

A Global Report: International Perspectives on Leadership Among Deaf and Interpreter Communities

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Acknowledgment

In writing this report, I want to start by acknowledging members of the Deaf Community who came before us and worked tirelessly to advocate for greater equality for deaf people in the wider community. I want to extend my respect and thanks to the many leaders of the Deaf Community all over the world, not only for what they have achieved for us but also for inspiring today's and tomorrow's leaders in our community. Only through our continued successes can we continue the legacy of our past Deaf leaders.¹

I am also indebted to sign language interpreters globally. In both my personal and professional life, I have had the opportunity to work with and develop rapport with many interpreters over many years. Interpreters are vital if deaf people are to enjoy optimal access and realize their potential.

I would like to express my appreciation to Dr. Debra Russell, Honorary President of the World Association of Sign Language Interpreters (WASLI) for her encouragement of me to conduct this global project as a part of my School of Individualized Study (SOIS) Graduate Program. I am also thankful to Dr. Kim B. Kurz, Faculty Research Advisor at the RIT's National Technical Institute for the Deaf (NTID) for being my research project supervisor and mentor.

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- *Finally, if I have accidently overlooked anyone, my apologies and thank you to you too!*

¹ <https://defaustralia.org.au/media-release-deaf-acknowledgement/>

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National Technical Institute for the Deaf
**Center for International
Educational Outreach**

Foreword

July 28, 2021

It is with pleasure that I have the opportunity to introduce this research undertaken by one of NTID's Visiting Lecturers within the Department of Liberal Studies & the Center for International Educational Outreach who is undertaking concurrent graduate studies at the Rochester Institute of Technology School of Individualized Studies.

This project is the work of a person with not only lived experience but a wealth of knowledge of the Deaf Community both personally and professionally, who has been able to leverage global networks to inform the study.

To date, there has been a dearth of research in the area of leadership within both the deaf and interpreter communities. By capturing the experiences of National Associations of the Deaf (NADs) and National Associations of Sign Language Interpreters (ASLIs) regarding leadership, the current project not only shines a light on this important issue but provides recommendations for further training and capacity building, so critical to ensuring effective representation of affected constituents and advocacy to facilitate enhanced human rights for the Deaf Community.

Throughout the process, Mr. Allen demonstrated commitment to consultation to ensure the research reflected the views of deaf people and interpreters worldwide with the intention that the outcomes of the study benefit the organizations, which represent their interests.

We commend this work to you.

A handwritten signature in black ink that reads 'Gerard J. Buckley'.

Dr. Gerard Buckley
President
National Technical Institute for the Deaf

A handwritten signature in black ink that reads 'Thomastine Sarchet'.

Ms. Thomastine Sarchet
Director
International Educational Outreach

1. Background

This research was designed to capture the experiences of National Associations of the Deaf (NADs) and National Associations of Sign Language Interpreters (ASLIs) regarding leadership. The topic of leadership in this sphere has not been well documented from a global perspective. Yet within the literature, there is agreement that leadership training and leadership among non-governmental organizations is key to the health and well-being of communities (Shiva & Suar, 2012; Ruvio, Rosenblatt & Hertz-Lazarowitz, 2009; Ute & Patha, 2016).

The results have implications for two international organizations, the World Federation of the Deaf (WFD) and the World Association of Sign Language Interpreters (WASLI) and may have benefit for national associations as well.

World Federation of the Deaf

The World Federation of the Deaf (WFD) was established on 23 September 1951 during the 1st World Congress of the World Federation of the Deaf in Rome, Italy. The WFD is an international non-profit and non-governmental organization of deaf associations from 125 countries. In addition to this, its membership includes Associate Members, International Members and Individual Members as well as Youth Members. The WFD has eight (8) Regional Secretariats and one co-operating member. Its headquarters and legal seat is in Helsinki, Finland where the WFD Secretariat operates. The WFD promotes the human rights of deaf people in accordance with the principles and objectives of the United Nations Charter, Universal Declaration of Human Rights, UN Convention on the Rights of Persons with Disabilities, 2030 Agenda and Sustainable Development Goals and other Human Rights Treaties.

World Association of Sign Language Interpreters

The World Association of Sign Language Interpreters (WASLI) was established on 23 July 2003 during the 14th World Congress of the World Federation of the Deaf in Montreal, Canada. The WASLI is an international non-governmental organization representing Sign Language interpreters with 27 current national numbers from nine (9) WASLI Regions. WASLI works to develop the profession of interpreting at an international level with its legal seat and registered headquarters in Geneva, Switzerland.

The WASLI collaborates closely with the WFD in order to advance issues of importance to both organizations. In November 2017, WFD and WASLI signed a cooperation agreement², which followed an original joint statement, signed in Madrid, Spain in 2007. The purpose of the current agreement is to:

- recognize the sharing of common values in promoting human rights of deaf people through sign language(s) and sign language interpreters; and
- agree to reasonably cooperate and collaborate on opportunities that contribute to the shared values, including providing leadership and advocacy to Deaf Communities and the Sign Language Interpreters' Community globally.

Cooperation between the organizations focuses on but is not limited to the following areas of work:

- Promotion of human rights in any area regarding deaf people's rights within the framework of the United Nations (UN) Human Rights system, paying particular attention to the UN Convention on the Rights of Persons with Disabilities (CRPD);

² <http://wasli.org/wp-content/uploads/2018/03/Cooperation-Agreement-between-WFD-and-WASLI-2017.pdf>

- Commitment to full implementation of the UN CRPD by all UN member states. Both organizations have noted the importance of the implementation of the Articles dealing with sign languages and professional sign language interpreters;
- Encouragement of collaborative agreements and activities between National Associations of the Deaf and Sign Language Interpreter Associations.
- Promotion of national deaf associations as those responsible to lead sign language development, research and publication of sign language materials and dictionaries, and to actively develop appropriate training for deaf sign language instructors, ensuring that the national sign language is taught by deaf persons whenever possible; and
- Support and promotion of the recognition of national sign languages and national sign language interpreters, including the implementation of legal measures.

Prior to this research report, the WFD and the Swedish National Association of the Deaf published a paper *“Deaf People and Human Rights”* (Haualand & Allen, 1999). In addition, in 1992, WFD published a paper *“Survey of Deaf People in the Developing World”* (Joutselainen, 1991).

This global research project is part of the researcher’s graduate studies at the Rochester Institute of Technology (RIT)’s School of Individualized Study (SOIS). The members of the research team were Dr. Kim B. Kurz, a Faculty Research Advisor at the RIT’s National Technical Institute for the Deaf (NTID) and Dr. Debra Russell, a Research Advisor who is the Honorary President of the World Association of Sign Language Interpreters (WASLI).

This report focuses on selected sections of the survey, specifically in relation to recognizing the challenges and experiences of National Associations of the Deaf (NADs) and Associations of Sign Language Interpreters (ASLIs) on the need for data collection and the topics of leadership and training. Leaders and proactive leadership to achieve the missions of both organizations are needed by member countries. By documenting and examining topics related to the leadership and training experiences of Deaf³ and Interpreter leaders, this report studies and identifies the strengths and weaknesses of current leadership practices with recommendations that may be useful to WFD and WASLI. It should be emphasized that the recommendations are not meant as criticism of any of the NADs, ASLIs or WASLI or WFD but are made with the intention of addressing perceived gaps of training and leadership for both the Deaf Community and Sign Language Interpreters.

Due to the limited timeframe associated with completion of this assignment, much of the data provided by both NADs and ASLIs was not used to inform this report. Consideration is being given to further analysis of the valuable additional research findings which if undertaken, will serve as an addendum to this research report.

³ Within the context of this Report, deliberate choices have been made when capitalizing the word ‘Deaf’. This reflects my belief that the diversity of the international Deaf Community should be recognized and people should not be labelled as ‘Deaf’ as one cannot assume that a person is culturally Deaf. I think that by using ‘deaf’ when referring to a person, that this is more accepting of all deaf people, regardless of their sign language skills, whether they come from a deaf family, when they learned to sign, whether they choose to speak as well as sign or whether they have a cochlear implant. There are so many people that come to the Deaf Community later in life that we should not exclude them. Using the term ‘Deaf’ could potentially exclude people. Using the term ‘deaf’ includes all individuals with the capitalization of the word, namely ‘Deaf’ reserved for times when referring to our specific community and culture. This perspective aligns to a view I expressed in August 2014, as WFD President. (Colin Allen, WFD President, August 2014 as quoted in Napier, J. & Leeson, L. (2016). Sign language in action. London: Palgrave, p. 54.)

2. Executive Summary

This report contains the research findings and recommendations arising from a global research project conducted by Mr. Colin Allen AM which is a part of the researcher's graduate studies at the Rochester Institute of Technology (RIT)'s School of Individualized Study (SOIS).

This project received approval from the RIT Office of Human Subjects Research (Institutional Review Board). Subsequently, the World Association of Sign Language Interpreters (WASLI) and the World Federation of the Deaf (WFD) affirmed their support of this project. Project guidance was provided by Dr. Kim B. Kurz, a Faculty Research Advisor at the RIT's National Technical Institute for the Deaf and Dr. Debra Russell, a Research Advisor who is the Honorary President of the WASLI. The research was conducted between May and December 2020.

This work was informed by responses submitted by one hundred and twelve (112) country respondents in total, with a response rate of 46% (57 out of 125) for the WFD participants and 75% (55 out of 73) for the WASLI participants. This report is divided into sections and presents data and analysis based on these responses including demographic information; the status of National Associations of the Deaf (NADs) and Associations of Sign Language Interpreters (ASLIs) as organizations; training of and for Sign Language Interpreters; training for the Deaf Community and leadership issues pertinent to NAD and ASLI leadership.

In summary, the main findings were:

- Very few countries collect government-sanctioned data on the number of deaf persons and even fewer record details of sign language users;
- There are insufficient sign language interpreters to meet the access needs of deaf people. Despite agreement that collaboration between the local NAD and ASLI was important, this did not always translate into formalized agreements. Policies and guidelines underlay some ASLIs but this information was not consistently available in their country's sign language;
- There was diversity in how formal training was delivered to sign language interpreters, with the majority indicating that deaf people were eligible to participate in sign language interpreter training programs although this did not necessarily translate into practice;
- The majority of countries did not have a certification or accreditation system for sign language interpreters although of those countries which did have a formal system of recognition, almost all had a means to register the number of professional sign language interpreters;
- Some training was evident for both NADs and ASLIs including on how to work with sign language interpreters and on how to work with the Deaf Community respectively;
- NADs particularly emphasized that they did not appreciate sign language interpreters or ASLI leaders speaking on their behalf and that sign language interpreters could enhance their understanding of the Deaf Community, and it is language and culture; and
- Leadership training programs for the Deaf Community were more apparent than for sign language interpreters. In situations in which leadership training was not available, it was primarily as a result of funding or human resource capacity. Leaders of both organizations considered representation, advocacy and promotion of the organization and liaison with government as vitally important.

Based on these findings, a number of recommendations have been put forward. In summary, these related to:

- Data collection specifically in relation to either deaf people or sign language users by country governments with NADs to advocate for this provision;
- The need for training for NADs about the importance of data collection;

-
- Greater communication and collaboration between sign language interpreter and deaf associations with regular review of relationships between the parties;
 - Increased funding for training for NADs and ASLIs;
 - More leadership training for the Deaf Community and sign language interpreters and other combined training offerings;
 - More professional development for ASLIs;
 - The need for and transparency of policies underpinning the operation of ASLIs; and
 - The proposal to undertake a global survey regarding deaf people wanting to become sign language interpreters.

In conclusion, the importance of leadership training and capacity building cannot be over-emphasized if the executive of both NADs and ASLIs are to effectively represent their constituents and advocate for enhanced human rights for the Deaf Community.

3. Methodology

Approval and support from the RIT Office of Human Subjects Research (Institutional Review Board) was required before implementing this research.

The researcher requested formal assistance from the offices of WASLI and the WFD Secretariat to obtain membership contact details relevant to each organization. The outcome was that this was not possible because both organizations are based in the European Union, which has strict regulations, namely, the 'General Data Protection Regulation' (GDPR). The researcher and both organizations reached a compromise whereby each organization would email the announcement regarding this research project directly to their members with WFD and WASLI members then exercising discretion as to their participation in the research. WASLI required a formal research application to be submitted which was duly approved. WFD also required clarification of a number of issues prior to consenting to be part of this research.

Two (2) separate surveys (See Appendix 1 for NADs and Appendix 2 for ASLIs) were prepared for each of the target group members of WFD and WASLI using Google online surveys. Each survey was piloted with a small sample of both deaf people and sign language interpreters, with feedback given which was then incorporated into the final versions.

The WASLI sent a specific email inviting their members to express their interest to participate in the survey. Those agreeing to be involved then contacted the researcher to obtain a Google survey link following confirmation of their preferred written language (Arabic, English, French, Russian and Spanish). These languages were deliberately chosen by the researcher as they are the United Nations' Official Languages. WASLI also posted an announcement in relation to this research through their social media platforms (Facebook and Twitter).

Similarly, the WFD Secretariat sent a general message announcing this research project and inviting members to participate in the survey. There was no need for participants to contact the researcher for a link because the survey was available in both International Sign and Written English. The researcher also made video announcements in International Sign through social media (i.e., Facebook and Twitter). While initially, respondents to the WASLI survey were given three (3) weeks to reply, the deadline date was extended by two (2) weeks. WFD respondents had only ten (10) days to respond due to delays in securing commitment to be involved by WFD. WFD members were also given an extension of time (one week) to reply. During the extension period for both surveys, considerable efforts were made to contact the WASLI and WFD members who had not yet responded.

Once the survey period closed, the data and findings from both WFD and WASLI respondents were collated and analyzed. The data received from both target groups provided rich information leading to some future recommendations related to leadership training and capacity building. It should be noted however that this report does not provide an exhaustive overview of the situation of NADs or ASLIs globally, nor an exhaustive analysis of the data collected from the responses collected which could be broadly generalized.

This report is structured according to the following headings:

1. Respondents
2. Demographic Information: Ratio of deaf people and sign language interpreters
3. Status of NADs and ASLIs

-
4. Training of Sign Language Interpreters
 5. Training for the Deaf Community and Sign Language Interpreters
 6. NAD and ASLI Leadership
 7. Major concerns by both ASLIs and NADs
 8. Recommendations
 9. References
 10. Appendices

4. Research Findings

4.1 Survey Respondents

The current number of NADs of the World Federation of the Deaf (WFD) is 125. Responses to the survey were received from fifty-seven (57) members. Fifty-five (55) were full members of WFD. One (1) Associate Member and one (1) respondent whose membership of WFD had lapsed also completed the survey. It should be noted that both the Associate and lapsed member of WFD were included in the statistical analysis of the results as both entities were the only organizations representing deaf people in the particular country concerned and the research team saw value in presenting the most complete picture possible of the global context. The response rate was 46% from WFD members (National Association of the Deaf [NADs]) (n=57). More than 50% of NAD countries which responded to the survey were from Oceania, South America, Europe, Eastern Europe and Middle Asia and Non-WFD Region Members. Further to the above comment about numbers analyzed, within this report, on occasions, 57 NAD respondents will be the number quoted and at other times, 55 NAD respondents, being the actual number of members of WFD.

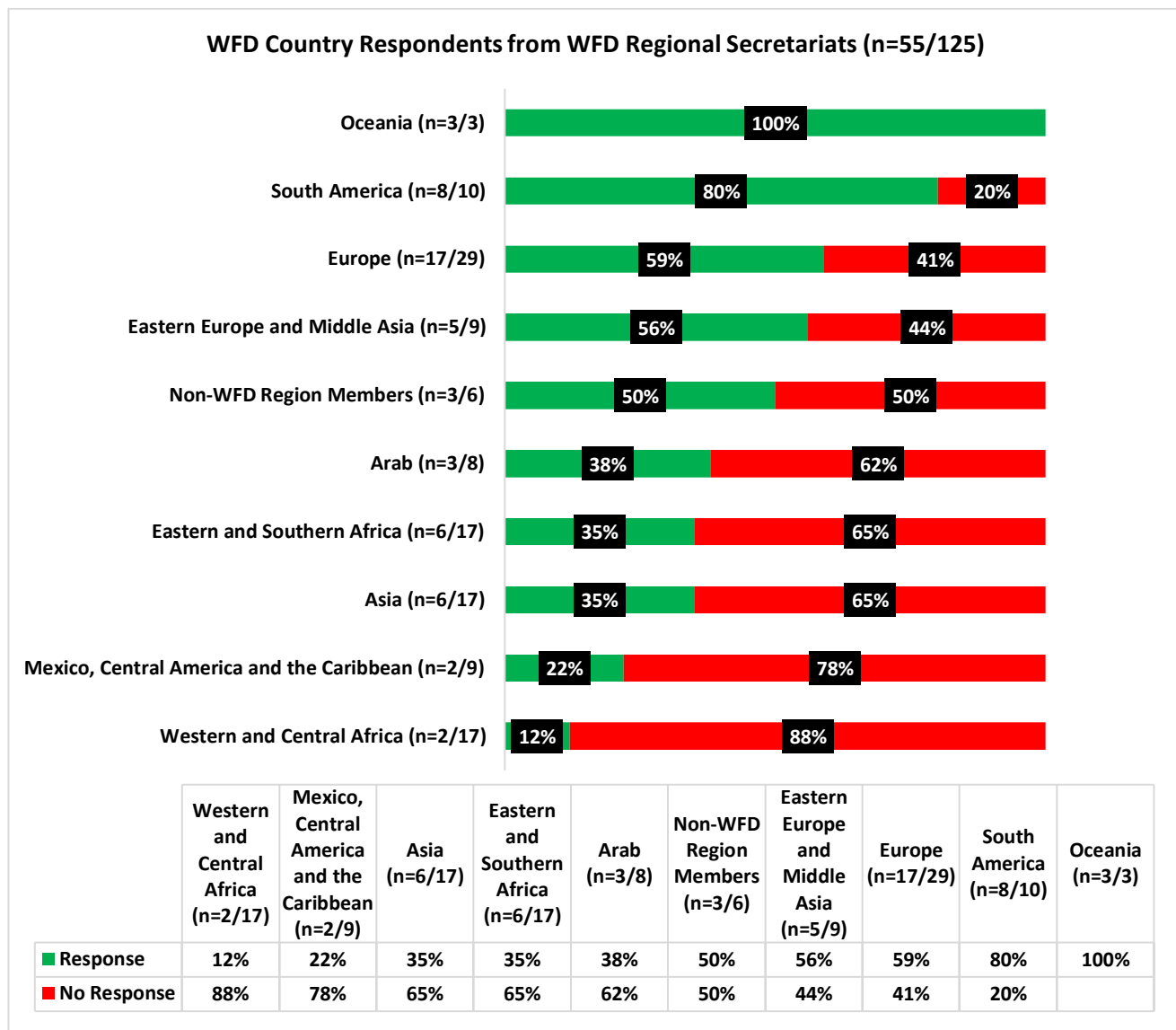
The current number of paid members of the World Association of Sign Language Interpreters (WASLI) is 27; although according to the minutes of the 2019 WASLI General Meeting held in France, the actual number was 73 Associations of the Sign Language Interpreters (ASLIs). Fifty-five (55) ASLI countries participated in the global survey which was a response rate of 75% (n=55) including four (4) respondents from two countries with each country having two (2) separate entities of Sign Language Interpreters within that nation. Ten (10) ASLI members returned surveys from within the WASLI Regions of Europe, and Latin America and the Caribbean. Within this report, on occasions, 53 ASLI respondents will be the number quoted and at other times, 55 ASLI respondents.

4.1.1 National Associations of the Deaf (NADs)

By definition, the National Associations of the Deaf (NADs) are organizations in which the leadership is undertaken by a majority of members who are deaf from their countries' Deaf Community.

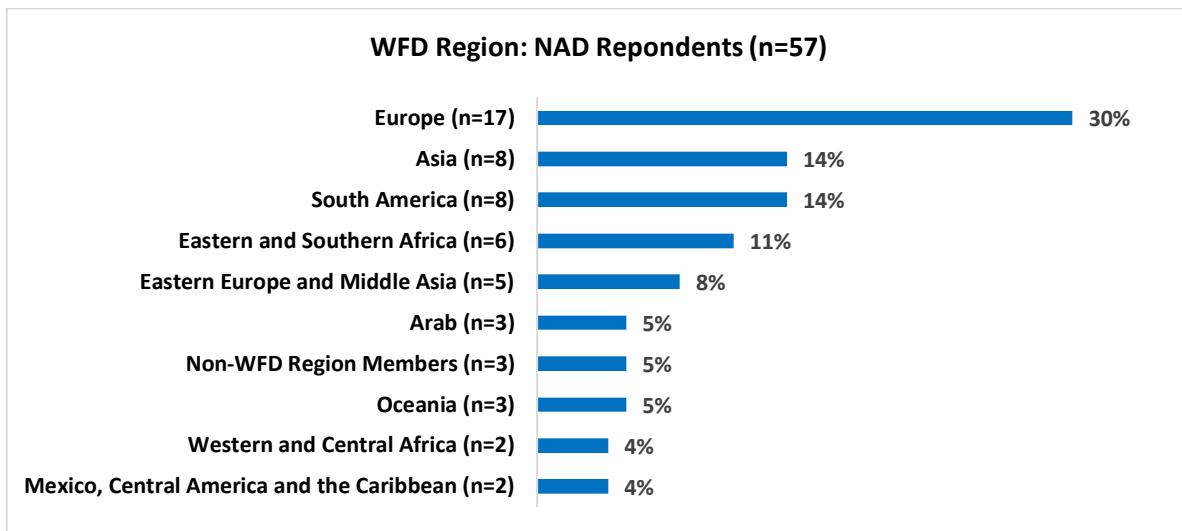
The following table (see Table 1) provides a breakdown of the NAD respondents by WFD Region. In percentage terms, the top four (4) NAD respondents (with a response rate of 50% or higher) from the nine (9) WFD Regions which returned surveys were from the WFD regions of Oceania, South America, Europe, Eastern Europe and Middle Asia and Non-WFD Region Members.

