



**FULL INCLUSION
WITH SIGN LANGUAGE!**

**3RD
INTERNATIONAL
CONFERENCE OF THE
WORLD FEDERATION
OF THE DEAF**

**8-10 NOVEMBER 2017
BUDAPEST CONGRESS CENTER
BUDAPEST, HUNGARY**

WWW.WFDBUDAPEST2017.COM

Program & Abstracts



Get to know Invitech Solutions. A new brand with 20 years of history, serving more than 6000 clients, possessing 9000 kilometres of optical network in Hungary, 20 billion HUF in revenue and significant experience in the fields of IT and telecommunication services.

Our work has taught us that, due to the constant increase of digitalisation, companies are in growing need of integrated solutions in order to keep operating successfully. We believe this mindset to be essential to keeping up with the changing business trends and to staying ahead of the world's technological advancements.

This is why we have created Invitech Solutions. As a new brand in a new form, providing continuously improving, cutting edge services, we can help our clients more effectively in reaching their business goals.

Welcome Message by the SINOSZ President

DEAR PARTICIPANT, DEAR FRIEND,



On behalf of the 3rd International Conference of the World Federation of the Deaf Organising Committee, I am honoured and delighted to welcome you to our beautiful country, Hungary, and the capital city of Budapest, a welcoming city that attracts you with its history, its elegance, and its calmness. We are very proud to host this conference from November 9 to 10, 2017, at the most beautiful time of the autumn in Budapest.

SINOSZ, the Hungarian Association of Deaf and Hard-of-Hearing, is the oldest civil organization representing the persons with disabilities in Hungary since 1907. This year marks the SINOSZ's 110th anniversary since its establishment. SINOSZ has been working tirelessly to organise the most fantastic international conference in the history of the World Federation of the Deaf.

It is my sincere hope that each of you will engage in lively discussions and exchanges of ideas during the next two days in four different conference sessions (Bilingual Education – a brighter future for Deaf Children, Sign Language in the Family, Deaf Employees in the Labour Market, and Communication Accessibility – up to date technological devices) and the panel discussion in “Participation in decision making - Our Rights and Votes.”

Your participation will contribute to the future development in the Deaf Communities around the world.

Together, we strive to achieve “Full Inclusion with Sign Language”, a better future for the Deaf world.

dr. Adam Kosa

Chair

Organising Committee of the 3rd International Conference of the World federation of the Deaf President

Hungarian Association of the Deaf and Hard of Hearing

Welcome Message by the WFD President

WELCOME TO BUDAPEST, HUNGARY!



The World Federation of the Deaf (WFD, <https://wfdeaf.org/>) is privileged to have the Hungarian Association of the Deaf and Hard of Hearing (Siketek és Nagyothallók Országos Szövetsége, SINOSZ), one of our Ordinary Members, host and organise the 3rd International Conference of the World Federation of the Deaf. In my second term as President of the WFD, it is a great honour for me and the WFD Board to welcome all WFD members and friends to this International Conference here in Budapest, Hungary.

The Conference theme, "Full Inclusion with Sign Language!" has been selected to convey a very powerful and uplifting message, by which we hope to educate and inspire all of you to challenge yourselves and gather information which will enable you to stand strong in your individual rights as a deaf person and importantly a sign language user. The aim of the Conference is to give each of you the opportunity to fully participate, share and discuss how to continue your important work in achieving human rights for deaf people using the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Agenda 2030 with its 17 Sustainable Development Goals as a tool.

Underlying the conference theme is the belief that the full social inclusion of deaf people is possible if sign language is recognised and used widely within society. Every Deaf Community needs to be empowered to advocate for recognition of their country's sign language as a language legally recognised based on the CRPD Articles. It is a powerful basis for, and force for change.

The WFD wishes to congratulate the SINOSZ particularly Dr Adam Kosa, Chairperson of the Organising Committee and the members who have worked extremely hard to ensure both a successful and unforgettable conference for you all. We also wish to acknowledge our board member, Ms Kaisa Alanne who has been liaising with Dr Kosa, to ensure this Conference will be one of the best events ever. We recognise the generous support of the sponsors, without whom this Conference could not have happened. Many thanks to the volunteers and other members who have also dedicated their time to the Conference.

As a final note, a date for your diary; I cordially extend a warm invitation for you to join me and the board at the XVIII World Congress of the World Federation of the Deaf in Paris, France between 23 - 27 July, 2019. The theme for the Congress is "Sign Language Rights for All". More information about the WFD Congress can be found at <https://www.wfdcongress2019.org/> I look forward to meeting you during the conference!

Kind regards

Colin Allen
President
World Federation of the Deaf

High Patrons of the Conference

HUNGARIAN HIGH PATRON

Mr. Viktor Orbán
Prime Minister of Hungary

INTERNATIONAL HIGH PATRON

Dr. Liisa Kauppinen
WFD Honorary President

Scientific Organiser

WORLD FEDERATION OF THE DEAF (WFD)

The World Federation of the Deaf (WFD) is an international non-governmental organisation representing approximately 70 million deaf people worldwide. Recognised by the United Nations (UN) as their spokes-organisation, WFD works closely with the UN and its various agencies in promoting the human rights of Deaf people in accordance with the principles and objectives of the UN Charter, the Universal Declaration of Human Rights and other general acts and recommendations.



WORLD FEDERATION OF THE DEAF

P.O. Box 65 FIN-00401
Helsinki
FINLAND
www.wfdeaf.org

Local Organiser / Host

HUNGARIAN ASSOCIATION OF THE DEAF AND HARD OF HEARING (SINOSZ)

The Hungarian Association of the Deaf and Hard of Hearing (SINOSZ) as a national non-profit advocacy organization operating in Hungary live deaf and hard of hearing to promote social inclusion. To this end, the legislation provided for the implementation of encouraging help improve their quality of life, real needs and demands, based on processes encourage accessibility, community theatres facilities.



Hungarian Association of the Deaf and Hard of Hearing

1068 Budapest
Benczúr utca 21.
HUNGARY
www.sinosz.hu

Conference Office

CONGRESSLINE LTD.

Contact: Zoltan Revhegyi – revhegyi@congressline.hu, Bea Golovanova – golob@congressline.hu



1065 Budapest
Révay köz 2.
HUNGARY
www.congressline.hu

Committees

WFD BOARD

PRESIDENT:

Mr. Colin Allen, Australia

VICE-PRESIDENT:

Dr. Joseph Murray, USA

MEMBERS:

Ms. Kaisa Alanne, Finland

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HONORARY PRESIDENTS:

Dr. Liisa Kauppinen, Finland

Dr. Markku Jokinen, Finland

ORGANISING COMMITTEE

CHAIR:

Dr. Ádám Kósa, President of SINOSZ, Member of the European Parliament

MEMBERS:

Ms. Margit Sáfrány, Vice-president of SINOSZ

Dr. Gergely Tapolczai, SINOSZ Board Member, Member of the Hungarian Parliament

Mr. Róbert Ormódi, Director of SINOSZ

Ms. Zsuzsa Habán, Professional Leader of SINOSZ

Ms. Éva Németh, PR Officer of SINOSZ

WFD LIAISON OFFICER:

Ms. Kaisa Alanne, WFD Board Member

SCIENTIFIC PROGRAM COMMITTEE

Ms. Kaisa Alanne, WFD Board Member

Dr. Ádám Kósa, President of SINOSZ, Member of the European Parliament

Mr. László G. Lovász PhD, Expert to CRPD Committee at the United Nations, Advisor in the European Parliament

Acknowledgements

SUPPORTERS



Ministry of Human Capacities
www.kormany.hu/en/ministry-of-human-resources



Hungarian Tourism Agency
www.gotohungary.com



Magyar Nemzeti Bank
www.mnb.hu



Gallaudet University
www.gallaudet.edu

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Invitech Solutions
www.invitech.hu

BRONZE SPONSOR



We translate sign language. Automatically.

SignAll
www.signall.us

EXHIBITORS



WORLD FEDERATION OF THE DEAF

World Federation of the Deaf (WFD)
www.wfdeaf.org

MMX®
communication for all

nWise
www.nwise.se



T-Meeting
www.tmeeting.com



Deaf Iceland Tours
www.deaficeland.is

Beara♥

Beara
www.littlebeara.com

sin  **sz**

Hungarian Association of the Deaf and Hard of Hearing

Hungarian Association of the Deaf and Hard
of Hearing (SINOSZ)
www.sinosz.hu



DeafKidz International
www.deafkidzinternational.org

Jenile
Créé par et pour les sourds

Jenile International
www.jenile.com



Interelektronik ITS
www.inter-e.hu



E-GROUP
SOFTWARE & BEYOND

E-Group ICT Software
www.egroup.hu

EXHIBITION OPENING HOURS

Wednesday, 8 November 2017

18.00 – 21.00

Thursday, 9 November 2017

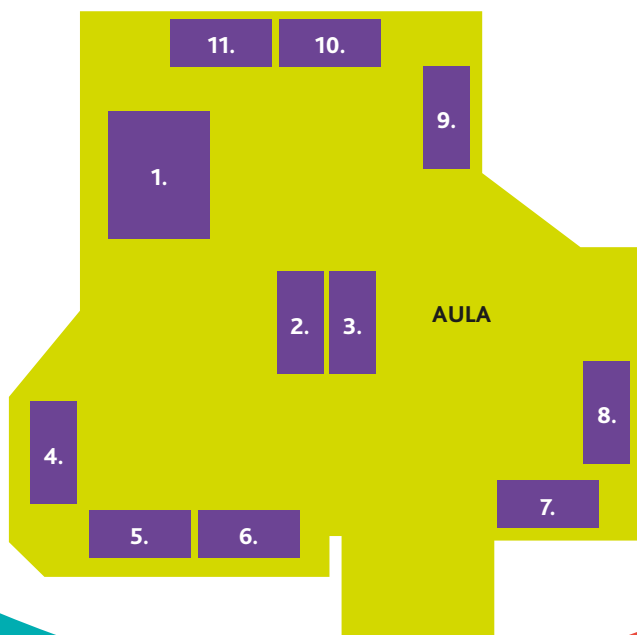
08.00 – 18.00

Friday, 10 November 2017

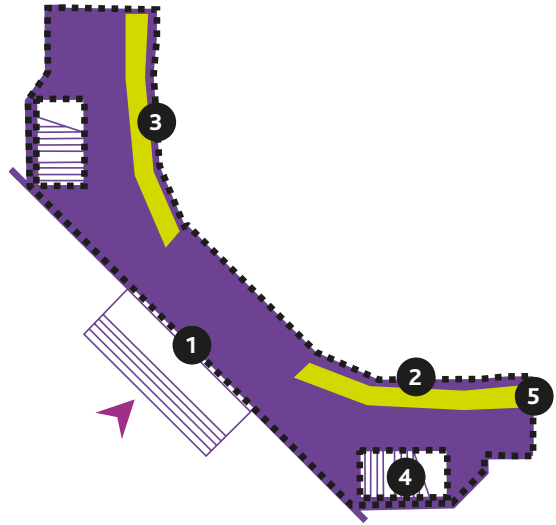
08.00 – 18.00

EXHIBITION FLOORPLAN

- 1 Szerencsejáték Zrt. Hungarian National Lottery
- 2 Hungarian Association of the Deaf and Hard of Hearing (SINOSZ)
- 3 World Federation of the Deaf (WFD)
- 4 T-Meeting
- 5 Deaf Iceland Tours
- 6 SignAll
- 7 Jenile International
- 8 nWise & Deafkidz International
- 9 Interelektronik ITS
- 10 Beara
- 11 E-group ICT Software



ENTRANCE LEVEL

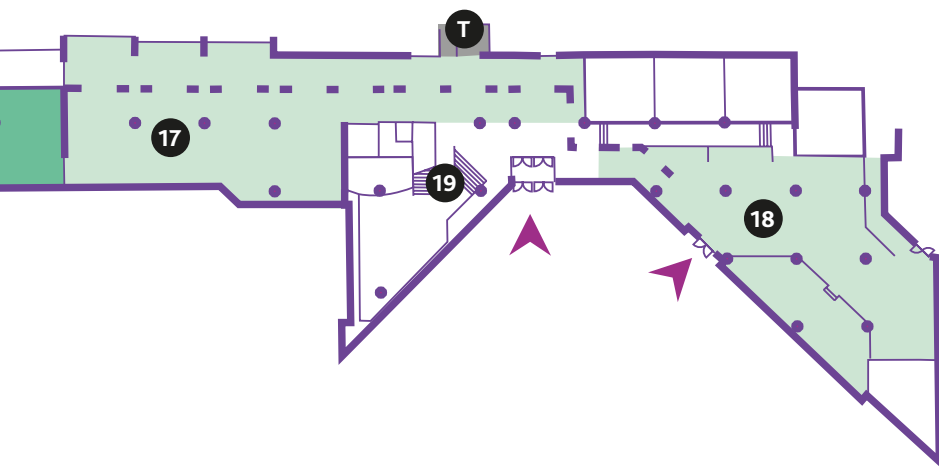


CONFERENCE LEVEL



CONFERENCE FLOORPLAN

- 1 Main Entrance
- 2 Registration
- 3 Cloak Room
- 4 Stairs to/from Conference Level
- 5 Elevator to/from Conference Level
- 6 Mirror Corridor (Poster Session / Coffee Breaks / Lunch)
- 7 Pátria Hall
- 8 Bartók Room
- 9 Bartók Corridor (Coffee Breaks)
- 10 Brahms I. Room (WFD Board Room)
- 11 Brahms II. Room (SINOSZ Board Room)
- 12 Lehár Room (Interpreters' Room)
- 13 Bizet Room (Board Meeting Room)
- 14 Cash Bar
- 15 Aula (Exhibition / Coffee Breaks)
- 16 Liszt Room
- 17 Arcade (Lunch)
- 18 Cote Jardin (Lunch)
- 19 Stairs from Novotel Lobby
- T Toilet



General Information

CONGRESS VENUE

Budapest Congress Center (H-1123 Budapest, Jagelló út 1-3.)

REGISTRATION DESK OPENING HOURS

Wednesday, 8 November 2017	17.00 – 21.00
Thursday, 9 November 2017	08.00 – 18.00
Friday, 10 November 2017	08.00 – 18.00

REGISTRATION FEES

Registration type	On site fees
Non-member fee	500 EUR
WFD member fee*	425 EUR
Discount fee**	375 EUR

Registration fees are indicated in EUR, per person and including 27% VAT and 155 EUR mediated catering service.

*WFD MEMBER FEE IS AVAILABLE FOR:

- WFD Individual Members (1 person per membership)
- WFD Ordinary Members (2 persons per member institution)
- WFD Associate Members (2 persons per member institution)
- WFD International Members (2 persons per member institution)

**DISCOUNT FEE IS AVAILABLE FOR:

- Developing countries' participants (regarding WFD directives)
- Participants from Hungary, Czech Republic, Slovakia, Poland, Slovenia, Croatia, Serbia, Romania, Bulgaria, Ukraine,
- Lithuania, Estonia, Latvia.
- Students (with student ID)
- Youth (18-30 yrs)
- Seniors (over 60 yrs)

REGISTRATION FEES INCLUDE:

- Access to scientific program and exhibition
- Conference delegate pack (badge, bag, pen, pad, program book)
- Welcome reception on 8 November 2017
- Daily coffee breaks and lunches on 9-10 November 2017

OFFICIAL LANGUAGES & ACCESSIBILITY

WFD 2017 Conference official languages are International Sign (IS), Hungarian Sign Language (HSL), English and Hungarian spoken languages.

Live captioning in English and Hungarian as well as induction loop is provided for hard of hearing in both breakout rooms. The venue is fully accessible for wheelchair users, but please note to use the side entrance from the park (right hand side from the main entrance).

POSTERS

Posters will be exhibited in the social area (Mirror Corridor).

BADGES

The conference identification badges are provided along with other conference items upon registration. Please wear them at all times during the event. Please note that your conference badge assures your entrance to conference premises, those without badges may be refused. The identification badges are also helpful when contacting the secretariat and other participants.

INTERNET ACCESS

Free WIFI is available during the conference opening hours throughout the venue. Internet Corner is provided for participants in the social area (Mirror Corridor).

MEALS

- Coffee breaks, lunches and welcome reception are included in the registration fee.
- Gala Dinner is not included in the registration fee, tickets can be purchased at the Registration Desk. Price: 75 EUR/person

PUBLIC TRANSPORTATION

Budapest's public transportation systems are operated by the Centre for Budapest Transport (BKK). The service includes buses, trolleybuses, trams, underground trains (Metro) and above-ground suburban trains (HÉV).

Buses, trams and trolleybuses run daily from 4:30 a.m. until 11:00 p.m. Three of the four recent Metro lines interconnect at Deák tér Station. Service frequencies range from 15 minutes late in the evening to every two minutes at peak times.

Tickets or passes must be bought before boarding. They are available at BKK Customer Service Points, tickets offices at Metro stations, from the driver onboard the bus, but best option is to use the vending machines throughout the city. Please note that front-door boarding only policy is in place on some of the bus lines (including 200E from the airport to the city).

Budapest's excellent night bus system has just been upgraded to 40 lines. Please note that to make sure that everyone has a ticket, the transport company has hired uniformed security guards who check for tickets on board.

For detailed information on public transportation fares and timetables please visit www.bkk.hu. For smartphones official BKK INFO and BKK FUTÁR apps are available at Google Play and AppStore.

RECOMMENDED TAXI COMPANY

City Taxi +36 1 211 1111

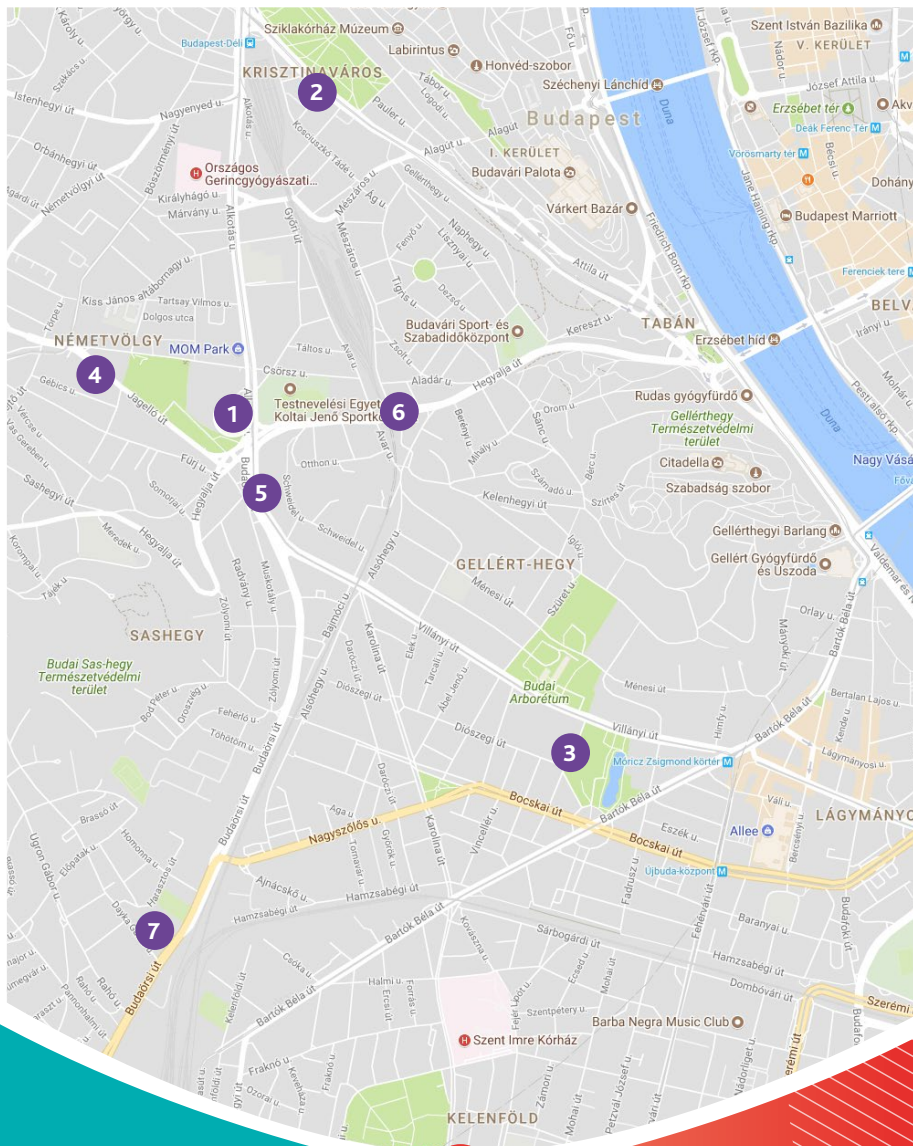
order@citytaxi.hu

Airport-City (Buda side) route should be around 8-10.000 HUF / cca 25-32 EUR.

All cars accept credit cards.

HOTELS

1. **Novotel Budapest City Hotel****** H-1123 Budapest, Alkotás u. 63. (On-Site)
2. **Mercure Budapest Buda Hotel****** H-1013 Budapest, Krisztina krt. 41-43.
3. **Danubius Hotel Flamenco****** H-1113 Budapest, Tas vezér utca 3-7.
4. **Jagello Business Hotel***** H-1124 Budapest, Jagelló út 38.
5. **Hotel Mediterran****** H- 1118 Budapest, Budaörsi út 20/a.
6. **Hotel Charles***** H-1016 Budapest, Hegyalja út 23.
7. **Rubin Wellness & Conference Hotel****** H-1118 Budapest, Dayka Gábor utca 3.



HOW TO GET TO THE CONGRESS VENUE FROM THE HOTELS

From Hotel Mercure Budapest Buda to the congress venue

Get the tram No.17 or 61 at „Déli pályaudvar” (Railway station) to „BAH-csomópont” (4 stops). The total travel time is approx. 15 minutes.

From the Hotel Mediterran to the congress venue

Walking distance is approx. 500 m (7 minutes, Budaörsi út - Jagelló út).

From the Hotel Charles to the congress venue

Walking distance is approx. 800 m (10 minutes).

By public transport: Get the bus No.8, 110 or 112 in front of the hotel and get off at the next stop („BAH-csomópont”)

From the Hotel Jagello to the congress venue

Walking distance is approx. 500 m (7 minutes, cross the road and the park).

From the Danubius Hotel Flamenco to the congress venue

Get the tram No. 17 or 61 at „Tas vezér utca” to „BAH csomópont” (5 stops). The total travel time is approx. 15 minutes.

From the Rubin Wellness & Conference Hotel to the congress venue

Get the bus No. 108E or 139 or 140 or 140A or 142 at „Dayka Gábor utca” to „BAH csomópont” (2 stops). The total travel time is approx. 20 minutes.

RECOMMENDED RESTAURANTS

MOM Park: Starbucks, McDonalds, Vapiano, Wasabi Sushi&Wok Restaurant, Leroy Bistro

1123 Budapest, Alkotás u. 53 (8 minutes walk)

Larus 1124 Budapest, Csörsz u. 18/b (6 minutes walk)

Tanti 1124 Budapest, Apor Vilmos tér 11-12 (12 minutes walk)

Pane Vino Restaurant 1124 Budapest, Fürj u. 2 (6 minutes walk)

Bubba's Captains Pub 1118 Budapest, Budaörsi út 7 (6 minutes walk)

Daikichi Japanese Restaurant 1016 Mészáros u. 64 (11 minutes walk)

Frankies Burger 1126 Budapest, Kiss János altábornagy u. 38 (9 minutes walk)

Nefrit Chinese Restaurant 1124 Budapest, Apor Vilmos tér 4 (9 minutes walk)

Szamos Marcipán Cafe & Confectionery 1126 Budapest, Böszörményi út 44 (8 minutes walk)

Park Restaurant 1126 Budapest, Böszörményi út 44-46

Gringos Amigos 1123 Budapest, Alkotás u. 47 (10 minutes walk)

Social and Optional Programs



WELCOME RECEPTION AT BUDAPEST CONGRESS CENTER

Wednesday, 8 November 2017, 19.00-21.00

This event is included in the registration fee. Additional tickets are available for 30 EUR/person. Refresh yourself after travelling with drinks and snacks. Come together with your friends at the conference venue in the green heart of the city!



DEAF PUB – PAULANER BEERHOUSE

Thursday, 9 November 2017, from 20.00

H-1123 Budapest, Alkotás u. 53. (MOM Park, 1st Floor)

Let's get together and have fun! Taste the buzzing nightlife and enjoy some drinks in the main business hub of Buda side of the city.



GALA DINNER AT BUDAPEST CONGRESS CENTER, PÁTRIA HALL

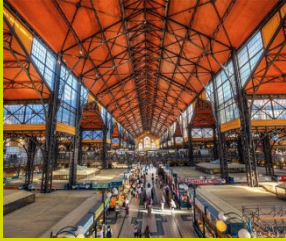
Friday, 10 November 2017, 20.00-24.00

Tickets are available for 75 EUR/person.

Do not miss this unique opportunity to meet, chat, dine and wine with friends at the Gala Dinner of the WFD Budapest Conference, held right at the conference venue. The organizers proudly announce that the world famous John Maucere and the fabulous The Maloes Show have accepted their invitations and will entertain the crowd. Tasty buffet dinner, quality Hungarian wines, unforgettable memories and fun guaranteed are included in the good price.



See You there!



SIGHTSEEING TOUR WITH LUNCH AT GRAND MARKET HALL

Thursday, 9 November 2017, 9:00-13.30

(departure from conference venue)

Price: 35 Euro/person

A half-day sightseeing tour highlights the most attractive features of the capital city. The participants can visit the impressive House of Parliament where the Coronation Regalia can be seen, or the Hungarian State Opera House. The Central Market is a must see for anyone who enjoys the sights and smells of markets. There are almost 200 stalls on 3 levels, with cafes and restaurants on the top floor. There are stalls with fruit and vegetables, meats and sausages and plenty of souvenirs. In the basement is a supermarket for everyday needs. The 19th century architecture is worth the visit even if you are not a shopper. Transportation is by bus, English-speaking guide with IS interpretation, entrance fees and lunch are included.



BUDAPEST BATH TOUR – SZÉCHENYI BATH

Friday, 10 November 2017, 09.00-13.00

(departure from conference venue)

Price: 35 Euro/person

Enjoy the Széchenyi Bath, the largest thermal bath in Europe, which is located in the city park of Budapest. The Széchenyi bath is supplied by two thermal water sources with a temperature of 23°C to 38°C. The bath was built in 1913 in Neo-baroque style and is named after István Széchenyi, a 19th century Hungarian politician, theorist and writer. The baths are accessible by public transportation. English-speaking guide with IS interpretation and entrance fees are included, please bring appropriate swim wear.

EXHIBITION
ON THE HISTORY OF
EDUCATION - A BLAST
FROM THE PAST

BUBBLE
SHOW



sinosz

Hungarian Association of the Deaf and Hard of Hearing

PARKING:
PAY PARKING AT
JAGELLÓ ÚT

SINOSZ TURNING 110, LET'S CELEBRATE TOGETHER!

