements and rights prevents exploitation and abuse and they know the steps to be taken if required.
Where DYPs wish to set up their own business, besides training in communication, literacy and finance, they are assisted to enlist in Government training schemes e.g. mushroom cultivation, livestock rearing. Several have since obtained bank loans and are successfully operating their own businesses and are financially independent.
DCW partners have employed and trained deaf people to become Deaf Role Models who support deaf children and young people with their education and language development. They also provide sign language training to parents and support them in their advocacy efforts.

Results
The successful integration of DYPs in the workplace and ability to be financially independent has brought about a positive attitudinal change in communities. Being economically independent and contributing to the household income is a significant motivator for DYPs; they now believe they have a brighter future.

Conclusion
Deaf young people are as capable as others to work and contribute to the economy if given the right support and encouragement.
SIDE – DEVELOPING A BLENDED LEARNING MODEL FOR BETTER EMPLOYMENT CHANCES FOR THE DEAF
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Introduction
The aim of the SIDE project is to develop a blended learning model based on Sign Languages (Italian, Greek, Slovak, Austrian and International Sign), visual languages and arts. The model facilitates the acquisition of basic, transversal and professional competences by deaf youth to support their transition from education to work.

The SIDE model develops an educational and vocational programme in Sign Languages that builds on the talents of deaf people in order to provide them with better employment prospects.

Method
The project partners will develop and pilot a model for blended learning in Sign Languages tailored to the needs and strengths of deaf youth. Besides traditional training, the model includes “real” non-formal training activities (outdoor training, coaching, improv-theatre), as well as virtual training activities developed through videos and Sign Languages in a virtual learning environment.

SIDE uses visual languages/arts as a method of learning, which stems from the specific talents that deaf people have in nonverbal creativity and from the importance of sight in their perception of reality.

The SIDE model is developed by hearing and deaf trainers from four countries with many years of experience in the field of VET.

Activities include:
- SIDE Transnational report
- Train the trainers
- SIDE Pilot training

Results
The activities are implemented by in four countries (Austria, Cyprus, Italy and Slovakia).

The project provides open access of the developed educational resources.

The deliverables include a transnational report based on the collection of baseline data in each country from selected deaf youth, the SIDE blended learning model (curriculum, modules and educational resources), train the trainers programme, pilot training programme and workshop.

120 Deaf youth benefit from participation in the pilot training, are empowered in their job search and have acquired vital vocational and transversal competences.

Conclusion
By developing a blended learning model in Sign Languages to prepare young people who are deaf for the employment application process, SIDE has developed tools to facilitate greater inclusion and equality for job seekers.
MODERNIZING EMPLOYMENT SERVICES AND EMPLOYER SUPPORTS: BARRIER-FREE EMPLOYMENT INITIATIVES AND ACCOMPLISHMENTS OF DEAF YOUTH OPPORTUNITIES & CAREERS IN CANADA

Gary Malkowski
Stakeholder & Employer Relations, Canadian Hearing Society, Toronto, Canada

Canadian Hearing Society (CHS) is one of the largest agencies of its kind community-based specialized employment and social services in the North America. CHS is uniquely positioned to meet the diverse needs of Canada’s Deaf and hard of hearing population.

Equal access to meaningful career and employment opportunities is a major barrier to increasing the standard of living and quality of life for the Deaf and hard of hearing population. Almost 40% of Deaf Canadians are unemployed compared to 6.9% of all hearing Canadians, (Statistics Canada, April 2014).

In 1998, the Canadian Association of the Deaf conducted a formal and rigorous data collection project involving more than 1,000 people in the Deaf community. We found that only 20% of Deaf Canadians are fully employed; 42% are under-employed; and 38% are unemployed.

In 2014-15, once again, the Canadian Association of the Deaf conducted a formal survey of 365 Deaf Canadians, under the supervision of the retired Chief Statistician of Statistics Canada. This time the number of unemployed Deaf Canadians was 40%, an increase of 2% since 1998. All the remaining 60% were either self-employed or short-term contract workers, 24% of them part-time.

Our employment and training services support Deaf and hard of hearing individuals find a job, and work with employees and employers to put the right supports in place. Our services are free of charge to job seekers and employers. CHS Employment Services added online access and virtual consultations for job seekers and employers right Canada via skype, video remote interpreter, and job fairs. Demand for this new service that supports coach clients and match candidates with right opportunities, no matter where live, continues to increase dramatically.