Table 1. WFD Country Respondents from WFD Regional Secretariats



The next table (see Table 2) shows the percentage of the respondents by region based on the membership structure of the WFD Regional Secretariats and includes a cooperation partnership group, which represents a group of country members not classified within any of the WFD Regional Secretariats.

Table 2. WFD Region: NAD Respondents



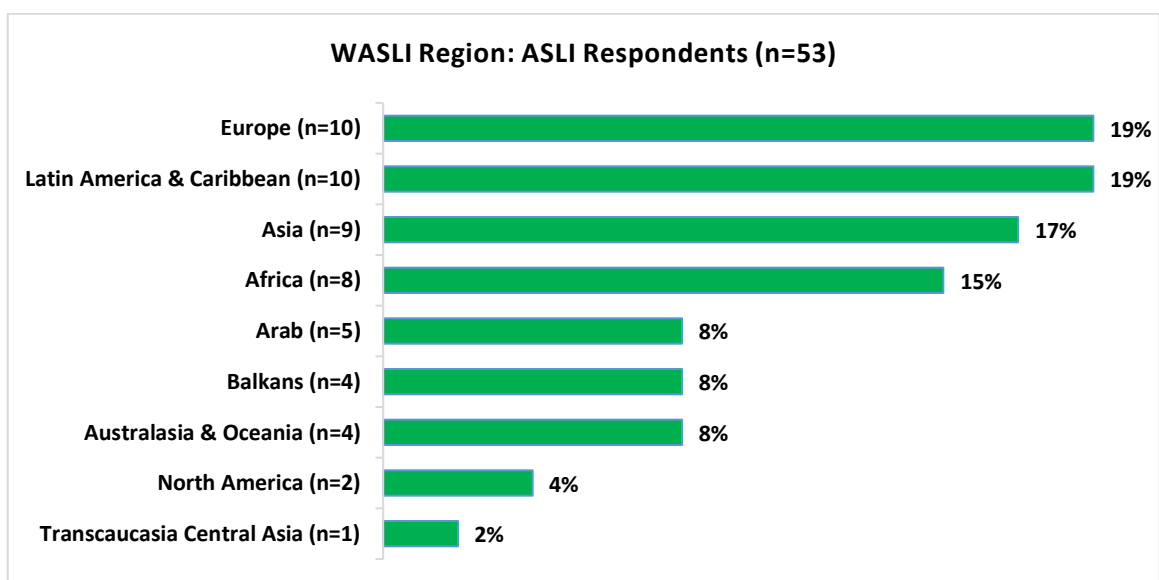
A list of the fifty-seven (57) countries which responded to the global survey is available. (See Appendix 3)

4.1.2 Associations of Sign Language Interpreters (ASLIs)

The Associations of Sign Language Interpreters (ASLIs) are bodies which represent Sign Language Interpreters and potentially also deaf interpreters, translators and others in a country.

The WASLI regions are shown below (see Table 3) using the figure of 53 country respondents. The top two (2) respondents from the nine (9) WASLI Regions which returned the largest number of surveys (each representing ten (10) country members) were Europe and Latin America and Caribbean.

Table 3. WASLI Region: ASLI Respondents



A list of the fifty-five (55) countries which responded to the global survey is available (see Appendix 4).

4.2 Demographic Information: Ratio of deaf people and sign language interpreters

4.2.1 Summary of Key Findings

The main findings were:

- Forty-eight (48) out of 57 NAD respondents (84%) had data on membership numbers classified into deaf, deaf youth or hearing individuals. The total membership of all NAD respondents was 652,463 across 48 countries. Twenty-one (21) NAD respondents indicated their membership was less than 1,000 members; followed by 17 countries which had between 1,001-4,999 members. Ten (10) countries (21%) had more than 5,000 members. The lowest number of members was eight (8) with the largest number being 377,790.
- NAD respondents were asked to provide official government statistical data as to the number of deaf people living in the country. Twenty-six (26) of 57 NAD respondents (46%) had official government records of the number of deaf people being 4,194,831. Twenty-two (22) NAD respondents stated that it was via government Census. Twenty (20) out of 22 NAD respondents answered the questions relating to whether the Census asked explicit questions in their survey with 13 NAD respondents confirming that the Census asked if the person was deaf or hard of hearing. From the group of 20 NAD respondents who responded to the question about the Census, five (5) countries noted that there was a specific question about sign language users.
- Fifty-one (51) ASLI respondents provided statistics as to the number of sign language interpreters in their country with the number of deaf interpreters being 919 (6%) and the number of hearing interpreters in total shown as 15,525 (94%) based on data provided by 51 countries. Two (2) country respondents did not provide data as to the number of interpreters in their country.
- Twenty-four (24) ASLI respondents indicated that the number of interpreters was less than 100 with 12 countries reporting that the number of interpreters was between 101-250. Only eight (8) countries had a pool of interpreters numbering between 501 and 1,000. Just three (3) countries had more than 1,000 interpreters with one (1) country being an outlier with 4,000 interpreters⁴.

4.2.2 Findings in detail

4.2.2.1 Status of NAD Membership (Individual)

Forty-eight (48) out of 57 NAD respondents (84%) had data on membership numbers (individual) of their NAD. The membership data results show discrepancies between the numbers for each group (e.g. deaf, deaf youth or hearing) relative to the membership in at least five (5) countries. Two (2) countries did not provide the status of members according to classification and instead, simply provided the total number of members. The table below (see Table 4) excludes the two (2) countries referred to in Section 4.2.1 above:

⁴ Despite this being the information collated from survey results, anecdotal evidence suggests that there are many more interpreters in some countries.

Table 4. NAD Membership (Individual)

Deaf Members	596,196
Deaf Youth Members	52,212
Hearing Members	4,055
Total	652,463

Forty-eight (48) of 57 NAD respondents (84%) provided membership numbers which totaled 652,463.

A key focus question related to the number of members that the NAD had for each of the following categories: deaf, deaf youth and hearing members. The extent of membership relative to country is highlighted below (see Table 5):

Table 5. Number of Membership Status (Individual)

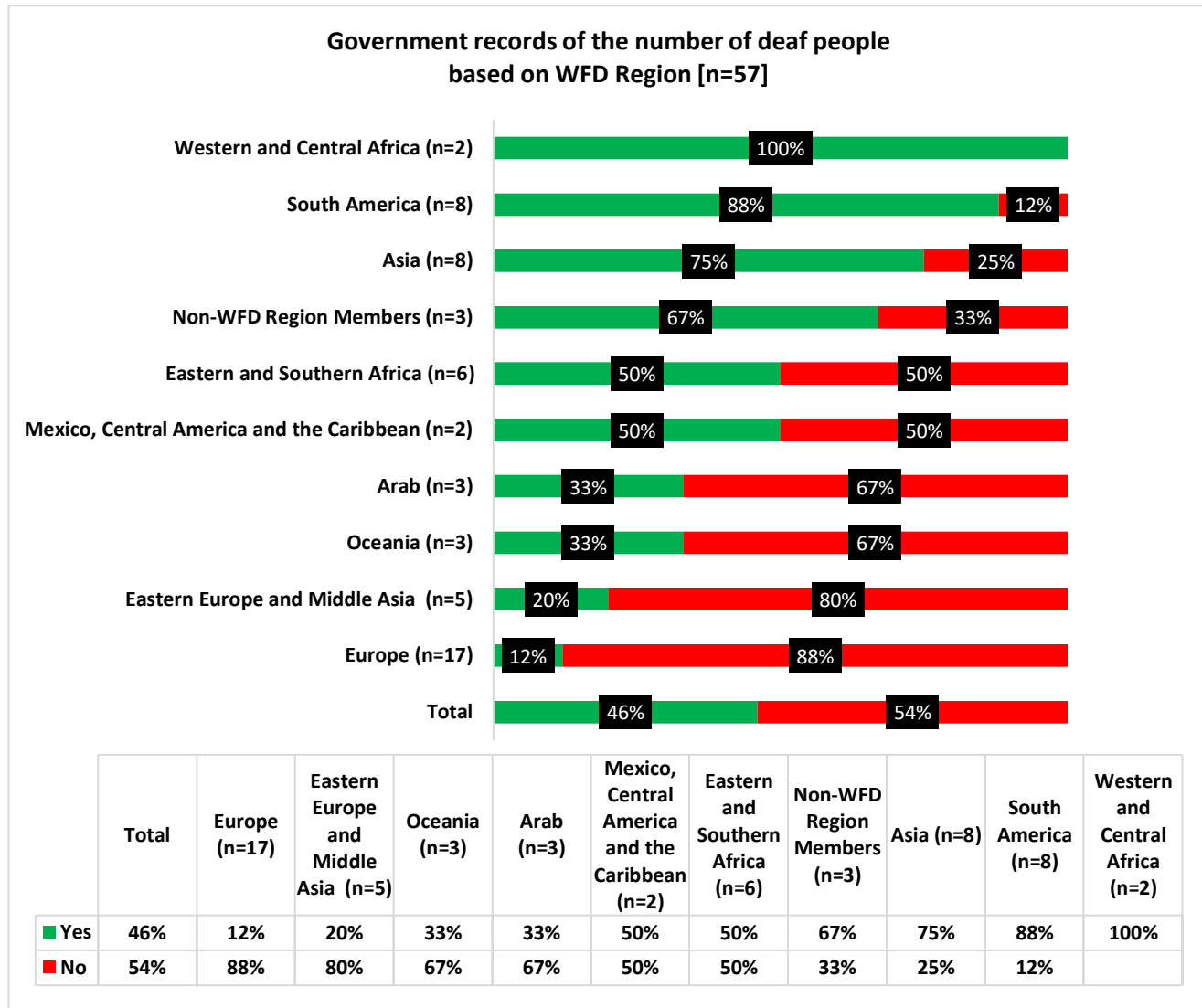
Under 100 members	9 countries
Under 200	2 countries
Under 500	6 countries
Under 1,000	4 countries
Between 1,001 – 1,999	2 countries
Between 2,000 – 2,999	7 countries
Between 3,000 – 3,999	4 countries
Between 4,000 – 4,999	4 countries
More than 5,000	10 countries

The lowest number of members was eight (8) in the South America WFD Region with the largest number being 377,790 in the Eastern and Southern Africa WFD Region.

4.2.2.2 Government Data on deaf people and/or sign language users

Fifty-seven (57) NAD respondents were asked to provide official government statistical data as to the number of deaf people living in the country. Twenty-six (26) of 57 NAD respondents (46%) had official government records of the number of deaf people as shown below (see Table 6):

Table 6. Government records of the number of deaf people based on WFD Region



Twenty-six (26) NAD respondents provided official government numbers of deaf people with the total being 4,194,831. The subsequent question sought to determine how the particular government documented the number of deaf people. Twenty-two (22) NAD respondents answered by stating that it was via government Census while two (2) countries stated it was done as part of the government registration system such as a Government Disability Card. Two (2) countries were not able to confirm how the government recorded the numbers of deaf people.

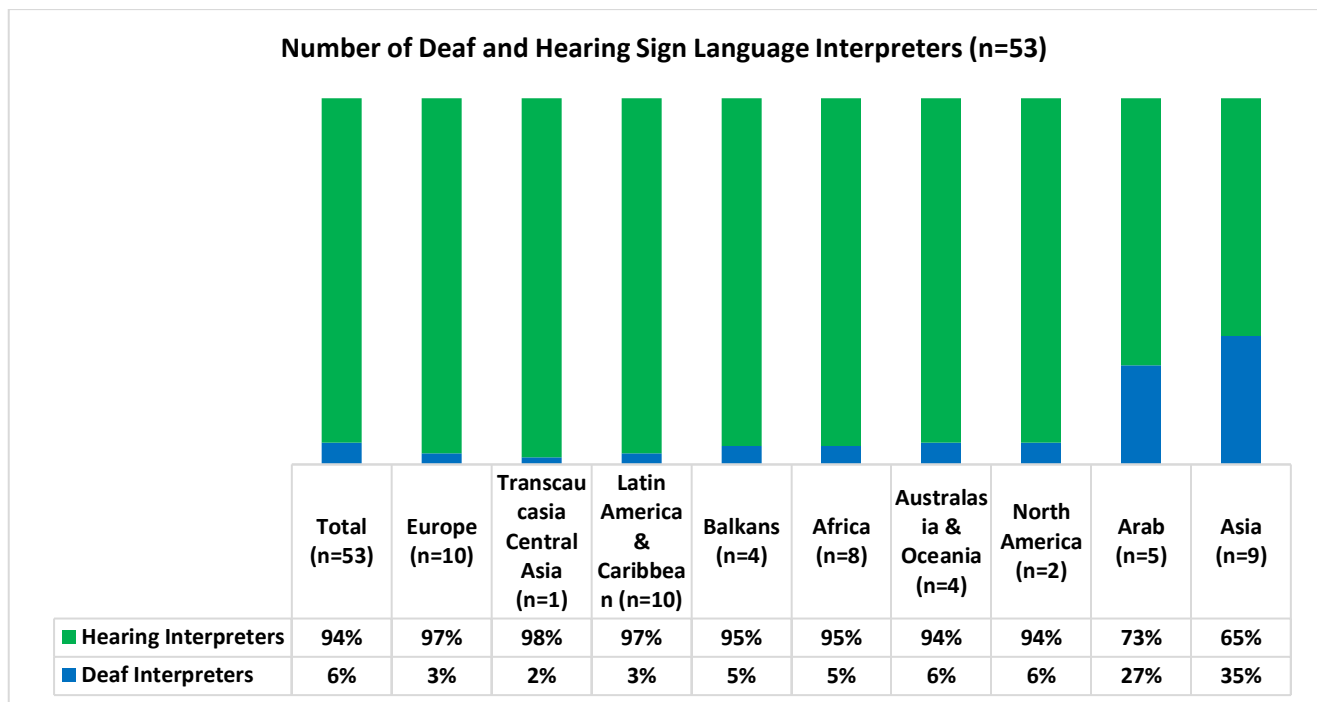
Only twenty (20) out of 22 NAD respondents answered the questions relating to whether the Census asked explicit questions about deafness in their survey. Thirteen (13) NAD respondents confirmed that the Census asked if the person was deaf or hard of hearing and three (3) NADs stated that their countries did not have a question in their Census and a further four (4) noted that they did not know. From the group of 20 country respondents which responded to the question about the Census, five (5) countries noted that there was a specific question about sign language users while 15 countries stated 12 for 'no', two (2) for 'don't know' or one (1) stated there is not specific mention of sign language within the Census but there is an option to chose 'other language' and then note the particular sign language.

4.2.2.3 Number of Sign Language Interpreters

Fifty-five (55) ASLI respondents provided the number of sign language interpreters in their country with two (2) ASLI respondents not able to provide the number, potentially due to membership registration not occurring in their country.

The following table (see Table 7) indicates the number of deaf and hearing sign language interpreters with the number of deaf interpreters being 919 (6%) and the number of hearing interpreters shown as 15,525 (94%) based on data provided by 53 ASLIs.

Table 7. Number of Deaf and Hearing Sign Language Interpreters



Twenty-four (24) ASLIs indicated that the number of interpreters was less than 100 with twelve (12) countries reporting that the number of interpreters was between 101-250. Only eight (8) countries had a pool of interpreters numbering between 501 and 1,000. Just three (3) countries had more than 1,000 interpreters with one (1) country being an outlier with 4,000 interpreters. See Table 8 below:

Table 8. Number of Interpreters

Under 100 Interpreters	24 country respondents*
101 – 250 Interpreters	12 country respondents
251 – 500 Interpreters	4 country respondents
501 – 1,000 Interpreters	8 country respondents
More than 1,000 Interpreters	3 country respondents

**Two (2) countries did not supply number*

4.2.2.4 Discussion of Key Findings

Whilst at a surface level, it may appear surprising that almost approximately one sixth of respondents could not provide membership data, the countries which did not have access to this data were primarily countries from the Global South that do not enjoy the same access to education and technology as their counterparts in the Global North and may not have the infrastructure or the personnel within their organizations to collect and maintain the data. It should be noted however that this was not confined to one region with no consistency across countries in any region.

The lowest number of members was eight (8) in the South America WFD Region with the largest number being 377,790 in the Eastern and Southern Africa WFD Region. The lower figure should be treated cautiously as it may be that this question was misinterpreted as referring to the number of Board members. It was expected that only a very small number of NAD respondents (9%) would have a direct question as to whether a person was a sign language user as most country Governments would not differentiate between deaf people and sign language users. Similarly, 23% respondents indicating that the government's official Census recorded whether a person was deaf or hard of hearing reflects that most Governments probably include deaf and hard of hearing people within more general disability statistics as deafness is viewed in line with the medical model rather than from a human rights perspective.

According to the United Nations Convention on the Rights of Persons with Disabilities Article 31 *"Statistics and Data Collection"*, States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.⁵

Data gathered from both NADs and ASLIs indicated that there was a low number of sign language interpreters relative to the deaf population which raises concerns for the level of access to the community by the target group. A particularly disturbing picture emerged from one (1) country in the Eastern and Southern Africa WFD Region, which had a pool of 320 sign language interpreters for at least 1,600,000 deaf residents meaning that each sign language interpreter potentially had to serve the interpreting needs of at least 5,000 deaf persons.

A more positive scenario seemed to be apparent in one (1) country from the WASLI European region which had 1,625 sign language interpreters providing interpreting services for 3,451 deaf persons who were members of the NAD. Interestingly, although the government collected information about the number of sign language users, official government statistics relating to deaf people were not available so this analysis needs to be considered in this context. According to information on the country government's website, there was a total of 151,000 sign language users which would mean that a sign language interpreter would be providing interpreting services to approximately 93 sign language users in the same country.

⁵ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-31-statistics-and-data-collection.html>

4.2.2.5 Recommendations

- There is a need for accurate demographic data in relation to the numbers of both deaf people and sign language users in all countries.
- NADs should pursue the issue of data collection specifically in relation to either deaf people or sign language users with their country governments. Data disaggregation will support the furthering of deaf human rights as evidence suggests that Governments respond to numerical data when undertaking planning efforts.
- Governments should be encouraged to consider the 'Disability Data advocacy toolkit' developed by the International Disability Alliance (IDA)⁶ in conjunction with a number of co-partners. This material should be incorporated into strategic planning processes.
- NADs should have the opportunity to receive training on the essential nature of data collection relating to deaf people and/or sign language users in their country as such data collection will assist the WFD confirm the number of deaf people/sign language users. The WFD Human Rights Group should assume responsibility for conduct of this training in International Sign or the relevant country sign language with it to be led by a deaf person with expertise in data collection.
- Statistical collection of both the deaf population in each country and the number of the accredited/certified sign language interpreters is vital. It is critical that both NADs and ASLIs understand Article 9.2.e of the CRPD which states that "... *State Parties shall provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;*". This reinforces that the Deaf Community and sign language interpreters have a responsibility to promote and develop sign language interpreter training, qualifications, registration and also to facilitate interpreter services and promote access to interpreters.
- The data collection from this project may serve as a starting point for NADs and ASLIs to (further) collaborate in advocacy endeavors towards their country governments with the aim of establishing or enhancing formal training programs for sign language interpreters. Professional sign interpreters are critical to ensuring deaf people have access to and realize their potential in all areas of life including but not limited to education, employment and social services.
- Information collection relevant to sign language interpreters should be undertaken such as:
 1. Number of sign language interpreters (including accreditation levels)
 2. Availability of training programs for sign language interpreters including length of training, who provides the training and whether deaf people can participate
 3. Responsibility for sign language interpreting services
 4. Provision of information by ASLIs in different formats specific to deaf people as to how to access interpreters is also needed

⁶ IDA is an International organization representing 14 global and regional organizations of persons with disabilities, of which WFD is a member.