11 NOVEMBER 2017., 10:00-24:00

AT MOM SPORT RENDEZVÉNYCSARNOK
CSÖRSZ UTCA 14-16., XII. KERÜLET, BUDAPEST

JOHN
MAUCERE



CHILDREN OF
THE VIDÁM?
(JOLLYWEEK)

DIRTY LED
LIGHT CREW



MALDES



MUR DU
SON

OROS
KÁLMÁN-AWARD
CEREMONY



COINCIDANCE

CATERING:

WE HAVE A VAST SELECTION OF
STREET FOOD TO CHOOSE FROM.
WHAT TO BUY? THE CHOICE IS
HOT-DOG, HAMBURGER, PIZZA,
GRILL-SANDWICH, PIADINA,
WARM MEALS, AND
CHIMNEY CAKE

HIGH PATRONS OF THE EVENT:

THE PRESIDENT OF HUNGARY H.E. MR. JAVOS ÁDER AND HIS SPOUSE H.E. MS. ANITA HERCZEGH



Conference Keynote Presenters

VICTORIA MANNING

New Zealand

Conference International Keynote Presenter



Victoria Manning grew up with an older deaf brother in an academic-focused family. She gained a bachelors degree in Wellington, New Zealand followed by a Masters in Mental Health Counselling at Gallaudet University, in 1996. Returning home, Victoria provided New Zealand's first Deaf mental health services. She was also one of two individuals who took a human rights case against the largest telecommunications company and succeeding in establishing a telephone relay service for New Zealand.

Victoria was employed at the Government's Office for Disability Issues when the Government directed the drafting of a Bill to give official recognition to New Zealand Sign Language (NZSL). Victoria was a key advisor on the NZSL Bill for four years (2003 - 2006) from its initial development and throughout its progress through Parliament.

While working at the Human Rights Commission Victoria led the Commission's Inquiry into NZSL. The resulting report "A New Era in the Right to Sign" (2013) included recommendations for government funding to support early acquisition of NZSL and a governing body to oversee the promotion and maintenance of NZSL, both of which have now been implemented.

Having worked in disability policy for many years, Victoria authored the Disabled Persons Organisations' (DPOs) civil society report on New Zealand's progress on the implementing the Convention on the Rights of Persons with Disabilities (CRPD). A highlight of her career was being chosen by the DPOs to represent disabled New Zealanders at the United Nations in Geneva, in September 2014, for New Zealand's first examination of its progress under the CRPD.

Victoria was awarded a Queen's medal in 2015 for services to the Deaf and disabled communities. Victoria is now the General Manager-Strategy at Deaf Aotearoa. She is also the inaugural chairperson of the NZSL Board which advises government on the promotion and maintenance of NZSL.

Full inclusion through sign language is at the heart of Victoria's work and aspirations, and she is very much looking forward to attending the Third International Conference of the World Federation of the Deaf in Budapest, Hungary.

CSILLA BARTHA

Hungary

Hungarian Keynote Presenter



Csilla Bartha is leader of the Research Centre for Multilingualism of the Research Institute for Linguistics of the Hungarian Academy of Sciences, habilitated research professor of Eötvös Loránd University, scientific advisor of the Research Institute for Linguistics of the Hungarian Academy of Sciences. Her main research areas are sociolinguistics, bi- and multilingualism, language use of minorities (within and beyond the borders of Hungary), language rights, linguistic discrimination, connection of access and education, linguistic diversity, globalization, new ways of learning and minority education, and the sign language standardization of the Deaf communities in Hungary. She was involved as leader or participant in several national and international scientific projects. Inter alia she is member of the Linguistic Committee of the Hungarian Academy of Sciences, the Public Body of the Hungarian Academy of Sciences, the Association of Hungarian Applied Linguists, and the Hungarian Sign Linguistic Association. She was delegated minority language expert of UNESCO, at present she is the Hungarian minority language expert of Mercator Education. She is founding member of the Research Platform of Mercator Multilingual Research Centres. One of her most significant research project leading activities was the co-ordination of the basic and applied research titled SIGNificant Chance project: The theoretical and practical steps of the standardization of the Hungarian Sign Language and she is still the leader of the MTA-NYTI Language-E-Chance Educational Research Group. Csilla Bartha participated in several important international, European Union consortia and projects as consortium or project leader as well.

PÉTER ZALÁN ROMANEK

Hungary

Hungarian Keynote Presenter



Péter Zalán Romanek was born in a Deaf family where all is deaf and they use sign language as mother tongue in everyday life, although he attended in Deaf school in Budapest where he got special education. He received a master degree in Classical Philology in Budapest at Pázmány Péter Catholic University in 2014, then he passed in a PhD-program in Applied Linguistics, focusing on the sociolinguistics of the Hungarian Sign Language. His chosen research topics is the dialects of the Hungarian Sign Language, the sign language standardization and the discourse analysis of the Hungarian Sign Language. He is the sign language analyst in the Research Centre for Multilingualism (Research Institute for Linguistics of the Hungarian Academy of Sciences) and he was involved as the technical supervisor in the project SIGNificant Chance (2013-2016) which focused on the standardization of the Hungarian Sign Language for educational purposes. He is still the president of the Hungarian Association of Sign Language Studies.

KRISTER SCHÖNSTRÖM

Sweden

Session Keynote Presenter – Bilingual Education – A Brighter Future for Deaf Children



Dr. Krister Schönström is an associate professor at the Department of Linguistics, Stockholm University. His primary research interests include several aspects within the topic of deaf bilingualism, including questions related to sign bilingualism, acquisition of written languages and sign languages in the deaf. He is currently conducting research focusing on the bilingual development of Swedish sign language as well as written Swedish in Deaf children enrolled at sign bilingual schools in Sweden. He has also been conducting several projects in sign language test

developments aimed at measuring SSL skills in the deaf. In recent years, he has expanded his research agenda to include investigations of hard-of-hearing children with respect to language production in SSL and Swedish. Furthermore, he is conducting research related to multimodalism and the teaching of sign language use, and is currently principal investigator for a funded three-year project on second language acquisition in SSL. As a deaf person, Dr. Schönström has his own personal experience with sign bilingual education as he was among one of the first deaf children in Sweden to grow up bilingually at home and in school.

MATHILDE DE GEUS

The Netherlands

Session Keynote Co-Presenter – Sign Language in the Family



Mathilde de Geus gained a MA degree in History and University Teacher Training at Leiden University in 2004. She has studied Linguistics at the University of Amsterdam. In 2012 she gained a MSc. degree in Educational Sciences at Manchester University and Leiden University. Besides this she is a certified Teacher of the Deaf also a licensed Remedial Teacher and Tutor.

Between 1999 and 2013 she has worked in Deaf Education at several schools and institutions for the Deaf in The Netherlands. In 2009 she started her own

business providing advice, coaching and consulting for deaf, hard-of-hearing children, parents and schools in mainstream education. She has gained extensive experience in educational management. Her main interests focus on didactics, cognitive development, learning/teaching models, educational design, curricula, development of applied materials, bilingualism, multilingualism, translanguaging, bildung and social ecology.

Mathilde is involved in several projects promoting educational opportunities for deaf and hard-of-hearing children. She is affiliated with some University-lead projects as expert-researcher and advisor. In 2016, Mathilde's project 'Developing a parent sign language curriculum' in collaboration with Joni Oyserman (The Netherlands) and Kristin Snoddon (Canada) received an award at the Zero Congress for best 'Innovative Practice on Inclusive Education'.

JONI OYSERMAN

The Netherlands

Session Keynote Co-Presenter – Sign Language in the Family



Joni Oyserman gained a bachelors degree in sign language teaching at Utrecht University of Applied Sciences in 2002, followed by a MA program in General & Sign Linguistics at the University of Amsterdam. She has studied at Finnish Sign Language Centre at the University of Jyväskylä as an Erasmus+ Exchange student for 6 months.

At the University of Amsterdam she has 14 years of experience working as a teacher sign language (SL) and lecturer, including involvement in national and Erasmus+ projects and 19 years teaching experience with

second language learners (students, adults, parents and interpreters sign language). Besides, she is Google for Education Certified Innovator and a Web/Multi-Media Engineer. Her main research interests focus on sign linguistics, research, SL didactics, multilingualism, e-learning, education/curriculum and second sign language acquisition. This connected with Common European Framework Reference for SL (CEFR) and International Sign. She is one of the authors of the first 'CEFR descriptors for Sign Languages', published August 2013 in the Netherlands. Joni is one of the founding members and President of the European Network for Sign Language Teachers, set up at 2nd LESICO conference in 2015. In 2016, Joni's project 'Developing a parent sign language curriculum' in collaboration with Mathilde de Geus (The Netherlands) and Kristin Snoddon (Canada) has won an award at Zero Congress for 'Innovative Practice on Inclusive Education'.

ROBERTA J. CORDANO

USA

Panel Discussion Facilitator



Roberta J. Cordano became the 11th president of Gallaudet University on January 1, 2016. During the announcement of her selection as president, Cordano was recognized as a „transformational leader who is the right person at the right time for Gallaudet.”

Cordano brings to the Office of the President experience and skills built in both traditional and non-traditional settings. Prior to Gallaudet, Cordano was the vice president of programs for the Amherst H. Wilder Foundation in Saint Paul, Minnesota. Cordano has held several

leadership roles in different sectors, including health care, higher education, and government. She is a founding member of Metro Deaf School, a pre-k through eighth grade school, a bilingual-bicultural charter school for deaf and hard of hearing children in St. Paul, and a founding board member of Minnesota North Star Academy, a bilingual-bicultural charter high school for deaf and hard of hearing students.

BRUNO DRUCHEN

South Africa

Session Keynote Presenter – Deaf Employees in the Labour Market



Bruno Druchen is the National Director of the Deaf Federation of South Africa (DeafSA) since 2003 and currently serves as the WFD Interim Regional Secretariat for Eastern and Southern Africa. He started his career in Deaf Education as Deaf Teacher assistant in South Africa and won the scholarship to be part of the Deaf Theatre group of National Theatre of the Deaf in the USA. On his return to South Africa he was part of television programmes as an actor and then also the producer of television programmes for the Deaf Community in South Africa.

Bruno Druchen served on the Pan South African Language Board of South Africa. He was appointed on the Presidential Working Group on Persons with Disabilities and still serving as an active member. The Deputy President of South Africa appointed Mr Druchen on the Human Resource Development Council. He was elected as the Chairperson of the South African Disability Alliance for 3 consecutive years. Bruno as the National Director of DeafSA, is seen as a transformational leader and the organization grew from 30 staff members to 82 staff members and from 5 offices to 19 offices to ensure that services are rendered directly to the Deaf Community. He has been instrumental in aspects of Deaf Education and South African Sign Language, in 2014 SASL was approved as a subject in 47 schools of the Deaf and been mobilizing the Deaf Community and government for the approval of SASL as the 12th official language of South Africa. Mr Bruno Druchen also played a fundamental role in the employment Deaf and hard of hearing staff at the Park Inn by Radisson Cape Town Newlands to ensure the ideals of inclusion and diversity in the workplace. Deaf and hard of hearing employees fulfil roles throughout the business, both front and back of house, including positions in reservations, housekeeping, security and maintenance, among others. The total Deaf employees is at 20% and the positive spin off this initiative had was a total of 40% of Deaf People employed at 3 hotels in Cape Town.

ANTAL KUTHY

Hungary

Session Keynote Presenter – Communication Accessibility - Up to Date Technological Devices



Antal Kuthy is the founder and CEO of E-GROUP ICT GROUP (Est.1993). E-Group is an innovative software technology company headquartered in Budapest, with regional reach to CEE and numerous international project references. Antal is a software and telecommunication engineer but had extended studies in financial economics and game theory as well. Lived in multiple countries, US, Tokyo, London, and spent recently over 7 years in Hong Kong and China, developing new business opportunities for the group.

Antal's early interest, beginning of nineties was in SPEECH PROCESSING TECHNOLOGY research and development, working with Watson (IBM's researchers) Research Group and application of speech technologies.

Currently E-Group's research and development focus is in APPLIED ARTIFICIAL INTELLIGENCE, cognitive software technologies and application to industry problems (financial, health, government etc). E-Group is highly privileged to be selected to be member of EIT Digital and EIT Health organisations, the two premium technology program of the European Institute of Technology, targeting future technologies making life better, human existence more sustainable and Europe a better place applying cutting edge technologies to real life problems.

E-Group has an extensive relationship with SINOSZ, the Hungarian Association For Deaf and Hard of Hearing people , and actively developing VIDEO TRANSLATION SYSTEMS (& beyond) which is in live service in Hungary for over 3 years , and continues to develop rapidly with new functionalities and system extensions utilising the latest technologies available.

Presentation Information



INFORMATION FOR PRESENTERS

Briefings for presenters with interpreters and technical staff are organised during the Conference. All presentations must be uploaded with the help of the conference technical staff in the **Interpreters' Room (Lehár Room)**, which is also the central slide-check room. Presentations have to be uploaded during the briefing sessions (timing detailed below). Please do not forget to have the source files if you have video in your presentation.

Laptops will be provided for presenters. Presenters can not use their own laptops for presentations for technical security reasons.

Presenters asked to meet the International Sign and Hungarian Sign Language interpreters with whom they will be working and explain any changes to the paper which they provided in advance. Interpreters will be able to clarify anything which is unclear in the paper from their perspective and will provide an opportunity for the interpreters to see the presenters sign/ hear the presenters speak to familiarise themselves with their signing style/accents. If one is using terms that have a specific meaning in the presentation, this will also allow you to inform the interpreters.

The briefing sessions will be held in the Interpreters' Room (Lehár Room) as follows:

Thursday 09 November 2017

08.00 – 08.45 For people who are presenting during the morning of 09 November 2017

13.50 – 14.20 For people who are presenting during the afternoon of 09 November 2017

Friday 10 November 2017

08.00 – 08.45 For people who are presenting during the morning of 10 November 2017

13.40 – 14.20 For people who are presenting during the afternoon of 10 November 2017

INFORMATION FOR POSTERS

Poster boards will be provided in the social area (Mirror Corridor). Tapes or pins for set-up are provided at the volunteers in the poster area.

POSTER SET-UP: from 17.00 on Wednesday, 8 November, 2017

POSTER VIEWING: during coffee breaks and lunches, social functions

POSTER REMOVAL: latest until 20.00 on Friday, 10 November, 2017

Please note: leftover posters will not be shipped to the authors, therefore be sure to remove your poster if you need it in the future.

PROGRAM CHANGES

The organizers cannot assume liability for any changes in the programme due to external or unforeseen circumstances.

Conference Program Overview

WEDNESDAY, 8 NOVEMBER, 2017

17.00 – 21.00	Registration open
18.00 – 21.00	Exhibition and Posters open
19.00 – 21.00	Welcome Reception at the Budapest Congress Center (Bartók Room)

THURSDAY, 9 NOVEMBER, 2017

	Pátria Hall	Bartók Room
08.00 – 18.00	Registration & Exhibition & Posters	
09.00 – 10.05	Opening Ceremony	
10.05 – 10.35	International Keynote presentation	
10.35 – 11.05	Hungarian Keynote presentation	
11.05 – 11.30	Coffee break (Poster viewing)	
11.30 – 12.00	Bilingual Education A Brighter Future for Deaf Children Session Keynote presentation	
12.00 – 12.30	Sign Language in the Family Session Keynote presentation	
12.30 – 13.35	Bilingual Education A Brighter Future for Deaf Children I.	Sign Language in the Family I.
13.35 – 14.30	Lunch break (Poster viewing)	
14.30 – 17.00	Bilingual Education A Brighter Future for Deaf Children II.	Sign Language in the Family II.
17.00 – 18.00	Closing Summary, Q&A – Bilingual Education	Closing Summary, Q&A – Sign Language in the Family

FRIDAY, 10 NOVEMBER, 2017

	Pátira Hall	Bartók Room
08.00 – 18.00	Registration & Exhibition & Posters	
09.00 – 10.00	Panel Discussion: Our Rights, Our Votes	
10.00 – 10.30	Deaf Employees in the Labour Market Session Keynote presentation	
10.30 – 11.00	Communication Accessibility Up To Date Technological Devices Session Keynote presentation	
11.00 – 11.30	Coffee break (Poster viewing)	
11.30 – 13.15	Deaf Employees in the Labour Market I.	Communication Accessibility Up To Date Technological Devices I.
13.15 – 14.30	Lunch break (Poster viewing)	
14.30 – 16.30	Deaf Employees in the Labour Market II.	Communication Accessibility Up To Date Technological Devices II.
16.30 – 17.30	Closing Summary, Q&A – Employment	Closing Summary, Q&A – Technology
17.30 – 18.00	Closing Ceremony	
20.00 – 24.00	Gala Dinner at the Budapest Congress Center (optional)	

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Conference Program Details

THURSDAY, 9 NOVEMBER, 2017

08.00-18.00 Registration & Exhibition & Posters open

09.00-10.05 OPENING CEREMONY

Pátria Hall

WELCOME MESSAGES FROM:

Host Organiser - Dr. Adam KOSA, *SINOSZ President*

International Organiser - Mr. Colin ALLEN, *WFD President*

Hungarian High Patron - Mr. Viktor ORBAN, *Prime Minister of Hungary*

International High Patron - Dr. Liisa KAUPPINEN, *WFD Honorary President*

United Nations - Mr. Laszlo Gabor LOVASZY PhD, *Expert to CRPD Committee*

United Nations - Ms. Catalina DEVANDAS AGUILER, *Special Rapporteur on the Rights of Persons with Disabilities*

Hungarian Government - Mr. Zoltán BALOG, *Minister of Human Capacities*

10:05-11:05 CONFERENCE KEYNOTE PRESENTATIONS

Pátria Hall

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

Ms. Victoria MANNING

Deaf Aotearoa, New Zealand

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

Dr. Csilla BARTHA and Peter Zalan ROMANEK

Research Centre for Multilingualism, Research Institute for Linguistics, Hungarian Academy of Sciences, Hungary

11.05-11.30 Coffee break (Poster viewing)

11.30-12.30 SESSION KEYNOTE PRESENTATIONS I.

Pátria Hall

11.30-12.00 A GOOD SIGN BILINGUAL EDUCATION – WHAT IS IT?

Dr. Krister SCHÖNSTRÖM

Department of Linguistics Stockholm University, Sweden

12.00-12.30 SIGN LANGUAGE IN THE FAMILY

Joni OYSERMAN

Signhands, the Netherlands

Mathilde DE GEUS

DGA Consultancy, the Netherlands

12.30-13.35 BILINGUAL EDUCATION

A BRIGHTER FUTURE FOR DEAF CHILDREN I.

Pátria Hall

Chair: Mr. Kasper Bergmann & Dr. Gergely Tapolczai

12.30-12.35 **WELCOME MESSAGE** by Mr. László PALKOVICS, *Minister of State for Education*

12.35-12.55 **INCLUSION IN FLANDERS: SIGN BILINGUAL CLASSROOMS IN MAINSTREAM EDUCATION**

Marieke KUSTERS

Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium

12.55-13.15 **ENABLING EDUCATION**

A BRIGHTER FUTURE FOR DEAF CHILDREN IN SOUTH SUDAN

Johan WESEMANN, Sophia MOHAMMED, Ester IKERE

Light for the World, Juba, South Sudan

13.15-13.35 **SIGN LANGUAGE, INCLUSION AND DEMOCRACY
AN UNCOMFORTABLE FIT**

David GIBSON

Deaf Services Queensland, Brisbane, Australia

12.30-13.35 SIGN LANGUAGE IN THE FAMILY I.

Bartók Room

Chair: Ms. Shirley Liu & Ms. Margit Safrany

12.30-12.35 **WELCOME MESSAGE** by Mrs. Tünde FÜRÉSZ,
Ministerial Commissioner for Nursery System Development

12.35-12.55 **INTRODUCING FLEMISH SIGN LANGUAGE
IN THE FAMILY WITH DEAF BABIES/TODDLERS**

Kathleen VERCRUYSE

Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium

12.55-13.15 **LANGUAGE CHOICES IN DEAF INFANTS:
ADVICE FOR (HEARING) PARENTS**

Christian RATHMANN¹, Tom HUMPHRIES², Donna Jo NAPOLI³, Carol PADDEN²,
Poorna KUSHALNAGAR⁴, Gaurav MATHUR⁴, Scott SMITH⁵

¹Universität Hamburg, Hamburg, Germany

²UCSD, San Diego, USA

³Swarthmore College, Swarthmore, USA

⁴Gallaudet University, Washington DC, USA

⁵RIT, Rochester, USA

13.15-13.35 **SIGN LANGUAGE LEARNING IN A FAMILY PROJECT
FOR HEARING FAMILIES WITH A DEAF CHILD**

Mika HAKKARAINEN¹, Ritva TAKKINEN²

¹The Service Foundation for the Deaf, Helsinki, Finland

²University of Jyväskylä, Jyväskylä, Finland

13.35-14.30 Lunch break & Poster viewing

14.30-18.00 BILINGUAL EDUCATION

A BRIGHTER FUTURE FOR DEAF CHILDREN II.

Pátria Hall

Chair: Mr. Kasper Bergmann & Dr. Gergely Tapolczai

14.30-14.50 BILINGUAL EDUCATION IN INCLUSIVE EDUCATION

Jaana KESKI-LEVIJOKI, Aino LAIHO

Piispanlähde School, Kaarina, Finland

14.50-15.10 BILINGUAL DEAF EDUCATION TO MAKE A DIFFERENCE: KEY TO TURNING THE CURRENT SHRINKING DEAF SOCIETY AROUND

Akira MORITA, Yoko KAYA, Norie OKA

Meisei Gakuen School for the Deaf, Tokyo, Japan

15.10-15.30 DEVELOPMENT OF SCIENTIFIC BILINGUAL EDUCATION BASED ON WHAT?

Camilla LINDAHL

Stockholm University, Department of Mathematics and Science Education, Stockholm, Sweden

15.30-15.50 GESTU SIGN LANGUAGE DICTIONARY

Lydia FENKART, Karin MOSER

TU Wien, Vienna, Austria

15.50-16.10 ENABLING PEDAGOGY AND ANDRAGOGY FOR THE 21ST CENTURY SIGN LANGUAGE USERS AND LEARNERS

Patty HERMANN-SHORES

HfH Zürich, Zürich, Switzerland

16.10-16.30 'DEAF DIDACTICS' WHY IT IS NOT ENOUGH JUST TO TEACH BILINGUAL

Ege KARAR, Klaudia GROTE, Horst SIEPRATH

SignGes RWTH Aachen University, Aachen, Germany

16.30-16.50 AN EDUCATION IN SIGN LANGUAGE AS A HUMAN RIGHT? AN ANALYSIS OF THE LEGISLATIVE HISTORY AND ON-GOING INTERPRETATION OF ARTICLE 24 OF THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Joseph MURRAY¹, Maartje DE MEULDER², Delphine LE MARIE³

¹Gallaudet University, Washington DC, USA

²University of Namur, Namur, Belgium

³FEVALDO Flemish Deaf Association, Ghent, Belgium

17.00-17.15 Closing Summary

17.15-18.00 Question & Answers

14.30-18.00 SIGN LANGUAGE IN THE FAMILY II.

Bartók Room

Chair: Ms. Shirley Liu & Ms. Margit Safrany

14.30-14.50 FIRST SIGNS – INTRODUCING NZ FAMILIES TO NZSL AND DEAF CULTURE

Lara DRAPER

Deaf Aotearoa New Zealand, Wellington, New Zealand

14.50-15.10 DOOFGEWOON.NL: A WEBSITE FULL OF POSITIVE INFORMATION ABOUT DEAFNESS AND SIGN LANGUAGE FOR FAMILIES OF DEAF CHILDREN

Mere VAN ZUILEN, Onno CRASBORN

Radboud University, Nijmegen, the Netherlands

15.10-15.30 FROM PARENTAL OPTION TO PARENTAL OBLIGATION: SIGN LANGUAGE AS A BIRTHRIGHT

Steven SURRENCY

University of South Florida, Tampa, USA

15.30-15.50 WHY DO WE NEED OUR OWN DECLARATION AT THE UN LEVEL?

Filip VERHELST, Mark BERRY

Castberggård, Hedensted, Denmark

15.50-16.10 TRANSMIGRATION OF SIGN LANGUAGE AND DEAF CULTURE FROM THE DEAF COMMUNITY TO THE GENERAL SOCIETY

Russell ROSEN

City University of New York, New York, USA

16.10-16.30 DANISH NATIONAL ASSOCIATION OF THE DEAF AND ITS POLITICAL PROCESS TO IMPLEMENT THE CRPD

Jenny NILSSON

Danish Association of the Deaf, Copenhagen, Denmark

16.30-16.50 LEAD-K: THE POLITICAL PROCESS OF STOPPING LANGUAGE DEPRIVATION AND GETTING DEAF KIDS READY FOR KINDERGARTEN WITH LANGUAGE EQUALITY

Roz ROSEN

Rosen Global Services, Silver Spring, Maryland, USA

17.00-17.15 Closing Summary

17.15-18.00 Question & Answers

FRIDAY, 10 NOVEMBER, 2017

08.00-18.00 Registration & Exhibition & Posters open

09.00-10.00 PANEL DISCUSSION: OUR RIGHTS, OUR VOTES

Pátria Hall

Facilitator:

Ms. Roberta CORDANO, *President, Gallaudet University, USA*

Panelists:

Supranational political level: Ms. Helga STEVENS MEP, *Belgium*

National political level: Dr. Gergely TAPOLCZAI MP, *Hungary*

International level advocacy: Mr. Colin ALLEN, *President of IDA and WFD, Australia*

National level advocacy: Jay BUNNAG, *President of the National Association of Thailand*

10.00-11.00 SESSION KEYNOTE PRESENTATIONS II.

Pátria Hall

10.00-10.30 INCLUSION MODEL TO ADDRESS ECONOMICAL TRANSFORMATION

Mr. Bruno DRUCHEN, *DeafSA, South Africa*

10.30-11.00 APPLIED ARTIFICIAL INTELLIGENCE (AI) AUGMENTING HUMANS

Dr. Antal KUTHY, *E-Group, Hungary*

11.00-11.30 Coffee break (Poster viewing)

11.30-13.15 DEAF EMPLOYEES IN THE LABOUR MARKET I.