The Government of Canada ratified Convention on the Rights of Persons with Disabilities, and Federal Accessibility Legislation to implement the government employment strategies for hiring people with disabilities including Deaf and hard of hearing individuals. This leads to establish many barrier-free employment initiatives and accomplishments of Deaf and hard of hearing youth employment opportunities and successful Deaf careers in Canada.

This presentation will discuss modernizing employment services, accomplishments, employment barrier-free employment initiatives and successful stories of Deaf and hard of hearing careers. The objectives of Ministry of Education-CHS Barrier Free Education and Employment Project initiatives will enable participants to learn and understand the key transition that should start in early years with educators and families making children aware of choices, endless possibilities, and allowing them to dream. To showcase a range of online user-friendly guides, toolkits, webinars, videos; with practical tips that support children and youth who are Deaf and hard of hearing while they are in elementary and high school and as they transition from high school to higher education or the workplace.
PATHWAYS TO EQUAL EMPLOYMENT OPPORTUNITIES FOR DEAF YOUTH IN EAST AFRICA
Ambrose Murangira¹, Judith Baart², Sander Schot²
¹Light For The World, Kampala, Uganda, ²Light For The World, Veenendaal, Netherlands

How can deaf youth equally and adequately benefit of vocational training opportunities and find decent jobs? Since 2014 Light for the World has tried to answer this question through a number of interventions in East Africa. Light for the World builds the capacity of development and government organisations, so that they can systematically include persons with disabilities in their programmes. This desire was grown out of frustration that many organisations have great interventions, but are not inclusive of and accessible to persons with disabilities, while this could have a tremendous impact.

Youth unemployment
Youth unemployment is a huge concern in East Africa as the ILO demonstrates [1]. Among these youth we can also find deaf youth; and any programmes which promote employment for youth should also keep deaf youth in mind.

There are two main methods to training for wage- or self-employment. One is formal vocational training where students learn a trade or skill in an institute, sometimes with boarding facilities. The training is often in groups, and a considerable percentage of time is spent on theory. Secondly, there is the non-formal vocational training option. Students are linked for an apprenticeship with a person who makes a living of the trade or skill he or she uses. The biggest chunk of the training is purely practical. Both strategies, however, are often not accessible for deaf youth.

What is needed for vocational training providers to become inclusive, and how can deaf youth successfully transition to the labour market? What support model for disability inclusion works well and is preferred?

Method
We will look at our experiences in four programmes:
- EmployAble phase I implemented in Ethiopia, Rwanda and Kenya (2014-2016). The lessons learned are captured in the publication I Am EmployAble
- EmployAble phase II. In Rwanda, Light for the World, UPHLS and RNUD have set up a specific social innovation lab to study pathways to training for deaf youth who do not master sign language
- InBusiness [3] in Kenya which is focused on micro-entrepreneurs

We will carry out comparative research on these four programmes, comparing the different methodologies used within these programmes to ensure deaf youth can access the trainings.

Conclusion
The final paper will include an overview of challenges and practical solutions and will end with a conclusion: under which conditions inclusion of deaf youth in (in)formal vocational training can be done best.

[2] Research will take place between July – September 2018
[3] The InBusiness programme just started, but we can already make an assessment by the end of 2018.
Developing country is mostly used to refer to a nation which is still struggling to attain appreciable levels of sophistication in development. It is a term used to represent a nation that is still striving to attain developmental status of nations. Employment preparation for Deaf Children in a developing country like Nigeria is one of the ultimate aims of educating them and it is to equip them with functional skills that will enable them to live productive lives in their communities. In fact, majority of the Deaf are to find employments in competitive environments after school and training. However, looking at the state of things in a developing country like Nigeria especially with the rate of the ever increasing unemployment among hearing people locally, regionally and nationally, one can say that naturally the rate of unemployment among the deaf would be substantial. Essentially, in a developing country like Nigeria, the employment state of the Deaf can be both distressing and frustrating in that adjustment might be made to keep body and soul together. In other words, it is distressing in terms of its impact on their economic and well-being. It is frustrating in the sense that it should not be this way or that way or even what they had expected or trained for that the few being employed are deployed to. Many Deaf are seen roaming our towns and big cities begging for alms while others are mostly used for manual jobs such as loads of good carriers, dish washers and cleaners. With this scenario, one cannot help but wonder if there is life after school or whether it is necessary to spend much in educating the Deaf Children or even if they can be productive adult citizens that can earn the respect of their communities and nations.