4.3 Status of NADs and ASLIs

4.3.1 Summary of Key Findings

The main findings were:

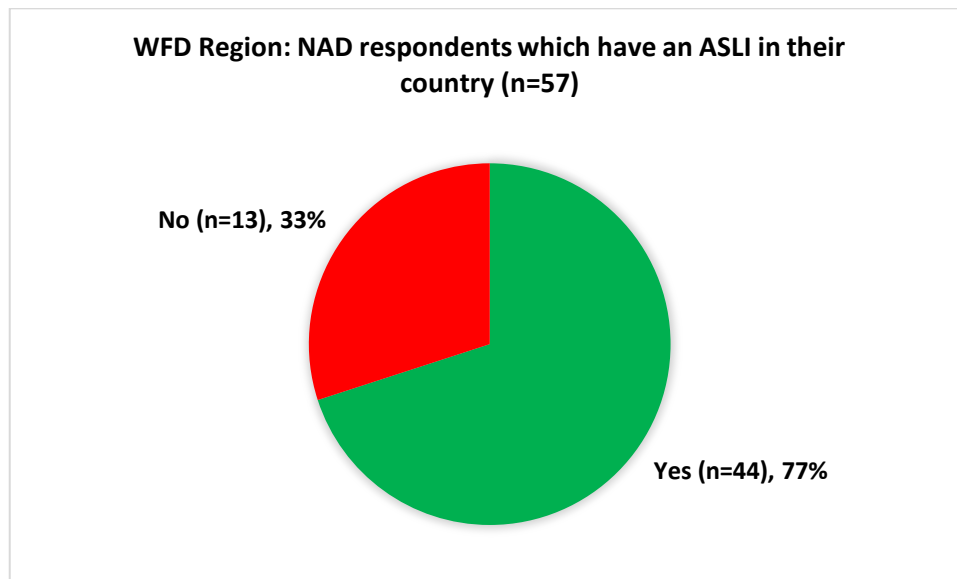
- Forty-four (44) of 57 NAD respondents (77%) stated that their country had an organization representing ASLIs. Twenty-one (21) of 44 NADs (48%) indicated there was a formal agreement with the ASLI within their country whilst 17 of the NAD respondents (39%) stated that there was no formal agreement in place and six (6) NAD countries (13%) were uncertain if there was an agreement.
- A similar question was asked to the ASLIs as part of this study to confirm whether they had a formal agreement with the NAD in their country. Twenty-eight (28) of 53 ASLI respondents (47%) confirmed that an agreement existed.
- Twenty-one (21) countries based on WFD Region, indicated a formal agreement with ASLI. The highest number of agreements was in South America (seven (7) of eight (8) countries (87%)) with Europe showing the least number of agreements, being seven (7) out of 15 countries (47%).
- The number of agreements in line with the specific regions of WASLI highlighted that the Arab region had the highest number of agreements with four (4) of five (5) countries (80%) in this region having a formal agreement with their country NAD.
- Both the NADs and ASLIs were asked to rate the importance of the partnership between their respective organizations in their country. Twenty-one (21) NAD respondents (71%) stated it was very important to have a partnership with their country counterpart ASLI. A combined total of 25 ASLI respondents (89%) indicated it was very important or important to have a partnership with the NAD in their country.
- Each group was invited to provide specific feedback about the significance of the partnership with the other organization with a mix of positive and negative comments received from 21 NAD respondents and 28 ASLI respondents.
- Those countries which had a formal agreement (21 NAD respondents and 28 ASLIs respondents), were asked to select the areas of collaboration. The major areas of collaboration were *Professional Development*, *Advocacy*, *How to work with interpreters*, and *Attending each other's annual meetings*.
- Policies or guidelines underlies effective organizational practice. Only thirty (30) of 55 ASLI respondents (55%) had either policies or guidelines while seventeen (17) of 55 ASLI respondents (30%) were in the process of developing policies. Eight (8) ASLI respondents (15%) did not have any policies. Thirty (30) ASLI respondents indicated the availability of policies, with a *Code of Ethics* as the most commonly available document followed by *Best Practice Guidelines*. In addition, 50% of 30 ASLI respondents (n=15) had this provision available in their country's sign language.

4.3.2 Findings in detail

4.3.2.1 Evidence of ASLIs in countries which have a NAD

Forty-four (44) of 57 NAD respondents (77%) stated that their country had a national organization representing sign language interpreters, which is referred to as the Association of Sign Language Interpreters (ASLI) in this report. See Table 9 below:

Table 9. WFD Region: NAD respondents which have an ASLI in their country

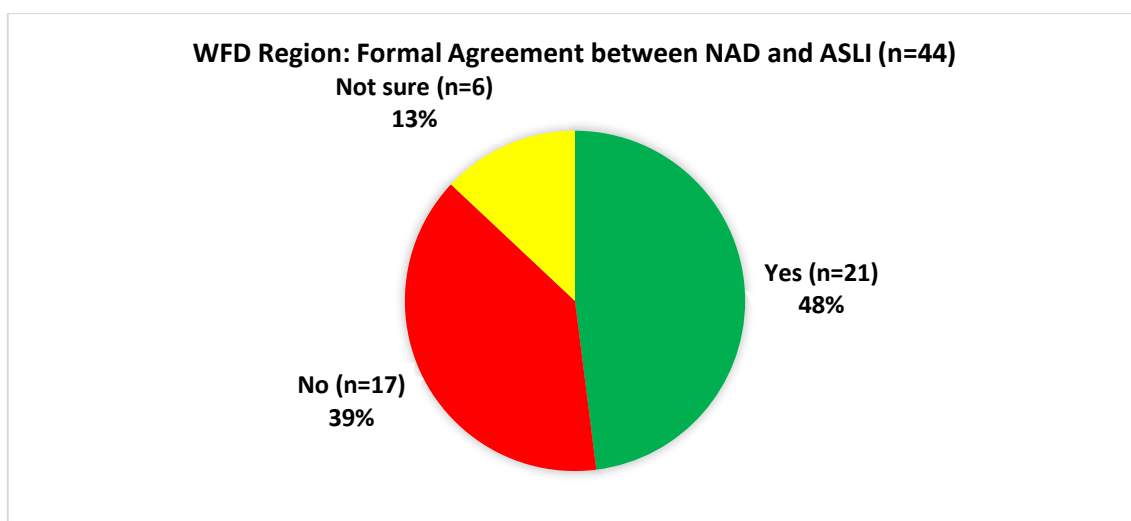


One (1) of the NAD respondents stated there was no ASLI in existence in their country despite a survey response being provided by the ASLI.

4.3.2.2 Formal Agreement between NAD and ASLI

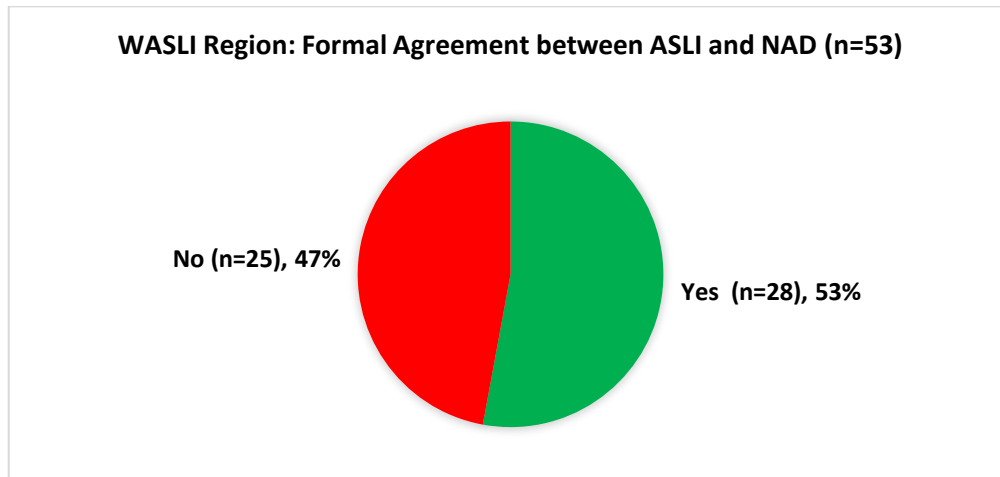
Twenty-one (21) of 44 NAD respondents (48%) indicated there was a formal agreement with the ASLI within their country whilst 17 of 44 NAD respondents (39%) stated that there was no formal agreement in place. The remaining six (6) countries (13%) were uncertain if there was an agreement as indicated in Table 10 below.

Table 10 WFD Region: Formal Agreement between NAD and ASLI



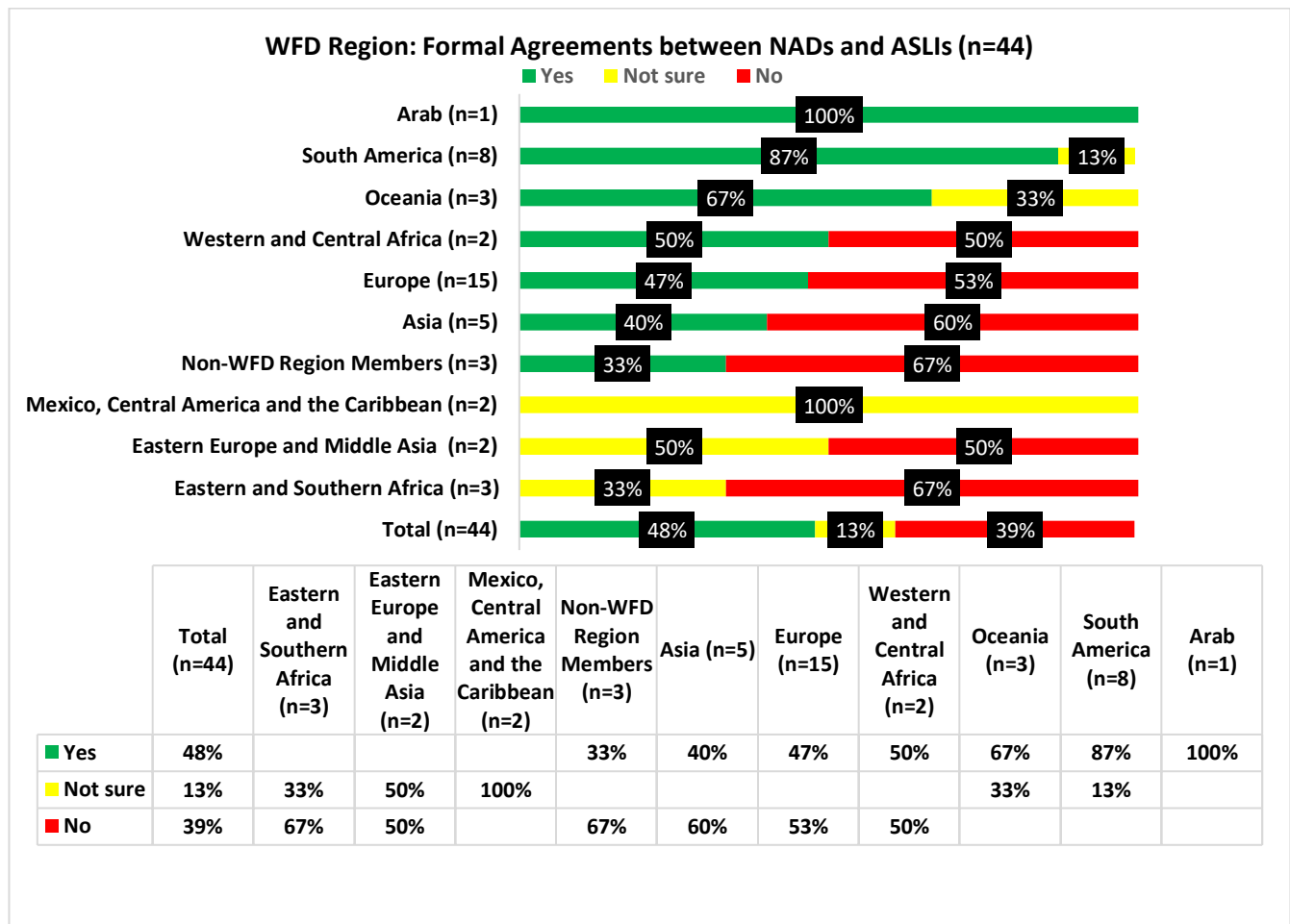
A similar question was asked to the ASLIs as part of this study to confirm whether they had a formal agreement with the NAD in their country. Twenty-eight (28) of 53 ASLI respondents (47%) confirmed that an agreement existed as indicated in Table 11 below.

Table 11. WASLI Region: Formal Agreement between ASLI and NAD



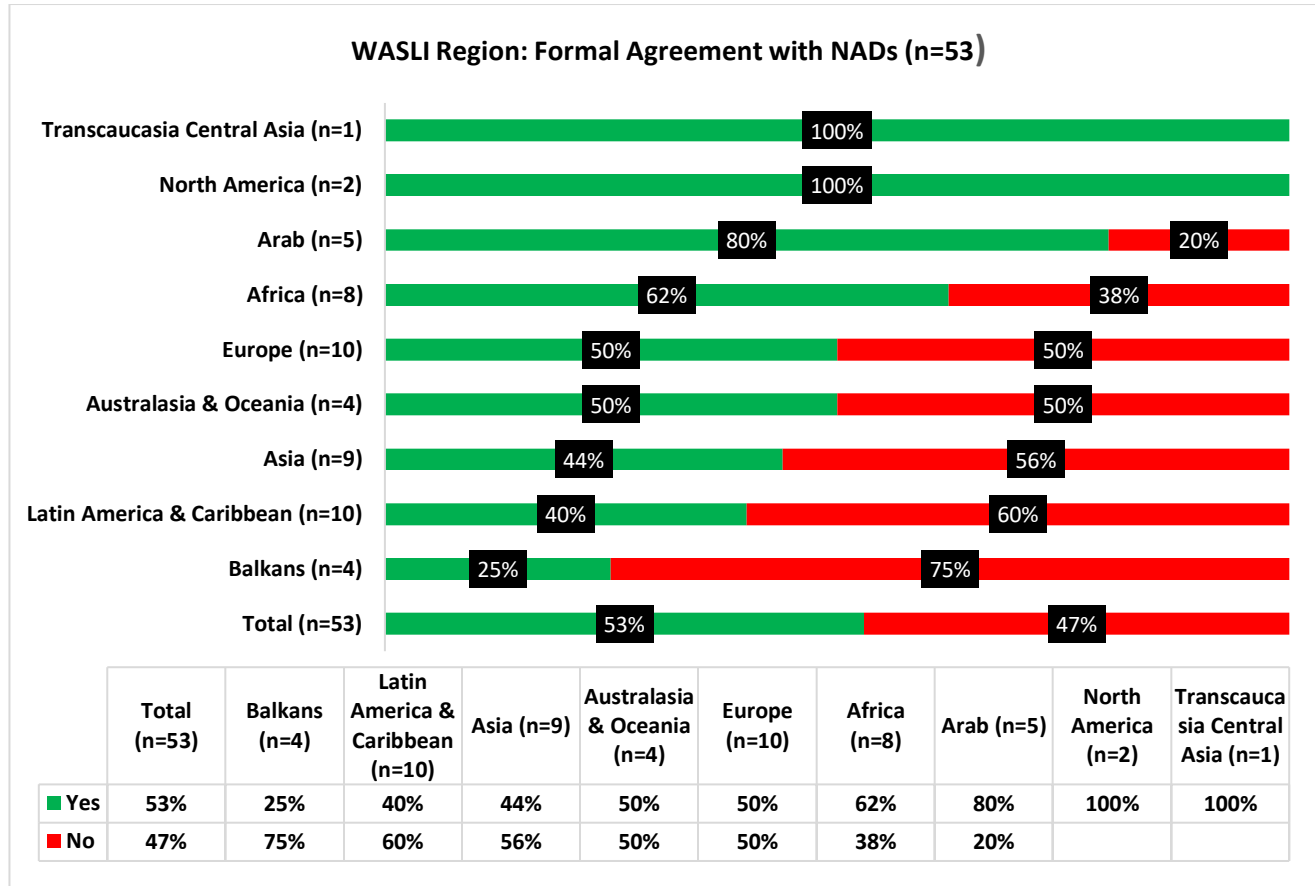
The following table (see Table 12) highlights the 21 countries, based on WFD Region, which indicated a formal agreement with ASLI. The highest number of agreements were in South America (seven (7) of eight (8) countries (87%)) with Europe showing the least number of agreements, seven (7) out of 15 countries (47%).

Table 12. WFD Region: Formal Agreements between NADs and ASLIs



The table below (see Table 13) shows the number of agreements in line with the specific regions of WASLI with the Arab region having the highest number of agreements with four (4) of five (5) countries (80%) in this region having a formal agreement with their country NAD.

Table 13. WASLI Region: Formal Agreement with NADs



4.3.2.3 Perceptions of partnership

Both the NADs and ASLIs were asked to rate the importance of the partnership between their respective organizations in their country. The two diagrams (see Table 14 and 15) below reflect the view of each group. Twenty-one (21) NAD respondents stated it was very important to have a partnership with their country counterpart ASLI. Table 14 shows that fifteen (15) NAD respondents (71%) noted that the partnership was ‘very important’ with 24%, encompassing five (5) NAD respondents, stating that the partnership was ‘important’. Accordingly, in total, 20 NAD respondents (95%) considered the partnership to be of importance with only one NAD respondent (5%) expressing a neutral perspective.

A combined total of twenty-five (25) of 28 ASLI respondents (89%) indicated it was very important or important to have a partnership with the NAD in their country. At least two (2) ASLI respondents (7%) stated it was not very important to have a partnership with their NAD because of the inexperience of the NAD or the perception that the two organizations were unable to exchange in effective practical dialogue. This data is shown in Table 15.

Table 14. WFD Region: The importance of partnership between the NAD and the relevant ASLI as perceived by the NAD

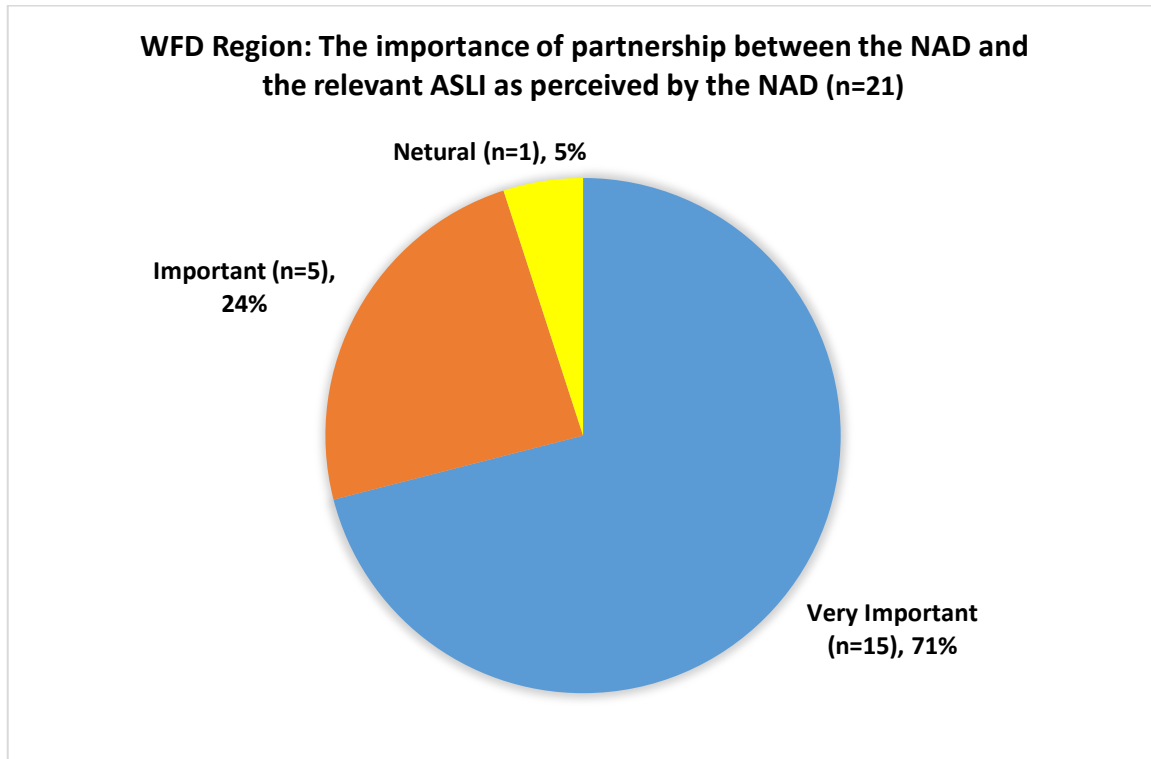
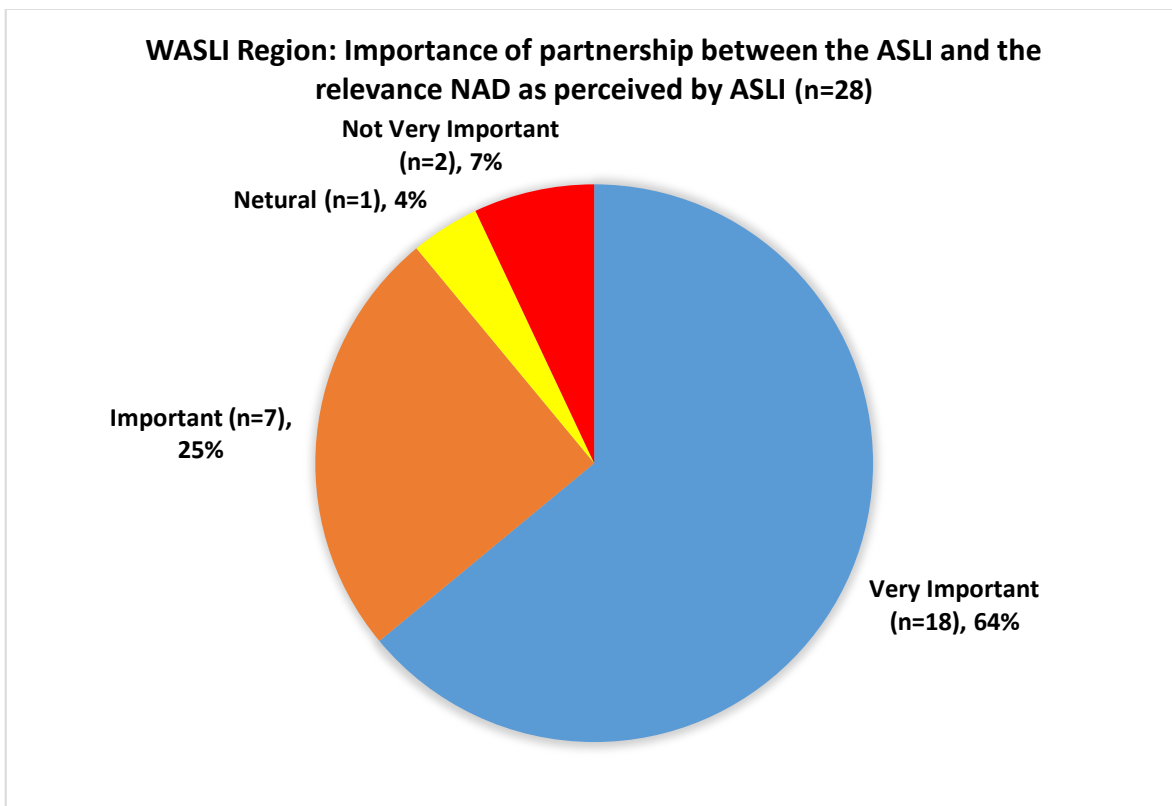