Pátria Hall

Chair: Ms. Ana Regina Campello & Mr. Andras Pinter

11.30-11.35 WELCOME MESSAGE by Dr. Márton BRAUN, *CEO of Szerencsjáték Zrt.*

11.35-11.55 DESIGNS: DEAF EMPLOYMENT IN EUROPE

Christian RATHMANN¹, Jemina NAPIER², Leeson LORRAINE³, Haaris SKEIH³

¹*Universität Hamburg, Hamburg, Germany*

²*Heriot-Watt University, Edinburgh, United Kingdom*

³*Trinity College Dublin, Dublin, Ireland*

11.55-12.15 SAUDI DEAF EMPLOYEES IN LABOR MARKET

Hend ALSHOWAIER

WFD Interim Regional Secretariat for the Arab Region, Riyadh, Saudi Arabia

**12.15-12.35 SIGNS FOR HANDSHAKES (S4H) – COME TOGETHER:
DEAF YOUTH & EMPLOYERS**

Matthias FENKART, Manuela HOFER, Bernd HOLZGETHAN, Monika HAIDER
Equalizent Ltd., Vienna, Austria

**12.35-12.55 ACCESS TO EMPLOYMENT THROUGH SIGN LANGUAGE
INTERPRETING: (BEST) PRACTICES IN EUROPE**

Maya DE WIT

Sign Language Interpreting Consultancy, the Netherlands

12.55-13.15 CLASSIC TELEVISION TIPK TV FOR DEAF AND HARD OF HEARING

Bojan MORD

Market TV, Ljubljana, Slovenia

**11.30-13.15 COMMUNICATION ACCESSIBILITY
UP TO DATE TECHNOLOGICAL DEVICES AAV**
Chair: Mr. Florjan Rojba & Mr. Arpad Zoltan Karpati

Bartók Room

11.30-11.35 WELCOME MESSAGE by Mr. Károly CZIBERE,
Minister of State for Social Affairs and Social Inclusion

**11.35-11.55 A STUDY ON CONTENTS CONSTRUCTION AND COMPONENTS
PRESENTATION OF WEB-BASED KOREAN SIGN LANGUAGE
DICTIONARY**
Inkyung KOH, Heekyung CHO, Seona SHIN, Myeonghee YOO, Byeongcheon YOON
Nazarene University, Seoul, South Korea

**11.55-12.15 SIGNALL - A COMPLEX PROTOTYPE FOR
AUTOMATIC SIGN LANGUAGE TRANSLATION**
Dawn CROASMUN, Márton KAJTÁR, Dávid RETEK, Dávid PÁLHÁZI
SignAll, Budapest, Hungary

12.15-12.35 EMPOWERING SOCIAL MEDIA TO DEAF PEOPLE
Joel BARISH
JoelBarish.com, Austin, Texas, USA

**12.35-12.55 SUPPORTING HIGHER EDUCATION DEAF AND HARD OF HEARING
STUDENTS ON TRANSITION PLANNING WITH TECHNOLOGY**
Matjaž DEBEVC, Ines KOŽUH
University of Maribor, Maribor, Slovenia

**12.55-13.15 COMMUNICATION INNOVATIONS: DEAF PEOPLE AS AAMBASSADORS
FOR COMPANIES AIMING FOR ACCESSIBILITY - STARTUPS PEDIUS,
INTENDIME AND VEASYT**
Gabriele SERPI
World Deaf Tech, Rome, Italy

13.15-14.30 Lunch break (Poster viewing)

14.30-17.30 DEAF EMPLOYEES IN THE LABOUR MARKET II.
Chair: Ms. Ana Regina Campello & Mr. Andras Pinter

Pátria Hall

**14.30-14.50 DEAFMENTORING: PEER COUNSELING FOR THE TRANSITION FROM
SCHOOL TO WORK-LIFE FOR YOUNG DEAF PEOPLE IN GERMANY**
Ege KARAR
SignGes RWTH Aachen University, Aachen, Germany

**14.50-15.10 DEAF EMPOWERMENT AND COMMUNICATION SKILLS IN JOB
TRAINING FOR THE DEAF IN INDIA: PASS OR FAIL?**
Alim CHANDANI, Amanda FISH, Babloo KUMAR, Tushar VIRADIYA
Centum-GRO Initiative, New Delhi, India

**15.10-15.30 ACCESSING THE LABOUR MARKET: A QUESTION OF CHALLENGING
AND CHANGING BIASED OPINIONS**
Cathrine MEJDAL
Danish Association of the Deaf, Copenhagen, Denmark

- 15.30-15.50 **HOW TO INFORM DEAF PEOPLE ABOUT THEIR RIGHTS IN EMPLOYMENT? AN INNOVATIVE APPROACH IN CULTURAL TRANSLATION OF ARTICLE 27 OF THE UNCRPD**
Delphine LE MAIRE
Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium
- 15.50-16.10 **DEAF EMPLOYEES' EVERYDAY LIVED EXPERIENCES AT WORK**
Mette SOMMER LINDSAY
Heriot-Watt University, Edinburgh, United Kingdom
- 16.30-16.45 Closing Summary
16.45-17.30 Question & Answers

- 14.30-17.30 COMMUNICATION ACCESSIBILITY
UP TO DATE TECHNOLOGICAL DEVICES II.**
Chair: Mr. Florjan Rojba & Mr. Arpad Zoltan Karpati

Bartók Room

- 14.30-14.50 **ACCESS TO CAPTIONING**
Ruth WARICK
International Federation of Hard of Hearing People, Vancouver, Canada
- 14.50-15.10 **ICTS FOR INCLUSION: INNOVATIVE CONCEPTS IN UGANDA**
Simon EROKU, Joseph MBULAMWANA
Uganda National Association of the Deaf, Kampala, Uganda
- 15.10-15.30 **ACCESSIBILITY FOR THE DEAF IN INFORMATION AND COMMUNICATION TECHNOLOGY**
Kenneth GOULSTON, Michael ELLIS, Seth BRAVIN
Sprint, USA
- 15.30-15.50 **TECKENPOP – REVOLUTIONIZES THE APPEARANCE OF SIGN LANGUAGE INTERPRETATION ON WEBTV**
Mindy DRAPSA
Dramaski, Stockholm, Sweden
- 15.50-16.10 **MOSCOW FOR THE DEAF**
Vladimir BAZOEV
Moscow Society of the Deaf, Moscow, Russia
- 16.30-16.45 Closing Summary
16.45-17.30 Question & Answers

- 17.30-18.00 CLOSING CEREMONY**

Pátria Hall

- 20.00-24.00 Gala Dinner at Budapest Congress Center**
(optional, not included in registration fee)

Pátria Hall



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Posters

1. Early Language Acquisition of Deaf Children
Oral Approach in Front of Sign Language
Shirley PINTO
Tel Aviv, Israel
2. Information Technologies of Moscow City Organization (MCO)
Russian Society of the Deaf (RSD)
Marina AVRINA
Moscow State University of Education, Moscow, Russia
3. Inclusive Employment of Deaf People: Strategies, Challenges and Advantages.
A Practical Example
Nadine DLOUHY, Monika HAIDER
Equalizent Ltd., Vienna, Austria
4. Deaf People in the World of Crimes
Galina GAVRILOVA
Moscow State Social University, Moscow, Russia
5. Museum Tour with a Deaf Child
Liudmila ZHADAN
Garage Museum of Contemporary Art, Guides Training Course for the Deaf, Moscow, Russia
6. Product Design for the Safety and Autonomy of the Deaf, Visually Impaired
Hassen CHAIEB
Jenile International, Paris, France
7. The Human Rights to an Education that Facilitates Academic and
Social Development of Deaf People in Puerto Rico
Krystal CALERO-ASENCIO, Yarett PINEIRO
Instituto LEA, Aguadilla, Puerto Rico
8. Are CI Deaf Children?
Bojan MORD
Institute for the Deaf and Hard of Hearing Ljubljana, Ljubljana, Slovenia
9. The Mobile Application International Signs
Bojan MORD
Creative Studio, Ljubljana, Slovenia
10. How to Influence Government's Decision Making?
The Role of Public Appointment – Making Your Voices Counts
Asif IQBAL
London, United Kingdom

11. Deaf Service Foundation Junior Program in Sign Language Teachers
Mika HAKKARAINEN, Maritta TARVONEN-JARVA
Kuurojen Palvelusäätiö sr/Juniori-ohjelma, Helsinki, Finland
12. Deaf Migrants and Refugees: Two Times Foreigners.
Inclusion through Sign Language
Enrico DOLZA, Laura CAPORALI
Istituto dei Sordi di Torino - Turin Institution for the Deaf, Torino, Italy
13. Fàilte to British Sign Language in Scotland:
Embedding Sign Language in the Scottish Landscape
Frankie MCLEAN
Deaf Action on behalf of Scottish Government, Edinburgh, United Kingdom
14. Discrimination against Hearing Impaired in the Labour Relations
Jana HAVLOVÁ
Faculty of Law, Masaryk University, Brno, Czech Republic
15. Two Individual Experiences of Bimodal Bilingual Language Acquisition and Use
Ritva TAKKINEN
University of Jyväskylä, Jyväskylä, Finland
16. Promoting Positive Mental Health and Well-Being in a Bilingual Education
Catherine DREW
Frank Barnes School for Deaf Children, London, United Kingdom
17. Practice of Bilingual Teaching in a Deaf Family
Anna ZHADAN
Moscow State Linguistic University, Moscow, Russia
18. Today's Science Is Tomorrow's Technology
Laszlo LOVASZY
United Nations, Geneva, Switzerland
19. Bilingual Education – The Foundation for All Round Development of the Deaf
Dilip DESHMUKH
Deaf Foundation, Ichalkaranji, India
20. Bilingual Education in Portugal: Building a Path for Deaf Empowerment
Isabel CORREIA
Aldahablarcom, Coimbra, Portugal
21. Implementing the CRPD through National Legislation
Michael STEIN
Deaf Legal Advocacy Worldwide, Washington DC, USA
22. Sign Language as L1 Imperative – Insights from Croatia
Dorijana KAVČIĆ, Nives GOTOVAC
Association of Deaf and Hard of Hearing of the city of Zagreb, Zagreb, Croatia

23. Signing Moocs and European Deaf E-University:
Multimodal and International Communication
Siglinde PAPE
University of Clermont Auvergne, Clermont-Ferrand, France
24. Mapping of the Emerging Signal Languages
and Isolated Communities Found in Brazil
Diná SILVA
State University of Ceará Brazil, Fortaleza Ce, Brazil
25. Actualizing Deaf Children's Human Rights to Language through the Law
Tawny HOLMES
National Association of the Deaf, Silver Spring, Maryland, USA
26. Communication Accessibility - Up to Date Technological Devices
Niklas CASSEL
NWise AB, Uppsala, Sweden
27. Communication and Information Access for Deaf People
in the Field Of Development
Sarah HOUGE
Mill Neck International Program, New York, USA
28. Improving Sign Language proficiency as an opportunity for inclusion
Tomáš Sklenák, Alexandr Zvonek
Masaryk University, Support Centre for Students with Special Needs, Brno, Czech Republic

THURSDAY, 9 NOVEMBER, 2017

Conference Keynote Presentations

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

Victoria MANNING

Deaf Aotearoa, New Zealand

New Zealand Sign Language (NZSL) was made an official language in 2006 in the NZSL Act. Victoria will share some of New Zealand's experience in achieving official recognition and will look at progress on sign language rights since then.

The NZSL Act was largely symbolic, giving official recognition to the language but not creating any significant new rights to Deaf people. No new funding or resources were provided to implement official status. The status quo continued, with growing dissatisfaction from the Deaf community, until the release of a Human Rights Commission report in 2013 that added pressure on the Government to provide more resources to give effect to the official status of NZSL. Two key initiatives that came from the Human Rights Commission report were the establishment of a Deaf-led service providing NZSL acquisition support for families of pre-school deaf children; and the establishment of the NZSL Board to advise on promotion and maintenance of NZSL, including allocation of the NZSL Fund of 1.25 million per year.

Victoria worked in key positions throughout this NZSL journey, including as a government employee advising on the development of the NZSL Bill, as project lead for the Human Rights Commission's NZSL Inquiry Report, and is currently the inaugural Chair of the NZSL Board. Victoria will share some of her insights into the challenges of progressing sign language rights and issues for Deaf people working with Government to achieve progress.

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

Csilla BARTHA, Péter Zalán ROMANEK

Research Centre for Multilingualism, Research Institute for Linguistics, HAS & Eötvös Loránd University

The Act CXXV of 2009 on Hungarian Sign Language and the Use of Hungarian Sign Language recognizes Hungarian Sign Language (HSL) as an independent natural language, moreover, it provides the legal framework to introduce bilingual education (HSL-Hungarian) in 2017. In order to establish the linguistic background for bilingual education it was crucial to carry out linguistic research on HSL, which had to be sociolinguistically supported and to include corpus-based studies. In the long run, results will become a basis for further steps to standardization of HSL for educational purposes with the highest possible degree of community engagement. Taking a critical, reflexive, practice-based perspective, our presentation will give an insight into the process, methodological framework, milestones, and main achievements of the first sociolinguistically designed multidisciplinary project, SIGNificant Chance, conducted by the Research Centre for Multilingualism (2013-15).

Emerging research on sign languages and signing communities during the past decades has had a great influence, although to a varying extent, on several scientific fields, including linguistics, neuroscience, cognitive psychology, child language acquisition, sociolinguistics, bilingualism, cultural anthropology, as well as science of learning and education. Yet, sociocultural diversity

and multimodal complexity of signing communities as equal player of the „global arena” has not been integrated into new theories and academic practices of multilingualism, though, in critical socio(cultural) as well as in educational linguistic research a significant shift can be observed away from traditional concepts of separate languages and of former notions of multilingualism, speakerness, competence to more localized approaches to multimodal, embodied, translanguingual repertoires, multicompetence, complex semiotic practices. Competing paradigms, different ideologies and constant struggle for authenticities shape local as well as international discourse, policy and practice of education for the Deaf.

Thus we highlight the role of reflexivity, multiplicity and mutual knowledge construction from the periphery, based on local epistemology. Besides accomplishments of the first national HSL corpus, sociolinguistic survey, ethnographic and educational research, a comprehensive, corpus-based grammar and dictionary, the overall aim as a learning community of practice (Deaf and hearing experts from several disciplines, practitioners, members of the community) in our re-defined roles and re-shaped authenticities, is to elaborate different strategic tools in order to help transforming the conceptual formulation of and social response to D/deafness, grounding new and equal learning conditions for diverse groups of deaf children in the 21st century. It is framed by re-thinking research themes and stances of globalized sociolinguistic centres on multimodal, multilingual/heteroglossic, superdiverse semiotic practices, social justice, research and education.

Session Keynote Presentations

A GOOD SIGN BILINGUAL EDUCATION – WHAT IS IT?

Dr. Krister SCHÖNSTRÖM

Department of Linguistics Stockholm University, Sweden

From a global standpoint of view, bilingualism, including multilingualism, is the norm. Most people all around the world are bilingual, i.e., they speak two or more languages. However, in many countries, especially the western ones, bilingualism has not attained any particular status in educational settings. For deaf people, sign bilingualism, i.e., the ability to use at least one signed language and one spoken/written language, is highly necessary to experience fulfillment as a human being and to prepare for the future. Yet sign bilingualism has been debated and neglected for a very long time in favor of monolingual oral educational approaches. And to this date, there are very few practicing sign bilingual education programs worldwide. In my talk, I will account for research on bilingualism and bilingual education from a sign bilingual view. I will start my presentation with a brief explanation of the definitions of bilingualism and address some general topics in the research on bilingualism.

Second, I will talk about sign bilingual education for the deaf. Article 24 in UN Convention on the rights of people with disabilities (CRPD) clearly states the right of quality education for all deaf children and promotes the learning of national sign language and assurance of good and accessible delivery mode of communication. One way to reach a good and accessible education for deaf children is through sign bilingual education. But what is a good sign bilingual education? What practices does a good sign bilingual education include? What are the requirements? Based on the literature, as well as experiences from Swedish bilingual education, I will give examples on some practices how to teach deaf children bilingually using a sign language as instruction with written language as support.

Finally, in order to participate in society, it is necessary for all deaf children to develop plausible literacy skills. Important pathways to good literacy skills and approaches in teaching written language will be presented. I will provide some core examples on how to develop deaf children's literacy relying on just sign language instruction and their visual capacity, i.e., without referring to sounds. I will end my talk with discussing future trends within the research on bilingualism and bilingual education and how they are related to the deaf community.

SIGN LANGUAGE IN THE FAMILY

Joni OYSERMAN, Mathilde DE GEUS

¹*Signhands, the Netherlands*, ²*DGA Consultancy, the Netherlands*

More than ever it is important to focus on deaf children within hearing families; how those hearing parents exposure their children to sign language and what kind of opinions they do have about language acquisition and transmission in reaching good outcomes for their deaf child. In our presentation, we will focus on The Netherlands as an example. In The Netherlands almost all deaf children have a CI and are enrolled in mainstream education. Sign language teaching to parents of deaf children consisted since 1994 for a long time of offering three or four basic parent courses with in total 33-45 sessions of 2 hour per session with no assessments included. After those basic courses parents could pick (optional) theme courses of a maximum of 3 sessions each. When parents themselves requested for access to more advanced sign language courses, they often faced –and face hitherto- restrictions.

Since 2011, two Dutch researcher-practitioners have developed parent sign language curricula aligned with the Common European of Reference for Languages (CEFR). Fundamental to this approach is the concept of plurilingualism, which holds promise for parents of deaf children who need to develop sustainable long-term communication competences for meeting everyday family communication needs. These modules now run for 6 years and there are several groups of parents in three regions of the Netherlands who participated.

In this presentation, we will explain our empirical and mixed-method action research based results. We will clarify that supporting parents' ongoing development of communicative competences in L2 learning of sign language has far-reaching implications for the well-being of deaf children's communicative needs. Results of the new parent sign language courses show that a) parents as L2 learners can reach fluency in sign language communication, contrary to statements of Knoors and Marschark (2012) that it is hard for parents to acquire fluency in sign language and b) an average of a firm B2 has been achieved after 4 advanced modules of each 15 lessons of 2,5 hour per session including assessments.

In addition, a powerful effect implementing CEFR in the Dutch courses, is that parents redefine their image of sign language. It becomes established as a genuine, full-fledged language on par with spoken languages. So, it is essential to validate language courses with a recognized language system such as CEFR to emphasize the learning of sign languages has the same significance and structure as the learning of spoken languages.

When involved in parent courses parents share their opinions about profits of sign language in their family. Interesting is how they as second language learners view sign language as one of pillars for cognitive development. In their view, sign language must support the progress of educational development of their deaf child. Thus, flipping the goal is desirable. This and other views can be carefully considered and included in embedding sign language education to both parents and children. There is a need of strategic essentialism for reframing at policy level to reinforce this issue. In sum, as deaf community, it is absolutely worth and viable investing in parents and co-working with them building a bridge for deaf children in the future.



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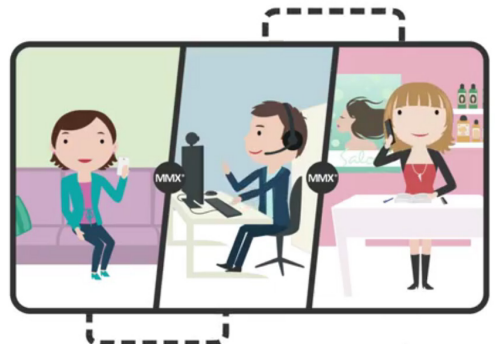
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INCLUSION IN FLANDERS:

SIGN BILINGUAL CLASSROOMS IN MAINSTREAM EDUCATION

Marieke KUSTERS

Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium



The Flemish education system does not fit the needs, rights and strengths of deaf children. Deaf children need education with sign language as the language of communication and instruction, where deaf teachers have a prominent role, where deaf children can learn with deaf peers and where visual learning strategies are practiced. Today, Flanders has only one bilingual-bicultural school in a special educational school setting, hence it is not attractive for deaf pupils with normal intelligence. This is one of the reasons why most deaf children go to mainstream schools.

Because there is a need to develop a model that provides maximal opportunities for deaf children, we organised an exploratory research to design a model to implement in an experimental setting in Flanders. The many ways that exist internationally to educate deaf learners bilingual-bicultural were explored and studied through literature review and study visits to three school systems in the USA, two in France and one in Hong-Kong. Desires of deaf and hearing parents of deaf children were also listened to. The knowledge gained was discussed in depth with deaf and hearing language and educational experts and experts on the Flemish educational system.

The result of this study is an innovative and implementable model that matches both the education system norms in Flanders and the needs, rights and strengths of deaf children and their parents. The model consists of bilingual classrooms in mainstream education which deaf children, their hearing brothers and sisters, and hearing children of deaf adults can attend to (with a majority of deaf children in the bilingual classrooms). The languages of communication and instruction are Flemish Sign Language (VGT) and written Dutch. The bilingual classroom tutor is a bilingual and bicultural deaf teacher. Dutch and VGT are separate language subjects and Deaf Culture topics are integrated in main subjects, such as math, geography, history, etc. The Dutch-speaking hearing pupils in mainstream classes, receive VGT as a language subject and Deaf Culture topics are also dealt with in their courses. The bilingual classes and the mainstream classes share classes once a week. The deaf teachers and the hearing tutors of the mainstream classes work closely together, in order to adapt curricula and to prepare shared classes. Important here is that the entire school has a bilingual-bicultural attitude, meaning that pupils, teachers, supervisors, directors, parents and the communities develop positive attitudes towards VGT and Dutch, towards both communities and towards the hearing majority culture and the Deaf Culture.

Our thorough exploration allowed us to find a desirable yet achievable form of education.

[Marieke Kusters is a Belgian Deaf woman and has a Master of Science in Special Education (University of Leuven, Belgium). Since 2013 she is working for the advocacy department of Fevlado (the Flemish Deaf Association in Flanders, Belgium). From October 2014 to October 2015 she focused on this exploratory research to implement a new sign bilingual education setting in Flanders, funded by the Flemish Ministry for Equal Opportunities.]

Keywords/Key message: A bilingual education model that matches the education system norms in Flanders and the rights of deaf children.

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

Johan WESEMANN, Sophia MOHAMMED, Ester IKERE

Light for the World, Juba, South Sudan



Background: It is only mastering sign language that deaf children achieve linguistic and cognitive development, enabling them to learn a second language. In addition it is also crucial their families learn sign language in order to have meaningful and engaging exchanges. But what about children who live in a country which does not have sign language?

In South Sudan, deaf children are mostly considered to have intellectual problems as they are not understood by their parents. Parents and families will hide them, and most of them will spend the whole day

without communicating with anyone. Some develop physical conditions as a result of sitting or sleeping in only one position. Some will not develop their cognitive skills as they have no one to communicate with or talk to them.

Different institutions and the deaf community have made several attempts to develop education for deaf children. With the absence of a national sign language however, it was difficult to enroll children in school. This absence of a sign language has devastating effects on the life of deaf children and adults as it:

- Hinders the communication between children and their parents
- Contrains the right to access relevant information
- Restrains the use of sign language interpretation services to access basic services e.g., hospitals and clinics
- Makes access to quality education for deaf children almost impossible

The Deaf Association, LIGHT FOR THE WORLD, and the Ministry of Gender, Child and Social Welfare of South Sudan developed a project to change this situation and to develop a national sign language. The project started in January 2014 and it involved external experts from the Netherlands and Ethiopia under the leadership of the national Ministry and Deaf associations.

The main stakeholders of this project however is the Deaf association as the new sign language dictionary cannot be developed without the full participation of the owners of the language.

Aim of the project:

- To develop a South Sudanese sign language and to break down communication barrier between families and Deaf children.
- To train families of children who are Deaf in sign language in order to help children learn the signs while they are at early stage.

Method: We used the rights-based approach and raised awareness among the Deaf community about their rights to access services such as education and health. Local signs from all regions of South Sudan were collected to make the sign language as comprehensive as possible. The deaf community of South Sudan itself chose the signs and developed a national Sign Language for South Sudan. All signs were collected by deaf people from different ethnic groups in order to make the dictionary comprehensive.

The following outputs were delivered:

- A one hundred pages dictionary with over 210 signs and their meanings in English as used by deaf people in South Sudan
- A vocabulary poster with 20 signs for free distribution to raise awareness
- Two awareness-raising events (opening workshop and launch of the dictionary) involving government officials, deaf associations, experts from Addis Ababa University and from the Netherlands

Trained ECD teachers and interpreters to support deaf children

Conclusion: The sign language was developed and close to 300 teachers were trained on the signs. Until now, sixty parents of deaf children were also trained on the new signs and the methodology on how to train born deaf children. The project will continue by documenting more signs in order to increase the word pool of the nascent national sign language. Ultimately this will lead to an increase in the enrollment of children who are deaf and it will also break down the communication barrier between parents and children.

The presentation will focus on the process of developing a national Sign Language that incorporates different local traditions and home signs. It will give practical examples of the new signs and their history. Thus it will provide an interesting insight for participants of the conference how the rights of the deaf community can be upheld in a resource-poor setting such as South Sudan.

Keywords/Key message: Sign Language development / Deaf Community in South Sudan

SIGN LANGUAGE, INCLUSION AND DEMOCRACY - AN UNCOMFORTABLE FIT

David GIBSON

Deaf Services Queensland, Brisbane, Australia



This paper examines the question “How the value of bilingual education can be understood by decision makers?” from the perspective of the engagement of the Australian Deaf community with elected representatives in Australian Parliaments.

You could be forgiven for looking at Australia and thinking it’s a veritable paradise for people with disabilities:

- Australia was one of eight nations involved in drafting the UN Universal Declaration on Human Rights.

- Australia was one of the original signatories of the United Nations Convention on the Rights of Persons with Disabilities.
- Australia is rolling out a National Disability Insurance Scheme, and has a variety of disability laws at both State and Federal levels.

However, as a Member of the Queensland Parliament for over 8 years, the Chairman of the Board for Deaf Services Queensland and as a child of Deaf parents, I have seen the reality first hand of how decision makers in Parliaments fail to value sign language and how the Deaf community must better engage in our democratic processes if the value of sign language is to be truly understood.

In a modern and thriving democracy such as we have across Australia, the right to vote and to engage in democratic processes is widely recognized as a fundamental human right. Australia

has ratified the UN Convention on the Rights of Persons with a Disability, which includes under Article 19 the right to "... full inclusion and participation in the community."

Yet the harsh truth is that even in Australia deaf people continue to face barriers to both access (equity) and opportunity (equality) by the failure of decision makers to fully appreciate the value sign language and a bilingual education.

The principal area of research would draw on the current capacity of Australian Parliaments to engage with deaf people using sign language based on research already undertaken for a previous paper published in the Australasian Parliamentary Review, Autumn 2015. Vol 30, No 1 on increased participation by people with a disability in democratic processes.

Please Note: Mr Gibson intends to present the paper himself using AUSLAN, however he has arranged an interpreter to present the IS version for consideration by the panel.

Keywords/Key message: Sign language, representative democracies, parliaments, bilingual education

SIGN LANGUAGE IN THE FAMILY I.

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

Kathleen VERCRUYSE

Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium



Kathleen is deaf from birth and grew up in the Flanders, the northern region of Belgium and her primary languages are Flemish and Flemish Sign Language (VGT). She is a mother of the three little deaf boys aged 8, 5 and 2 years old whom are now 9th generation of deafness in their family though her deaf partner.

She graduated from Gallaudet University during the year of 2004 majoring in deaf studies and sociology. After Gallaudet, she worked as teacher specialising in Deaf Culture/Flemish Sign Language at two separate deaf schools (Antwerp and Bruges) for 8 years. She also worked for the Federation of the Flemish Deaf Organisations (Fevlado) for 3 years focusing in developing sign language courses and as well as deaf culture training sessions.

From 2014 to 2016, she worked in a project called "Participation Project" focused in the early intervention of the families of deaf babies/toddlers. In 2015, she set up a new training course for the deaf and hearing participants to become LVC teachers (Learning Visual Communication in Flemish Sign Language). After completing the course, the participants, under Kathleen's supervision, hosted successful training sessions in Flanders. (It was already covered during her presentation at the ICED Congress in Athens).

She also hosted weekend workshop sessions involving parents with deaf babies/toddlers as part of the participation project. She is the first bilingual/bicultural coach as a first point of contact for the families with deaf babies/toddlers and set up a new tailor-made training courses developing and is expanding the pool of deaf sign language coaches.