This paper is concerned with how special educators and employment facilitators can provide meaningful experiences that can lead to full integration of Deaf Children in their preferred careers in the future through sign language rights for all. The observational and descriptive approaches were used to get the views of numerous successful people especially Deaf scholars and models on the subject matter. It was gathered that majority of the Deaf become unemployed after schooling and training. Emphasis is placed on strategies that can ensure that Deaf children become productive adult citizens in their communities and nations.

The paper concludes that, the training of Deaf Children like their hearing counterparts is to enable them become suitably effective employable citizens in the communities and nations to which they belong. This is plausible when sign language rights for all are accommodated. The high rate of Deaf unemployment in this era prevalent in a developing country like Nigeria is not to be blamed alone. The nature of the schooling and training of the Deaf Children by the government and the educators shares partly in the blame especially when sign language rights for all are not recognized and accommodated.
MODERN LEARNING OF WRITTEN LANGUAGE FOR DEAF EMPLOYEES WITH SOFTWARE SUPPORT
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The aim of the project is to support the learning of written language for deaf employees with a SignWriting-based, contrastive learning method (http://delegs.de).

The method was developed 2014 – 2017 government-funded by the German Ministry of Labor (BMAS). It was practically tested during the training of 200 deaf people in several work-related classes through the years 2015 – 2017. The method is proven to be highly effective after attending approx. 60 – 80 lessons. The new teaching and learning method is used by deaf language teachers using the German Sign Language and SignWriting (http://www.signbank.org/signpuddle/).

Improving reading and writing skills significantly improves labor market opportunities of deaf people. The ongoing progress of digitization makes written language skills essential for all employees including the deaf. The delegs software is provided to the public free of charge and is not commercially exploited. Maintaining and extending the software is done by a community of deaf and hearing software developers (open source software, "Linux effect", https://www.deafit.org/). The project is lead by the company WPS – Workplace Solutions based in Hamburg, Germany. Hearing and deaf developers of WPS are part of the community. WPS provides the necessary technical infrastructure.

During the project the following results will be achieved:

- Accessible software for deaf people using the principles of gamification
- Open Source Software (OSS)
- Sign language dictionary "Written German – SignWriting – German Sign Language (DGS) – Sign video" focusing on work-related vocabulary
- Three symposia and six workshops
- Train-the-Trainer workshops for German teachers
- Professional publications
DEAF-LED BUSINESSES IN A SOCIOLOGICAL PERSPECTIVE
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The aim of the presentation is to present my PhD project which explores deaf people and their everyday lived experience of work in the emerging sector of deaf-led businesses. Setting up one’s own business is a strategy for entering the labour market for many people who belong to a ‘minority’ in the context of employment. These people can be immigrants or from ethnic minorities, women (Hughes, 2003; Peris-Ortiz et al., 2012), those from sexual minorities (Galloway, 2012) or disabled people (Anderson and Galloway, 2012). The tendency of setting up one’s own business can also be found among deaf people in both Europe and North America (Atkins, 2011; Deaf Enterprise, n.d.; Pressman, 1999). The question which guides the PhD is why some highly skilled, university educated deaf people choose to set up or work in deaf-led businesses and which coping strategies the social contexts will result in. In general, deafness is constructed as disabled, stigmatised and marginalised in employment contexts, however the construction can be problematic, because the labour market often focuses on an individual approach to solve the problem and as such the focus is to improve the disabled person’s skills and being able to adapt the workplace’s requirements while the labour market remains unchanged (Hall and Wilton, 2011). I will discuss how understanding the construction of deafness in the new social contexts which are ‘deaf-led’ will contribute to raising awareness of the challenges and barriers that should be removed to better accommodate disabled people in employment.

Atkins, S. (2011), Exploring the Lived Experiences of Deaf Entrepreneurs and Business Owners, University of St. Thomas, Minnesota.