Table 15. WASLI Region: Importance of partnership between the ASLI and the relevance NAD as perceived by ASLI



Each group was invited to provide specific feedback about the significance of the partnership with the other organization. Below is a list of selected comments provided by twenty-one (21) NAD respondents and twenty-eight (28) ASLI respondents:

Positive commentary regarding the significance of the partnership:

- *To improve the access and the quality of the service for the Deaf Community*
- *Deaf people and Sign Language Interpreters are interconnected. The Sign Language Interpreter profession is developed in the Deaf Community, mainly for the needs of deaf people. Thus, it is very important that the quality of provided service is developed in partnership. Sign language interpreters are the main partners in advocacy for deaf people's rights*
- *Important to maintain a partnership for communication enabling activities so that deaf people are not at disadvantage. However, interpreting is not the only solution as many believe. There is a need to empower deaf people to take leadership roles in various professions to be seen as leaders in their own right*
- *It is important that we work together and maintain a good relationship for the rights of the Deaf Community*
- *The success of both organizations and the ongoing advancement of deaf people depends on strong community collaboration and cohesion*
- *Without sign language interpreters, Deaf movement can't go ahead*
- *The Deaf Association represents the Deaf Community*
- *The National Association in WASLI Region: Oceania is the government recognized DPO for deaf people. It has a long association with interpreting, being the organization that first advocated for interpreter training and as the very first employer of interpreters. They are a key stakeholder and partner in the promotion and maintenance of interpreting services generally*
- *Without the connection to the National Association of the Deaf, sign language interpreter organizations cannot understand the needs of Deaf Community and are not relevant. Besides, being together is an extremely essential factor between the Deaf Community and sign language interpreter organizations*

Negative commentary:

- *Relations are very distant and there is a poor relationship between local deaf associations and interpreters. In addition, many interpreters take actions against the code of ethics which results in lack of mutual trust*
- *The National Association of the Deaf has expressed the feeling and perception that the National Association of Interpreters is an association of (hearing) interpreters. It is still closely linked to interpretation as a field of knowledge and work exclusive to hearing people; despite having a committee of Deaf advisers, Deaf interpreter members, and a specific commission for Deaf Interpreters and the figure of the Deaf linguistic-cultural mediator within the interpretation teams as a policy regarding interpretation/translation*
- *There are some issues where we have not found common ground so far and are pending some resolution*

4.3.2.4 Importance of partnership between the NAD or ASLI in each country

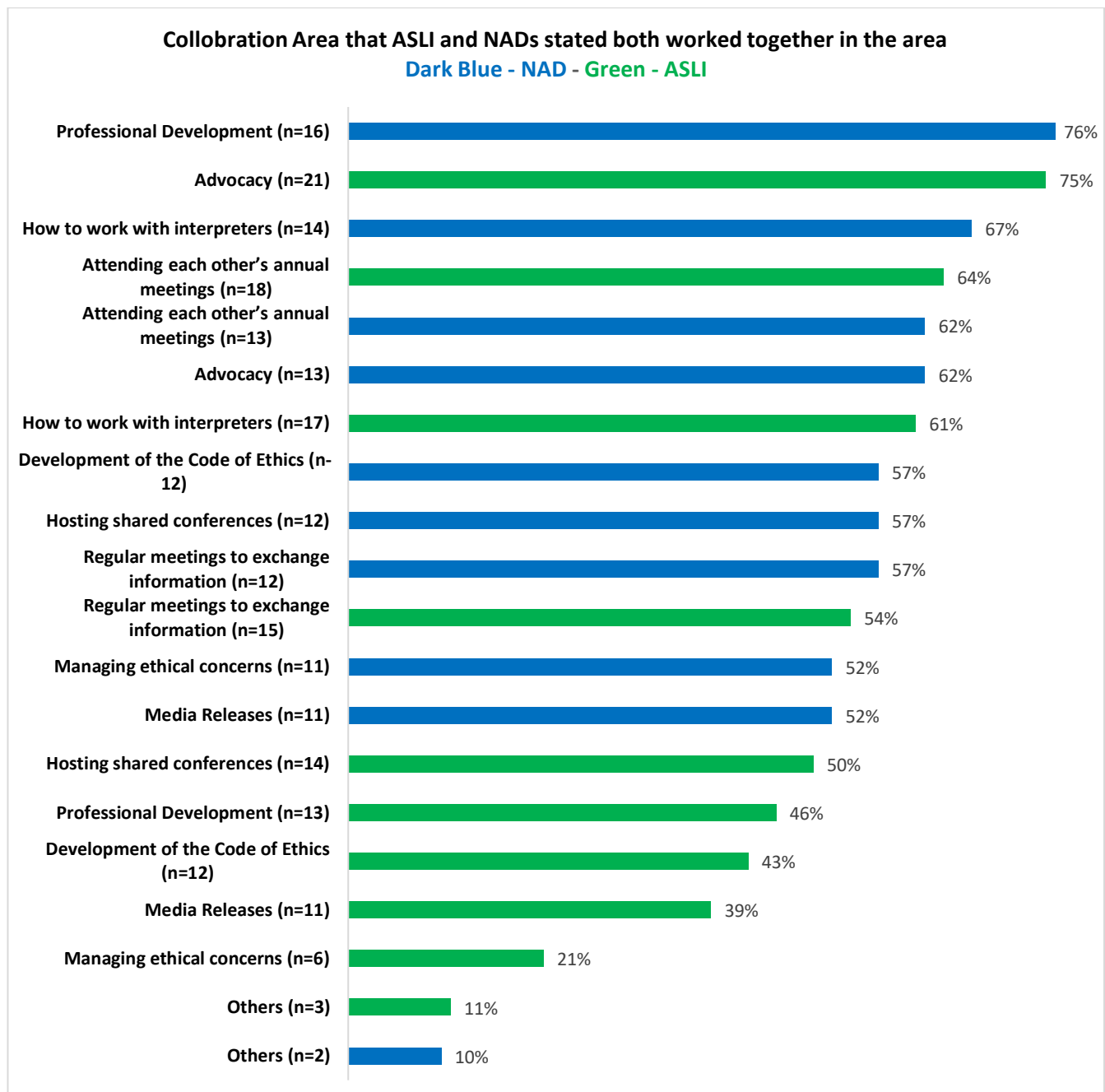
From the group of twenty-eight (28) ASLI respondents, all confirmed it was important to have a NAD in their country. From a selected cluster of twenty-one (21) NAD respondents, 15 NAD respondents (71%) affirmed the importance of ASLI in their country. Though one (1) NAD (5%) stated it was not important because their country

from the WFD Region: Non-Members had three (3) national associations of sign language interpreters, with each competing against the other two (2), causing confusion as to the status of the partnership with the country NAD.

4.3.2.5 Areas of collaboration within the partnership between the NAD and ASLI:

Both NADs (21 respondents) and ASLIs (28 respondents) which had a formal agreement, were asked to select the areas of collaboration. The major areas of collaboration were *Professional Development, Advocacy, How to work with interpreters, and Attending each other’s annual meetings.*

Table 16. Areas of collaboration between ASLIs and NADs



Further breakdown of each area as expressed by each group is available in Appendix 5.

4.3.2.6 Drawbacks or negatives of partnership

One section of the questionnaire asked both NADs and ASLIs that had formal agreements to describe any drawbacks or negatives of the partnership. This following list of comments concern the significance of the formal agreements and reflect the purpose of this global survey:

Neutral commentary:

- *Deaf Community politics and interpreter politics sometimes present challenges for each organization, and while there are not drawbacks exactly, there are sensitivities that we have to work around*
- *Both associations are run by volunteers. Sometimes waiting for collaboration can delay getting things going. Sometimes priorities are not the same*
- *We find resistance from both the Deaf Community with boundary issues between the work of the National Association of the Deaf and the National Association of Interpreters, we also encounter resistance from the community of interpreters as our country is so large in territorial extension and with so many inequalities in relation to the training that can be accessed because a degree is not offered in all the universities of the country but only in 4 places*
- *I personally respect the leadership of the Deaf Organization and its advocacies. But I think there are times that they need also to consult on the perspective of interpreters if the issue concerns us*
- *Between NAD and ASLI, there are no problems in their relations. The joint work is positive although it is not easy because there are some interpreters who are outside (independent) of ASLI and resist the NAD-ASLI agreement*

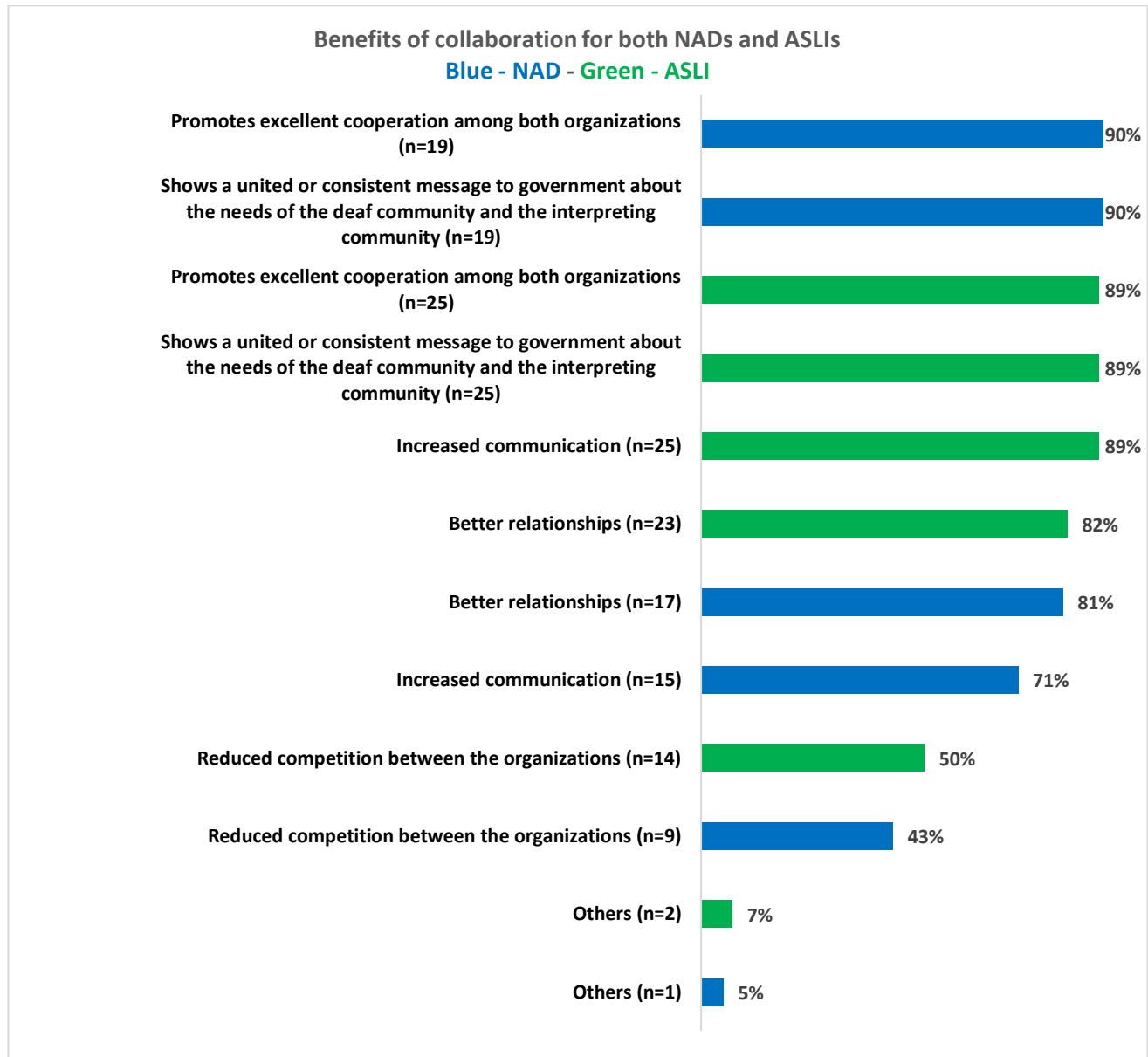
Negative commentary:

- *The deaf think that we interpreters take advantage of them and manipulate them*
- *Sometimes the Deaf Association thinks the Interpreters Association must be under their supervision*
- *Unfair competition when teaching sign language courses; In cases there is no respect for the actions carried out by the local Deaf Associations; Some interpreters underestimate the capacities of deaf people which has a negative impact on interpreter associations*
- *Sometimes they do not understand about the cultural appropriation and the need of letting deaf people lead and manage projects and collaborations*
- *Our organization's priority is to strengthen the capacity of deaf individuals to represent themselves in their own right. Interpreters have a part to play, however, not always as some interpreters like to control what information is being shared (deaf people may not always know as the interpreter may not disclose).*
- *Within the National Association of Interpreters and National Federation of Deaf People in South America Region), there are issues as there is an agreement between the government and an institute or university which means that the University may provide interpreting interns for government organized events or seminars rather than professional interpreters – this compromises communication and is a serious NEGATIVE*

4.3.2.7 Benefits of collaboration between both organizations (NADs and ASLIs)

The final part of this section within the survey related to the benefits of collaboration for both NADs and ASLIs. Both responded in very similar ways highlighting the *promotion of excellent cooperation between both organizations or presenting a united or consistent message to governments about the needs of the Deaf Community and interpreting community*. The below chart shows the combined responses:

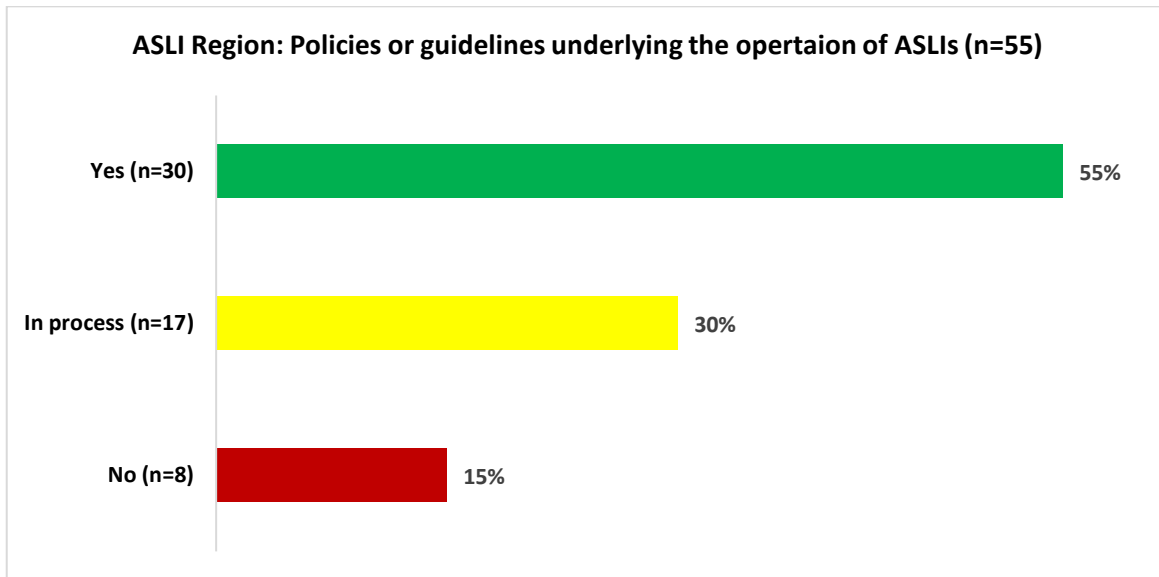
Table 17. Benefits of collaboration for both NADs and ASLIs



4.3.2.8 Policies/Guidelines targeted at the Deaf Community regarding sign language interpreters

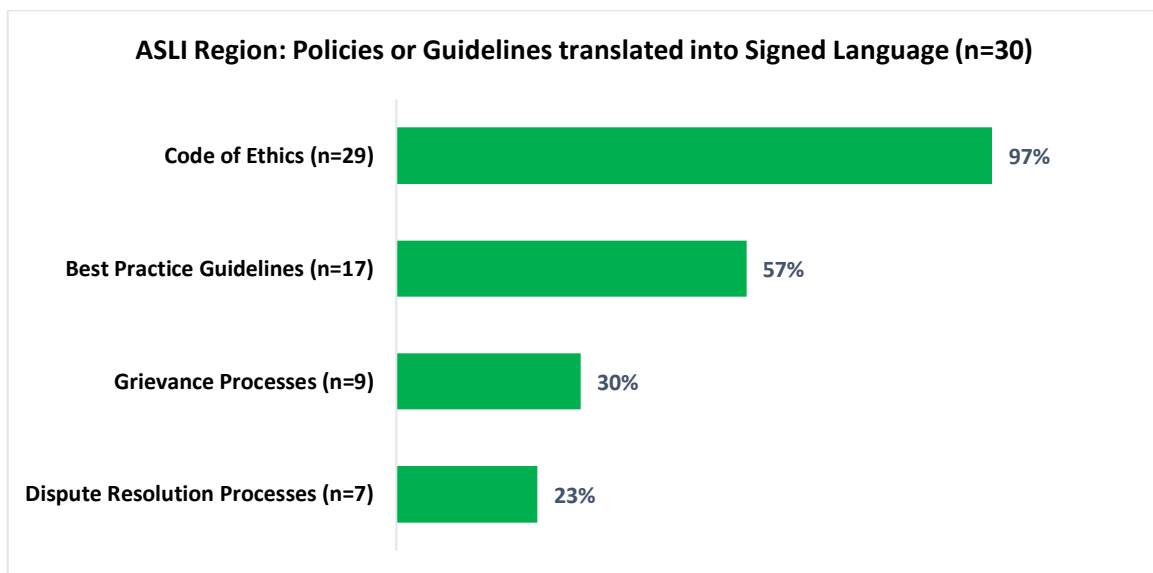
Policies or guidelines provide formal guidance as to behavior for members of associations. The table below (see Table 18) shows that thirty (30) of 55 ASLI respondents (55%) had either policies or guidelines underlying their operation while seventeen (17) of 55 ASLI respondents (30%) were in the process of developing policies. Only eight (8) ASLI respondents (15%) did not have any policies.

Table 18. ASLI Region: Policies or guidelines underlying the operation of ASLIs



The following information gathered from 30 ASLI respondents indicated the availability of policies. A *Code of Ethics* was the policy most often chosen, followed by *Best Practice Guidelines*. See the table below (Table 19) which highlights the availability of specific policies.

Table 19. ASLI Region: Policies or Guidelines translated into Signed Language



The question asking whether policies were translated into their country’s sign language demonstrated that only 50% of the 30 ASLI respondents (n=15) had this provision available.

4.3.2.9 Discussion of Key Findings

The WFD and WASLI cooperation agreement is designed to provide an example which should be replicated in individual countries with both NADs and ASLIs encouraged to establish a similar agreement in each respective country in which both a NAD and ASLI exists. According to the data collected from twenty-one (21) of 44 NADs (48%) and twenty-eight (28) of 53 ASLIs (47%), under 50% have a formal agreement in place. This is despite the response to the question relating to the importance of a partnership between their respective organizations in their country. Twenty-one (21) NAD respondents (71%) stated it was 'very important' and twenty-five (25) ASLI respondents (89%) indicated it was 'very important' or 'important'. At least two (2) ASLI respondents (7%) stated it was not very important to have a partnership with their NAD.

The survey did not include an explicit question about how often both parties have met to review the effectiveness of the partnership or whether there is a strategic plan which guides co-operation with the aim of accomplishing better opportunities for Deaf Communities and Sign Language Interpreters. This provision is essential if the NAD and ASLI are to work together well.

Although some ASLIs were still in the process of developing policies to guide their operation, it was heartening to see that very few did not have any policies, albeit that only 50% had this provision available in their country's sign language.