She gave keynote presentation titled "Importance and role of Deaf Role models in early intervention" at FCEI Conference in Bad Ischl, Austria during June 2016. (www.fcei.at/2016/en/programme/pr_speakers.php)

She is currently employed as an advocacy and membership officer for FEVLADO

Introduction A lot of research supports the idea that the use of sign language and visual communication strategies is beneficial to the development of qualitative interaction between mothers and their deaf children. It is equally agreed upon that deaf children and families benefit from meeting deaf signing adults as a positive role model. Yet, few mothers in Flanders are properly introduced into the world of sign language and Deaf culture.

Purpose We searched for the most effective way to provide parents with the necessary skills and contacts to optimize their children's developmental possibilities.

Method Deaf and hearing adults were taught the theoretical basis of visual communication strategies and the grammar of sign language and how to convert this theory into practical lessons for parents and other caretakers of small deaf children. Afterwards, couples consisting of a deaf and a hearing teacher were sent out throughout Flanders to implement this introductory course, called 'learning to communicate visually in Flemish Sign Language with deaf babies and toddlers'. Then they received home visits to encourage and ensure sign language interaction between the mothers and their deaf child. The aims are to support and encourage bilingual and bicultural education especially with parents developing skills for bi-cultural environment. The means of the deaf role model and deaf language role model in increasing awareness in the Deaf community.

Results These courses were supervised and evaluated. The teachers', supervisors' and parents' evaluations were taken into account to improve the course. This cycle of implementation, evaluation and improvement is continued. To this end, universities and the Flemish Deaf community work together on an equal basis and keep track of parents' experiences including home visits. And the importance of involving the perspective from parents and sign language coach (experience/expertise) in early intervention services for the hearing and deaf parents. To have a relationship between parents and the deaf community, so that they can learn from each other.

Conclusion This resulted in a successful re-introduction of a threatened discourse on being deaf. The course is now implemented in every province in Flanders twice a year and new teachers keep on being trained. www.mijnbabyisdooft.be

Keywords/Key message: Flemish Sign Language, Family with deaf babies and toddlers, LVC - Learning Visual Communication in Sign Language

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

Christian RATHMANN¹, Tom HUMPHRIES², Donna Jo NAPOLI³, Carol PADDEN², Poorna KUSHALNAGAR⁴, Gaurav MATHUR⁴, Scott SMITH⁵

¹Universität Hamburg, Hamburg, Germany

²UCSD, San Diego, USA

³Swarthmore College, Swarthmore, USA

⁴Gallaudet University, Washington DC, USA

⁵RIT, Rochester, USA



Background: We are a team of specialists in education studies, linguistics, pediatric medicine, and developmental psychology; our work focuses on deaf individuals. In order to assist the practicing pediatricians, early language specialists, counsellors, we offer responses to common family questions. Our responses respect families' autonomy while bearing in mind the difficulty that many parents have coming to terms with children who are different. The evidence-based information related to deaf children's language development here should enable parents to better be involved in making the relevant decisions.

Rationale: Many parents and health professionals have faith in the ability of cochlear implants (CIs) to allow deaf children to “hear” and achieve normal language and speech development. While it is good to encourage parents’ hope for their children’s future, to avoid bias, medical professionals need to acknowledge the reality that CIs do not replace normal hearing. As of 2006, 80% of deaf infants in Northern Europe were receiving CIs, and as of December 2010, roughly 40% worldwide. Parents need to know that CI may not guarantee their child’s language acquisition. While a CI is usually given only to a child who will not benefit from a hearing aid, it is important to recognize that CIs are not “super hearing aids”; even hospitals that perform CI surgery make statements such as: “For most patients, a cochlear implant will not work as well as a hearing aid” and studies support that statement. Unpredictable individual variation in outcomes is pervasive even with great effort and dedication from caregivers and the deaf child some deaf children receive little to no auditory benefit from CIs in acquiring language.

Questions to be Addressed in the talk:

- (i) What will give my child the best chances of learning to talk?
- (ii) How can I teach my child signing if I don’t sign myself?
- (iii) Won’t there be less family disruption and less work if I raise my child strictly orally?
- (iv) Won’t Signing Adversely affect my child’s academic achievement? Is bilingualism and bimodalism confusing?
- (v) Can’t we wait to see if my child succeeds with a CI before working to learn to sign?
- (v) Won’t I lose my child to my Deaf culture and community?

Keywords/Key message: Bimodalism, bilingualism, Evidence-based advice for hearing parents

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

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¹The Service Foundation for the Deaf, Helsinki, Finland

²University of Jyväskylä, Jyväskylä, Finland



Most of the deaf and hard of hearing children are born to hearing parents who are neither familiar with sign language nor deaf culture. The hearing parents of deaf children are often confused about how to give the best possibilities to their children in language acquisition and in life in general.

This paper presents a family project for the hearing families with a deaf child. The project offers the families three weekend courses and a week-course per year in which the adults and children are familiarized with deaf persons, living as a deaf, deaf culture and sign language. During the courses the parents have their own sign language classes instructed by deaf sign language teachers. The deaf and hearing children have their own group activities guided by bilingual (sign language and spoken language) deaf and hearing children’s instructors. In addition, this paper presents the results of two inquiries answered by the parents of the families who attended a weekend course and an intensive week-course in 2016.

Three topics of the inquiry and the answers are considered in this paper: 1) What is/was important and essential in the sign language instruction? 2) What is the support the instruction gives for the every-day life? 3) What has the family project afforded for the family and the deaf child? Some questions were open in which the respondents could write their opinions, others were multiple choice questions. The emerging themes were grouped from the open answers, and the most frequent themes are presented in this paper.

The results demonstrate what is essential in the instruction. The instruction must be clear, with varying methods and exercises, which are demanding enough. The themes should be timely, appear in every-day life and related to children's age and development. It is important to expand the vocabulary, to learn and practice grammatical matters and acquire cultural knowledge. Natural discussion on actual topics was seen useful. Eighty percent of the parents considered that the family project has been very important in their family life and for their deaf child. Twenty percent found the project to be fairly important. The parents estimated the benefit from the project for the family and the deaf child in the scale from 1=very little to 5 very much. The parents stated that they have gained most from the possibility to familiarize themselves with sign language use and sign language users (4,74/5), then have got support to the communication in their family with the deaf child (4,49/5), next have got peer support for the parents (4,44/5) and for the children (4,29/5) and support for the deaf child's development.

In conclusion, the family project has been supportive and beneficial for the deaf child as well as the entire family. The project has given the hearing families a possibility to learn sign language and learn to know deaf adult persons as well other deaf children. It also made possible for the parents to familiarize themselves with deaf culture and benefits of bilingualism i.e. knowing a spoken language and a signed language.

Keywords/Key message: sign language instruction, deaf child, hearing parents, cochlear implant, sign language acquisition

BILINGUAL EDUCATION – A BRIGHTER FUTURE FOR DEAF CHILDREN II.

BILINGUAL EDUCATION IN INCLUSIVE EDUCATION

Jaana KESKI-LEVIJOKI, Aino LAIHO

Piispanlähde School, Kaarina, Finland



The purpose of this presentation is to describe the innovative practice how to facilitate the learning of sign language (SL) and the promotion of the linguistic identity of the deaf community from preschool to primary school in Finland. Deaf sign language users in Finland have declined significantly at the deaf schools since 1980-2000. A trend is that CI users and deaf are placed in the ordinary schools.

The legislation and the curriculum in Finland support learning SL as a mother tongue (L1), Finnish for sign language users, both Finnish and SL as a second language (L2). Ordinary schools need a new way how to pay attention to those children who use sign language as L1 or L2.

Co-teaching (CT) is that the spoken and signed language users are in the same group. A trained

deaf teacher works with a hearing teacher simultaneously. Basic idea of CT is that hearing students are offered as an immersion in SL. Finnish as L2 in written form and speech therapy are offered to a deaf pupil.

One of the goals of this bilingual education is to produce children functional bilingualism. This practice and its effects have been evaluated through documents and interviews with parents and teachers. Results show that bilingual education is a way to achieve student's highest possible bilingual skills. Trained SL teacher is an important resource for the bi- and multilingual education of the deaf, deafblind as well CI-child in ordinary schools with a hearing teacher.

In addition to co-teaching it is possible to have also the deaf sign language user as a class assistant. In the case the deaf pupil doesn't have other special needs, the assistant isn't the personal one but for the whole class. Benefits stay same; it strengthens the language identity when there is a deaf adult as a language role model in the class. It also makes belonging to the class.

This quite new system going on in Finland could be described as one form of service design, which itself is also newborn term.

The solution for offering the full accessibility to learning in the mother tongue has been using interpreters. The deaf teacher and assistant have their interpreters at work daily and the pupils are able to use them too. Interpretation enable pupils to belong to the class and school community in a natural way. Same benefits are related to the deaf workers also; being fully a part of the hearing work community is possible.

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

Akira MORITA, Yoko KAYA, Norie OKA

Meisei Gakuen School for the Deaf, Tokyo, Japan



My presentation will introduce the education in a small, but truly bilingual deaf school in Tokyo. In fact, it is the one and only bilingual deaf school in the whole of Japan. Why do I feel a strong need, almost a commitment, to introduce this school to the WFD community now?

With the advancement of technology, such as high quality hearing aids and Cochlear Implantation, more and more children are integrating into mainstream hearing schools. Many deaf schools are closing down. We used to have places where Deaf people would get together and enjoy each other's company. There was a tradition of passing down famous sign language stories from one generation to the next. Do we still have these? Deaf children are leaving deaf schools for hearing schools and as a result the number of deaf schools is diminishing to the point where we need to worry about their extinction. Deaf society itself is diminishing rapidly, along with its rich cultural heritage.

Is there a way to stop this trend? Meisei Gakuen believes that the only solution to this problem lies in deaf education. How we raise and educate deaf children is of utmost importance for the future development of the Deaf community. This is a pressing issue and must be dealt with now. That is why I wish to introduce the bilingual deaf education at Meisei Gakuen School for the Deaf in Tokyo. As a bilingual deaf school, all our school activities are carried out in Japanese Sign Language (JSL), and all school subjects are taught in JSL. In addition, JSL itself is taught as a formal school subject, along with other subjects such as Japanese, math, science, social studies,

etc. In our JSL classes, we teach sign literature, such as sign stories and sign poems to enable the children to feel and to appreciate the rich artistic qualities of our language. We also introduce our children to the basics of sign linguistics to enable them to learn the grammar of JSL and to compare their native JSL with other languages such as Japanese and English. It is only by providing an educational environment where children will come to understand, to appreciate, and to love their native sign language can we raise children who will have confidence in their Deaf identity. Meisei Gakuen is trying to do just that. We provide the very basics of what a Deaf person should be because without that Deaf society will fall apart. Our Deaf teachers are models for the Deaf children, showing them what it means to take pride in one's Deaf identity, showing them that we have the ability to participate actively in society, using not only fluent JSL, but also Japanese, English, ASL, IS and possibly other languages. Meisei Gakuen provides education to show our children that Deaf people can really make a difference to the world.

<https://youtu.be/Moj0OeYjceU> (2min.self introduction)

Keywords/Key message: bilingual, deaf education, sign literature, deaf identity

DEVELOPMENT OF SCIENTIFIC BILINGUAL EDUCATION – BASED ON WHAT?

Camilla LINDAHL

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I am deaf, and researcher at Stockholm University with special interest of bilingual science education. I am also a mathematics and science teacher at the Manilla School in Stockholm.

With the doctoral dissertation "Signs of significance: A Study of Dialogue in a Multimodal, Sign Bilingual Science Classroom" (Lindahl, 2015) as a point of departure, the aim of this presentation is to discuss a need to develop instructional strategies that enable a rich multimodal and multilingual learning environment in science classes. To learn science is

a process in which the students learn to understand, and make use of, scientific language. Given that the science classroom is filled with artefacts such as tables, charts, test tubes and Bunsen burners, classroom interaction is a process of multimodal meaning making in the scientific practice. Thus, developing a dialogue with the students in the bilingual science classroom implies some challenges. Seventeen science lessons with two teachers and eight students, all of them deaf and sign bilingual, were filmed and analysed with a multimodal social semiotic perspective as a point of departure. The results show that the group make use of a broad spectrum of multimodal semiotic resources. Swedish sign language (SSL), Swedish in written form and other modalities, contribute to a joint meaning making. Translanguaging describes how the different resources, with differing affordances, interact. Depicting signs in SSL have a significant modal affordance, and play an important role for joint meaning making. It is also shown that teachers need to discuss meta-linguistic issues with students to develop a scientific register. The results draw attention to teachers' important role for scaffolding students' scientific reasoning, using the different available semiotic resources and to promote a meta-linguistic relationship to bilingualism. What it means to communicate science in SSL in relation to terms, concepts and models in the written majority language is discussed. Educational programmes must be based on scientific knowledge and proven experience. Thus, I suggest a need of more classroom studies in

collaboration with science teachers. With a common collection of classroomcentred discoveries, it would be an opportunity for both teachers and students to develop a dynamic way to discuss science and understand each other's different perspectives.

Keywords/Key message: Science education, multilingualism, multimodality, social semiotics, dialogic teaching, translanguaging, scaffolding

GESTU SIGN LANGUAGE DICTIONARY

Lydia FENKART, Karin MOSER

TU Wien, Vienna, Austria



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"). Many

new technical terms in ÖGS are necessary for the interpreters to be able to translate content into ÖGS as best as possible and for the students to 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 standpoint, 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.

Presenting Author: Lydia Fenkart is a native signer who was born deaf into a deaf family. She is studying comparative literature at University of Vienna. She teaches ÖGS for deaf children on secondary level at a Viennese School and works at the Austrian National Association of the Deaf (ÖGLB). And, of course, she is in the GESTU Sign Language Dictionary team.

Keywords/Key message: Sign Language Dictionary; University; College

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

Patty HERMANN-SHORES

HfH Zürich, Zürich, Switzerland



This presentation will discuss the concept for the enabling pedagogy and andragogy for sign language (sl) learners and users in this 21st century. The communities of practice are the venues for the learners, who receive the sustainable development of knowledge, skills and best practices. The enrichment and empowerment lies upon the holistic culture and language curriculum to promote the needs for the 21st century context and settings. The significance of the learners empowerment emphasises the paradigm shift from the traditional teaching curriculum to the

learning curriculum (cf. Lave and Wenger, 1991 & Leach and Moon, 1999). Moreover, the actual UN Convention on the Rights of Persons with Disabilities (CRPD) outlines the framework of human rights and endorses the new paradigms within the education for all persons with hearing disabilities.

The presentation includes the metaphorical example: a modern learner on one's bicycle with the symbolic characters, language & culture, accompanied by different disciplines within the educational, social, cultural and political facets. The learner with hearing disabilities or abilities is to have accessible strategies and entry skills into this modern learning environment.

Sign languages, along with the spoken languages, are essential to acquire the cross-cultural and intercultural competence to survive in this hectic changing global movement.

A short biographical description of P. Shores

Professor Shores resides and works at HfH Zürich (the Faculty of Special Needs Education) in Zürich, Switzerland. Her university background surrounds the educational and political science training. She shares her training and teaching over 35 years. She is also a board member of the newly founded organisation Inclusion Handicap which oversees the future monitoring and the controlling of the UN CRPD.

Upcoming publication:

Hermann-Shores, P. (2016, in press) Enabling Pedagogy and Andragogy for the 21st Century Sign Language Users and Learners. In G. DeClerck and P. Paul (eds) Sign Language, Sustainable Development and Equal Opportunities. Washington, D.C.: Gallaudet University Press.

Keywords/Key message: Accessible and modern Sign Language Acquisition and learning/training

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

Ege KARAR, Klaudia GROTE, Horst SIEPRATH

SignGes RWTH Aachen University, Aachen, Germany



This paper aims to provide some recommendations for deaf-specific didactics, taking into consideration the cognitive aspects of strong visual orientation and the visual-gestural modality of signed communication.

A number of studies have revealed that the use of sign language improves visual-spatial skills. Neville & Lawson (1987) found more rapid detection times in signers only for peripheral visual stimuli. Emmorey et al. (1993) examined the ability of deaf and hearing subjects to rotate images mentally, to generate mental images, and to maintain images

in memory. They found that the use of ASL enhances mental rotation skills and that both deaf and hearing native signers were significantly faster in generating images of complex letters than non-signers. Arnold & Murray (1998) found that signers, both deaf and hearing, performed significantly better than non-signers when memorizing faces, and McCullough & Emmorey (2009) found greater performance for signers in discriminating local facial features.

In addition, the use of a language in the visual-gestural modality leads to a stronger syntagmatic-related conceptual knowledge organization. Rosch et al. (1976) revealed that signers have lexicalized significantly fewer paradigmatic related terms than non-signers. Studies with deaf and hearing children (Tweney & Hoemann 1973) using the word association technique demonstrated a significant tendency of hearing children to produce a greater proportion of paradigmatic hierarchical (dog-animal) than syntagmatic associative (dog-bark) responses. Qualitatively, the performance of deaf and hearing subjects was similar. McEvoy et al. (1999) found evidence that conceptual concepts may not be as distinctly interconnected for deaf readers as for hearing readers. Grote (2013) examined in several empirical experiments the semantic relatedness of paradigmatic and syntagmatic concepts and revealed for deaf (and hearing) signers a significantly stronger syntagmatically related conceptual system. She attributed this effect to the preference for simultaneous structures in signed communication, because simultaneous structures can only be generated with concepts that are in a syntagmatic relation to one another. Thus, signers organize knowledge differently compared to non-signers. Grote (2013) calls this effect of language modality on the semantic knowledge organization 'Modality Relativity'.

Overall, this paper makes three contributions.

Firstly, it demonstrates that the uncritical narrow focus on 'just' bilingual education has undermined the impact of language modality and visual orientation on knowledge organization and acquisition.

Secondly, it will be demonstrated, that deaf and hard of hearing children need a specific 'Deaf Didactics' that is coherent with their visual orientation and semantic knowledge organization. A preliminary list of didactic recommendations for bilingual education (Index of Deaf Didactics) will be introduced.

Thirdly, the issue of Deaf Didactics will be supported by research findings. A quasi-experimental, treatment-control group classroom-study was designed to test the effects of 'Deaf Didactics' on knowledge acquisition within a group of young deaf students.

Keywords/Key message: Deaf Didactics

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

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The UN Convention on the Rights of Persons with Disabilities (UNCRPD), which was adopted in 2006, is often promoted as 'the missing piece' in human rights legislation. While

persons with disabilities have previously been invisible in international human rights law, the Convention reaffirms that persons with disabilities are effective rights holders. The UNCRPD marks a paradigm shift in that it firmly departs from a social model, replacing the medical model on disability, and moves onto a human rights model of disability. The sustained involvement of the World Federation of the Deaf (WFD) during the drafting stages of the UNCRPD resulted in the Convention being the first international human rights treaty to include sign languages, mentioning them in five different articles, in addition to references to deaf culture and the deaf community.

This presentation will analyse what is, from a deaf perspective, one of the most important articles of the UNCRPD both during the drafting stages as well as when it comes to implementation, namely Article 24 on the right to education of persons with disabilities. Article 24 provides not only that children with disabilities should not be discriminated against but also that they should be able to participate in the general education system, via "inclusive education". To this end, State Parties, countries which have ratified the CRPD, have to provide reasonable accommodations targeting individuals and adopt support measures, which targeting broader educational environments.

Article 24 contains both references to inclusive education and to an education in sign language. The principle of "inclusive education" is contested within deaf communities. Indeed, in practice, it often comes down to individual mainstreaming with subsequent risks and damage for deaf children's linguistic and emotional development. During the negotiations about article 24, the WFD questioned this principle of "inclusive education" for deaf children, demanding greater attention for the diverse needs of diverse groups of persons with disabilities. They argued for an expanded interpretation of key concepts such as "reasonable accommodations" and "special education". The latter in particular, shouldn't be seen as special education (as understood by the disability movement) but as an education in one's own language and culture, which should be inclusive for hearing children too. In the end, the WFD's push for a "context-specific approach" was acknowledged by the State Parties although the formulation turned out not to be exactly what the WFD had originally desired.

This presentation will analyse the development of Article 24 with specific reference to the WFD's work during the drafting of the CRPD and within the general framework of the UNCRPD as a human rights treaty. After that, it will look at how this Article is currently being interpreted by the CRPD Committee. These different interpretations and the distinction between "reasonable accommodation" and "context-specific" approaches point to different interpretations of how deaf people can achieve full educational rights. This presentation will also provide the necessary elements for a "context-specific" education for deaf children that should be part of implementation processes at national/regional/local levels of the State parties.

Keywords/Key message: UN CRPD, CRPD, Article 24, Education

SIGN LANGUAGE IN THE FAMILY II.

FIRST SIGNS – INTRODUCING NZ FAMILIES TO NZSL AND DEAF CULTURE

Lara DRAPER

Deaf Aotearoa New Zealand, Wellington, New Zealand



Deaf Aotearoa is the recognized Disabled Persons Organisation for the Deaf community and works closely with Government and the education sector. We are also a service provider and have 72 staff in 14 offices throughout NZ. We provide a wide range of services to the Deaf community and the wider public including Youth service, Employment and Career Advancement, Haoura.

One of our key services is the First Signs service. In this service our staff work with families that have Deaf or hard of hearing children aged

0-5years to provide opportunities to develop New Zealand Sign Language in the home and community. We are enabling families to choose a bilingual/bimodal path. We have taken an innovative approach and offer the service to families in a variety of ways from individualised direct teaching to group activities and online sessions.

This presentation will go through where the service sits within Deaf Aotearoa and how we work with the various groups within the sector. We will then share some experiences of families who have been receiving the service to date.

Keywords/Key message: NZSL for families with Deaf and Hard of Hearing children 0-5 years

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

Merel VAN ZUILEN, Onno CRASBORN
Radboud University, Nijmegen, the Netherlands



The website www.doofgewoon.nl is set up by the Sign Language Research Team of Radboud University in the Netherlands (deaf and hearing members) in collaboration with the University of Amsterdam, Dovenschap (the Dutch Deaf association), NDJ (Deaf Youth of the Netherlands), FODOK (an organisation of parents of deaf children), and Sven Noben of SignFuse.

www.doofgewoon.nl shows our ideas of being deaf from the first page, often in big contrast with how it's being experienced by hearing parents who just gave birth to a deaf or hard of hearing child. Those parents typically do not know anything about deafness. The usual first step is to find a way to 'heal' the deafness by cochlear implants and oral revalidation. The deaf community is often a 'hidden world' for those new parents, and sign language unknown to them.

The possibility of cochlear implants has led to a decreasing amount of acceptance of deafness and the use of sign language in the Netherlands. The medical profession is fully focused at revalidation and assimilation of the deaf child to the hearing world. Even if the child succeeds this way, our concerns are that a very original part of the child's being is denied. The part of acceptance of and accommodation to the communicative needs of the deaf child decreases.

For example: in the first year, a deaf child will have little to no exposure to language and misses essential steps in his/her development, including interactive skills, perceptual skills, and linguistic knowledge.

These concerns inspired us to build a website. We want for new parents of deaf children to be able to acquire a broad perspective on the deafness of their child and to have access to crucial information about communication beyond their reach of daily practice. The website is focused on the cultural aspects of being deaf and the practice and benefits of sign language.

By centering the website around the experiences of deaf people and other parents, we show a broad range of what the world of deaf people nowadays contains. The use of both spoken and sign language in the various interviews, all subtitled in Dutch, makes the site accessible to both hearing and deaf parents, and introduces sign language to parents in an informal way.

The narratives on the site are subdivided in three groups: families, deaf adults, and experts. The parents and some of their deaf children and their brothers and sisters talk about feelings and experiences in their lives as related to deafness and sign language. They also show how they communicate with each other. It can be inspiring to new parents of deaf children to see such a close up of other families with a deaf child and how they deal with it in a positive way. The group of deaf (young) adults talk about their lives and discuss various issues about deafness. They provide insight into why sign language is crucial for them and how they have become successful in their life. Finally, the experts share their scientific knowledge about sign language and the development of deaf children with you.

www.doofgewoon.nl is accessible to everyone by sign or sound and by subtitles.

Keywords/Key message: Goal: getting hearing parents of deaf children motivated to sign and to participate in the deaf community. Tool: a website

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

Steven SURRENCY

University of South Florida, Tampa, USA



The World Federation of the Deaf (WFD) has affirmed that access to sign language is the birthright of children who are born Deaf. In asserting this, WFD goes somewhat further than the United Nations Convention on the Rights of Persons with Disabilities (CRPD). The CRPD allows for the possibility of sign language use but does not mandate it as a right for infants. The CRPD states that, if sign language is the “choice” of a particular Deaf person, its use must be accepted and facilitated. While the CRPD does an admirable job of encouraging access to sign language education, interpretation, and

promotion among the general public, it is not sufficient to ensure the survival of sign languages.

The CRPD sidesteps the most critical moment of decision: the decision of the parents of deaf infants regarding linguistic choices for those Deaf children. In acknowledging the rights of disabled persons to communicative methods “of their choice,” the CRPD overlooks the fact that, in order for sign language to serve as the native language of a Deaf infant, the parents must first choose for the child to learn sign. Parents who chose to sign or who place their children in signing environments will have children who grow up as signing members of a Deaf community. The CRPD protects the rights of these people. On the other hand, parents who stress oral methodologies are less likely to have child who are signers. In the past, because oral techniques often produced poor results, many Deaf adults who matriculated from oral programs learned to sign later in life, albeit as non-native signers. Now however, with cochlear implantation seeing more and more success, graduates of these implant-based programs are often content to live primarily or exclusively in a non-signing, hearing world. In order to ensure the continuance of Deaf culture and of sign languages, we must create not an option for parents to choose sign language but an obligation.

It is difficult for members of the Deaf world to elaborate this perspective to members of the hearing world. In this talk, I explain why it is so difficult for hearing people, and especially for hearing parents, to understand the arguments that Deaf people raise about why they should use sign as a primary means of communication. To do this, I examine how Deaf people often make an implicitly Kantian ethical argument: Treat others as you wish to be treated. That is, Deaf people claim that since they wish to have been taught sign, so too will other Deaf infants wish to learn sign. Unfortunately, these arguments fall flat for hearing people. For, when hearing people consider Kant’s argument, they think, “If I were Deaf, I would like to have been taught to speak.”

To move past this dilemma, I consider why the Kantian argument does not persuade hearing parents. I use Wittgenstein’s analysis of thought worlds to explain how Deaf people and hearing people live in communities that do not share many values. Kantian arguments fail because they assume there is one universal human nature and thus all people would wish to be treated the same. In order to overcome the barriers that divide the Deaf/hearing thought-worlds, I propose some possible solutions using other philosophical insights. I propose three ethical arguments for the necessity of parents’ learning and promoting sign language.

- 1) A more sophisticated version of Kant’s argument: Act in a way that I would wish it to become a universal rule.
- 2) An Aristotelian natural law argument: Sign language is natural for Deaf people.
- 3) A Utilitarian argument: Sign language promotes more good in the world than does oralism.

Keywords/Key message: philosophy, ethics, sign-language as birthright, arguments for parental obligation to sign

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

Filip VERHELST, Mark BERRY

Castberggård, Hedensted, Denmark



At the UN level you can find different declarations and conventions to better the human rights status within the world. For few years, the CRPD (Convention on the Rights of Persons with Disabilities) is a very useful tool for lobbying work on the government and organisational level for the Deaf People. We are seeing the rise of national Sign Language being

recognised all over the world. However, there is a no clear impact on the sign language people, possible reason for that could be the rise of Cochlear Implant and the medical professions encouraging new parents to avoid using Sign Language.

Therefore, we decided to draft a suppose convention if it went all the way up to UN level because we recognise that there are some missing links in the CRPD for the Sign Language People such as, there are no collective rights, no rights to have education in Sign Language for hearing/Deaf children, no rights for protecting and developing our culture and language, and so on. This missing link could be the answer we need to preserve the sign language vitality by increasing language domains' security if there is a right in place. That is why we want to develop our own declaration; DRSLP (Declaration on Rights of Sign Language People) with some students of Frontrunners - an international Deaf youth leadership training programme based in Denmark. With DRSLP, we want to have the focus emphasis on the language and culture perspective that has no territorial space.

DRSLP itself is strongly inspired based on DRIP (Declaration on the Rights of Indigenous People) mainly because the declaration included general rights, outside of Human Rights. We also had inspirations from other declarations/conventions and the articles are matched to the SLPs rights and needs. It is not time now for lobbying a new separate declaration on the UN level, but it can be useful to have an inspiration for Deaf / Sign Language People organisations in the world. We would like to present this at the conference because we would like our declaration to be explored and discussed at international level; perhaps it could be used as a template for delegates to use as a guidance for bettering sign language conditions in their home country.

You can find our draft version of the DRSLP in sign language on <https://www.youtube.com/watch?v=fnSkds-dt2c&app=desktop>

A short introduction

Filip Bergmann Verhelst (B.A in Education), Belgium, and Mark Berry (B.A in Film and Second Language Education), New Zealand, are two of four teachers of the International Leadership Program for the Deaf Youth People, Frontrunners at Castberggård, Denmark. Their teaching topics range from Leadership/Teamwork, Sign Language, Human Rights, Deafhood and Media.

Keywords/Key message: Human rights – convention – deaf rights – deafhood perspective – sign language – collective rights

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

Russell ROSEN

City University of New York, New York, USA



This study looks at the transmigration of deaf people and their signed languages, communities, and cultures in the general society. More specifically, it explores the conditions under which signed languages and Deaf culture are incorporated and used in families, education, workplaces, and the general society of speaking and hearing people. This study examines case studies of examples of transmigration of Deaf culture and signed languages to the general society from (a) students learning ASL using it outside of classrooms; (b) hearing signing babies;

(c) workplaces with deaf workers; (d) closed captioning on televisions in public places; and (e) niches of deaf employment in businesses. Theories of language and culture transmissions, social and cultural geography, and of subcultures are employed to frame the process of transmigration of signed languages and cultures from the Deaf communities to the general society of speaking and hearing people.

There are certain steps that are needed for deaf people and their signed languages and cultures to be adapted and used among speaking and hearing people in the general society. Deaf people had needed to progress through sociological research that attest to their marginalization and non-inclusion in the general society, civil rights legislation that recognized their civil rights to communicate and be mainstreamed in society, government legislation that required technological gadgets for them be inserted in commercial products that manufactured for general use in society, the manufacturing and insertion of gadget in commercial products, its purchase by the general populace and insertion in public places, and its utilization among hearing patrons in the general public and private places. Signed languages had needed to progress through linguistic research that proved it as a language, governmental legislation that accepted ASL as a language and mandated the integration of signing deaf individuals to the general education system, and the offering of, and student enrollment in a signed language as a foreign language classes in general education high schools. Psychological research has needed to be conducted that showed the usefulness of signed languages as a means of cognitive and language acquisition for hearing individuals. Finally, there were certain spaces that are created by certain interpersonal and social conditions that prevent speaking and hearing people to use their native spoken languages and that enable their use of signed languages with each other. In these cases, either they cannot use voice or spoken language; signed languages and Deaf community and culture bring benefits earlier than spoken languages or hearing community and culture; or the environment is too noisy or demands quietness that they cannot use voice to be able to hear.

Theoretical implications of this study are discussed.

This topic will be presented by Russell S. Rosen, Ph.D, Assistant Professor and Coordinator of American Sign Language Program at the City University of New York—College of Staten Island. His publications and presentations are in the areas of Deaf Studies, second language acquisition of sign languages, and Disability Studies.

Keywords/Key message: sign language, deaf community, deaf culture, hearing community, United States

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

Jenny NILSSON

Danish Association of the Deaf, Copenhagen, Denmark



Background: Denmark wants to present our political process to implement the CRPD. We start our process with the Committee session on Denmark where they expresses its concerns that certain groups of deaf persons, in particular children born deaf who have been implanted with cochlear implants, are reportedly prevented from learning and communicating in Danish Sign Language. The Committee recommended that Denmark recognizes the right of all deaf persons and born deaf persons to have the possibility to learn and communicate in Danish Sign

Language, regardless of medical treatments undergone; take effective measures to promote Danish Sign Language as a communication method, without necessarily resorting to speech therapy; carry out research into Danish Sign Language, including the development of a Danish Sign Language dictionary; and promote the use of Danish Sign Language in all areas of deaf persons' lives to ensure their participation in particular in employment, education and cultural life. How do we use this concluding observation on Denmark in our association?

The process: With the recommendation, DDL worked together with the Danish Institute on Human Rights, DIHR on a report about children with hearing loss and deaf children and their situation in Denmark, where a new political agenda has led to a shift in focus from exclusion of children with hearing loss to their inclusion. This report differs from the other publications by taking human rights as its point of departure. Based on an analysis of the impact of human rights for children with hearing loss, the Danish Institute for Human Rights analyzes whether and how human rights obligations are translated into Danish legislation and the practical applications, which result from this legislation. The institute's study also suggests that the specific implementation of the legislation still leaves a number of barriers facing children with hearing loss. Firstly, there may be barriers to choosing the language. For those parents who want their child to learn sign language, there can be difficulties because they choose differently than the majority of parents. This can put children in a situation where respect for the child's development, which is the child's right, may be in jeopardy, just as the child's right to preserve its identity is put to the test. Secondly, there may be barriers to how the child learns the language selected. The current methods used for language acquisition keep the spoken and sign language separate. The institute believes that regional and municipal authorities should focus more on having a holistic view of the child and the child's language acquisition and that they should support the equality between the different languages.

The purpose of our presentation: DDL wants to present our work and how we implement the concluding observations by the CRPD committee. During the presentation we explain our political strategy and how DDL uses the existing documents, also for example the EU parliament resolution on sign languages and professional sign language interpreters. This presentation show how the international strategies are being implemented in a national context. DDL also seek inspiration by the other national deaf associations on how they are working on their concluding observations by the CRPD committee.

Keywords/Key message: human rights deaf children education

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

Roz ROSEN

Rosen Global Services, Silver Spring, Maryland, USA



LEAD-K is an acronym for Language Equality and Acquisition for Deaf Kids – Kindergarten Ready. The LEAD-K legislative campaign addresses the Deaf Child's Right to be Kindergarten-Ready with mastery of language and skills required for success in school. Spearheaded by community action and advocates, and coordinated by leaders for the campaign from different states of the United States, a bill was successfully passed in California to end language deprivation. LEAD-K law for Deaf/HH babies, ages 0-5, requires language proficiency

milestones in ASL & English, state accountability for results, qualified bilingual professionals, and family support. The California bill serves as a model for 30 other states. The LEAD-K national core team serves as a resource for these states working to pass individual state bills.

Everyone wants each child to be ready for Kindergarten with confidence, cognitive and social skills for success. LEAD-K seeks to stop language deprivation by ending mislabeling, forced choices, lack of language benchmarks and system accountability, inadequate family education, and lack of Deaf professionals in early intervention programs.

This presentation on the LEAD-K campaign focuses on grassroots advocacy, coalition building, CPRD human rights, guiding principles, gathering data, public relations, and resources for state teams, and discussion of the political process of passing California law SB210. All this can be applied to your country.

Presenter: Dr. Roz Rosen is now a 'Professor of Life', having recently retired as director of the National Center on Deafness at California State University, Northridge and Vice President and tenured professor of Administration at Gallaudet University. She is on the national LEAD-K core team. She was a board member (and President) of the National Association of the Deaf, World Federation of the Deaf, the American Society of Deaf Children and the National Captioning Institute. Roz has authored a number of articles and is active as a presenter/trainer/activist in the areas of leadership, human rights, bilingualism, and educational issues.

Keywords/Key message: Language Deprivation, LEAD-K, Political Process, Ready for School, Language Equality, Language Acquisition, Bilingual

SESSION KEYNOTE PRESENTATIONS II.

INCLUSION MODEL TO ADDRESS ECONOMICAL TRANSFORMATION

Bruno DRUCHEN

DeafSA, South Africa

Founded in 1929, DeafSA is a non-profit organisation dedicated to improving education, services and opportunities for the Deaf community throughout South Africa. Our goals include both improved access and inclusion within wider society, as well as the development of specialised Deaf clubs, societies and other communities to support and empower the Deaf Community.

At heart, all our activities aim to protect the fundamental human rights of South Africa's Deaf community – ensuring that no Deaf person is excluded or made to feel isolated – and to make sure Deaf culture is granted the recognition and consideration it deserves in government policy, media transmissions and other forms of public activity.

The landmark Deaf Federation of South Africa (DeafSA) building Newlands, Cape Town has been demolished to make way for a 122 room hotel. The development is a joint venture between Meridian Property Holdings, a Cape Town based developer, DeafSA, and the Industrial Development Corporation (IDC). DeafSA views the development as a key broad-based empowerment initiative that will create income generating, skills transfer and employment opportunities for the Deaf Community.

As the world's first hotel to employ deaf and hard of hearing staff, the Park Inn by Radisson Cape Town Newlands is also committed to DeafSA's ideals of inclusion and diversity in the workplace.

APPLIED ARTIFICIAL INTELLIGENCE (AI) AUGMENTING HUMANS

Dr. Antal KUTHY

E-Group, Hungary

Technologies augmenting, amplifying, recovering human skills and abilities are making us better performing humans. Since future is about amplification of human skills by applying various next generation technologies from robotics, sensors, IoT (Internet of Things) to artificial intelligence (AI) driven cooperative partner systems, classical definition of "disability" is effected too. Disability in its classical sense is being redefined. People without access to and relevant knowledge of digital tools will become relatively more "disabled" in a non-classical sense than people with classical disability but equipped with proper tools and technologies supporting and enhancing their lives. The whole society must clearly recognise that investment into technologies supporting disabled communities not only reduces overall cost, but indeed creates new opportunities for all sectors. Scale does matter, and scale can only be achieved by cooperation. Scaling up lab experiments and applying them to everyday situations is the real challenge, a challenge that is complex, a combination of engineering, social engineering, and problem-centric, pragmatic approaches. A challenge that can only be handled by strong cooperation among industry, governments and the civil community together with disabled communities.

The current presentation introduces AI, what it is, how it is changing the world, and why it is relevant to the hard of hearing and deaf community. The presentation is from the viewpoint of the fast growing technology sector, but emphasising the importance of non-technology factors.

It explains how exponential technologies are augmenting human's abilities, providing us with superhuman skills or recovering/replacing/repairing weak points.

The presentation will lightly touch on the technology roadmap from Video Assisted Communication to AI-assisted communication, where we are today and what is the realistic future, bringing up the idea of an AI-assisted automatic multi sign language translation service connecting the deaf communities all over the world.

DEAF EMPLOYEES IN THE LABOUR MARKET I.

DESIGNS: DEAF EMPLOYMENT IN EUROPE

Christian RATHMANN¹, Jemina NAPIER², Leeson LORRAINE³, Haaris SKEIH³

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There is a direct link between education, educational qualifications, advancement into the labour market and social inclusion. Apart from financial autonomy, work and paid employment serves to develop a sense of belonging with positive mental health benefits and identification with the wider community (National Disability Authority, 2005). Furthermore, an extensive survey in Germany (GINKO 2013) reveals that there is a number of obstacles and barriers in employment in terms of communication and support services). The overall point is that deaf

people in Europe as well as throughout the world, continue to face barriers in education, employment and access to support services.

The overall aim of the European project DESIGNS (funded by Erasmus+) is to create VET (Vocational education and training) and CPD (Continuing Professional Development) training resources and exchange best practices across Europe to facilitate greater participation of Deaf sign language users in employment. Seven partners from four European countries who are experts in the fields of Education and Training, Employment, Sign Language Interpreting and Deaf Community Advocacy are involved in this project.

In the first phase of the DESIGNS project, three exploratory studies on Deaf employment are being carried out: (a) European-wide online survey on Deaf employment, (b) focus groups with Deaf employees from various public and private sectors in Ireland, Scotland, Belgium and Germany and (c) review of previous findings on Deaf employment. Mixed methods (including qualitative and quantitative research methods) are used.

Preliminary findings from the European survey and from focus groups in Ireland, in Scotland, in Belgium and in Germany will be presented. At the end of our talk we will outline a number of contemporary issues on Deaf employment which will in turn play a role for research design in the second phase and for the development of teaching and awareness materials in the third phase of the DESIGNS project.

Keywords/Key message: Deaf employment

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SAUDI DEAF EMPLOYEES IN LABOR MARKET

Hend ALSHOWAIER

WFD Interim Regional Secretariat for the Arab Region, Riyadh, Saudi Arabia



Having a job is the right of each Saudi citizen including Deaf people. The Saudi government strives hard to provide it to everyone as stated in the Labor Law – Article 28. To reduce unemployment among the Saudi citizens, the Ministry of Labor does not encourage recruitment of non-Saudi citizens unless there is not national workforce qualified to do the work. The Ministry of Labor developed a clear mechanism to support the Saudization of jobs and regulate recruitment of labor demands and ensure a balance between the recruitment of labor and the need of the market.

In 2012 People with Disabilities Program “Tawafuq” has been established in order to make all programs and services of Human Resources Development Fund (HRDF) comprehensive for all job seekers with disabilities.

The HRDF provides employers with opportunities to benefit from the women national workforce in the Kingdom of Saudi Arabia, including Deaf women, through number of programs that suit the Saudi women. This would enable Saudi women to be subsidized by financial assistance and contribute in the local economic growth.

To ensure equal employment for Deaf and Hard of Hearing people The Ministry of Labor had arrangements to facilitate services in the work environment according to the nature of profession like: providing sign language interpreter.

Brief Bio:

Ms. Hend Alshowaier is a profoundly Deaf woman and the most prominent human rights of the Deaf activist in the Arab region. She works hard to protect Saudi Arabian Sign Language and teach it to the hearing community especially to parents of Deaf children and those who work directly with Deaf people. Currently, she is the World Federation of the Deaf (WFD) Regional Director – Interim Regional Secretariat for the Arab Region, and works as the Coordinator, Deaf & Sign Language Program at King Salman Center for Disability Research (KSCDR).

Ms Alshowaier published some articles on Saudi newspapers, Almanal magazine, and WFD newsletter. She taught several Arabic courses to Deaf students, and conducted Workshops on Saudi Arabian Sign Language for hearing people. She participated and attended many local, national, and international conferences and workshops related to the Deaf issues and sign language interpretation.

Ms. Alshowaier is fluent in Arabic, English, Saudi Arabian Sign Language, ASL, and International Signs. In addition to her work at KSCDR, Ms. Alshowaier is a member of many local, national, and international organizations including WASLI, CBM, Arab Organization of People with Disabilities, and Arab Federation of Organizations Working with the Deaf.

Keywords/Key message: Saudi Deaf Employees in Labor Market

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

Matthias FENKART, Manuela HOFER, Bernd HOLZGETHAN, Monika HAIDER

Equalizent Ltd., Vienna, Austria



The project goals are:

- To raise Deaf Awareness on the labour market
- Offer practical advice for employers on hiring young Deaf people
- Increase job-opportunities for young Deaf job candidates in the regular job market
- Increase the understanding of effective methods of alternative communication in the workplace
- Strengthen the use of Sign Language in the workplace

Background:

Youth unemployment is a major issue all over Europe. Especially young Deaf looking for a job or career training have to deal with large barriers on their way. S4H aims to improve the opportunities for Deaf young people in the labour market.

S4H focuses on companies, organisations and Deaf young people. We portray Deaf role models and companies with Deaf employees. Young people share tips and tricks for successful communication in the workplace and important signs for everyday working life. We develop workshops for companies and provide an overview of relevant service centres for labour market inclusion.

Products & Material (open source)

www.signsforhandshakes.eu (more 100 video productions)

1. Deaf at Work – Role Model Portraits (VIDEOGALLERY) – international wide examples
2. Networking & Service: Good-Practice-Examples (digital BROCHURE)
3. Mutual Understanding: Communication (YOUTH TOOLKIT)
4. Learning from each other: workshop for companies (MANUAL)

Methods of the Project: Participation – Narration – Informal Learning – Networking

Participation: „Nothing about us without us“

Participation is the key of inclusion; without participation it is not possible to overcome the principles of majority and minority. S4H operates in an interlinked process with involvement of representatives of the employment sector, Deaf youths, Deaf professionals and Employment (Support) professionals.

Developing Narratives:

Deaf Awareness For the project S4H we choose the approach of „Narration“ and biographical storytelling to enable individual and multiple perspectives of Deaf Awareness. S4H focuses on the topics: work, work inclusion, vocational education and communication at the workplace. The narrations (videos and/or text stories) of Deaf individuals as well as hearing colleagues and representatives of human resources management give insight into aspects of Inclusion AND Exclusion of one's work life performance – on a personal, individual level as well as a group level (the Deaf and the Hearing). The narrations enable insight on how to handle differences.

Networking:

Encounter & Dialogue Come together: the economic and social sector produce an informal learning process of individual competence. Informal learning is a major factor to enhancing the potential, capabilities and motivation. The involvement of representatives of the job market

was the prior condition for planning the project and represents an important key for involving potential employers for processing inclusion at the workplace.

The presentation at the World Congress 2017 shows the results of the European Project S4Hand offer a variety of barrier free and practical orientated products (open and free source). Participants of the Congress are invited to be part of the network S4H to enrich work inclusion an equal opportunities on the job market. Further Information: www.signsforhandshakes.eu

Keywords/Key message: Deaf Employees, Deaf Employers, Communication, Deaf Awareness, job opportunities

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

Maya DE WIT

Sign Language Interpreting Consultancy, the Netherlands



In order to make society accessible for sign language users, we need qualified, trained, and properly remunerated sign language interpreters. Research conducted by Maya de Wit across 45 European countries and regions provides data on the education, qualification, organization, and remuneration of sign language interpreters. From these results Maya will present an overview of the current status of sign language interpreting services provided in employment settings, including the entitlement, the hours, payment and working conditions. Additionally she will present an

analysis and suggested best practices for regulations and provisions of sign language interpreting services in employment settings.

Maya de Wit is a certified sign Language interpreter whose working languages include International Sign, Dutch Sign Language, American Sign Language, as well as spoken English, German, and Dutch. She regularly interprets at the EU institutions, United Nations, and the Council of Europe.

She also delivers training and consultancy on topics such as sign language interpreting techniques for high-level settings and raising professional standards of sign language interpreters. The author of "Sign Language Interpreting in Europe," Maya has been tracking the development of the profession in over 45 European countries and regions since 2000.

From 2006 to 2012, Maya was the president of efsli, the European Forum of Sign Language Interpreters. In 2011 Maya obtained her MSc in the European Master of Sign Language Interpreting (EUMASLI). The first sign language interpreter to qualify as a member of AIIC, Maya is now the coordinator of the global AIIC Sign Language Network.

More info: www.mayadewit.nl

CLASSIC TELEVISION TIPK TV FOR DEAF AND HARD OF HEARING

Bojan MORD

Market TV, Ljubljana, Slovenia



The purpose of the classic TV TIPK TV is to adapt content to public information through sign language, speech and voice support for subtitles. In this way we want to overcome the communication barriers and to establish links between the world of hearing with the deaf, blind and visually impaired

I Bojan Mord, Director of TIPK d.o.o., 7 years ago I founded the company three years ago, started the company. Let us take you briefly introduce our TV, the TIPK TV. We are the only classic television for deaf and hard

of hearing impaired in Slovenia. Our basic mission is to overcome communication barriers from 180,000 to 220,000 residents of Slovenia who have impaired hearing and eyesight. Deaf, hard of hearing, blind and the visually impaired to help establish links between t. i. Board hearing with the visible and the quite different world of the deaf, deafblind. Nevertheless, we operate professionally in mass market media content and makes more active strive for more equal treatment on the market, which in our field requires an even more ambitious role.

Our program scheme mainly includes daily news programs of national importance, which are tailor-made to understand the language of our customers. We are happy and proud that our users from 1 June 2016 in our medium access the most watched news programs in Slovenia - 24 hours and both live and in easily understandable, sign language. Our users we can also monitor the number of Slovenian operators.

We will continue to actively strive to personalized content to our users, include an even greater number of active users, with the involvement of additional educational and cultural content, which will also be broadcast in Slovenian sign language and subtitled.

Team of the TIPK TV consists of nine members, and most of us also deaf.

We'll show you what problems we are facing, and how we fight very challenging media market. Attraction deaf community prefer our program is monitored as a national program which is funded entirely from the state budget and when the hearing with all the leading people, and we do not get anything from the state, and we ourselves barefoot on the market, and we only hearing employees.

Keywords/Key message: Videos for the Deaf, translation into sign language, deaf employment and training

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

Inkyung KOH, Heekyung CHO, Seona SHIN, Myeonghee YOO, Byeongcheon YOON
Nazarene University, Seoul, South Korea



A dictionary is a collection of words arranged in a certain order. Then, it means a book with a linguistic commentary on each word, such as pronunciation, meaning, etymology, and usage. Until now, there were many developments in the number of recorded vocabularies and methods of presentation of Korean Sign Language(KSL) dictionaries. However, the headword is presented

in Korean, The method was enough to explain in Korean or to present Korean example sentences. This is more closely related to the structure of the Korean dictionary than to the KSL dictionary because it does not reflect the linguistic characteristics of KSL.

If Deaf people do not know Korean head-words, it is impossible to search for KSL words. Also, since sentences are not presented in KSL, it is difficult to understand the usage of KSL words in sentences. In the United States, England, Germany, and New Zealand, chereme were analyzed and presented by sign language word. However, in addition, various dictionary information such as synonyms, homographs, and local sign language words are not sufficiently provided.

So this research focused on the direction of contents construction and the changing process of KSL dictionary, and the components presentation of web-based KSL dictionary. The results are followed:

First, KSL dictionary development can be divided into three stages. First stage is preparation period of compilation prior to 2005. Second stage is compilation period of sign language dictionary performed by Korea Standard Sign Language Constitution Society from 2005 to 2010. Third stage is provision period based on Web and mobil from 2010 until now.

Second, among the currently constructed KSL dictionary contents, additionally necessary contents were word origin, etymology, foreign sign language, antonyms chereme and example sentences of sign language.

Third, in order to establish web and mobile-based dictionary in sign language, there were needed the construction of responsive web and sign language database, the interlock with KSL corpus, and the connection with internet portal dictionary service.

Keywords/Key message: sign language dictionary, web-based dictionary, dictionary interface, dictionary construction, chereme

SIGNALL - A COMPLEX PROTOTYPE FOR AUTOMATIC SIGN LANGUAGE TRANSLATION

Dawn CROASMUN, Márton KAJTÁR, Dávid RETEK, Dávid PÁLHÁZI

SignAll, Budapest, Hungary



The challenge of automatic recognition and translation of sign language is in the attention of research for decades. However, due to the complexity of this challenge most of the research projects have been focusing on sub problems, such as recognizing the dactyl alphabet or isolated signs. Many of the ongoing projects are focusing only on the hands while ignoring the fact that sign language is a multi-channel communication where non-manual markers take an important role.

Moreover many projects are quiet about the need of language processing

to translate the transcript of the recognized signs to spoken language. While research projects with limited scope could be impressive demonstrations of technology development the results could be misleading as a different goals may lead to different technical solutions and the usability of these results for the original challenge is doubtful.

To provide automatic sign language translation a technology should recognize continuous signing by measuring both manual and non-manual markers and employing machine translation technology. The two main approaches for data acquisition are sensor based and camera based. The former could measure the handshapes accurately by using gloves equipped with sensors. However these gloves can't provide information about the other components of signing. Projects with complete targets adopt the camera based approach mostly by using 3D cameras. Even though all components of signing are visible on the pictures of the cameras the accurate recognition is a huge challenge due to the limited resolution and the color inconsistency of cameras and the limitations in the available computational capacity.

As a result of a five-year project SignAll (www.signall.us) presented the first complete prototype for automatic sign language translation that interprets continuous signing in ASL into English. The system employed a set of cameras to measure all the components – including facial gestures etc. – accurately. Due to the infancy of computerized sign language linguistics and the lack of publicly available data sets the prototype handled a limited vocabulary of 300 signs. The maturity of the prototype allowed the team to raise money from venture capitalists in 2016. SignAll entered into a research cooperation with the prestigious Gallaudet University. Securing these essential resources SignAll is able to deliver the first product level solution by adopting an extended database.

In our presentation we show our results and the current stage of SignAll's product development to demonstrate that the continuous development of technology reached a level where automatic sign language translation is viable. As speech recognition and translation technologies – such as Google Translate - provide value without substituting human interpreters, we believe that the automatic translation of sign languages will provide an easily available solution to extend the number of situations where deaf individuals could use their preferred language.

Keywords/Key message: automatic sign language recognition machine translation

EMPOWERING SOCIAL MEDIA TO DEAF PEOPLE

Joel BARISH

JoelBarish.com, Austin, Texas, USA



Learn about working at empowering social media to Deaf people in different countries. Joel will share his experience around the world past 15 years including Deaf business, organization, career opportunities, leadership, government, education and cultures. Joel shares his experience with social media and website as million viewers and followers around the world. We are in the information age so we must grab those unique opportunities at our advantages. We must put our positive energy on social media and advocacy strategies for our future Deaf rights.

Joel has traveling more than 84 countries and meeting lots of Deaf people even at the remote locations.

Joel will use pictures and video on his Keynote app. The audience will have the opportunity to ask the questions and open dialogue with the audience. People can bring their positive motivation to their countries after the presentation.

Keywords/Key message: DeafNation, Deaf Journalist, No Barriers, motivational speaker

SUPPORTING HIGHER EDUCATION DEAF AND HARD OF HEARING STUDENTS ON TRANSITION PLANNING WITH TECHNOLOGY

Matjaž DEBEVC, Ines KOŽUH

University of Maribor, Maribor, Slovenia



Due to rapid development of information-communication technology (ICT), we are witnesses of important differences in the field of education, since sign language users are faced with various ICT possibilities for equal inclusion in social, societal and economic environment. The number of students with disabilities (SwD) is rapidly growing. Based on findings of the EU project Trans2Work (<http://trans2work.eu/>), where 170 SwDs participated, 23.5% SwDs had visual impairment, 5.9% had hearing impairment, and 58.2% had physical disability or orthopaedic impairment.

The current situation on the labour market demonstrates the urgency that SwDs, who are sign language users, should be involved in educational environment specifically tailored for them, so that they are able to reach their professional and goals. One of possible solutions is e-learning where learning on distance and learning with techniques accessible to sign language users are merged. In order to develop accessible elearning and teaching process, it is essential for the staff to be familiar with specific needs and requirements of sign language users. It is recommended to respect technical and organisational regulations, and tools for implementing accessibility, such as the Web Content Accessibility Guidelines (WCAG). Also, standards like ITU, IEC and ISO should be considered.

The first very important step towards new higher education accessible system is equipment purchase where the following should be considered:

- providing written information in sign language video,
- natural videos and sound amplifiers are more accepted than signing avatars and synthetic gestures.