4.3.2.10 Recommendations

- NADs and ASLIs which do not have a formal agreement regarding collaboration in place should be encouraged to proactively meet and consider establishing such an agreement.
- For those NADs and ASLIs which do have a formal agreement already created, they should be encouraged to set up regular review meetings to evaluate their partnership as well as create a strategic plan to strengthen their co-operative efforts in support of both the deaf and sign language interpreters' communities in each country. This would facilitate the opportunity to collect feedback or input from both parties' members with the goal of sharing concerns particularly with regard to advocacy messages for their country governments.
- For those ASLIs which do not have any policies or guidelines, these should be developed as a means of formal guidance for both deaf people and sign language interpreters. ASLIs should also demonstrate commitment to their local Deaf Community by translating policies or guidelines into their country's sign language. This is in line with CRPD Article 21f: "*Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities*;"⁷

⁷ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-21-freedom-of-expression-and-opinion-and-access-to-information.html>

4.4 Training of Sign Language Interpreters

4.4.1 Summary of Key Findings

The main findings were:

- Twenty-two (22) of 53 ASLI respondents (42%) reported that their country delivers formal training programs for Sign Language Interpreters whilst thirty-one (31) ASLI countries (58%) did not have any formal training programs for interpreters. Based on WASLI Regions, which indicated a formal training program was available; the highest number were in Europe (ten (10) out of ten (10) countries (100%)) with the Asian region showing the least with one (1) out of nine (9) countries (11%) providing training with similar results in Africa with only one (1) out of eight (8) countries (12%) emphasizing training.
- For twenty-two (22) of 53 ASLI respondents, formal training was delivered by universities, private institutions or post-secondary institution training centers with training ranging from diploma courses or two-year (associate) and four-year (bachelors) degree programs with a small number of ASLI respondents offering a PhD in Sign Language Interpreting. Not all of the 22 countries had a high number of training locations in their country with most specifying between one to five sites.
- Sixteen (16) of 22 ASLI countries (73%) responded that deaf people were eligible to participate in sign language training programs with Latin America and the Caribbean Region indicating that four (4) of five (5) countries (80%) had this provision available whilst within the European Region, only seven (7) out of ten (10) countries (70%) offered training for deaf individuals.
- Six (6) ASLI of 22 ASLI countries (27%) noted that deaf interpreters were not eligible to participate in interpreter training because the current training available was designed for hearing sign language interpreters or the curricula was not adapted to deaf participants' training needs especially the entry examination which required a written essay where Academic English was assessed.
- Only twenty-one (21) of 53 ASLI respondents (40%) confirmed that their country had a system to provide either certification or accreditation to recognize their interpreters as professional sign language interpreters. One (1) country did not have any mechanisms to accredit or register sign language interpreters although the country did offer a three-year bachelor program and considered the completion of the degree to equate to a qualification.
- In relation to the certification or accreditation available in the WASLI regions, Latin America and the Caribbean region had the highest number of certification/accreditation systems available with six (6) of the 10 countries (60%) in this region having this requirement. The Asian region only had one (1) country (11%) out of nine (9) countries (89%) which accredited or certified interpreters.
- Nineteen (19) of 21 ASLI countries (90%), had a means of registering the number of certified or accredited sign language interpreters which is a total of 7,179 interpreters including 161 deaf interpreters.⁸ Fifty percent (50%) of the 21 countries indicated that their country government had the authority to accredit or certify sign language interpreters.

⁸ Two ASLIs did not supply the number of either accredited or certified Sign Language Interpreters.

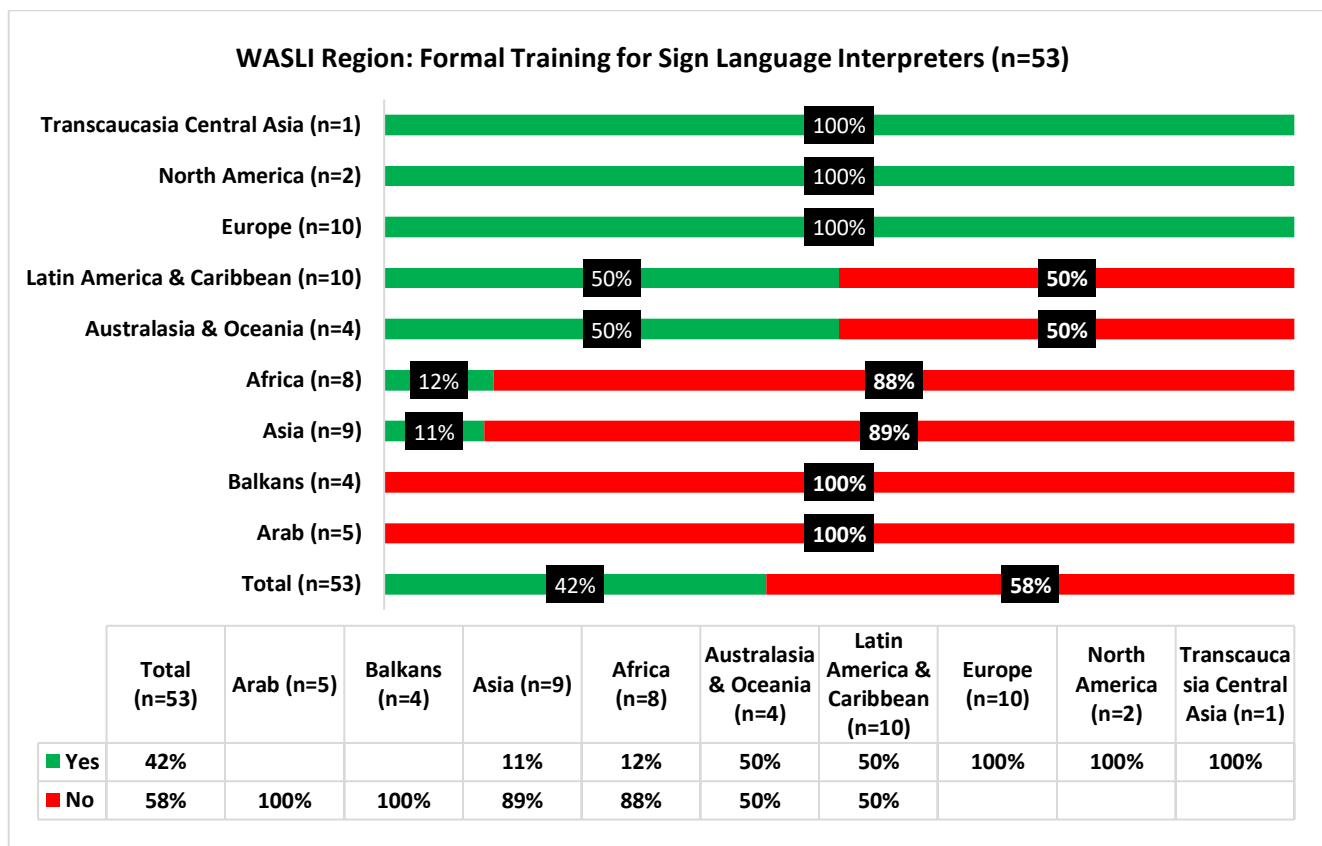
4.4.2 Findings in detail

4.4.2.1 Formal Training Programs for Sign Language Interpreters

Twenty-two (22) of 53 ASLI respondents (42%) delivered formal training programs for Sign Language Interpreters whilst thirty-one (31) countries (58%) did not have any formal training programs for interpreters.

It was commonly accepted that formal training provided by universities or private institutions for sign language interpreters was between two and four years. The following table (See Table 20) highlights the results of twenty-two (22) countries based on WASLI Regions, which indicated a formal training program was available. The highest number were in Europe (10 of 10 countries (100%)) with the Asian region showing the least with one (1) out of nine (9) countries (11%) providing training with similar results in Africa with only one (1) out of eight (8) countries (12%) emphasizing training.

Table 20. WASLI Region: Formal Training for Sign Language Interpreters



4.4.2.2 Length of Formal Training Programs

Information related to the length of formal training programs for Sign Language interpreters worldwide varies. Twenty-two (22) ASLI respondents provided information that formal training was offered through deaf associations, religious organizations, sign language interpreters associations or post-secondary institutions.

From the information provided by the 22 ASLI respondents, formal training was delivered by universities, private institutions or post-secondary institution training centers with training ranging from diploma courses or two-year

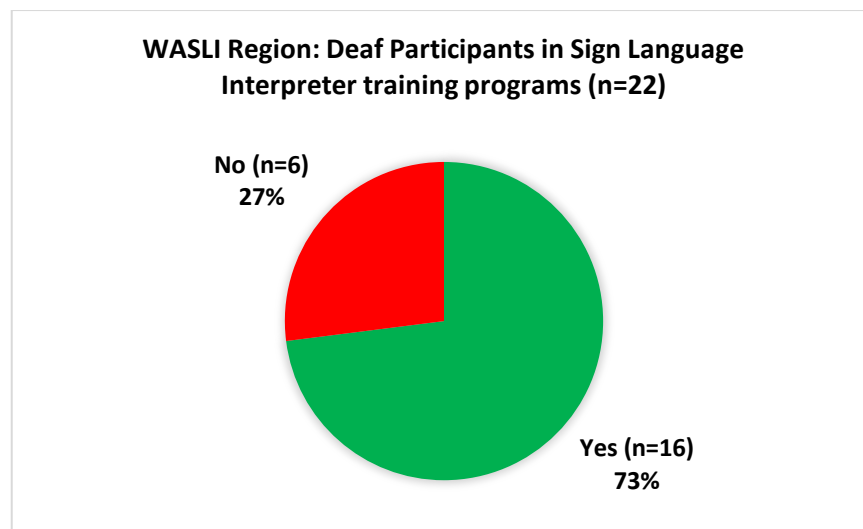
(associate) and four-year (bachelors) degree programs with a small number of respondents offering a PhD in Sign Language Interpreting. Not all of the 22 countries had a high number of training locations in their country with most specifying between one to five sites.

4.4.2.3 Deaf people and the Sign Language Interpreter Training Programs

Sixteen (16) of 22 ASLI countries (73%) responded that deaf people were eligible to participate in sign language training programs with Latin America and the Caribbean Region indicating that four (4) of five (5) countries (80%) had this provision available whilst within the European Region, only seven (7) out of ten (10) countries (70%) offered training for deaf individuals.

Six (6) ASLI countries (27%) noted that deaf interpreters were not eligible to participate in interpreter training because the current training available was designed for hearing sign language interpreters or the curricula was not adapted to deaf participants' training needs especially the entry examination which required a written essay where Academic English was assessed.

Table 21. WASLI Region: Deaf Participants in Sign Language Interpreter training programs

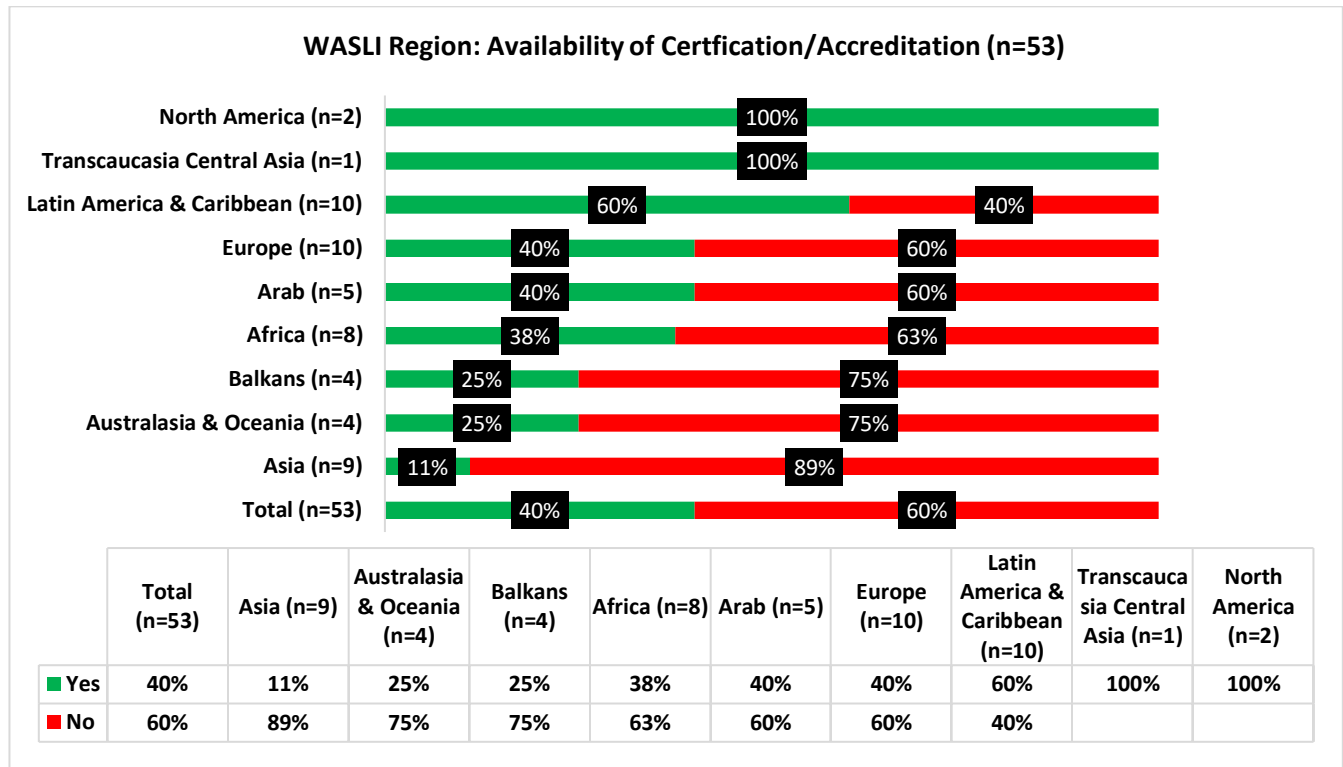


4.4.2.4 Certification or Accreditation of Sign Language Interpreters

Only twenty-one (21) of 53 ASLI respondents (40%) confirmed that their country had a system to provide either certification or accreditation to recognize their interpreters as professional sign language interpreters. One (1) country did not have any mechanisms to accredit or register sign language interpreters although the country did offer a three-year bachelor program and considered the completion of the degree equivalent to a qualification.

The table below (see Table 22) shows the certification or accreditation available in the WASLI regions with Latin America and the Caribbean region having the highest number of certification/accreditation systems with six (6) of the 10 countries (60%) in this region having this requirement. The Asian region only had one (1) country (11%) out of nine (9) countries (89%) which accredited or certified interpreters.

Table 22. WASLI Region: Availability of Certification/Accreditation

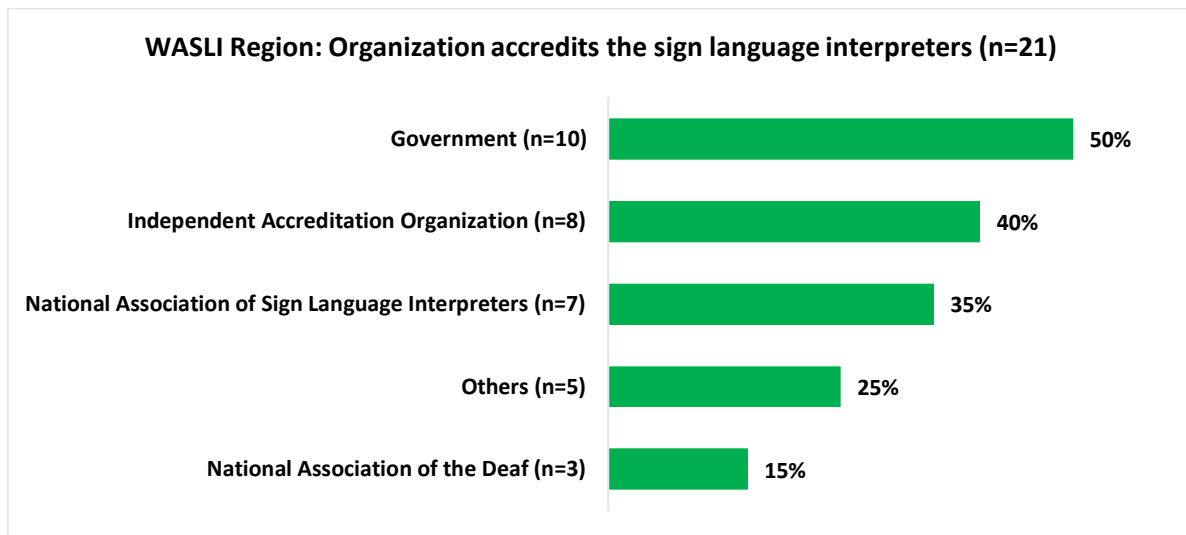


Nineteen (19) of 21 ASLI countries (90%) had a means of registering certified or accredited sign language interpreters with an overall total of 7,179 interpreters including 161 deaf interpreters. Two (2) ASLI countries did not supply the number of either Accredited or Certified Sign Language Interpreters.

The table below (see Table 22) shows which organizations had the authority to accredit or certify sign language interpreters with 50% of the 21 ASLI countries indicating that it was their country government.

Twenty (20) of 21 ASLI respondents selected either one or two authorities and one (1) ASLI respondent selected three different authorities. Five (5) of 21 respondents (24%) noted that their country government was the sole organization to accredit sign language interpreters. Only three (3) of 21 respondents (14%) noted the presence of an independent accreditation organization with another three (3) reporting that the National Association of the Deaf acted as the accreditation mechanism.

Table 22. WASLI Region: Organization accredits the sign language interpreters



4.4.2.5 Discussion of Key Findings

There is inconsistent access to interpreter education and training. Whilst Europe and North America provide tertiary level training for interpreters, the fact that the majority (albeit less than 60%) of ASLI respondents (58%) reported that their country did not deliver any formal training programs for Sign Language Interpreters has serious implications for the rights of deaf people and sign language users. One of the foundations of basic deaf human rights is access to professional sign language interpreters.

The availability of accredited sign language interpreters is a critical factor in facilitating the fulfilment of a country's obligations under the CRPD. Article 9e of the CRPD – Accessibility states that 'professional sign language interpreters' implying that all sign language interpreters should possess formal accreditation/ certification. Unfortunately, this is not borne out by the number of interpreters who have accreditation according to the survey.

The low numbers of training courses available and by extension, certified interpreters, may potentially be attributed to a number of factors including:

- the potentially small pool of people who possess both teaching qualifications and have sufficient language skills and experience to teach interpreting courses
- insufficient training or certification infrastructure or systems
- status accorded to interpreters in some countries
- lack of incentive for practitioners to become accredited – demand exceeding supply in the interpreting sphere is a global issue which means interpreters continue to be offered work irrespective of level of training or qualification
- there may be few opportunities for full time or ongoing part time employment for interpreters so it is not considered a viable means of making a living
- the casual nature of interpreting work means that job and income security are major problems in attracting interpreters to the profession

A very small number (30%) of ASLI respondents that deaf people were eligible to participate in sign language training programs. Training programs have been traditionally targeted to hearing sign language interpreters so this is not surprising however the value of adapting curricula and training deaf interpreters should not be underestimated due to their facility with the language and their capacity to provide services particularly to deaf people who use non-conventional sign language or who are deafblind.

4.4.2.6 Recommendations

- NADs and ASLIs in countries which do not have any formal training programs for sign language interpreters should strive towards the establishment of such programs through strategic advocacy to their governments, particularly those which have ratified the CRPD.
- More work needs to be undertaken to encourage deaf people to become qualified interpreters.
- WASLI should consider undertaking a global survey to collect data related to the challenges faced by deaf people seeking to become interpreters.

4.5 Training for the Deaf Community and Sign Language Interpreters

4.5.1 Summary of Key Findings

The main findings were:

- Twenty-six (26) of 57 NAD respondents (46%) stated that their country had training on how to work with sign language interpreters whilst thirty-one (31) of 57 NAD respondents (54%) did not have any training.
- Twenty-six (26) NAD countries within the WFD Regions stated that their country had training on how to work with sign language interpreters. Seven (7) of eight (8) countries (87%) in the South America Region had a high number of training options on how to work with sign language interpreters however both the Western and Central African and Arab region did not have any training offerings for their Deaf Community.
- Thirty-five (35) of 57 NAD respondents (61%) selected more than five (5) themed-training areas which they felt should be available for the Deaf Community to enhance their knowledge and understanding related to sign language interpreters with the areas of main priority being *Role of a Sign Language Interpreter*, *Code of Ethics* and *How to work with the interpreter in specific settings such as media events or employment interview*. Based on the same question, ASLI respondents highlighted the same three (3) themed-training areas.
- Twenty-nine (29) of 55 ASLI respondents (53%) stated that they did not have any professional development training for sign language interpreters on how to work with the Deaf Community.