As far as equipment is concerned, the following options are currently available:

- video relay services where sign language students can follow lecture in real-time with watching the interpreter over the video connection,
- live captioning for following the lectures in real-time. The sound from the talking person is transmitted to the typist situated in the same room or at the distance,
- multipoint videoconference system,
- tools for webinars, which combine video based collaborative and cooperative e-learning,
- accessible websites with additional video modules, such as the Sign language Interpreter Video Player (SLI module), developed at the University of Maribor, Slovenia.
- accessible web based e-learning with contextual, communication (videoconference and video forum) and collaborative parts together with video supported sign language interpretation. An example of good practice is the web portal „How to get a job“, implemented by University of Maribor, Slovenia
- personal frequency modulation (FM) for hearing instruments support,
- “induction loop” system for hearing instrument support.

Practical examples and solutions developed at the University of Maribor, Slovenia in the field e-learning and accessible web sites will be presented at the conference.

Presenters:

Dr. Matjaž Debevc is associated professor at the University of Maribor in Slovenia and is member of the WFD Expert Group on the Accessibility. He is expert in the field of human-computer interaction, e-learning, accessibility and telecommunication technology. He was involved in more than 60 European, national and bilateral projects and taught in Austria, Switzerland and in Balkan countries. He is in clinical term a deaf person.

Dr. Ines Kožuh is a teaching assistant at the University of Maribor in Slovenia. In 2015, she received her PhD from Media Communications at the University of Maribor in Slovenia. Her research interests encompass the use of social media among D/deaf and hard of hearing users, identity and community building. Her bibliography involves more than 40 items.

Keywords/Key message: e-learning, accessibility, higher education, deaf and hard of hearing students, sign language

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

Gabriele SERPI

World Deaf Tech, Rome, Italy



Pedius is a communication system that allows Deaf and Hard of Hearing people to make phone calls using speech recognition and synthesis technologies. Pedius gives the freedom to have real-time conversations when needs to call a plumber, book a table at the favourite restaurant, or talk to the doctor. All of this is done with full respect for the privacy. It's available on the 6 languages (italian, english, french, german, spanish and portuguese).

VEASYT Live! is the first professional video remote interpreting service in Italy available online via your computer or tablet, easily and economically. In verbal and sign languages. With VEASYT Live! anyone can have access to an online professional interpreter in any language and any place to facilitate communication. Ideal for a business meeting, an appointment with your lawyer, at the doctor's or in a hospital ward, at the hotel reception or in the courtroom, just to name a few.

IntendiMe is the startup that improve the life of people with hearing problems, making them feel more independent and safe.

We provide a practical and innovative system based on our Tag that detects all the sounds of your home and warns you directly in the smartwatch IntendiMe designed to fit the needs. Advisor innovation: deaf can be ambassador

Relate their experiences as advisor innovation by working with startups, the deaf person can be the ambassador with companies aiming on accessibility of disabled people.

Keywords/Key message: pedius, intendime, veasyt, technology, world deaf tech, accessibility

DEAF EMPLOYEES IN THE LABOUR MARKET II.

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

Ege KARAR

SignGes RWTH Aachen University, Aachen, Germany



The project „DeafMentoring“ (2015-2019) funded by the German Federal Ministry of Labour and Social Affairs and carried out by the Universities of Cologne and RWTH-Aachen. The project team consists of twelve multidisciplinary and experienced trainers and researchers (6 Deaf, 6 Women) of the fields of Deaf Studies and Education.

For young Deaf people, the transition from school to working life is hampered by two essential challenges: firstly, by the lack of Deaf adult models. As the majority of young Deaf people grow up in hearing families, they usually struggle overcoming barriers in a hearing-orientated environment. Secondly, due to their socialization and experiences living as a minority within a hearing world, young Deaf people may have to cope with emotional deficiencies, identity problems, etc. which usually cannot be

thematized in formal support programs offered by institutions.

The aim of our project is to promote the integration and reintegration of Deaf young people into the first labor market via the help of a system of peer counseling. In order to realize this, successfully integrated Deaf adults (DeafMentors) were selected and trained professionally to become peer counselors. The DeafMentors then were 'matched' with Deaf young people (DeafMentees). During the peer counseling sessions the DeafMentor helps his/her DeafMentee to successfully deal with his/her Deaf, overcome possible barriers and especially empower the young adult. The entire process is steadily accompanied and documented by professional coaches.

The presentation includes reflections and details regarding the project's first year: 1. Procedures and challenges regarding the selection of both DeafMentors and DeafMentees; 2. Development of a Deaf-compatible peer counseling training course; 3. Evaluation of the first successfully culminated counseling processes and 4. 'Road-map' for the sustainability of a DeafMentoring network after the project time.

Keywords/Key message: transition from school to work, peer counseling, Deaf-mentor

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

Alim CHANDANI, Amanda FISH, Babloo KUMAR, Tushar VIRADIYA

Centum-GRO Initiative, New Delhi, India



In partnership with Centum Foundation, a CSR arm of Centum Learning & Global Reach Out Initiative (GRO), a new initiative have been created; Centum-GRO Initiative. This project will establish a state-of-the-art Leadership and Entrepreneurial Training Center for Deaf Indians. The uniqueness of this project is that Centum-GRO aims to provide dual training for employers and Deaf employees to create a positive working environment between the Hearing and Deaf individuals at the workplace. This training program is coordinated and conducted by Deaf experts

from India and abroad.

There is a significant situation for People with Disabilities (PWD) in India. About 70 million (out of a total population of 1.3 billion) people with disabilities are currently living in India. Only 1 million of those people with disabilities (PWDs) are employed. This has led the Prime Minister of India, Shri Narendra Modi, to create the National Action Plan 2015. The goal is to create 2.5 million jobs for people with disabilities by 2022. There are several organizations that are currently providing job training to the Deaf in India. One essential part, Deaf Empowerment and Self-Initiation Skills, is missing from training programs. A significant percentage of Deaf individuals have completed their education yet they lack confidence in the job environment. Due to this situation, Deaf individuals get laid off or have resigned from their jobs. They are not aware of their legal rights in the work environment or how they can be self-confident to make their workplace more accessible.

Centum –GRO Initiative have created a new training program which includes an intensive course on Deaf Empowerment and Communication skills. We have started with the first group of Deaf Indians who have Bachelor degrees. We, as Deaf Experts, have developed a complete curriculum on various topics that would enhance confidence and self-initiative skills. This will be our first trial to determine whether this course on “Deaf Empowerment and Communication Skills” would fill in the missing piece in employment training for the Deaf. The results will be a mixture of both qualitative and quantitative data.

Keywords/Key message: training for employers and Deaf employees

ACCESSING THE LABOUR MARKET:

A QUESTION OF CHALLENGING AND CHANGING BIASED OPINIONS

Cathrine MEJDAL

Danish Association of the Deaf, Copenhagen, Denmark



A presentation of The Danish Deaf Association (DDA) political work to ensure deaf individuals access to the labour market: A question of challenging and changing biased opinions.

Background: In Denmark deaf individuals have access to sign language interpreter services in almost every aspect of their life: they have the right to require an interpreter whether it concerns the labour market, the health service, education, social affairs or matters relating to the judicial system. Moreover, the sign language interpreter services are cost free for the deaf individual due to the Danish welfare system (among others) which decrees that it is the responsibility of the Danish governmental municipalities and regions to ensure that deaf individuals have access to sign language interpreters whenever they need it. In addition, the Danish Ministry of Social Affairs have issued the Danish Interpreter Authority around 5.1 million Euros to cover interpreting expenses spent for social functions such as interpreting a play in a theatre, voluntary work, parent-children relations such as participating in sports or social activities.

Interpreters for the labour market is provided by the job centers, and is thereby cost free for the workplaces. Most deaf individuals who hold a full-time job, which in Denmark amounts to 37 hours a week, can easily obtain a permit which allot them to upwards of 20 hours of paid interpreting weekly. This means deaf individuals in Denmark without further notice are ensured interpreters for meetings, phone calls, casual chatting with colleagues and so forth. This law has been in effect for almost 30 years. A pilot project concerning this began in 1987 and was made permanent by 1990.

Process: In January 2016, a survey report made by the DDC (The Danish Disability Council) with the title 'Knowledge and Opinions on Disability' was published. The report investigated how the general population viewed disabled people. They were asked to answer which disability they considered most severe and most difficult to implement in a workplace. The following disabilities were exemplified: deafness or severe hearing loss, ADHD (Attention Deficit Hyperactivity Disorder) and persons in a wheelchair. Startlingly, more than 60% of the general population does not think that a deaf person can manage the same form of job as they themselves hold. Moreover, an earlier survey from 2015 ("The Living Standards of Deaf and Deafened Individuals" - SFI) proved that no more than 38% of the working-age deaf population can boast of holding a full-time or part-time job. The number is even lower for deaf

individuals who for various reasons encounter difficulties in reading and writing Danish: 27,8%. DDA started in September 2015 a labour market-focused project to alleviate deaf individuals in the working-age who face challenges in reading and writing by translating their reading material into Danish Sign Language and coaching them in writing exercises. The project has since then – a.o. because of the abovementioned report by DDC and in trying to include more deaf individuals – expanded to include information work by means of informing relevant ministries and politicians as well as potential workplaces of what it means to hire a deaf individual. This is done to do away with some of the preconceptions and bias the abovementioned report written by DDC, which may be potentially damaging for deaf individuals' chance to find and hold a full-time job. The purpose of our presentation: DDA would like to present our case as an example of how a country with full access to interpreter services still face challenges in ensuring deaf individuals equal access to the labour market because of biased opinions and preconceptions about deaf individuals. The presentation will go in depth with real and potential challenges deaf individuals meet when they want to access the labour market and builds up to a dialogue with other national deaf associations and their work in this area, and an exchange of ideas to how we collectively and individually can change some of the challenges deaf individuals face because of preconceptions as well as their struggles to live up to the workplaces' expectations of their linguistic abilities. Keywords/Key message: Employment, deaf, interpreter, translation

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

Delphine LE MAIRE

Flemish Deaf Organizations in Belgium Fevlado, Ghent, Belgium



With a Belgian Master in Law degree and a Master of Laws degree, specializing in International Human Rights Law, my topics of interest are the disability rights at the EU and International levels. I currently work at the Federation of Flemish Deaf Organizations (hereinafter "Fevlado"), as a deaf policy advisor. The implementation of the UNCRPD is part of my work responsibilities. One of the project our Federation led in 2015 was the cultural translation of the UNCRPD with an awareness-raising approach for the Deaf community.

As part of a project funded by the Ministry of Equal Opportunities, the Federation of Flemish Deaf Organizations (hereinafter "Fevlado") undertook a cultural translation of the most relevant articles and concepts of the UN Convention on the Rights of Persons with Disabilities (hereinafter "UNCRPD"). The purpose of the translation was to inform Deaf people in the best way possible on what the UNCRPD is and how important it is in every aspect of their lives. After consulting some people in the Deaf community, Fevlado decided not to undertake a literal translation of each article of the UNCRPD since it believes this responsibility lies upon the public authorities (and this is indeed currently under development within the National Equality Body). The approach adopted by Fevlado was rather innovative as it decided to proceed to a cultural translation that involves not only a deaf interpreter translating freely some parts of the UNCRPD but also deaf witnesses sharing their experiences and wishes in the light of the UNCRPD. One of the selected articles was the article 27 relating to the right to work and employment

for people with disabilities. The video may be found on the website of Fevlado in Flemish Sign Language and with Dutch subtitles: <http://www.fevlado.be/fevlado-vzw/nieuws-prikbord/actualiteit/?d=539&vgtid=362>

The purpose of the video on article 27 was mainly to provide an insight of what this article contains, and specifically of the work and employment situations where deaf people should be granted rights on an equal step as others. The video further provides good practice examples of well-known deaf people succeeding in employment (one in the industry, the other in the public administration). They were interviewed in order to provide tips and concrete examples of what equality in the work and employment mean to them. The methodology used during the interviews and the production process (including several experts) will be explained with the aim of showing how reliable a cultural translation of legal instruments can be.

The impact of the produced video (next to other videos relating to other articles/concepts of the UNCRPD) was visible in the Deaf community: deaf people could understand the translated information, thanks to concrete examples and visualisation of the article itself. Deaf people could perceive, in this way, that the UNCRPD is a living instrument that can be implemented at any time within the context wherein deaf people are. The fundamental rights and concepts are explained in a low-threshold approach, thus in an accessible and affordable way, while not removing the core intent and message of the article 27, even though the translation does not comprehend all the information in this article. Nowadays this video is regularly used to illustrate what are the rights of deaf people in employment. It allows them to become aware that they can strive for their rights and fight against lack of reasonable accommodation/discriminatory situations.

To conclude, I would be glad to share this good practice example in how we can inform deaf people about their rights to employment through cultural translation. To do so, I will present in International Sign with an English written PPT presentation. Moreover English subtitles will be produced and shown on the original sign language video in order to render the content accessible to the broad audience at the conference.

Keywords/Key message: Cultural translation - Article 27 of the UNCRPD - innovation

DEAF EMPLOYEES' EVERYDAY LIVED EXPERIENCES AT WORK

Mette SOMMER LINDSAY

Heriot-Watt University, Edinburgh, United Kingdom



My name is Mette Sommer Lindsay, I am a deaf sociologist and currently ph.d. researcher at Heriot Watt University in Scotland. My interests are deaf and minority studies, sociology, equality and employment studies. I have been working for Dansh Deaf Association many years and been involved in a research project funded by the Danish Government about the life conditions of deaf and deafened people in Denmark.

The presentation will explain some of the tentative points from my recently started phd project. Many quantitative studies show that among deaf (and disabled) people there is a significant high percentage of unemployment, but on the other side there is a still increasing number of deaf people achieving high level of academic education. More and more deaf people work professionally, the project will specifically focus on the deaf employees who have achieved leading positions/high extent of responsibility and management.

The project aims at describing the everyday experiences among those deaf employees: where do they experience barriers and which strategies do they use to overcome or cope with these barriers?

Some strategies developed by scholars who work with affections, face/body, roles, shame and stigma will be applied and tested to see whether/and how they can be used in relation to deaf people's experiences, which limitations do they have? The specific research questions will be explored through case studies at some of the workplaces during the ph.d. project (2017-2020):

1. How they achieve leading positions/significant responsibility/managements and in which degree it affects the relationship with the non-deaf colleagues.
2. Which negative and positive experiences do they have from being 'highly' positioned at the workplace?
3. Which performativity/roles and strategies do they use
4. Examine experiences through emotions/affects (which should supply the experiences from external oppressions)

This presentation will be based on reflections and first observations from pilot test.

Keywords/Key message: everyday lived experiences, relationships, diversity management, stigma

COMMUNICATION ACCESSIBILITY – UP TO DATE TECHNOLOGICAL DEVICES II.

ACCESS TO CAPTIONING

Ruth WARICK

International Federation of Hard of Hearing People, Vancouver, Canada



Captioning for events is a form of access that has become increasingly important to a significant numbers of deaf, deafened and hard of hearing users. Its use is relatively new and different forms of subtitling are provided for events in different parts of the world. In some countries, it is not provided at all.

The International Federation of Hard of Hearing People and the World Federation of the Deaf are partnering in a project to assess issues related to event captioning (also known as event subtitling). In May 2016 over

300 persons from both the deaf and hard of hearing communities took part in an international survey which was also available in sign language. In this workshop the results of that study will be presented, including issues of prevalence of use, types of situations used in, different forms of event subtitling, terminology used for it, availability, cost and quality of the service. Among findings are that there is insufficient provision of the service, lack of consistent terminology and a variety of different methods in use. Policy decisions arising from the research will be identified and discussed. One of the project's desired outcomes will be the development of criteria for United Nations agencies to consider for the hiring of service providers to deliver event captioning.

Keywords/Key message: Access, Captioning, Worldwide, International study

ICTS FOR INCLUSION: INNOVATIVE CONCEPTS IN UGANDA

Simon EROKU, Joseph MBULAMWANA

Uganda National Association of the Deaf, Kampala, Uganda



Introduction and Back ground: Information Communication Technology owing to its cross-cutting effect on development in Africa has laid a foundation for innovation not only in Education but also in sign language development.

Uganda National Association of the Deaf (UNAD) through a number of Development partners has laid the foundation for innovation to be mainstreamed in Sign Language and Deaf education in Uganda, drawing a starting point for Deaf people especially Deaf children and young

people to be absorbed into the broader impact of technology in learning and social recognition.

Aim of the Presentation: UNAD With support from Finnish Association of the Deaf (FAD) UNAD Piloted the first ever documentary and Digital learning tutorials for Basic sign language as well as an innovative system for Deaf children to learn with remedial teaching from under-graduate Deaf Students from partner institution.

A new partnership with the Swedish Programme for ICT in Developing Region (SPIDER) lays the foundation for Development of open-source Uganda Sign Language digital contents including a Mobile app and Web portal dedicated to learning Uganda Sign Language as well as an advanced digital library for Uganda sign language that will be utilized b government, Civil society and other stakeholders to access and utilize USL Learning contents.

Mode of Presentation: The power-point Presentation will be inform of pictorial slides with context texts. The PowerPoint will exhibit the innovative interventions that are being undertaken and also share some of the resources to be developed.

Conclusion: Whereas ICTs are a key component evolving in the 3rd world countries, Deaf people's inclusion and participation is likely to go hand in hand with the evolution and is likely to positively impact on the lives of the over 1 Million Deaf persons in Uganda.

Keywords/Key message: Uganda, IT innovation

ACCESSIBILTY FOR THE DEAF IN INFORMATION AND COMMUNICATION TECHNOLOGY

Kenneth GOULSTON, Michael ELLIS, Seth BRAVIN

Sprint, USA



Sprint Accessibility www.sprint.com/accessibility will work closely with the International Telecommunication Union (ITU), a UN agency to create standard telecommunication relay service for everyone. Sprint Relay www.sprintrelay.com is the only relay provider in the world to provide all of the following services: Text relay, Video Relay Service, IP relay, Speech to Speech, Relay Conference Captioning, Sprint Vision, Sprint Wireless, Cognitive and Mobility Impaired solutions and Captioned Telephone www.sprintcappel.com Sprint Relay customers

come from 35 U.S. States and territories, the U.S. Federal Government employees, the Federal Communications Commission (FCC), the country of New Zelzand and businesses. Also, Sprint IP

relay www.sprintip.com is available to all American citizens throughout the country. Our presentation will share experience over the past 27 years with focus on four key areas: Text Relay, Sprint CapTel (captioned telephone), Speech to Speech and Video Relay Service. This presentation will provide a framework of what might need to be in place (products and policy) in order to fulfill regulations in practice. The source of our information will come from global experts in this area and give examples for all areas of communication technology. It will serve as a resource for Organizations of the Deaf to report to their regulatory organizations as a guideline and advocate in meeting these minimum standards.

The Sprint Accessibility offers communication products and services to reduce or eliminate communication barriers for anyone who are deaf, deafblind, have a hearing or vision loss, and cognitive, speech or mobility disabilities.

Keywords/Key message: Telecommunications

TECKENPOP – REVOLUTIONIZES THE APPEARANCE OF SIGN LANGUAGE INTERPRETATION ON WEBTV

Mindy DRAPSA

Dramaski, Stockholm, Sweden



TeckenPOP is a unique software that will increase accessibility for individual sign language users. The idea originates from Dramaski, a deaf production company from Sweden whose vision is to spread sign language to the society through creative solutions. This presentation will be about what TeckenPOP is, and why this is a revolutionary innovation. TeckenPOP makes the sign language interpretation simpler for both the user and for the TV-network that provides sign language interpretations on Play-platforms. Today the sign language interpretations for tv-

programs are produced with pre-mixed programs, and the programs are then broadcasted with a separate video-file. This makes it impossible to see what happens in the part of the screen where the interpreter is (which is also fixed to that specific location). It is also impossible to move the image of the interpreter around on the screen. TeckenPOP offers those possibilities, and more, to viewers! With TeckenPOP it is possible for you as a viewer to move the image of the interpreter around on the screen, and even off the screen, placing it next to the screen, not bothering the original program.

Activating TeckenPOP is similar to how we today activate subtitles on videos – simply press the hand symbol, and the interpreter will appear on the screen. The interpreter, providing sign language interpretation, will be played in front of the original video, and the viewer has the freedom to adjust it according to one's preferences: size, placement, transparency and background colour are all adjustable. That is what we call true user freedom, and indeed revolutionary.

The project is funded by Post- and Telestyrelsen (PTS), which is a Swedish public authority. It is responsible for an annual competition in which competitors are invited to send their innovative ideas and technical solutions to increase accessibility for people with disabilities. In 2016 Dramaski was one of the companies that succeeded in receiving funding for their idea with TeckenPOP.

Visit our link: <http://teckenpop.com/demo/>

Keywords/Key message: TeckenPOP is a unique software that will increase accessibility for individual sign language users.

MOSCOW FOR THE DEAF

Vladimir BAZOEV

Moscow Society of the Deaf, Moscow, Russia



Moscow Deaf Society works closely with the Moscow government for the implementation of various projects and programs that support deaf and hard of hearing citizens of Moscow. In recent years, since the adoption of the first governmental target program for the social integration of disabled members of the deaf community, a lot has done to improve the quality of their lives in the city and to provide the deaf with equal rights and opportunities in various spheres of life.

According to the Health Department data, about 4 percent of the total population of the city of Moscow has a hearing loss of varying degrees. Of these, there are about 8.5 thousand deaf people registered in the Moscow Society of the Deaf. They are attached to the 55 local offices and 70 Deaf Clubs, that are open at social service centers. The turning point in terms of support for the members of the deaf community in Moscow was the adoption in March 1998 a government resolution "On measures of social support for people with hearing disabilities." This decision was the impetus for addressing the various issues that has not been resolved for years since the Soviet era.

For the first time in Russian a translation service was created for deaf and hard of hearing people and sponsored by the Moscow Government. From the same funds were released Russian sign language dictionaries. Annual holiday "Day of the Russian Sign Language", that promotes sign language and draws attention to the deaf community was also funded from the city budget.

Museums across city has guides for the blind and video guides translating the excursion into Russian Sign Language for the deaf. A telephone interpreting-dispatching service for the deaf was also established. The Moscow government finances the subtitling of television programs of the Moscow television channels.

Program «Transport without borders» was also developed with the help from Moscow Society for the Deaf. All forms of public transport (bus, tram, trolley, subway) are set to display names of the stops and crucial information in real time on screens. There are new road signs on the streets saying «Deaf pedestrians».

The public council under the mayor of Moscow, at the government offices include representatives of the Moscow organization of the deaf, who actively advocate for the interests and rights of members of the deaf community.

Keywords/Key message: City of the Deaf

Poster Abstracts

EARLY LANGUAGE ACQUISITION OF DEAF CHILDREN ORAL APPROACH IN FRONT OF SIGN LANGUAGE

Shirley PINTO

Tel Aviv, Israel



The new approach I am pushing for and enhancing is based on academic articles that are based on scientific discoveries about the biological foundations of human language, reading and bilingualism. These articles are based on brain and language simulation lab under the guidance of famous neurologist, Dr. Petito Eros-Ann, with whom working network of international researchers as cognitive neuroscientists and researchers of human behavior.

Dr. Petito and his colleagues create an industry body of scientific research that explores the benefits of early exposure to visual language.

Speech is not a privilege within the human brain, but biologically equivalent sign language. Just like spoken language, sign language is also being processed in a region of the brain; these are the key areas of the brain that do not specialize exclusively only sound and hearing, they also specialize in the processing process in which patterns of language is built.

Early exposure to the visual language provides advantages of significant visual processing and enhances the sensitivity of the newborn's brain patterns of language that requires experience in developmental time frame.

This exposure will not harm young children who are deaf or delay the development of spoken language and vice versa – it preserves their brain tissue and active systems and promotes the acquisition of spoken language.

Early exposure to sign language enhances oral language skills, provides a wider vocabulary and reading skills compared to those who learn only one language.

Children who are deaf, bilingual researchers found that there is a healthy use of the language areas of the brain, and they have an improved social understanding and self-personal construction, and a more analytical language ability, reading and thinking skills.

There are common misconception among which there are differences in the timing of developmental stages (milestones) for the two languages: the language spoken and the sign language. The myth is if a child learns sign language from an early age before he learns the spoken language, he or she will have a rough time to learn and acquire the spoken language and having a proper self-development.

Hundreds of studies which happened fifty years ago, Dr. Petito and other researchers conclusively refuted this myth. Research has shown that children exposed to sign language in the same time frame achieved the same milestones compared to children who speak regular language.

Sign language and spoken language are identical in exactly the same timing "window" of opportunity with regard to analytical language skills. The richness of those scientific discoveries are showing that early exposure to sign language and spoken language is beneficial to all categories of the population and especially for all children.

For the young brain, early exposure to sign language is biologically necessary as early exposure to spoken language.

Language in its natural state must be accessible to a deaf and is not accessible, it will prevent a child gaining neurological development outcome, learning and higher cognitive skills as regular hearing child. The other thing that will allow deaf children to continue experiencing rich sign language or spoken language, is the ability to master the language skill, therefore it needs to be accessible as much as possible.

I'm from Israel, Tel Aviv. Bachelor of Law, University of Netanya, and now I am an active socio-political, deaf rights. Passing laws and promoting awareness of the Deaf in Israel. Among other things, I give lectures to students at Bar Ilan University and training sign language interpreters.

Keywords/Key message: Early language acquisition, oral approach, sign language

INFORMATION TECHNOLOGIES OF MOSCOW CITY ORGANIZATION (MCO) RUSSIAN SOCIETY OF THE DEAF (RSD)

Marina AVRINA

Moscow State University of Education, Moscow, Russia



Who feels better in a modern city: blind or deaf people? Researches show that a deaf person feels worse. Even though blind people can't see they can hear. They get the information much quicker. Deaf people have limited access to modern and necessary information. What can we do to help them to overcome this problem?

Moscow City Organization Russian Society of the Deaf is a founder of the newspaper «World of the deaf». The newspaper tells about important events in the life of Moscow deaf people, meetings with the officials,

changings in laws, social questions, historical and cultural news, biographies of successful people, analytical articles.

«World of the deaf» was founded in 1987. In 2017 it will celebrate its 30-th anniversary. Newspaper is printed in 1000 copies once a month. It is free distributed among the deaf readers with the help of the Department of Labor and Social Protection.

Everyday news can be found on the official site <http://deafmos.ru/news/>.

There are photos, reports, advertisements, information where to study and how to solve social problems etc.

Observation and questioning of deaf Moscow citizens show that most of them prefer to get information from videos with gesture language. Studio deafmos.tv translates articles from the newspaper into a gesture language. There you can find video reports. Video project «According to the law» gives juridical consultations how a deaf person can behave in a concrete situation. Projects for children (fairy tales) are published in a gesture language.

In 2016 a new heading interview «Frankly speaking» was opened. It is about deaf people who could realize the potential and became successful. The heroes of «Frankly speaking» are examples for the deaf youth.

RDS tries to spread the information about achievements and problems of the deaf not only among themselves but in Mass Media for all Russian people, too.

For example in «Metro» newspaper the article «The day of Russian gesture language in Moscow» was published. Articles about feelings of journalists who «became deaf» for some time and tried to live in a silence were printed.

It became a tradition to make videos. The stars speak gesture language and famous politicians and actors take part in it.

Unfortunately we have a weak interest of journalists for the deaf world.

So RSD creates conditions for deaf people to get information: newspaper «World of the deaf», site, video projects, gesture language among hearing people. Further aim is increasing amount of information, video projects, and close cooperation with Mass Media. Our dream is a constant video channel for the deaf on TV.

Keywords/Key message: newspaper «World of the deaf» Studio deafmos.tv dream is a constant video channel for the deaf on TV.

INCLUSIVE EMPLOYMENT OF DEAF PEOPLE: STRATEGIES, CHALLENGES AND ADVANTAGES. A PRACTICAL EXAMPLE

Nadine DLOUHY, Monika HAIDER

Equalizent Ltd., Vienna, Austria



Equalizent is a training and consulting company specialised in further education of Deaf/Hard of hearing (courses such as IT, languages, book keeping, excavator license, job application training). All these courses are held in Austrian Sign Language (OEGS) in order to provide barrier free further education of Deaf/Hard of hearing and subsequently improve their job chances.

Our trainers are Deaf/Hard of hearing and native signers. If necessary we train deaf aspirants for the job (course «train the trainer») in order

to qualify them for this position and through this contribute to the inclusion of deaf people into the regular market.

Employing deaf trainers has several reasons and advantages: the course participants are trained by qualified peers who are more experienced in this field than hearing people. At the same time these trainers act as role models and support the empowerment of their deaf trainees. For the same reason we offer peer to peer counselling (job orientation, educational counselling). These are our success factors. More than 70% of our deaf clientele who finished one of our vocational courses can be provided with an employment.

We are a bilingual company: all hearing employees are skilled in OEGS in order to make sure that communication in sign language is possible. If necessary equalizent finances the training of employees in this area.

We are (one of) the largest private employers for deaf people in Europe: currently we employ 16 Deaf people (around 30% of our staff). All employees have the same career chances. That is why our deaf employees are not only trainers but also project managers and one managing director. As far as we know this kind of training and business concept is unique in Europe as we seek for full inclusion and evaluate this aim constantly.

In Austria Deaf people do not have access to several occupational fields due to legal barriers or lack of teaching material in sign language in those areas. Equalizent engages itself in opening these labour fields: in special courses the participants are trained for entrance examinations and jobs in OEGS. Sometimes political lobbying precedes these preparation courses. So far we have opened the job market for example for mechatronics, dental technicians, Kindergarten assistance pedagogues.

Equalizent engages itself in the development of innovative projects in the field of Deaf and Hard of Hearing peoples' education and workplace integration (e.g. EU-project Sign Library - www.signlibrary.eu). Our current EU-project "Signs for Handshakes" aims at the inclusion of deaf people into the regular labour market with three tools: creating spaces for the encounter of deaf young people and employers, producing videos of deaf role models in their jobs and providing support for the communication between deaf and hearing people in the workplace (see www.signsforhandshakes.eu)

equalizents' public relations are bilingual: our website and newsletters are translated into Austrian Sign Language so we make sure that deaf people have equal access to the information. As a sensitisation method all submissions/applications (e.g. for awards) are done in OEGS.

equalizent recieved several awards such as the european seal for innovative language projects, the Mercure innovation award of the viennese chamber of commerce and twice the lifelong learning award.

Keywords/Key message: full inclusion, deaf employees; peer to peer training/counseling. bilingual company. opening the labour market for Deaf.

DEAF PEOPLE IN THE WORLD OF CRIMES

Galina GAVRILOVA

Moscow State Social University, Moscow, Russia



The world of deaf criminals and organized gangs is a little studied. Practically, there are no serious researches on the criminal activities of deaf people or gangs with their sociocultural features and examples of their specifics in the underworld.

In the Soviet period in Russia the crimes have connected with an illegal labor activity namely – illegal sales of photo products in different intercity trains, literatures, goods in the forbidden places (for example, The Red Square and other squares, and parks) were characteristic of the

activities by some associates of deaf criminals.

There were many repeated cases of the severe and unjust punishment of deaf criminals in courts and prisons.

There is a large complexity of the interpreting services in the order of the Russian law enforcement agencies (police stations, the investigations, interrogations and other related affairs) on account of the lack of the accurate mechanism of rendering interpreting services and the serious problem of a shortage of interpreters.

Crime of deaf people during the Post-Soviet period was adapted by nature. Involvement of deaf criminals was to traffic in illegal drugs, dismantling of mafia groups of deaf criminals and the household crimes that are strongly characteristic features today.

The presence of deaf criminals represents a demonstration of a lack of the legal information in the Russian Deaf Community. The intensive study of deaf criminals is greatly needed to start a holistic research throughout Russia and also throughout other European countries that may have the same characteristics of deaf criminals.

Keywords/Key message: Criminal of the Deaf

MUSEUM TOUR WITH A DEAF CHILD

Liudmila ZHADAN

Garage Museum of Contemporary Art, Guides Training Course for the Deaf, Moscow, Russia



Today you can find on the Internet any picture or exhibit without leaving your house. Museums of the world with the help of web sites offer you the opportunity of taking a "virtual tour" through their halls. Unfortunately, virtual tour cannot replace the real museum tour with its smell, its visitors and keepers.

When should you bring a deaf child to a museum?

He or she can be 2-3 years old, but it better should be interactive museums, butterfly's exhibition, or at least small Memorial Apartments. Great art or

historical museums can be explored when a deaf kid reaches 4 years.

How to prepare?

It is necessary to gather information about the museum in advance. Be prepared with what you are going to tell the child about the exhibits, read guides, media or look up information on the internet. If the museum has a video guide, then parents need to be acquainted with it!

What should we pay prior attention to?

For the first time children may be interested in columns, stairs, caretaker, beautiful door handles etc. During second trips to the same museum the child's attention will be focused on the exhibits. The younger the child is; the less time you should spend in the museum. Be sure to bring your camera.

What is the most important rule?

You have come to communicate with the child. Therefore, do not invite your friend or other adults who want to chat. You must communicate, of course, in sign language.

Everyone is familiar with the regular questions asked by reporters. Parents can use the same questions: "who", "what", "where", "when", "why" and "how"? What to ask from children of different age?

From 4 to 7 years: What? (Shape, color, emotions). What is he doing? - Pay attention to the people's movements or certain poses. Why? - Is a very important issue; it helps to develop imagination and attention.

From 8 to 10 years: How do you think that happened? Is there a struggle between Good and Evil?

What feelings does this picture evoke?

From 11 to 13 years: Who is the artist of the picture? What is the history of painting? What characters are there in the picture? How much does the picture cost?

What is important after the tour?

You can buy postcards with reproductions. At home, encourage the child to share experiences about the day. Make an album about the tour. Choose the best photos and stick them in an album.

Make a signature under each photo, in accordance with their age: a few words folding into one coherent story. All verbs have to be in one form. It helps children in training their second language (written national language). Production of such photo books requires parental effort, money and time. However, practice has shown that children love to read and show books to the guests. Even if your deaf child does not become an artist, he can become a real art expert. In addition, your child will be able to write detailed text messages and emails.

Keywords/Key message: Bilingual of the deaf child

PRODUCT DESIGN FOR THE SAFETY AND AUTONOMY OF THE DEAF, VISUALLY IMPAIRED

Hassen CHAIEB

Jenile International, Paris, France



I introduce Hassen CHAIEB, CEO and Founder of Jenile-International. This company is created by myself deaf, to meet the needs of autonomy and security of deaf people in the daily life, professional, hospitality, and hotel. I designed these products really tailored for each situation, and without forgetting deaf people ushers, blind deaf. Even the seniors, Some countries have laws for partial or total financial support for these products of technical aids. And others not, then the CNRPD convention requires governments to take responsibility for compensation, to render deaf and hearing impaired persons autonomous and equal.

Whenever I hustle over new projects, I always think of those who are victims in fires without being warned by flashes of light and vibrations.

I want the deaf community to become aware of the situation and do not tolerate it. My second objective is to offer my products to deaf sellers, Why? Because we deaf people are able to do business with our Deaf, and are sensitive to problems, and with the best communication we can better advise products to the deaf and hearing. And it enhances the image of the deaf community. Watch an example of video that show the difference with and without Jenile:

<https://www.youtube.com/watch?v=1KX6UU8hVog>

Keywords/Key message: New Technology for Deaf Accessibility, Home / Hotel / Business / Hospital

THE HUMAN RIGHTS TO AN EDUCATION THAT FACILITATES ACADEMIC AND SOCIAL DEVELOPMENT OF DEAF PEOPLE IN PUERTO RICO

Krystal CALERO-ASENCIO, Yarett PINEIRO

Instituto LEA, Aguadilla, Puerto Rico



One of the goals of our society should be to aid in the process of "full acceptance of deaf people as linguistic minorities and their participation in the larger society" (Joseph, 2015). In order to provide adequate services for people with hearing limitations the first priority area goal should be the area of education. The Education Department must develop workshops to train

teachers in sign language, Deaf culture and effective teaching strategies to develop deaf students' academic skills. Unfortunately, most Deaf and hearing challenged students do not have people who are trained in the methods necessary for developing all their academic skills. Those who reach a higher academic level are quickly discouraged from embarking on a professional trajectory that gives them economic and social independence. In this presentation, the research and public domain information on the services and educational strategies available to Deaf children and their teachers will be explored in order to delineate what is currently happening in the Education Department of Puerto Rico and in which direction we should steer services. This will contribute to providing Deaf children with an effective and inclusive education, as well as to opening the field for more in depth research regarding the necessities and services that Deaf children require.

Keywords/Key message: Education, bilingual education, Puerto Rico

ARE CI DEAF CHILDREN?

Bojan MORD

Institute for the Deaf and Hard of Hearing Ljubljana, Ljubljana, Slovenia



I am Bojan Mord, the father of three children. I come from Slovenia. We all have hearing problems. When we are born deaf children. The paper devoted about why that and not cochlear implant and how it affects the family and the neighborhood in which the children.

According to statistics, more than 90 percent of deaf children are born to parents are evidence. In the next ten years, Slovenia will probably exceed the magic number in the total number of deaf children with cochlear implant as a deaf without medical intervention.

Analysis of the situation: When parents are evidence of the doctors at the end of all tests diagnose that their child is deaf, the majority of the world collapses. They wonder how bad it is, why is this happening to my child, looking for ways and are wondering whether, despite huge obstacles to this communication piece. Feel sadness, anger, frustration, and much more. Parents of all forces in this, that the child will successfully integrated into everyday life. From the first step, when the doctors tell us that the child is deaf to the end of the investigation, when the doctors tell us that is a candidate for implant snails, the only contact parents with deafness medicine. That the child just "hear" it requires that sufficient time gets snails implant. The condition is surgery in the first year of age as the child optimum auditory development of the peripheral and central nervous system, as well as what is needed for the development of language and speech. Neurological intensive develops and matures until age three; the resulting delay later can not be completely replaced.

Decisions are evidence of the parents of the operation is probably not difficult. Followed by waiting for surgery, surgery and the first "mount" the speech processor.

In the meantime, the screening test in the hospital to "mount" the speech processor may take more than a year. In the meantime, parents can get information (or very little) about the whole procedure, the deaf culture, the importance of sign language, so the purpose of the paper just that. Keywords/Key message: cochlear implant, deafness, family medicine, the deaf community are evidence - deaf, sign language

THE MOBILE APPLICATION INTERNATIONAL SIGNS

Bojan MORD

Creative Studio, Ljubljana, Slovenia



We develop smart solutions on mobile devices for the easy and smooth communication of sensory people with deaf and hard of hearing people. The ZUMOONE team has the expertise and several technical fields, Which we have joined and used to develop a mobile application That solves Everyday Problems communicating with Both the deaf and hard of hearing people.

I am Bojan Mord, a developer and integrator of developing mobile applications. Starting from Slovenia. We solve the problems of the deaf

in international meetings, exchanges deaf, communication barrier.

The mobile application, International Signs, has been developed and the response to a desire to overcome communication barriers Among deaf members of Different nationalities along with a desire for simple communication.

The application is the result of Cooperation Between TIPK d.o.o. (One of the leading media companies in the television field with the mission of Informing the deaf and Slovenia) and ZUMOONE.

It helps its users to communicate with the deaf from Different Countries, as CI is a universal international language of the deaf, Established due to the needs of the deaf, who, When Attending a number of seminars, conferences, sports and other events and meetings , always wanted to communicate somehow.

Gestures and the international language Represent a universal language, Which is Widely accepted and everyday use, but is not standardized! We have to warn our users That the language is alive, Thüsen over time it also changes and evolves, the Certain gestures May no longer be in use.

The application is intended for beginners WHO are interested and sign language and wouldnt like to learn it.

We hope That the Acquired new knowledge of international Signs Will Help You Establish contacts with deaf people all over the world can quickly and That it Will Make It Easier for you to communicate online as well as and the person.

The application is the result of Cooperation Between TIPK d.o.o. (One of the leading media companies in the television field with the mission of Informing the deaf and Slovenia) and ZUMOONE, a company for advanced visual communication and other services and a limited liability company aiming to popularize home sign language, Which is beautiful, interesting and offers the new experience of getting to know a Different World - the world of silence - and the culture of the deaf.

International Signs Mobile application is currently supported in multiple languages: English, Spanish, French, German, Portuguese, Turkish, Chinese and Russian.

Keywords/Key message: International character, the application of the deaf, overcoming communication barriers, multicultural dialogue

HOW TO INFLUENCE GOVERNMENT'S DECISION MAKING?

THE ROLE OF PUBLIC APPOINTMENT – MAKING YOUR VOICES COUNTS

Asif IQBAL

London, United Kingdom



Asif is current President of Harrow United Deaf Club, Harrow, he established Harrow United Deaf Club and provided the much-needed leadership and support on projects associated with the Harrow Deaf Club. www.hudc.org.uk. He bailed in raising money for St. Luke Hospice over £1k.

Asif's quote are widely publicised on the Transport of London's Poster and website in support of the TfL's campaign to increase awareness of Visual displays at Bus stations and Underground.

Asif is a member of Disability Alliance Action – Public Appointment Project Team, DWP to improve recruitment for deaf and disabled people in public appointment within the local and national government level including serving as school governors. DAA's Public Appointment website: <http://disabilityactionalliance.org.uk/public-appointments-for-disabled-people-guide-launched-today-21316/>

Asif's background of public appointments including being one of the first deaf people to be appointed by Government Ministers, as a former Board member for the following:

- Disability Employment Advisory Committee, Department for Work and Pensions
- Disabled Person Transport Advisory Committee for Department for Transport
- Public Appointment Ambassador for Government Equalities Office and Cabinet Office.

Asif was honoured to meet Prime Minister, David Cameron earlier in 2015 at a Community Champion reception, to mark the contribution Asif has made in his local community. Asif was former Public Appointment Ambassador, Government Equalities Office and Cabinet Office (2009 – 2014); Disability Advisory Transport Committee (DPTAC) Department of Transport (2009 – 2013) Member of Disability Advisory Panel, British Council (2010 – 2012) Board member of Disability Employment Advisory Committee (DEAC) Department of Work & Pension. (2006 – 2010).

In the past Asif was working at Buckingham palace first breakthrough a deaf person later he work for local deaf charity working partnership with Greater London Authority to improve access service for one million deaf Londoners then Project Manager, Parentline Plus representing 25 millions of parents included in engaging with the hard to reach communities, setting up four pilot projects of training the hard to reach communities to become trainers and to deliver parenting programmes to those communities.

Asif was 18 years old and invited HRH the Duchess of York and the lead in organising her visit to Royal School for the Deaf, Derby to celebrate Centenary anniversary of the school (1994).

Asif is former Runnymede Trust Advisory Group – The project establishing a score card system that BME communities can use to hold their representatives to account on crucial issues like housing, health and criminal justice; Board of Trustee for Royal Association for Disability and Rights (RADAR); Deaf Broadcasting Council Trustee; Disability Student Officer at University of Central Lancashire Student's Union Board member of Chairperson of Student Committee, Derby College for Deaf People; the National Deaf Children Society's Youth Committee. Asif is currently Deaf Parenting UK Ambassador, former Harrow Arts Centre Ambassador, Honorary Vice President of Deafax, a deaf charity for deaf young people using technology.

Asif is the Chair of the Cross Boroughs of Deaf Forum for sensory staff working with deaf/ hard of hearing people from all 33 London Borough, get together to support one another, sharing information and good practices.

Asif was awarded an MBE in 2011 in recognition of public services to deaf and disabled people.

Asif was Runner up for National Diversity Award 2016 'Positive Role Model Award for Race, Faith and Religion'; European Diversity Award 2013 Highly Commended Inspirational Role Model of Year (2013); GG2 leadership and Diversity Award (2013) Asianlite Business Award 2013 Civil, Social and Community Service (2013):Asif was secured Deaf Parenting UK as Winner of TFPL's first Social Impact Award 2008, Berlin, Germany, voted by the world business leaders for charity/ third sector on innovative use of knowledge and information management, 2008

Keywords/Key message: politic, government, job, influence, deaf, public appointment, inspirational, leader, disability

DEAF SERVICE FOUNDATION JUNIOR PROGRAM IN SIGN LANGUAGE TEACHERS

Mika HAKKARAINEN, Maritta TARVONEN-JARVA

Kuurojen Palvelusäätiö sr/Juniori-ohjelma, Helsinki, Finland



Finnish Sign Language course program The aim of the junior program is to teach deaf and CI-child parents and induce them to sign language culture and visibility. There are three deaf sign language teachers.

Teaching promote each parent to communicate in sign language, deaf, hard of hearing or CI-child family with their daily lives.

Parents will learn the sign structures, assumes taught them sign language grammar issues. They know the viewing and an integral part of the touch contact communicative interaction.

They are also aware of the Finnish or Finnish-Swedish sign language as an independent language. They are able to produce fluent in sign language, to discuss the natural way a deaf person and understand sign language told by other people of different ages. They familiarize themselves independently dictionaries and obtain information from sign language Internet sites up to date. So that their sign language skills and knowledge deepened, they participate in the voluntary program in addition to the sign language community in various events. The sign language community culture and its customs come to him familiar. These good offices he manages sign language.

Finland is currently the 40 family and children 35.

Today, children are normal kindergarten with a specific group or not, so that the child gets a good sign language model, a deaf sign language teacher happens about once a week to meet with children. Parents receive a sign-language instruction about four times per year weekend course and duration intensive working week once a year.

When families born deaf or hearing-impaired child, parents are learning sign language as a foreign language the child because, although it is not their choice compared with a sign language interpreter to students.

Keywords/Key message: Finnish sign, junior program, teaching

DEAF MIGRANTS AND REFUGEES: TWO TIMES FOREIGNERS. INCLUSION THROUGH SIGN LANGUAGE

Enrico DOLZA, Laura CAPORALI

Istituto dei Sordi di Torino - Turin Institution for the Deaf, Torino, Italy



Over the past 20 years, our societies have undergone great changes on the anthropological-cultural level: with the arrival of the various waves of migration, social structures and the organization of education and health services have had to deal with this new reality. In Italy legal immigrants are more than 5 million, or 8% of the resident population (UNAR Report 2014). Among them, there are also disabled people, with new questions for our services and that force us to rethink, or at least to look with different eyes, to the solutions adopted so far (Goussot, 2011).

Pedagogical research in Italy begins to have a certain tradition of study about the inclusion in the

school of migrant students with disabilities (Caldin, 2012). Little or nothing, however, exists in relation to adult education. Yet the theme of adult disability combined with migration acquires considerable importance because of the role played, in today's knowledge society, from the right to lifelong learning for people with disabilities, in line with some international law (above all: UN Convention on the Rights of Persons with Disabilities, 2006).

Keeping in mind this context, the research focuses on the presence of foreign d/Deaf adults and in particular on the effects in terms of assessment, design and implementation of educational activities for those who have received no literacy in their country of origin and that, at the time of their arrival in Italy, appeared entirely devoid of linguistic tools of any nature and therefore really vulnerable from the point of view of the possibilities of integration in our society.

To assess the extent and existence of the phenomenon, the research found quantitative data that support the following observation of a single case study, producing a survey through a questionnaire on existing services for adult foreign deaf people. The paper will include the documentation of a sperimental Italian Sign Language class for d/Deaf foreigner.

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Keywords/Key message: Deafness, migration, refugee, adults, literacy, Italian Sign Language, LIS

FÀILTE TO BRITISH SIGN LANGUAGE IN SCOTLAND: EMBEDDING SIGN LANGUAGE IN THE SCOTTISH LANDSCAPE

Frankie MCLEAN

Deaf Action on behalf of Scottish Government, Edinburgh, United Kingdom



Currently Operations Manager at Deaf Action, Frankie was born as a fourth generation Deaf child into a proud Scottish, Deaf family having British Sign Language as its first language. Frankie holds a BSc (Hons) in Immunology & Pharmacology, a BA (Hons) in Social Work, and a Graduate Certificate in Practice Learning. Having extensive personal and firsthand experience of the challenges that Deaf people face everyday, this translates into a passion that all Deaf people should be full citizens in society and valued as contributors and achievers. Working in

the field of deafness for 15 years as an active practitioner and manager, Frankie has engaged in a wide range of work across specialities encompassing research, education, project management, strategic planning and overseas work. Frankie has been directly involved with the Scottish Government's implementation of the BSL (Scotland) Act and supported the National Advisory Group for BSL. Throughout this work, he has gained various insights into the processes and challenges that come with legislating a sign language.

In September 2015, the Scottish Parliament voted to pass the British Sign Language (Scotland) Act 2015, the first of the British Countries to enact sign language legislation. The Act legislates for both access in, and promotion of, British Sign Language (BSL) and requires a wide range of public and governmental bodies to create BSL Plans in conjunction with deaf people – including young people and families.

We will summarise how young people and families have been, and will be, engaged in this process and also outline the Scottish Government's hopes, aspirations and ambitions for British Sign Language and for deaf people and their families in Scotland. At the time of this conference, the Scottish Government will have published its first BSL National Plan and accordingly we will touch upon the elements within the National Plan that will benefit children, young people & their families. Keywords/Key message: Sign language legislation. Access. Promotion. Hope. Aspirations. Ambitions. British Sign Language National Plan.

DISCRIMINATION AGAINST HEARING IMPAIRED IN THE LABOUR RELATIONS

Jana HAVLOVÁ

Faculty of Law, Masaryk University, Brno, Czech Republic



Currently, I am a doctoral candidate in the Faculty of Law at the Masaryk University in Brno, in the Czech Republic. My presentation will be focused on a problem connected with a discrimination against hearing impaired in the labour relations. This is also a topic of my future dissertation.

In my presentation, I would like to show the most common problems regarding to recruitment of Deaf people and their conditions in the work.

Many Deaf people are rejected because of their hearing impairment and

they also do not have same rights like hearing because of their limited access to work. Is it fair? Can we call it a discrimination? How can we solve this problem?

My presentation will be completed by results of the questionnaire which was made in the Czech Republic and which was focused on experience of Deaf people with recruitment. The most interesting part of my presentation is a research which founded out attitudes of potential employers concerning recruitment of Deaf people in the Czech Republic.

A part of my presentation will be focused on possible methods how to resolve this disparity at work, including a part of presentation focused on the concept of reasonable accommodations.

The aim of my presentation is to show people specific problem with a discrimination against hearing impaired in the labour relations and show ways how to solve it and improve working conditions and quality of life of Deaf people.

Keywords/Key message: Discrimination, Human Rights, Deaf citizens, Reasonable accommodation, Employment, Labour legislation

TWO INDIVIDUAL EXPERIENCES OF BIMODAL BILINGUAL LANGUAGE ACQUISITION AND USE

Ritva TAKKINEN

University of Jyväskylä, Jyväskylä, Finland



Most of the deaf children of hearing parents who get a cochlear implant (CI) do not have access to sign language because the parents do not know sign language and are not encouraged to learn and use sign language with their deaf children. The benefits of bimodal bilingualism (a signed language and a spoken language) are not estimated in the same way as the bilingualism between two spoken languages. There is, so far, a few researches on bimodal bilingualism of deaf children with a CI (Szagun, 2001; Cramér-Wolrath, 2013; Martikainen & Rainò, 2014).

This paper presents individual experiences of bimodal bilingual language acquisition and use of deaf young persons who are using a CI. The data comes from a longitudinal study in which language development and use of these persons have been followed over ten years. Both of them have started their language acquisition in sign language, one of them at the age of three, the other has had access to sign language from his birth. Both of them have hearing parents, who have started to learn sign language after they have got a deaf child. Sign language has been the stronger language for the subjects for several years even if they have started to acquire a spoken language after getting a CI. At school the spoken language started to get stronger because the input and the use was mostly in spoken language. The first subject had several years an interpreter in the classroom and later a signing assistant, thus he has got some sign language input and used it to some extent also at school. The second subject did not have any sign language at school. Both used some sign language at home although mostly the parents signed to the boys when they did not use the CI. They spoke in those situations to others. The first subject has had signing friends through the years besides hearing friends who use a spoken language. He has sometimes attended bilingual camps or attended trips as well as had some sport activities with sign language users. The second subject has an older deaf sibling who have a CI but who uses more sign language than her brother. He has had more sign language input and used it more as a young child at home compared the first young but when the spoken language had become stronger, he has used sign language less and less. His friends are hearing and use a spoken language. The education orientation is also different between these young persons. The first one has chosen a high school and is more academically orientated whereas the second one is practically orientated and has chosen a vocational school. The first subject is interested in using both spoken languages and a signed language. He feels it is richness and a benefit to be able to use also a signed language beside spoken languages. He thinks that it is good to have different kind of language repertoires. The second subject is happy with his spoken mother tongue and some knowledge of a spoken foreign language. He does not ponder linguistic matters he just uses the resources when needed.

To conclude, the path of acquiring languages, language environment, friends, personal orientation in school and work life as well as personality seem to affect the use and estimation of bi- and multilingual resources. However, sign language as a first language has given for those deaf young a smooth bridge to spoken language when they were at the beginning of language acquisition.

Keywords/Key message: deaf child, sign language acquisition, cochlear implant, bimodal bilingual language acquisition

PROMOTING POSITIVE MENTAL HEALTH AND WELL-BEING IN A BILINGUAL EDUCATION

Catherine DREW

Frank Barnes School for Deaf Children, London, United Kingdom



The National Deaf Studies Curriculum is used across the country in schools, colleges and units supporting Deaf children's mental health and well-being. The importance of a deaf child receiving Deaf Studies lessons is unquestionable. A deaf child is different from a hearing child. It is important to provide answers to all of the typical questions for a deaf child. Why am I deaf? Does being deaf limit my opportunities? Is mummy and daddy deaf? To provide a deaf child with an environment especially a bilingual environment in which these questions can be

asked, and discussed is of upmost importance as part of the 'Deaf Identity' and 'Deaf Culture' units, which is about developing a positive self-image and sense of identity as a deaf person and understanding the different cultures there are in the world today.

The curriculum with the knowledge that deaf children are now scattered in different educational placements, and as a result this curriculum seeks to ensure that deaf children have a strong sense of identity, know where they belong in society and understand the various communication modes used in both the Deaf and hearing world. 'Communication' is a key part of the curriculum. Within the topic of teaching communication modes, we teach our pupils the various communication methods used throughout the United Kingdom. Pupils learn that first and foremost, there are two languages; English and British Sign Language (BSL). We learn that both languages have their own set of rules, sentence structures, word/sign use, range of vocabulary and grammar. While we may have our language preferences, pupils are encouraged to understand and recognise the importance of both languages and that they are of equal value to both the hearing and Deaf communities.