4.5.2 Findings in detail

4.5.2.1 Provision of training for the Deaf Community as to how to work with sign language interpreters

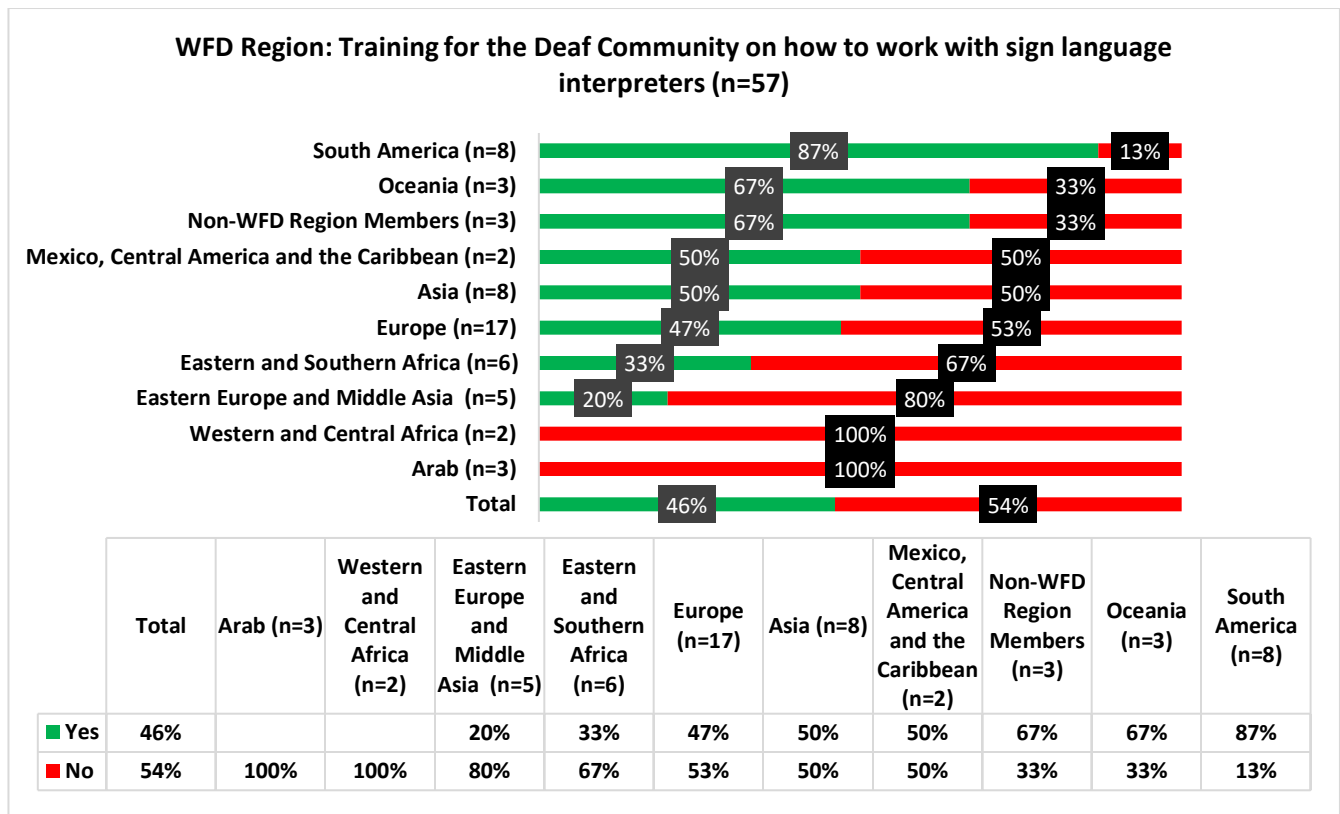
Twenty-six (26) of 57 NAD respondents (46%) stated that their country had training on how to work with sign language interpreters. Thirty-one (31) of 57 NAD respondents (54%) did not have any training for the Deaf Community in their country on how to work with sign language interpreters.

Table 23. WFD Region: Training for the Deaf Community on how to work with sign language interpreters



Table 24 below highlights the 26 NAD countries based on the WFD Region, which provided training for the Deaf Community on how to work with sign language interpreters. Seven (7) of eight (8) countries (87%) in the South America Region had a high number of training options however both the Western and Central African and Arab region did not have any training offerings for their Deaf Community.

Table 24. WFD Region: Training for the Deaf Community on how to work with sign language interpreters



One question in the survey sought to obtain further information from the group of twenty-six (26) NAD respondents regarding specific training related to how to work with sign language interpreters which had been offered for the Deaf Community in the past five (5) years. The following lists the training which was reported as being offered:

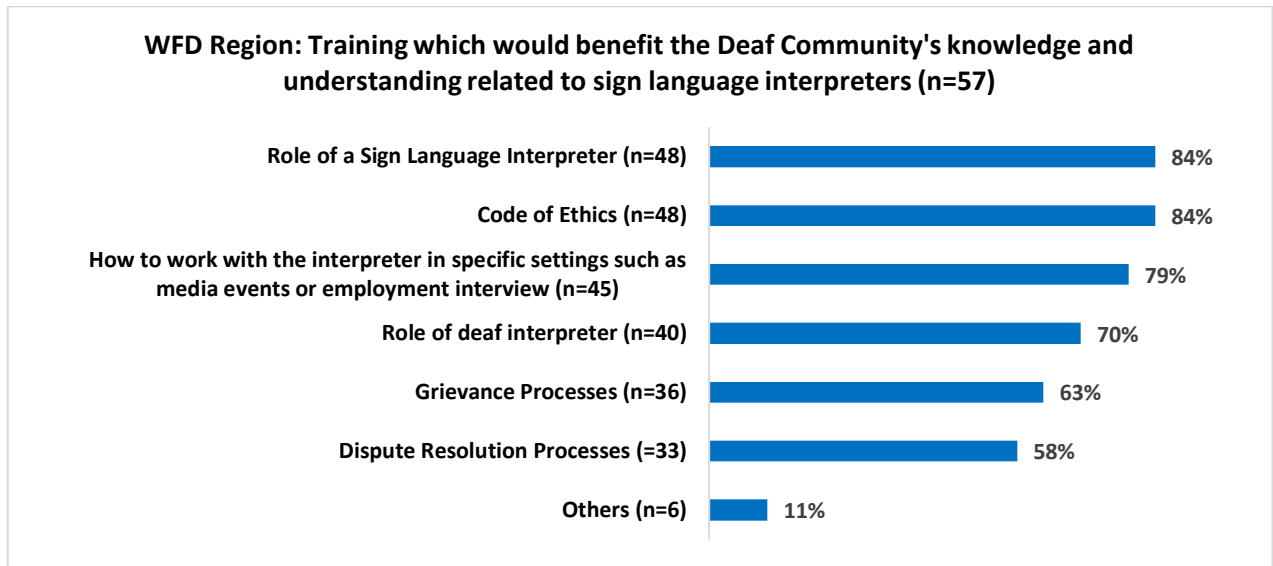
- *Remote interpreting, ethics, the difference between interpreting and social work*
- *Role/function of the Sign Language Interpreter and Deaf Sign Language Interpreter*
- *How to work with an interpreter*
- *Information about sign language interpreting services*
- *The partnership between Deaf Organizations and Sign Language Interpreter Organizations*
- *Role of interpreters in the skills - language, translation, attitudes and deafblind interpretation*

For the group of thirty-one (31) NAD respondents which did not have any training for their Deaf Community, the following list of reasons was provided:

- *Just formed the Association of Sign Language Interpreters but had not launched any training opportunities for the Deaf Community*
- *In the past, there were many courses for the Deaf Community on how to use interpreters and now there is no funding to continue these training opportunities*
- *Need to develop the country sign language by compiling the existing signs used by deaf people and then set up for training for the interpreters. However, there were a few training opportunities offered for a small number of hearing persons of deaf parents (CODAs) to do the necessary interpretation for the police station, hospitals or court*
- *Lack of skills or no capacity, no government support or no financial resources*
- *It is not necessary to have a training program*
- *Never thought about this question, it is necessary because the deaf community need to learn how to work with interpreters*

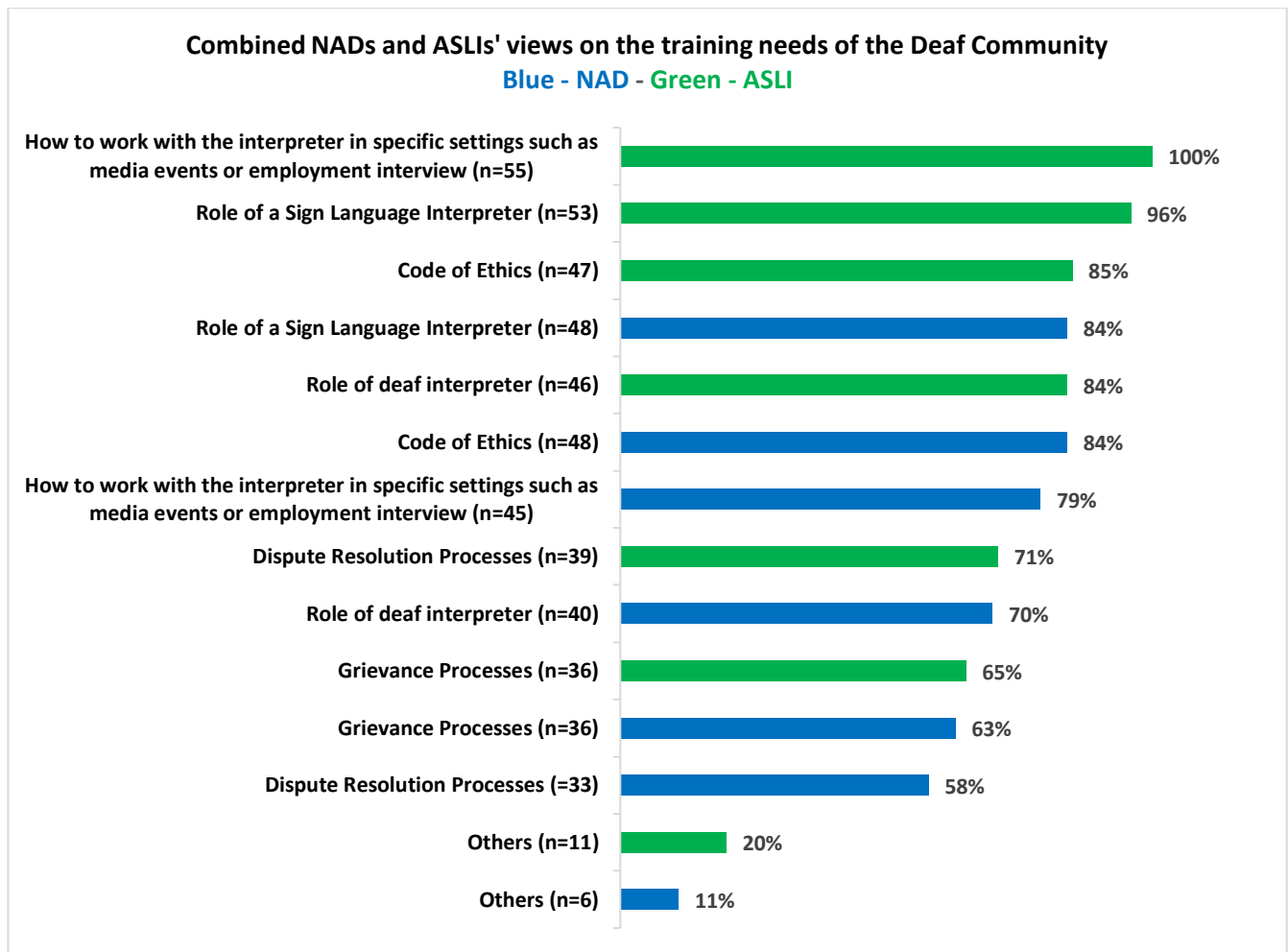
Fifty-seven (57) of 57 NAD respondents (100%) considered that the following types of training should be available for the Deaf Community to enhance their knowledge and understanding related to sign language interpreters. Thirty-five (35) of 57 NAD respondents (61%) selected more than five (5) themed-training areas. Of perceived greatest priority was training on the *Role of a Sign Language Interpreter, Code of Ethics, and How to work with the interpreter in specific settings such as media events or employment interview.*

Table 25. WFD Region: Training which would benefit the Deaf Community's knowledge and understanding related to sign language interpreters



Based on the same question to ASLI respondents, the table below (see Table 26) shows the combined views of NAD and ASLI respondents with both groups highlighting the same three (3) themed-training areas; namely *Role of a Sign Language Interpreter*, *Code of Ethics*, and *How to work with the interpreter in specific settings such as media events or employment interview*.

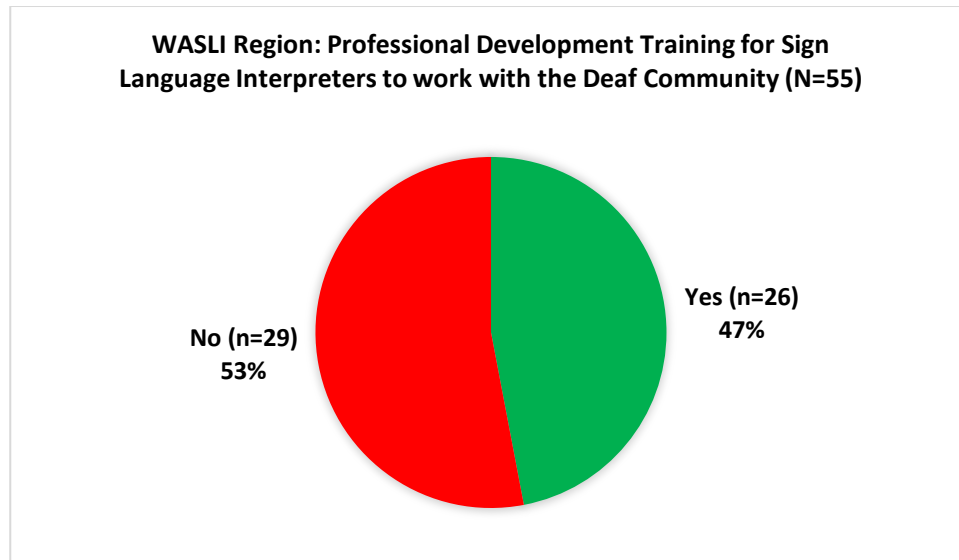
Table 26. Combined NADs and ASLIs' views on the training needs of the Deaf Community



4.5.2.2 Provision of professional development training for Sign Language Interpreters about working with the Deaf Community

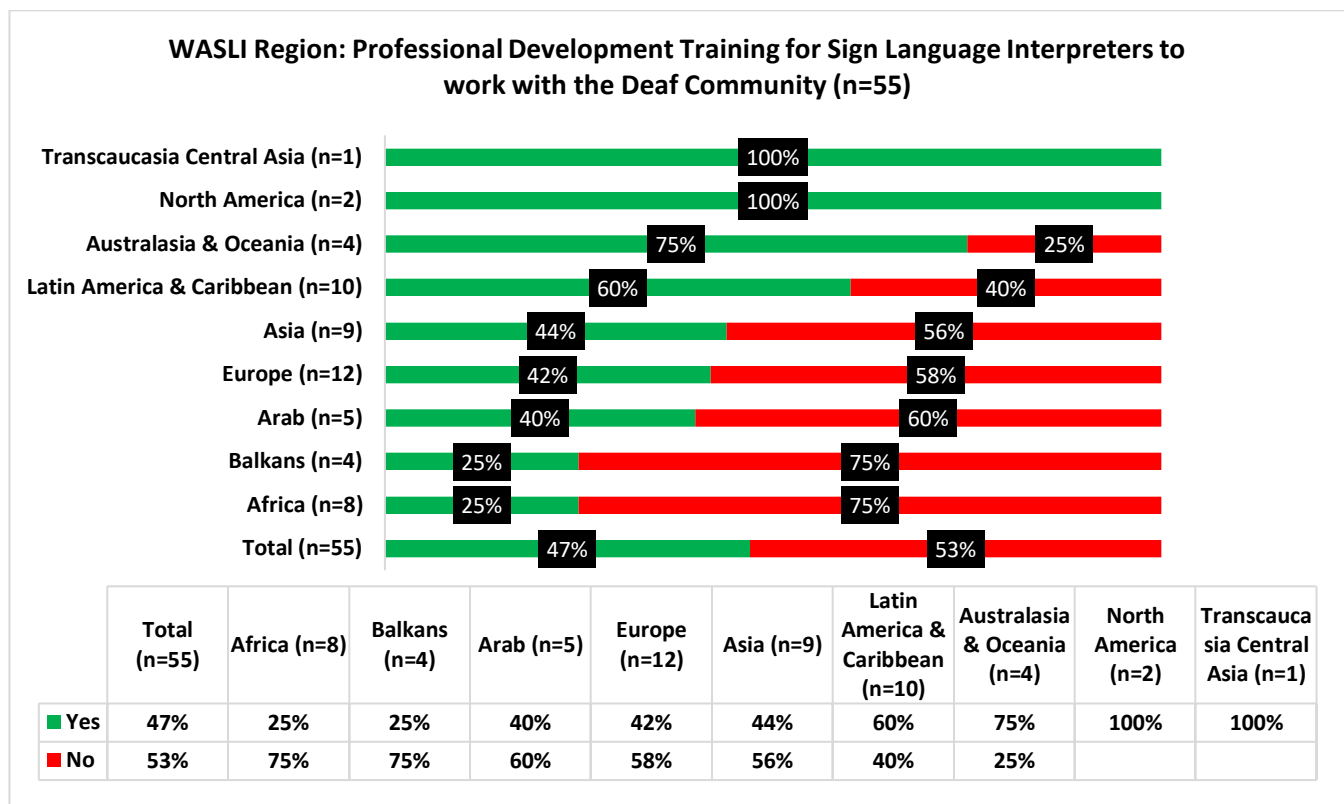
Twenty-nine (29) of 55 ASLI respondents (53%) stated that they did not have any professional development training for sign language interpreters on how to work with the Deaf Community. Twenty-six of 55 ASLI respondents (47%) did have training for sign language interpreters in their country.

Table 27. WASLI Region: Professional Development Training for Sign Language Interpreters to work with the Deaf Community



The table below (see Table 28) shows the number of countries in line with specific WASLI regions with the Australasian and Oceania regions having a reasonable amount of professional development training programs available within three (3) of the four (4) countries (75%) in this region. In Africa, two (2) out of the eight (8) countries (25%) had a low number of training opportunities for sign language interpreters.

Table 28. WASLI Region: Professional Development Training for Sign Language Interpreters to work with the Deaf Community



The survey also invited the 26 ASLI respondents to describe the professional development training related to working with the Deaf Community which had been offered for sign language interpreters in the past five (5) years. The following summary highlights the training themes available:

Interpreting Development Skills:

- *How to work together in the workplace*
- *Debates on how to deal with ethical issues*
- *Foundations of Interpreting*
- *Training for sign language interpreters working in social service settings*
- *Training such as the gap between interpreters and deaf people*
- *Emergency Preparedness Presentation*
- *Emergency care and physical development*
- *Medical and health interpreting with deaf people*
- *Work in interpreting teams included Deaf linguistic cultural trainer*

Cultural and Language Development Skills:

- *Queer signs*
- *Country Sign Language*
- *Indigenous Culture*
- *Deaf Culture*
- *Development of the Deaf Community*

Working as a practicing interpreter:

- *Grievance Procedures and Code of Professional Conduct*
- *Business Ethics*
- *Continuing Education platform online*

Of the 29 ASLIs which did not have any professional development training on how to work with the Deaf Community, the following summary of reasons were given:

Newly established profession:

- *The development of interpreters is new in this country – training has not been implemented*
- *Lack of capacity or experience in providing this kind of training*

Training:

- *Lack of trainers, resources*
- *Training provided for interpreters only relates to sign language training*
- *The interpreters do not think it is necessary to have professional development*
- *This topic is available in generalized training programs although an individual training session is not provided on the specific topic of how to deal with the Deaf Community*
- *No-one has ever considered providing training on this topic and the majority of (hearing) interpreters are not trained in this country*
- *In the process of preparing a training workshop on the Code of Ethics*

Discord between NAD/ASLI:

- *No clear understanding on the mandate of the Deaf association and that of the interpreters' association.*
- *Ownership issues of interpreters whereby the Deaf association feels they have the right to regulate interpreters.*
- *Leaders of both the deaf and interpreter associations tend to be self-serving and there is lack of support from the Deaf Community towards the interpreting community.*
- *General resistance from the Deaf association towards interpreters navigating their professional development independently.*
- *No clear guidelines on the legally mandated area of language practice and advocacy for deaf rights and access.*

General Issues:

- *Both the interpreter and Deaf associations have major financial challenges*
- *No training programs have been established, probably because interpreters used to emerge directly from the Deaf Community.*
- *People consider sign language interpreters to be of low status. The belief is that if someone has fluent sign language skills, they can become a sign language interpreter.*
- *The regularity of work is insufficient for sign language interpreters to earn a reasonable living. Therefore, interpreters do not see the value of professional training.*

4.5.2.3 Discussion of Key Findings

In many situations, interpreters play an important role in deaf people's lives. It would therefore follow that training in working effectively with interpreters would be beneficial to both parties. However, more than half of the respondents indicated that there was no training available in this area.

It is also concerning that more than 50% of ASLI respondents stated that they had not received any professional development on how to work with the Deaf Community. While this perhaps stems from the fact that this is perceived as a 'given', it is not necessarily inherent knowledge and may need to be specifically taught.

4.5.2.4 Recommendation

- Both NADs and ASLIs need to coordinate training offerings with the first step being to meet to determine areas of training focus. It is acknowledged that some training could be run as a collaborative effort whilst other professional development could be undertaken with specific focus either on the Deaf Community or interpreters. In the first instance, this may require the two parties to resolve political differences. It is also considered critical that training be provided for interpreters specifically on the Deaf Community, its language and culture, led by deaf presenters.

4.6 NAD and ASLI Leadership

4.6.1 Summary of Key Findings

The main findings were:

- Thirty-seven (37) of 57 NAD respondents (65%) indicated there were training programs for the Deaf Community whilst 20 NAD respondents (35%) did not have any leadership training programs. Twenty-four (24) of 55 ASLI respondents (44%) offered leadership training for their sign language interpreters although thirty-one (31) of 55 ASLI respondents (56%) did not have any access to leadership training opportunities.
- Thirty-seven (37) countries within WFD Regions indicated leadership training for the Deaf Community was offered. The highest level of leadership training provision was in Asia (six (6) of eight (8) countries (75%)) with Europe showing the least number of training opportunities with only nine (9) out of 17 countries (53%) experiencing access.
- ASLI respondents (24 countries) from each of the WASLI Regions indicated that leadership training was available for sign language interpreters in their country. The highest number of opportunities for leadership training was in Oceania (four (4) of four (4) countries (100%)), very different to the experience of the Balkan Region which did not have any training programs in the four (4) countries which responded.
- Both NAD and ASLI respondents were asked to outline why leadership training was not offered. Twenty (20) NAD and thirty-one (31) ASLI respondents described their inability to provide leadership training providing a sample of the challenges experienced including: *Deaf community members don't know how to lead; lack of funding; lack of know-how provide the leadership training; lack of financial support and donors interested for this kind of programs; and lack of interest and motivation within the interpreting community; leadership has not been a specific part of our work; we know there of little of what kind of training sign language interpreters have attended and no capacities to organize kind of trainings.*
- The top six (6) areas of primary responsibility which leaders of both organizations considered important for conducting their organizations were:- *Representing the organization; Interacting with government; Promoting the organization, and Sharing information, and Advocating and Participating in the media.*

4.6.2 Findings in detail

4.6.2.1 Role of leadership in both NAD and ASLI

The survey focused on the leadership of both NADs and ASLIs. Below are two pie charts (see Table 29 and 30) which show the responses from each group as to leadership training programs.