Although English and BSL are established languages, there are communication modes across the language spectrum that could also be called support tools for either language. These 'support tools' are not languages but merely an aid in accessing either or both languages.

When applying a language 'tool' to a Literacy lesson, a teacher may choose to use Sign Supported English to support Deaf BSL pupils to construct English Sentence structures. In speech and language therapy sessions, a speech and language therapist may choose to use Visual Phonics in order to support pronunciations with or without sounds but with clear lip-patterns.

The children at Frank Barnes School are entitled to a broad and balanced curriculum, which is relevant to their experiences. Our teaching staff is committed to delivering a high quality primary education that includes the National Curriculum, Early Years Foundation Development Matters Curriculum and the National Deaf Studies curriculum. Not only in Frank Barnes but also in all educational settings, we have an obligation to provide spiritual, moral, social, cultural (SMSC) development for every child.

I teach Deaf Studies at Frank Barnes School for Deaf Children, and can share how the subject benefits children and promotes positive mental health and well-being, which in turn supports good bilingual practice.

In 12 years of teaching Deaf children as well as being Deaf myself, I have met and seen many Deaf children in mainstream settings find their way back into the Deaf community as adults. At the end of the day, regardless of their language or auditory preferences, they are and will always be Deaf.

Biography: I am the Leader of Bilingual Practice at Frank Barnes School for Deaf Children; Frank Barnes School is a bilingual primary school for Deaf children based in Camden. We have been rated as 'outstanding' again by Ofsted and have a national and international reputation as a Centre of Excellence for Deaf education. Children from across Greater London and from many different backgrounds attend our school from the age of 2 – 11. I have worked in Deaf Education and have been teaching for 12 years; I am responsible for ensuring the school's bilingual philosophy of BSL and English are of the highest standard for both pupils and staff. My two main areas are Deaf Studies and BSL. I am the Chair of the National Deaf Studies Working Group, which has members from schools across the country, I teach the National Deaf Studies Curriculum to pupils from Year 1 to 6.

Keywords/Key message: Use of language, Deaf Studies, Bilingual educational setting, language development, mental health, well being

PRACTICE OF BILINGUAL TEACHING IN A DEAF FAMILY

Anna ZHADAN

Moscow State Linguistic University, Moscow, Russia



I am 19 years old, and I am deaf, but I rather say I am bilingual. I would like to tell you about the idea (method) which prevailed since my early childhood.

My parents, grandparents (from my mother's side) are deaf. The two younger brothers are also deaf. The main languages spoken in our family are Russian sign language and Russian spoken language (both of them – almost equally).

The fact that in deaf families people are signing is not a surprise. Sign language is visual and three-dimensional; it has always been and will be used. However, deaf people have to acquire verbal language as well and our parents have done a great job so that me and my brothers could develop these skills. This work is what I call "preservation of memories". The whole secret is that in my family we always use writing (notes), that is, any comments, text messages and various diaries. In fact, the building the written memories is an excellent method to educate a deaf bilingual child. The duration of use of this method is also important: we used this technique almost my entire adult life, my younger brothers are conducting various diaries.

1) Paper diaries (notebooks and albums with photos and texts).

The algorithm is as follows: first, it is necessary to have a camera always and everywhere (you can use a cell phone cam).

Second, commenting: about once a month, we select several best photos. We put them in a book or an album. For each photo, we write a detailed description or a brief remark. Our family has many diaries (notebooks and albums).

2) Text messages, the group called "We" in a messenger (WhatsApp).

Every day, all members of the family take photos on their mobile phones and attach them to the group chat and everyone writes their comments. Everyone can correct other's comments or offer a better one. My mother is a philologist, my father - a deaf pastor in Moscow, my grandmother - a deaf teacher, they are very good at correcting our spelling or grammar mistakes so that it was natural and interesting, informative.

It is common knowledge that bilingual children tend to outperform monolingual peers, are "more flexible" in the transfer of various mental operations and in the formation of concepts, etc. The result of this method is obvious. I love languages, gestural and verbal. I know and go on learning six languages: two written (Russian and English) and four of sign (Russian Sign Language, ASL, BSL, international gestures).

Now I am an applicant of the prestigious university in the city of Moscow (Moscow State Linguistic University-MSLU). My dream is to devote myself to studying of Russian Sign Language, as well as theory and practice of intercultural communication.

Keywords/Key message: bilingual education

TODAY'S SCIENCE IS TOMORROW'S TECHNOLOGY

Laszlo LOVASZY

United Nations, Geneva, Switzerland



Edward Teller, the famous Hungarian-American theoretical physicist, considered to be "the father of the Hydrogen bomb", said once „The science of today is the technology of tomorrow". In accordance to the recent findings of think tank Tractica, it is expected that by 2020 100 million consumer robots will be shipped and 4.5 million family robots will be purchased annually (<https://www.tractica.com/research/consumer-robotics/>). We will see a significant change regarding the role of individualised home robots and digitalised personal assistants with

Artificial Intelligence (A.I.) in everyday business, including care and family life, as well as interpersonal communication. Since the UNCRPD celebrated its 10th anniversary last year, it is high time to deal with this hitherto unprecedented rate of technological progress. This is a very important moment, because the Convention indicates that the promotion of research in new technologies and innovation is of the utmost importance (Article 4, paragraph 1, point g). Finally, as Helen Keller, one of the most famous protagonists in deaf culture put it, it is important to understand that everything is upon us and no one can act on behalf of us: "Science may have found a cure for most evils; but it has found no remedy for the worst of them all - the apathy of human beings."

Dr. Lovászy (born 11.04.1973) has lost 80 % of his hearing at being only a few days old. He started learning English at age 20 in 1993. He was trained at Council of Europe in Strasbourg as a youth leader representing the Hungarian NGO for the hearing disabled people in 1997. He received his law degree in 2000. In his Ph.D. work (the supervisor of his thesis was Ottó Czúcz, currently one of the judges of the European Court of Justice) and papers published in various reviews and journals Lovászy has compared and contrasted policies in the EU and the USA in general and also scrutinised the activities and legislation of the UN and other international bodies. He was the representative of the Committee on Rehabilitation and Integration of People

with Disabilities (CD-P-RR) at the Council of Europe (Strasbourg, France) while working for the government between 2002 and 2005 at the Disability Unit in the Ministry for Social and Labour Affairs. Later, between 2005-2008 in particular, he was partly responsible for evaluating and programming EU structural funds projects. He was one of the proof readers to the respected Hungarian edition of the Human rights - YES! - Action and Advocacy on the Rights of Persons with Disabilities in 2009. Alongside his daily work, he had lectured at the Bárczi Gusztáv College of Special Education, Eötvös Loránd University (ELTE), Budapest as a guest speaker for many years and he has been teaching at University Pécs, ELTE and National Public Service University as a guest lecturer. He is the first hearing disabled adviser to a member of the European Parliament (EP) since 2009. Mr Lovászy was elected to the Committee on the United Nations' Committee of the Rights of Persons with Disabilities (UN CRPD) in 2012. His mandate was renewed in 2016 with great support in New York and his term expires by the end of 2020. Lovászy has written in the major economics, law as well as labour market reviews and journals (more than at 30 different publishers) and have had articles accepted in a wide range of domains in Hungary, including economics, sociology, robotics and artificial intelligence.

Keywords/Key message: science innovation technology UNCRPD robotics

BILINGUAL EDUCATION – THE FOUNDATION FOR ALL ROUND DEVELOPMENT OF THE DEAF

Dilip DESHMUKH

Deaf Foundation, Ichalkaranji, India



Dr Dilip Deshmukh, as a 'Rotary Volunteer' propagating 'Sign Language & Bilingualism in Deaf Education' since 1989, after attending 'The Deaf Way' organized by Gallaudet University. He has conducted seminars on this vital issue at various places in India as well as in Pakistan, Australia, NZ, Russia, Nigeria & Philippines.

Sign Language is the natural & first language of the Deaf. It is produced by gesture viz. movements of fingers & hands, head, mouth, eyebrows, body, facial expression etc; and visually perceived. Sign Language is a

language with its own structure, grammar & linguistic symbols. It can fulfill the human need of communication & can be used for acquiring knowledge as well. Sign language is in all ways equal to spoken language. Sign language does not interfere with learning spoken language – the opposite is true. A better language foundation through sign language leads to better learning of the spoken language.

The Bilingualism in deaf education involves the sign language used by the Deaf community and the oral language used by the hearing majority. Both are given equal status. The child must be in contact with the two language communities and must feel the need to learn and use both languages.

Every deaf child, whatever the level of his/her hearing loss, should have the right to grow up bilingual. By knowing and using both a sign language and an oral language (in its written and, when possible, in its spoken modality), the child will attain his/her full cognitive, linguistic and social capabilities. How language is organized and processed in the human brain is studied by using Positron Emission Tomography (PET) and Functional MRI (fMRI) technologies. It shows

structure, grammar, acquisition and cerebral organization of Sign Language. It shows hearing infants acquiring spoken languages and deaf infants acquiring signed languages exhibit the same linguistic, semantic, and conceptual complexity, stage for stage.

In spite of recommendations and appeals by WFD, many countries are still using the auditory-oral communication method. To prohibit the use of natural language in a group or in education is a LINGUISTIC GENOCIDE. As a result the deaf experience poor education levels and subsequently poor vocational outcomes compared to their hearing counterpart as a result having a lower standard of living. Many U.N. declarations implicitly supports the right of Deaf people to maintain and enjoy their own language and culture. Because of vested interests, combined with ignorance of Deaf people's concerns and issues, it is necessary for Deaf communities to take the lead in asserting their linguistic, cultural or political rights.

The distinct sign languages of indigenous deaf populations should be officially recognized as their natural languages of right for direct communication.

Bilingualism in Deaf Education also fulfills the need of Linguistic Human Right. The aim and goal of deaf education should be 'Bilingualism'. Deaf teachers should be employed in all pre-school and school programs. Hearing Teachers of the deaf are expected to learn & use the accepted indigenous sign language as the primary language of instruction. For advanced and specialized instruction, classroom or tutorial interpreters are necessary. Thus BILINGUALISM is not only foundation for all round development of the deaf but it's a 'WAY OF LIFE'.

Keywords/Key message: Bilingualism WAY OF LIFE

BILINGUAL EDUCATION IN PORTUGAL: BUILDING A PATH FOR DEAF EMPOWERMENT

Isabel CORREIA

Aldahablarcom, Coimbra, Portugal



This communication intends to present a summary of the situation of Bilingual Education for Deaf in Portugal mainly focusing on its social and political history during the 20th and 21st centuries. We aim to reflect on how Portuguese Sign Language and Portuguese as a second language are taught in deaf schools by presenting the actual curricula but also by suggesting some changes on Educational Policy and Educational practices that can provide fully linguistic Recognition and total accessibility. Till the present moment, Deaf children are in regular schools with no or sacre linguistic accessibility and others are on bilingual schools for the Deaf. There, Portuguese Sign Language teachers are not treated equally as other teachers and didactical materials are few or not available. The law that regulates the system is considered to be a good law but is not followed by everyone. It's important to consider that there are now occurring some protests coming from Deaf Associations and organisations that intend to change the policy that regulates education for the Deaf. A new curricula are needed mainly some that contribute to Deaf empowerment, Deafhood and Deaf self-awareness. Also, Portuguese as a Second Language needs effective bilingual teachers that can understand Deaf childrens' way of seeing the world. new perspectives and materials are needed and we intend to present some ideas on the issue.

Keywords/Key message: bilingual education in Portugal

IMPLEMENTING THE CRPD THROUGH NATIONAL LEGISLATION

Michael STEIN

Deaf Legal Advocacy Worldwide, Washington DC, USA



The United Nations Convention on the Rights of Persons with Disabilities (CRPD) guarantees the human rights of people with a disability including Deaf people. However, the CRPD is not a self-executing document. Ratifying countries must take concrete steps to enact national and local laws implementing the CRPD. Some countries have adopted laws that provide for only cursory recognition of the human rights of individuals with a disability. Other countries go much further in taking concrete steps that result in the greater inclusion in society of people with a disability.

This presentation will address the technical challenges of taking the promise of the CRPD and translating it into actual disability laws at the national level. The presentation will cover selected national disability laws enacted in the wake of the CRPD, illustrating how such laws realize the promise of the CRPD or fall short. This lecture will provide recommendations for the successful disability rights legislation to implement the CRPD.

The presenter, Michael Steven Stein, is Deaf and the executive director of Deaf Legal Advocacy Worldwide (www.deaf-law.org), a non-profit organization that provides scholarships for deaf leaders around the world to become human rights lawyers. Mr. Stein is also a lawyer with the law firm Stein & Vargas, LLP (www.steinvargas.com) which advocates for the rights of people with disabilities in the United States. Mr. Stein earned his bachelor's degree from Princeton University and law degree from Harvard University.

Mr. Stein can be reached by email at michael.stein@deaf-law.org.

Keywords/Key message: CRPD deaf advocacy human rights national legislation

SIGN LANGUAGE AS L1 IMPERATIVE – INSIGHTS FROM CROATIA

Dorijana KAVČIĆ, Nives GOTOVAC

Association of Deaf and Hard of Hearing of the city of Zagreb, Zagreb, Croatia



Language as a tool of communication includes more than just understanding and conveying meaning in a communication situation. It is a process and a product of an individual mind that enables understanding the world surrounding us. To be able to do that language is supposed to be acquired in the most early age and in a most spontaneous fashion. Because of its complex nature the language is mental, psychological, social and cultural phenomenon, whether it is signed, spoken or written, recognized by numerous legislative acts and as part of human rights. UN Convention on the Rights of persons with disabilities in

Article 24, encourages facilitation of learning and usage of Sign Language and the promotion of the linguistic identity of the deaf community. Resolution on Sign Language and professional Sign Language Interpreters highlights that balanced and holistic information on Sign Language and hearing loss matters must be provided so that parents can make informed choices in the best interest of their children. Law on Croatian Sign Language (HZJ) and other communication systems of deaf and deafblind persons ensures the right to use HZJ, to inform and educate themselves in HZJ. But it also includes all other communication systems that suit their needs enabling equal access to social, economic and cultural settings and equal exercise all human rights and fundamental freedoms. City Association of Deaf and Hard of Hearing,

Zagreb provides implementation of the legislative mentioned through various projects focusing on access to Sign Language in a most important age. The projects and activities run by our Association are part of global Sign Language as L1 for the Deaf and Hard of Hearing initiative. Activities that will be presented are: Interpreter for deaf pupils in regular elementary and high schools (started 2013), Interpreter in kindergarten (2017) and Tailwind – support for children with hearing loss and their parents (2016). Interpreter in schools and kindergarten includes interpreters with special educational and pedagogical skills interpreting to the pupil in regular school setting and HZJ courses for parents, teachers and other experts included in child's education. Tailwind project goes deeper into the issue recognizing the problem of parents unawareness that there is an alternative in the oral-dominant environment. Activities that are conducted are: educational material in audiological clinics, informing parents about the communication systems that are available for them to interact with their deaf child, psychological and speech-language therapies, HZJ courses and support groups for parents.

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Keywords/Key message: Croatian Sign Language, L1, human rights, families with deaf children

SIGNING MOOCS AND EUROPEAN DEAF E-UNIVERSITY: MULTIMODAL AND INTERNATIONAL COMMUNICATION

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Within my PhD research, I investigate how Sign Language People (SLP) learn foreign languages in a (m)OOC experiment: the E-SCALE project (E-space Sourd de Co-Apprentissage en Langues Etrangères / deaf E-space for Signed Collaboration Abroad on Language E-learning) proposes an online learning environment aimed at Deaf learners who wish to improve their written English and ASL or their written French and LSF.

The objective of the experiment is to test possible configurations for a Deaf e-University project and to encourage intercultural communication

and foreign language practice by means of collaborative exchange and learning together with Deaf peers.

Through webcam and keyboard the learners express themselves in the 4 working languages of the platform, either synchronously or asynchronously. Several activities and language games have to be completed at each level, and about once a week an optional synchronous session is scheduled where the learners can meet in a virtual video & text-chat room.

Learners are encouraged to make use of all language repertoires and modalities they need to make themselves understood. Thus code-switching, code-mixing and code-blending, as well as

the use of international communication forms are processes that naturally emerge. With the participants we therefore also address questions like: why should/would SLP at all learn foreign SL when they can rely on international signs and highly iconic structures? What would be the language repertoires of a European Deaf e-University? Shall new signed and written languages be introduced simultaneously or not, and how?

Last but not least, I also hypothesize that in a (m)OOC context there is "Deaf peer Gain" (in line with BAUMAN & MURRAY 2014) that compensates and maybe even outweighs the expert status that language teachers or hearing native speakers may have. Some of the participants in E-SCALE have only an average writing and/or signing in their home country's languages (due to late sign language acquisition and unadapted teaching methodologies at school mainly), which is a drawback in settings that rely on peer feedback and assessment. Yet on the other hand, these Deaf peers can share their visual learning strategies, they score better in building participants confidence, and they bring in also their knowledge of their local Deaf culture and authentic resources - which is something that is missing in hearing foreign language textbooks and teacher training. E-SCALE therefore trusts and commissions the Deaf participants to function themselves as communication facilitators, linguistic mediators and language & culture transmitters.

Our project gives some precious clues to rethink online intercultural encounters among Deaf learners, who are exceptionally well skilled in developing (multimodal and simultaneous) strategies to overcome language barriers. Observing social networks and communication practices on the Internet, we increasingly see how international online communication and technology are reshaping the linguistic repertoires of SLP.

Learning design and curricula should undoubtedly be able to take advantage of this and:

- a) foster the transposition of visual learning strategies and Deaf Space concepts to the architecture of multimodal online environments, and
- b) allow Deaf people to seize all opportunities of learning and studying abroad, among international groups of peers who are fully integrated within European universities.

Keywords/Key message: MOOC, Deaf e-University, foreign (sign) language learning, international communication, Deaf students mobility

MAPPING OF THE EMERGING SIGNAL LANGUAGES AND ISOLATED COMMUNITIES FOUND IN BRAZIL

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The present research aims to present a mapping of the emerging signal languages found in Brazil, analyzing how protolanguages and sign languages developed in familiar environments are emerging in the plurilingual context, specifically in communities far from urban centers, also describing the linguistic constructs of these languages. Thus contributing to the knowledge and recognition of the country's sign languages. It is known that in addition to the sign language officially approved by the federal law #10,436 of April 24th, 2002, Brazil also has other sign languages that are rarely registered,

and yet at least two languages have already been minimally documented: The sign language of Urubu-Kaapor, used by the indigenous Kaapor people, located in the state of Maranhão, in the north-northeast region of Brazil, and the sign language known as "Cena", spoken in the city of Jaicós, in the

town of Várzea Queimada in the interior of Piauí, also in the north-northeast region of the country. However, the survey indicates that there are approximately 9 (nine) emerging signal languages used by deaf communities and isolated communities in Brazil. Quadros & Leite (2014) affirm that it is the documentation that will allow not only the communities that use these languages, but the entire population of the country, to recognize the value and richness of their linguistic peculiarities and cultural perspectives imbued with them. The presentation of the mapping carried out is therefore a starting point, in order to contribute to and strengthen the promotion of linguistic and cultural diversity as a patrimony of humanity, and also so that these can be preserved, recognized and studied. Regarding the methodology of the research, a bibliographical and documentary research was done from the Bank of Thesis and Dissertations of Capes, as well as other available literature on the subject. As the procedures of analysis and discussion of data, we made the option of content analysis based on Bardin (1997), because it has a special and favorable feature to contribute to studies of most qualitative materials. Through this research, we expect to contribute to the continuous struggle of the Deaf People to know and recognize the different sign languages of Brazil belonging to different communities. In summary, it is expected that this study may bring major relevant contributions to the issues related to emerging sign languages and isolated communities in Brazil, its use and registration, associating with other studies developed in the field of interpretation, translation, mapping and registration of new languages.

Keywords/Key message: Emerging sign languages Isolated communities Mapping Corpus Libras.

ACTUALIZING DEAF CHILDREN'S HUMAN RIGHTS TO LANGUAGE THROUGH THE LAW

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Sign language recognition, both unofficial and official is on the rise all over the world, but the challenge is systematic implementation, from ensuring that every deaf child receives access to sign language to requiring accountability in the educational system. An experienced education policy counsel who serves on the WFD Education Expert group will provide legal insights and policy recommendations based on her experience studying language policy the past four years on both the national scale and the international level, deriving from both her field work and relevant research including Reagan (2003 and 2010), Parks and Williams (2011), and Murray (2015). Applications will be made from the U.N. Convention on the Rights of Persons with Disabilities on how countries can utilize WFD's position statements including model countries' success stories on how to witness the maximum effect of the CRPD's linguistic and cultural protections for deaf children and their families. Linkage will also be made to specific provisions in family law and education law, specifically on how advocates or organizations can outweigh looming barriers from the medical field, the push for inclusion, and the view that parents have full autonomy over their children's hearing health and educational approach (Siegel, 2008; Humphries, et al. 2012, Glickman, publication pending). A variety of strategies will be provided by utilizing specific countries' experiences as examples, including constitutional approaches, litigation, legislation, social media campaigns, family outreach programs, and policy changes (Emission SIGNES, 2016). Participants do not need legal expertise or experience to

benefit from this presentation, which will provide a set of knowledge and tools which can be quickly put to practice by any interested advocates or organization, including how organizations can establish and train a body of volunteers to assist with this very work (NAD Education Advocates, 2012). There is currently a chasm between what the law says or what it could say and what the families of Deaf children need, and it's up to us to successfully bridge that chasm through shaping the law and policy to ensure that Deaf children's human rights to language is not deprived throughout the world.

Keywords/Key message: law, legal, policy, human rights, crpd, linguistic, family, advocacy

COMMUNICATION ACCESSIBILITY - UP TO DATE TECHNOLOGICAL DEVICES

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Mill Neck International Programs (MNIP) collaborates with partners to mobilize the capabilities, skills and resources of and for Deaf Communities worldwide to achieve their human rights to access effective communication and education for living and sustaining independent, productive and meaningful lives. As the Planning, Monitoring & Evaluation Specialist for MNIP, I focus on working with our global partners in their advancement through capacity building, training and project development.

My passion in international development was initiated by participating in the first Frontrunners International Youth Leadership Program in Denmark. With master's degrees in Deaf Education and International Development for People with Disabilities, I have researched for UNICEF and worked with Discovering Deaf Worlds, Mobility International USA and Global Reach Out with their exchange programs. I provided training for the WFD West/Central African Region Human Rights and Capacity Building project where I worked with Deaf Associations and other organizations in 10 African countries.

The Global Deaf World has a rich history of its members forming groups, clubs and eventually associations to advocate for their human rights, accessibility and equality. There are numerous associations and organizations that work with Deaf communities around the world; some are led by Deaf individuals while others still do not have Deaf leadership due to limited communication and information access.

Disappointingly, Deaf people around the globe have been left out of the development process which includes projects and activities promoting improvement in areas of poverty, human and disability rights, gender equality and information access. Due to the limited - and in many instances the lack of - accessibility to communication and technological strategies, the Deaf Community is often unaware of projects happening at the local and national level that could benefit their members. In addition to being excluded from these activities, Deaf people miss potential opportunities for capacity building training and do not learn new skills that increases the participation in their own empowerment and growth.

Article 9 in the Convention on the Rights of Persons with Disabilities clearly states that people with disabilities, including Deaf people, have the right to access communication, information and technology in order to fully participate in society and have productive lives. Taking this a step further, Deaf people must have access to communication, technology and information in order

to participate in their own development. Mill Neck International Programs (MNIP) is directly addressing the issue of limited accessibility in the development field for global Deaf members by creating accessible materials relating to participatory project planning, proposal writing and funding application process. Materials are designed with the Deaf learner in mind using appropriate visual aids and illustrations to help in understanding, as well as real-life examples and stories of deaf people and their organizational work. Materials are fully accessible implementing technological advances and strategies using video, recording, and storage capabilities, and social media, as well as alternative formats that are more appropriate for specific areas of the world.

The development process by global deaf partners are guided with support by individuals who are specifically trained in development and can provide training with first-hand understanding of Deaf Communities and their needs. Additionally, Deaf partners will gain the knowledge and skills of data collection and needs or situational analysis where they can initiate their own development process that will specifically address their real needs. With communication and technological access, Deaf people around the world will finally be empowered to take responsibility for their own development in the pursuit of equality in human rights and accessibility.

Keywords/Key message: communication information technology access international development

COMMUNICATION AND INFORMATION ACCESS FOR DEAF PEOPLE IN THE FIELD OF DEVELOPMENT

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Can you make a telephone call to any person or organisation whenever you want? Can you get an interpreter online via your video phone how and whenever you want to? For some people in the international deaf society the access to a remote relay and interpreter service is both a fundamental right and a part of everyday life. However, the big majority of deaf- and hard-of-hearing around the world has no access to services or very limited services in terms of if, when and how you can use the service.

Even though organisations such as the European Union and the United Nations are putting millions of Euros and great resources into creating standards and recommendations for equal communications and accessibility for all, most countries still don't have national Video and Text Relay service which are open for all and for all kinds of calls.

There are a number of very good arguments for any nation to support the idea of national relay services and politicians should be made aware of them.

Firstly, Relay Services are very profitable for society! Resources are used more efficiently. Typically an interpreter can make 3-4 assignments a day but with a Video relay service this figure can be elevated to 20-25 assignments a day.

Secondly, society long-term will have the possibility to get education and training, and take on jobs and tasks that are not available for non-hearing today.

Thirdly, all the standard technology is mature and ready to use for Relay Services in most countries. Smart phones, tablet computers, high resolution cameras, broadband with tons of Megabits, 4G etc. etc. has made, relay services so much better and more accessible then they were just a couple of years ago.

Fourthly, technology for a state-of-the-art Relay Services is inexpensive. All the technology for both Video- and Text relay including all Hardware and Software, all software for IOS, Android and PC End-points and full Contact Centre equipment normally doesn't cost more than a couple of hundred thousand Euros a year for a national service in a midsize European country. Frankly, this is petty cash for any government point of view.

Fifthly, we need the interpreters online for the future. Digitalisations means that a lot of society services such as health care services are going online and if deaf society shall keep the same level of accessibility also in the future.

The speaker is one of the founders of nWise, a company who specialises in Relay Services and who has been instrumental in delivering technology and running video- and text relay services all over the world. nWise has delivered its Relay Platform MMX to the all the Nordic Countries, UK, Holland, Belgium, Germany, Switzerland but also to countries outside Europe, like the US, Thailand, Brasil and Japan.

Keywords/Key message: communication, accessibility, Relay Services

IMPROVING SIGN LANGUAGE PROFICIENCY AS AN OPPORTUNITY FOR INCLUSION

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The poster focuses on different ways the Deaf communicate on national and international level. The aim of improving users' sign language proficiency is to enhance their comprehension of specialized lectures in given sign languages as well as their presentation and language skills to increase academic achievement and foster professional development. The poster deals

with tools that promote sign language skills, such as practical classes, e-learning, the Hybrid book format and the use of online multilingual sign language dictionary.

Keywords/Key message: Sign Language, Communication, Hybrid book, E-learning, Sign Language Dictionary



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