In Table 29, thirty-seven (37) of 57 NAD respondents (65%) indicated there were training programs for the Deaf Community whilst twenty (20) of 57 NAD respondents (35%) did not have any leadership training programs in place. Table 30 shows that twenty-four (24) of 55 ASLI respondents (44%) offered leadership training for their sign language interpreters although thirty-one (31) of 55 ASLI respondents (56%) did not have any access to leadership training opportunities.

Table 29. WFD Region: Leadership training for Deaf Community

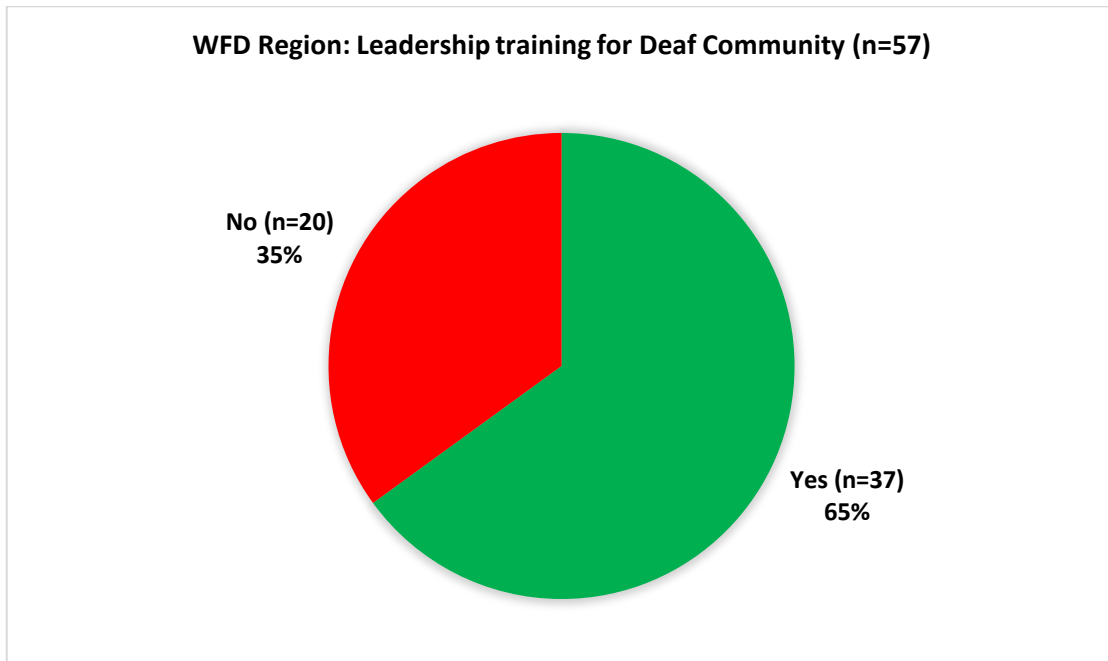
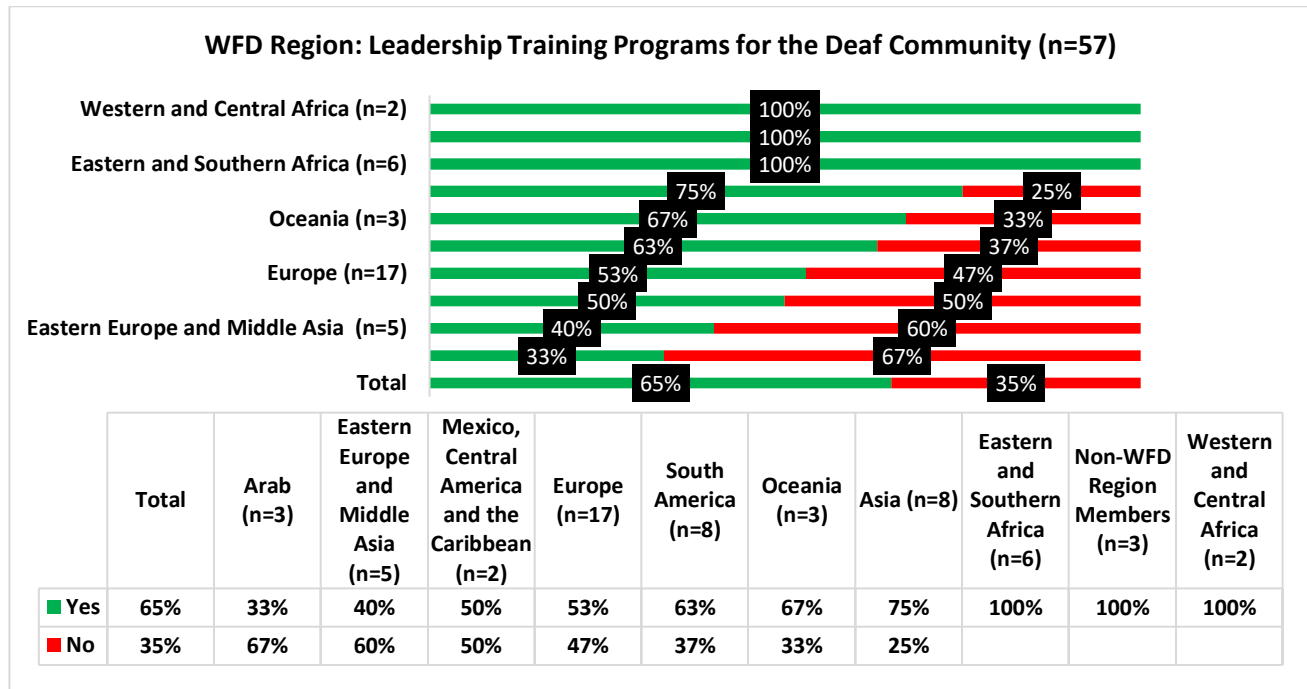


Table 30. WASLI Region: Leadership training for sign language interpreters



The following table (see Table 31) highlights the 37 countries, based on WFD Regions, which indicated leadership training for the Deaf Community was offered. The highest level of leadership training provision was in Asia (six (6) of eight (8) countries (75%)) with Europe showing the least number of training opportunities with only nine (9) out of 17 countries (53%) experiencing access.

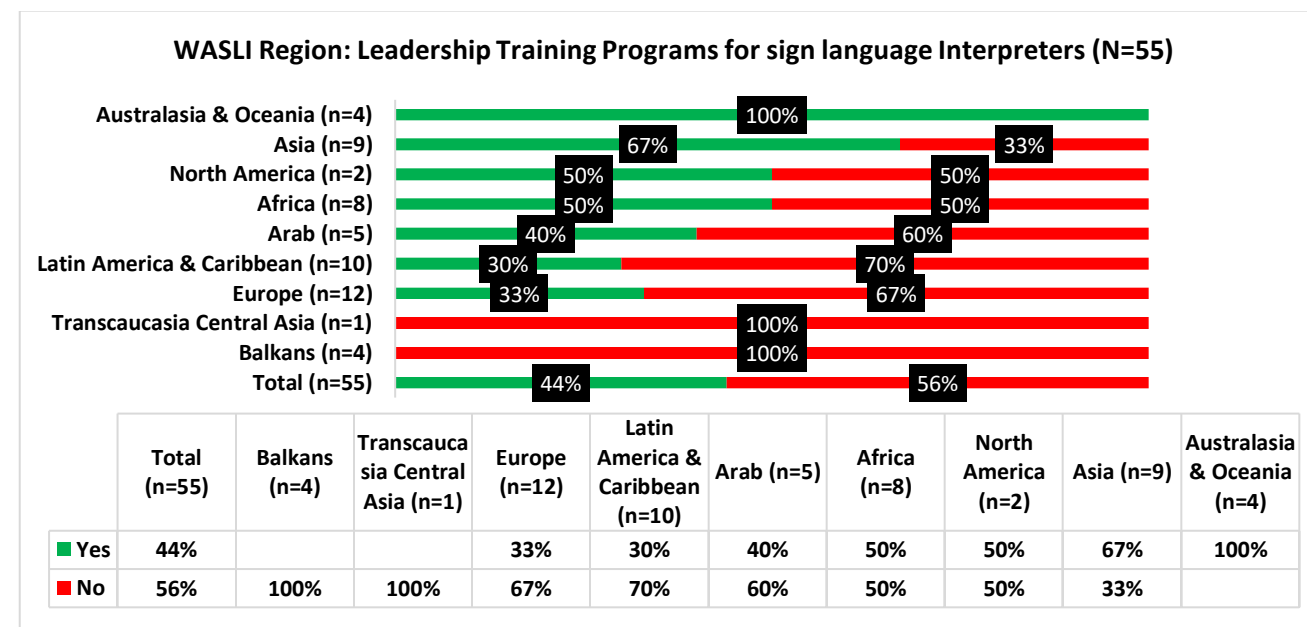
Table 31. WFD Region: Leadership Training Programs for the Deaf Community



4.6.2.2 Leadership training provided for the Deaf and Sign Language Interpreters' Communities

This table (see Table 32) relates to ASLI respondents (24 countries) from each of the WASLI Regions which indicated that leadership training was available for sign language interpreters in their country. The highest number of opportunities for leadership training was in Oceania (four (4) of four (4) countries (100%)), very different to the experience of the Balkan Region which did not have any training programs in the four (4) countries which responded.

Table 32. WASLI Region: Leadership Training Programs for sign language interpreters



The list provides a summary of leadership topics collated from both ASLIs (24 respondents) and NADs (37 respondents), specific to particular themes:

Leadership Training and/or Capacity Building for the Deaf Community:

- *Leadership training on collaboration with the Deaf Association*
- *For deaf youth about leadership, what it is and how to be a leader*
- *Deaf youth and women capacity development.*
- *Training in empowerment of young deaf leaders*
- *Empowering Deaf Leader and Female leaderships*
- *Increasing the deaf capacities on independent leading of the deaf associations on local and national level*
- *Conflict Management, Networking and Resources Mobilizing*
- *Corporate Governance and Strategic Management*
- *Governance and Administration, Leadership roles, Organizational Structure and Policies*
- *Development Organization Training and Leadership Skills*
- *SWOT analysis to analyze organization*
- *Organization of association structures, political incidence of the Deaf Community, information exchange with local deaf associations in the interior of the country.*
- *Administrative leadership and assigning tasks to members*
- *Training on financial and administrative manuals and human resources*
- *Deaf Board Members to represent the interest of the deaf people towards Disability Persons Organization, Government and WFD*
- *Workshop to improve the communication skills and to raise the self-awareness within the deaf organization*
- *Principles and role of a leader, human rights, Organizational Structure, conflict management, Resources Mobilization and Fundraising, sign language, HIV/AIDS, Gender and Development and Financial Management*

Leadership Training and/or Capacity Building for Sign Language Interpreters:

- *Mentoring Program*
- *Working professionally with deaf interpreters*
- *Professionalism, how to become a deaf sign language interpreter, how our brain works during interpreting, the definition of sign language interpreter and code of ethics*
- *Code of Ethics, Role of Interpreter and how to work with an interpreter in specific settings*
- *Deaf Empowerment, senior Interpreters share their experiences with just graduate sign language Interpreters, Interpreters and working with Deaf Communities, Deaf Culture and Deaf Community, Establishing partnerships with deaf clients*
- *Training in the linguistic rights of the Deaf Community*
- *Various topics but it is emphasized that it is the deaf who must teach the Sign Language. Interpreters must carry out their interpreting teamwork. Joint work*
- *Making Ethical Interpreter Decisions and mentoring*

General Training:

- *UN Convention on the Rights of Persons with Disabilities*
- *Human Rights Training*
- *Political Advocacy Training*

One question in the survey requested information as to who was responsible for leading the leadership training. Twenty-eight (28) of 37 respondents from both the NADs and ASLIs (71%) stated that their leadership training was led by local or national deaf leaders with nineteen (19) of 37 (51%) indicating that the training was conducted by international deaf leaders. In what was somewhat of a surprise, seventeen (17) of 24 ASLI respondents (71%) responded that the training was led by local or national deaf leaders and sixteen (16) of 24 ASLI respondents (67%) reported that opportunities were led by local/national hearing leaders.

The benefits of the leadership training were highlighted by both the NADs and ASLIs with NAD respondents indicating that the training was either beneficial or very beneficial. Twenty-seven (27) of 37 NADs respondents (73%) and nineteen (19) of 24 ASLI respondents (79%) felt the same way.

The survey asked both NAD and ASLI respondents to outline why leadership training was not offered. Twenty (20) NAD respondents described their inability to provide leadership training with the following list providing a sample of the challenges experienced:

- *There is no leadership training in the Deaf Community. We struggle with education, work, and human rights*
- *Deaf Community members don't know how to lead*
- *Hearing leaders*
- *Lack of funding*
- *Lack of know-how to provide the leadership training*

The group of thirty-one (31) ASLI respondents also described challenges with implementing leadership training. Below is a sample of the responses:

Financial Challenges:

- *There was a lack of financial support and donors interested in supporting these kinds of programs and lack of interest and motivation within the interpreting community*
- *Lack of initiative due to lack of appropriate means and materials*

Training Challenges:

- *No capacity to organize training*
- *There are no trainers*
- *The main reason is not enough skilled people to provide that kind of training*
- *The past two years has been about consolidation of our association, we have focused on issues that we consider more important to achieve a leveling in the professional training of sign language interpreters.*
- *No one has offered to provide the training*
- *The organization is relatively new and planning to have training after identifying the experts in those training and resources to make it possible*

Leaders Challenges:

- *Lack of teamwork*
- *Leadership has not been a specific part of our work, we know little of what kind of training sign language interpreters have attended*

General Challenges:

- *Lack of will and public policies that support the Deaf Community*
- *There were several leadership training opportunities offered to the Deaf Community when sign language interpreters were part of it but not specific training only for sign language interpreters. Also, some international leadership training was offered to sign language interpreters*
- *We have not had such practices implemented yet as the Deaf association is not supporting leadership practices among interpreters*
- *With a new Executive Director in place, we hope that the association can coordinate this type of training as it is desperately needed but resources to coordinate have been lacking*

4.6.2.3 Leaders' responsibilities

The final section of the survey asked for detail about the type of responsibilities carried out by country leaders of both NAD and ASLI with a more comprehensive table available in Appendix 5.

The below list shows the top six (6) areas of primary responsibility which leaders of both organizations considered important for conducting their organizations:

- *Representing the organization*
- *Interacting with government*
- *Promoting the organization*
- *Sharing information*
- *Advocating*
- *Participating in the media*

The lowest three (3) areas of priority in regard to leader's responsibilities nominated were:

- *Coaching/Mentoring*
- *Providing training*
- *Leading projects*

4.6.2.4 Discussion of Key Findings

Firstly, it should be noted that in the absence of a definition of 'leadership' in the survey, respondents may have interpreted the concept in different ways.

Nevertheless, the results show that leadership training appears to be much more available in the Deaf Community when compared to interpreters. This may be for a number of reasons:

- *WFD and to a lesser extent WFD Regional Secretariats have offered training for their members in leadership over a long period. In addition, leadership training has been offered to the Deaf Community by other organizations such as Deaf-specific development agencies, the International Disability Alliance, and other development cooperation stakeholders. WASLI and individual associations of interpreters have*

also demonstrated a strong commitment to the professional development of their members but perhaps without the same concentration on leadership training.

- Global South countries have enjoyed the support of external partners with many projects focusing on training.
- There is a strong tradition within the Deaf Community of ensuring the continuation of Deaf associations and therefore the need for leadership.
- Leadership is critical if deaf people are to be assured of their human rights. This differs to interpreters who in the main already enjoy this privilege.
- Sign Language Interpreters may not see leadership training as a priority and in trying to earn a living may not see leadership to be particularly relevant. Evidence of this has been seen at the elections for executive positions with the role of WFD President highly contested within the Deaf Community, with the position associated with considerable prestige with typically only very few nominations received for the role of the WASLI President.

It was somewhat surprising that Europe had the least availability in terms of leadership training when they are so progressive in other issues related to the Deaf Community and interpreting.

Both NADs and ASLIs indicated similar reasons for the lack of leadership training with the primary concerns being insufficient financial resources and lack of capacity.

4.6.2.5 Recommendations

- Both WFD and WASLI should continue to focus on leadership training. This may be in the form of planning and conducting the training themselves or establishing a fund with monies distributed to regional or individual member associations to implement training.
- An alternative option would be to encourage the WFD Regional Secretariats and WASLI Regions to conduct an annual or bi-annual leadership training program. This could be offered by experts from within the WFD and WASLI Board member groups during their regional conferences or meetings.

4.7 Major concerns expressed by both NADs and ASLIs

4.7.1 Summary of Key Findings

- The three (3) main concerns about leadership within the Deaf Community based on responses from 57 NAD respondents were: *Need for more leadership training for deaf leaders or deaf members; Lack of training funding for deaf association and Lack of training for youth deaf members.*
- Fifty-five (55) respondents from ASLIs provided information in regard to the needs of the sign language interpreting community and their top three concerns about leadership in the interpreter community. The top three (3) concerns were: *Need for more leadership training for sign language interpreters; Lack of training funding for sign language association; Lack of communication between sign language interpreter and deaf association and also Lack of mentoring programs for sign language interpreters.*
- The same question as was asked to the ASLIs was also asked of the NADs in regard to the needs of the sign language interpreting community and their top three (3) concerns about leadership in the interpreter community was responded to by 57 country respondents. The top three concerns were: *Sign language interpreters or leaders are speaking on the behalf of Deaf Community that they should not; Lack of mentoring programs for sign language interpreters; Lack of training funding for sign language interpreter association and also Sign language interpreters or leaders are lack of understanding the Deaf Community, and it is language and culture.*

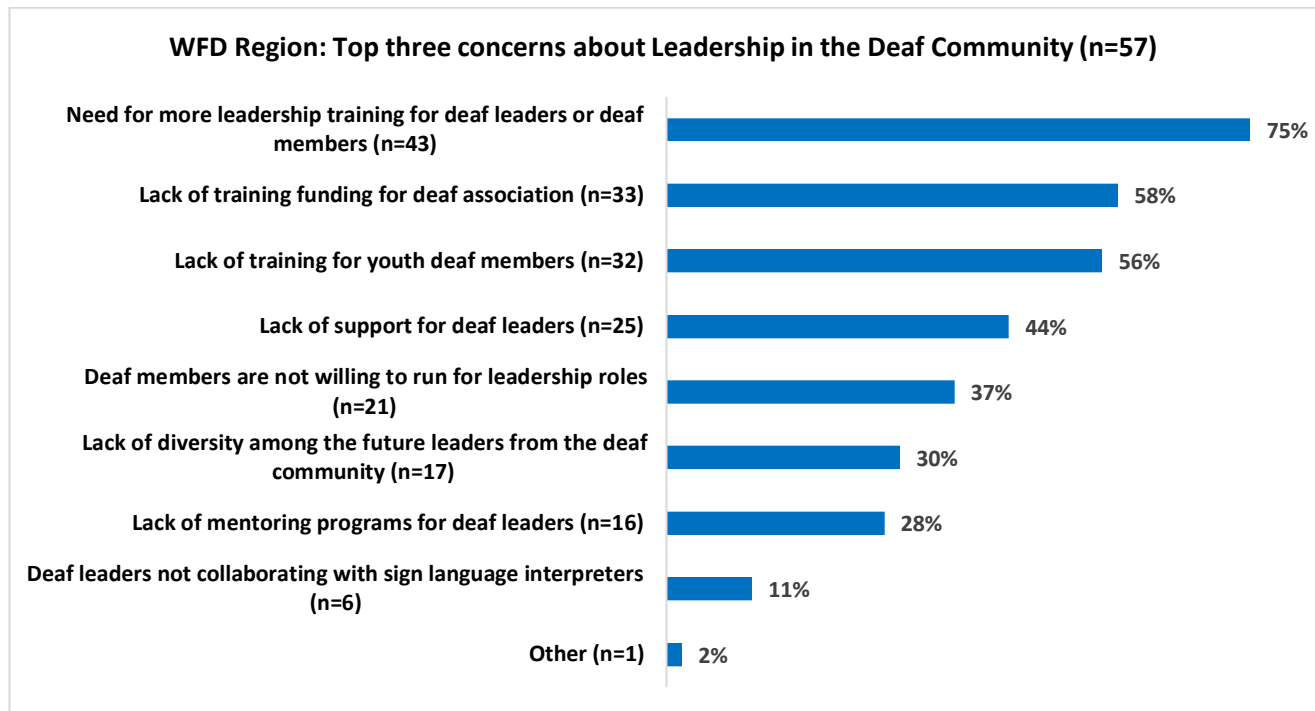
4.7.2 Findings in detail

4.7.2.1 Three main concerns about leadership in the Deaf Community from NADs

Fifty-seven (57) NAD respondents nominated their top three (3) concerns about leadership within the Deaf Community, which were:

- 43 of 57 (75%) stated, *Need for more leadership training for deaf leaders or deaf members*
- 33 of 57 (58%) stated, *Lack of training funding for deaf association*
- 32 of 57 (56%) stated, *Lack of training for youth deaf members*

Table 33. WFD Region: Top three concerns about Leadership in the Deaf Community

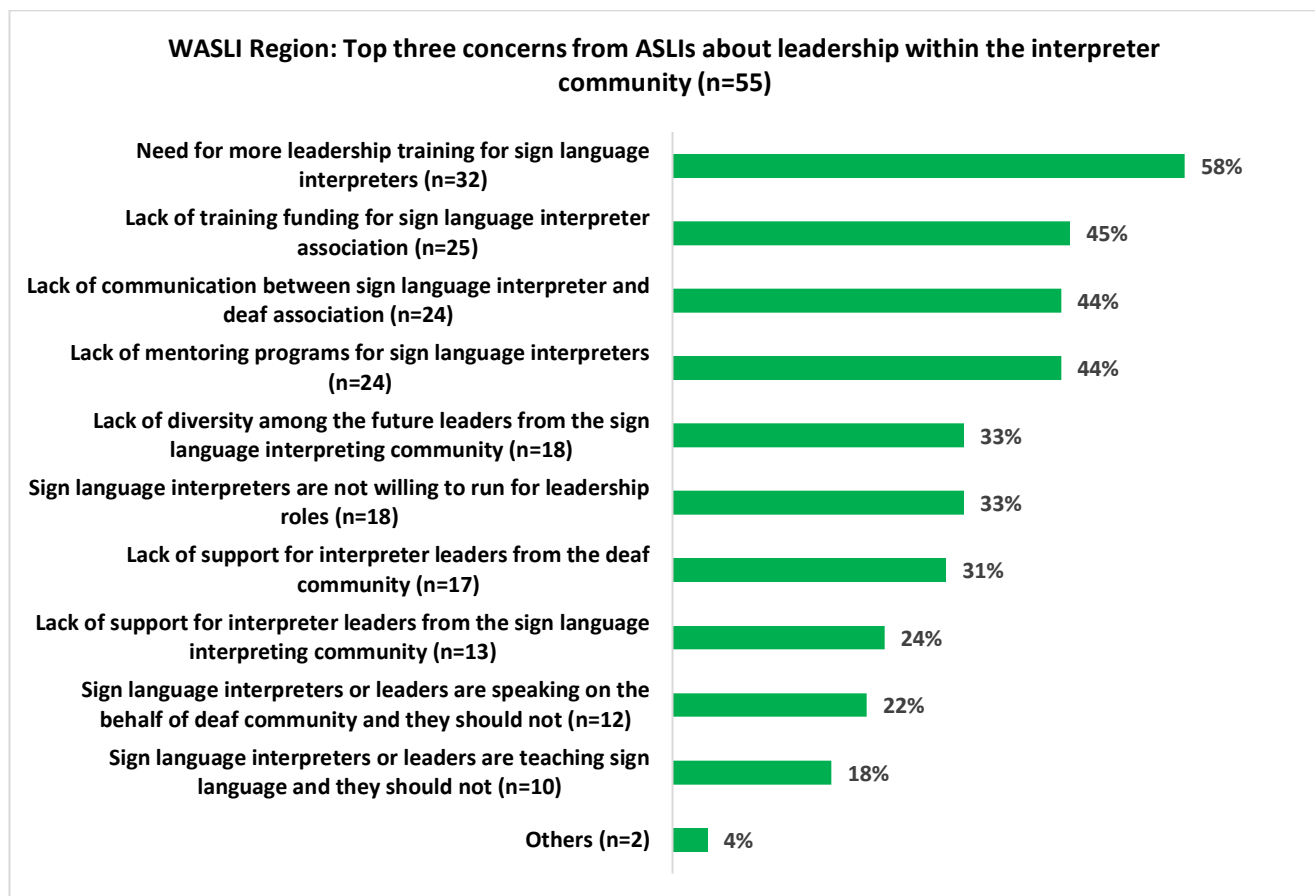


4.7.2.2 Top three concerns about leadership in the interpreter community from ASLIs

This survey question collected responses from 55 ASLI respondents in regard to the needs of the sign language interpreting community and their top three (3) concerns about leadership in the interpreter community. The top three (3) concerns were:

- 32 of 55 (58%) stated, *Need for more leadership training for sign language interpreters*
- 25 of 55 (45%) stated, *Lack of training funding for sign language association*
- 24 of 55 (44%) stated, *Lack of communication between sign language interpreter and deaf association* and also *Lack of mentoring programs for sign language interpreters*

Table 34. WASLI Region: Top three concerns from ASLIs about leadership within the interpreter community

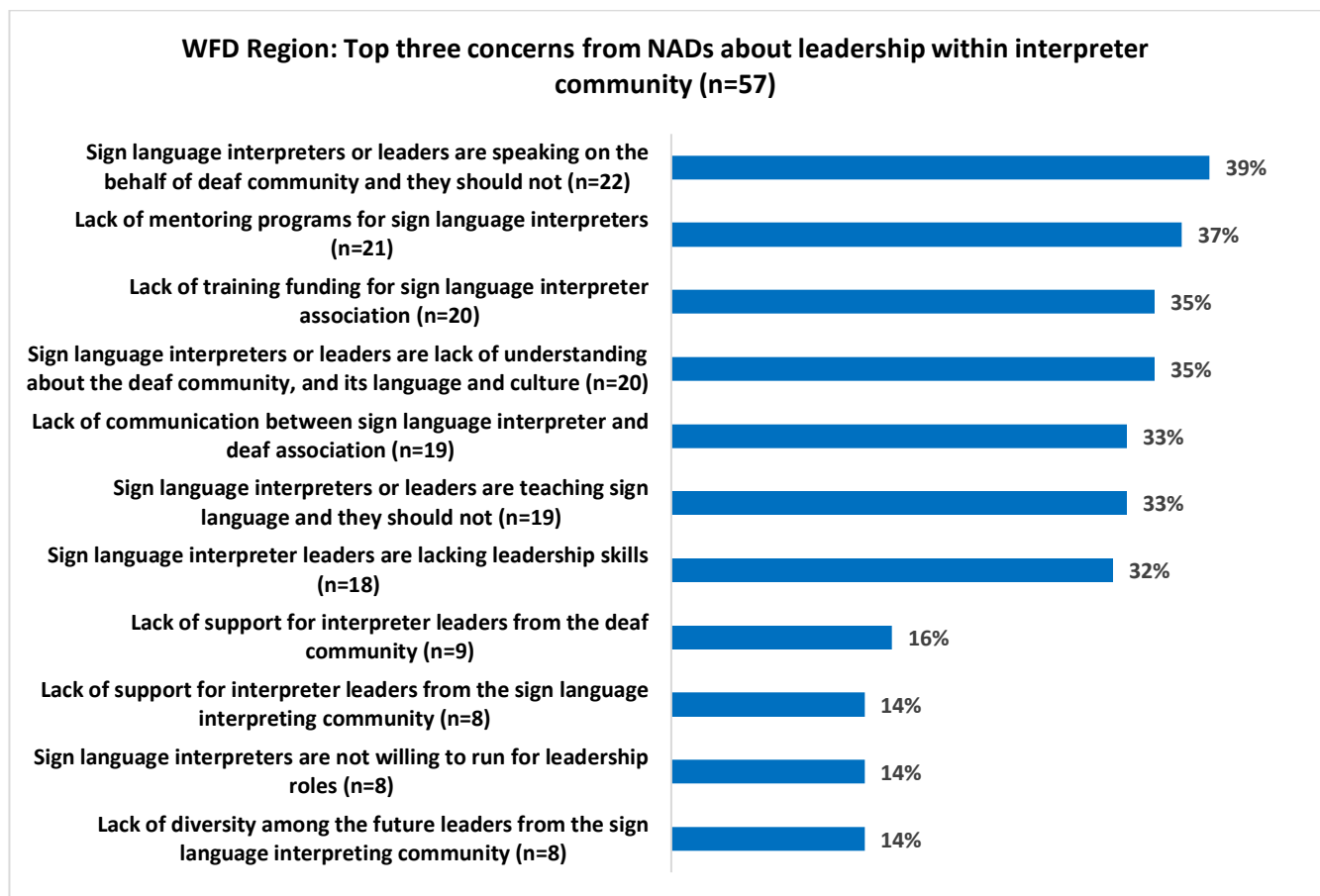


4.7.2.3 Top three concerns about leadership in the interpreter community from NADs

The same question as was asked to the ASLIs was also asked of the NADs with 57 country respondents in regard to the needs of the sign language interpreting community and their top three (3) concerns about leadership in the interpreter community. The top three (3) concerns were:

- 39 of 57 (39%) stated, *Sign language interpreters or leaders are speaking on the behalf of deaf community that they should not*
- 37 of 57 (37%) stated, *Lack of mentoring programs for sign language interpreters*
- 35 of 57 (35%) stated, *Lack of training funding for sign language interpreter association and also Sign language interpreters or leaders are lack of understanding the deaf community, and it is language and culture*

Table 35. WFD Region: Top three concerns from NADs about leadership within interpreter community



A table combining the responses from both NADs and ASLIs regarding concerns about the needs of the interpreting community in relation to leadership is available at Appendix 6.

4.7.2.4 Discussion of Key Findings

Both NAD and ASLI respondents shared concerns about leadership within the respective Associations. Respondents seemed to be engaged with the concept exemplified by leadership training being highlighted as a priority for deaf leaders and by extension, deaf youth, however it was noted that funding was required to realize this goal. Similar thoughts were expressed by ASLI respondents with leadership training necessary for organizational leaders underwritten by funding. An additional critical need identified was mentoring programs for sign language interpreters. An equally pressing concern relates to a lack of communication between sign language interpreter and Deaf associations. There was limited understanding by some ASLI leaders of the needs of the Deaf Community and the core tenets of language and culture. In addition, it appears that sign language interpreters and their leaders are speaking on behalf of the Deaf Community which is inappropriate, a perspective reinforced by the NADs.

4.7.2.5 Recommendations

- Recommendations outlined in Section 4.6.2.5 are equally applicable in this area as follows:
 - Both WFD and WASLI should continue to focus on leadership training. This may be in the form of planning and conducting the training themselves or establishing a fund with monies distributed to regional or individual member associations to implement training.
 - An alternative option would be to encourage the WFD Regional Secretariats and WASLI Regions to conduct an annual or bi-annual leadership training program. This could be offered by experts from within the WFD and WASLI Board member groups during their regional conferences or meetings.
- Leadership training and capacity building are vital for the functioning and ongoing development of both NADs and ASLIs.
- Funding needs to be sourced to facilitate the implementation of training.
- Collaboration between both NADs and ASLIs in organizing training is to be encouraged.

5. Recommendations

The recommendations which follow have been organized according to theme and provide a summary of those highlighted throughout this report:

Demographic data:

- There is a need for accurate demographic data in relation to the numbers of both deaf people and sign language users in many countries.
- NADs should pursue the issue of data collection specifically in relation to either deaf people or sign language users with their country governments. Data disaggregation will support the furthering of deaf human rights as evidence suggests that Governments respond to numerical data when undertaking planning efforts.
- Governments should be encouraged to consider the 'Disability Data advocacy toolkit' developed by the International Disability Alliance (IDA) in conjunction with a number of co-partners. This material should be incorporated into strategic planning processes.
- NADs should have the opportunity to receive training on the essential nature of data collection relating to deaf people and/or sign language users in their country as such data collection will assist the WFD confirm the number of deaf people/sign language users. The WFD Human Rights Group should assume responsibility for conduct of this training in International Sign or the country sign language with it to be led by a deaf person with expertise in data collection.
- Information collection relevant to sign language interpreters should be undertaken such as:
 1. Number of sign language interpreters (including accreditation levels)
 2. Availability of training programs for Sign Language Interpreters including length of training, who provides the training and whether deaf people can participate
 3. Responsibility for sign language interpreting services
 4. Provision of information by ASLIs in different formats specific to deaf people as to how to access interpreters is also needed.

Collaboration between NADs and ASLIs:

- NADs and ASLIs which do not have a formal agreement regarding collaboration in place should be encouraged to proactively meet and consider establishing such an agreement.
- For those NADs and ASLIs which do have a formal agreement already created, they should be encouraged to set up regular review meetings to evaluate their partnership as well as create a strategic plan to strengthen their co-operative efforts in support both the deaf and sign language interpreters' communities in each country. This would facilitate the opportunity to collect feedback or input from both parties' members with the goal of sharing concerns particularly with regard to advocacy messages for their country governments.
- Professional sign interpreters are critical to ensuring deaf people have access to and realize their potential in all areas of life including but not limited to education, employment and social services.

Training specifically leadership training and capacity building:

- Both WFD and WASLI should continue to focus on leadership training. This may be in the form of planning and conducting the training themselves or establishing a fund with monies distributed to regional or individual member associations to implement training.
- NADs and ASLIs in countries which do not have any formal training programs for sign language interpreters should strive towards the establishment of such programs through strategic advocacy to their governments, particularly those which have ratified the CRPD.

- Both NADs and ASLIs need to coordinate training offerings with the first step being to meet to determine areas of training focus. It is acknowledged that some training could be run as a collaborative effort whilst other professional development could be undertaken with specific focus either on the Deaf Community or for interpreters. In the first instance, this may require the two parties to resolve political differences. It is also considered critical that training be provided for interpreters specifically on the Deaf Community, its language and culture, led by deaf presenters.

Policy development:

- For those ASLIs which do not have any policies or guidelines, these should be developed as a means of formal guidance for both deaf people and sign language interpreters. ASLIs should also demonstrate commitment to their local Deaf Community by translating policies or guidelines into their country's sign language. This is in line with CRPD Article 21f: "*Urging private entities that provide services to the general public, including through the Internet, to **provide information and services in accessible and usable formats** for persons with disabilities;*".

Deaf interpreters:

- More work needs to be undertaken to encourage deaf people to become qualified interpreters.
- WASLI should consider undertaking a global survey to collect data related to the challenges faced by deaf people seeking to become interpreters.

Conclusion:

This research project has outlined and analyzed the perspectives of NADs and ASLIs in relation to the topic of leadership and training following the distribution of separate surveys to both audiences. The findings demonstrated that there is a need for more communication and greater collaboration between both groups as well as additional professional development. In relation to leadership training, there was evidence of programs available for the Deaf Community and sign language interpreters although more so for deaf individuals. With more training, individual members and the executive of both the deaf and interpreter associations should be better placed to more effectively co-operate, represent and advocate on behalf of their constituents.

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7. Appendices

7.1 Appendix 1: Survey Questionnaire for NADs

International Perspectives on Leadership among Deaf and Interpreter Communities

Rochester Institute of Technology

INFORMED CONSENT

Title of Study: International Perspectives on Leadership among Deaf and Interpreter Communities

Principal Investigator (Researcher): Mr. Colin Allen AM, cjads@rit.edu

Faculty Advisor: Dr. Kim Kurz, kbknss@rit.edu

Research Advisor: Dr. Debra Russell, hpdebra.wasli@gmail.com

What are some general things you should know about research studies?

We invite you to take part in this research project via an online study. Your participation in this study is voluntary. You have the right to participate via an online study, to choose not to participate or to stop participating at any time without penalty. You are not guaranteed any personal benefits from participating in this study. If you don't understand something in this Online Informed Consent, it is your right to ask the researcher for clarification related to the questions or more information about this study. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The purpose of the research study via an online study is to gain a better understanding of leadership experiences, the needs related to leadership development and some of the key issues affecting Deaf and Interpreter organizations as it relates to leadership from a global perspective. We want to assemble a global picture of the perspectives and experiences of leaders across multiple countries. This picture will help inform future planning, including training, policy development and/or organizational development practices.

What will happen if you take part in the study?

Participants in this study will be asked to complete an online survey one time and answer approximately 25 questions and provide some basic demographic information. Some of the questions ask about your leadership experiences and potential collaboration among Deaf and Interpreter organizations. The online survey should take around 20-30 minutes. There are no right or wrong answers; we are interested in your opinions and experiences. Your participation in this research is voluntary and it is your choice whether to participate or not. You may choose not to participate or to stop participating at any time without penalty or loss of benefits.

Risks

We do not anticipate any risks to you if you participate.

Benefits

Knowledge gained from this study may help national associations and organizations to plan for future training and to create better leadership processes that can then contribute to community development. There are no direct benefits for you.

Confidentiality

The information in the study records will be kept confidential. This means we will make sure, only people connected with the research will see your data or any of your signed videos. Data will be stored securely on password protected servers and computers. Only the researcher, research advisor and the faculty advisor will have access to the data or any of signed videos. The results will be presented together and demographic data will only be used to describe the group of people who provided information. The results of the study will be shared only for academic purposes and may be presented at conferences or in journal articles.

Future Use of Information

All data will be destroyed three years after the completion of the study and none of the data will be used for future research studies.

Compensation

Participants will not receive compensation.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the Researcher, Mr. Colin Allen, AM, cjadls@rit.edu

If you have other questions, please contact the Human Subjects Research Office at hmfsrc@rit.edu

Contact Information:

If you have any questions or concerns, please contact Dr. Kim Kurz, kbknss@rit.edu

I have read and understood the information above and I agree to participate in this online study.

By clicking the button below, you acknowledge:

- Your participation in the study is voluntary.
 - You are 18 years of age.
 - You are aware that you may choose to terminate your participation at any time for any reason.
- I consent, begin the study
- I do not consent, I do not wish to participate

Is your National Association of the Deaf an Ordinary Member of WFD?

- Yes, please go to Question No 1
- No, (*Your Association is ineligible to participate in this survey, please do not continue this survey – thank you for your interest.*)

1. Your country: _____

2. Name of the National Association of the Deaf: _____

2.1 Website: _____

2.2 Email Address: _____

2.3 Twitter Address: _____

2.4 Facebook Address: _____

2.5 Your WFD Region: **(Check Boxes) – Select One Only**

- Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
- European Union of the Deaf (EUD)
- WFD Regional Secretariat for Asia (WFDRSA)
- WFD Regional Secretariat for the Arab Region (RSAR)
- WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
- WFD Regional Secretariat for Mexico, Central America and the Caribbean (RSMCAC)
- WFD Regional Secretariat for Oceania (RSO)
- WFD Regional Secretariat for South America (RSSA)
- WFD Regional Secretariat for Western and Central Africa (WCAR)
- None of the above

3. Does your Association have the number of members (people), your National Association of the Deaf has in your country?

- Yes, please go to Question No 3.1
- No, please go to Question No 4

3.1 Please provide the number of members (people) your National Association of the Deaf has in your country?

3.1 Deaf Members: [_____]

3.2 Deaf Youth Members (18-30 years of age): [_____]

3.3 Hearing Members: [_____]

4. Please describe the structure of your National Association of the Deaf?

(Check Boxes) Select One Only

- Local Association/s, Regional Association/s and National
- Local Association/s, Regional Association/s, Provincial Association/s and National
- Local Association/s, Provincial Association/s and National
- Local Association/s and National
- Regional Association/s, Provincial Association/s and National
- National only
- Other structure, please describe in International Sign or write in English Text.

5. How many members of the board of the National Association of the Deaf are?

5.1 Deaf female: [_____]

5.2 Deaf male: [_____]

5.3 Deaf non-binary: [_____]

5.4 Hearing female: [_____]

5.5 Hearing male: [_____]

5.6 Hearing non-binary: [_____]

6. Does your country have the Youth Deaf Group?

- Yes, please go to Question No 6.1
- No, please go to Question No 7

6.1 Is your Youth Deaf Group a:

- Separate organization
- Sub-committee or working group of your national association of the deaf
- Other, please describe in International Sign or write in English Text

7. Does your government have any official record of how many deaf people are in the country?

- Yes, please go to Question No 7.1
- No, please go to Question No 9

7.1 Please provide the official government number of deaf people in your country:

8. Does your government have any official record of how many deaf people are in the country?

- Yes, please go to Question No 8.1
- No, please go to Question No 9

8.1 Please provide the official government number of deaf people in your country:

8.1.1 Is the official number obtained through a government census?**Select One Only:**

- Yes, please go to Question No 8.1.2
- No, please go to Question No 9
- Don't know, please go to Question No 9
- Other, please describe in International Sign or write in English Text (please go to Question No 9)

8.1.2 On the census, does your government ask if the person is deaf or hard of hearing?**Select One Only:**

- Yes, please go to Question No 8.1.3
- No, please go to Question No 8.1.3
- Don't know, please go to Question No 8.1.3
- Other, please describe in International Sign or write in English Text (please go to Question No 8.1.3)

8.1.3 On the census, does your government ask if the person is a sign language user?**Select One Only:**

- Yes, please go to Question No 9
- No, please go to Question No 9
- Don't know, please go to Question No 9
- Other, please describe in International Sign or write in English Text (**please go to Question No 9**)

9. Does your country's government have a law(s) that protect deaf people (or persons with disabilities) from discrimination (example: human rights codes, equity acts, etc.?)

- Yes, please go to Question No 9.1
- No, please go to Question No 10

9.1 What is the name of any law(s) or act(s) that protect deaf people from discrimination?

10. Does your country's government formally recognize your country's sign language(s)?

- Yes, please go to Question No 10.1
- No, please go to Question No 11

10.1 Does your government recognize your country's sign language(s) in any of the following ways?**Check Boxes (Check all that apply):**

- Constitution
- Law/Act
- Policy
- Guideline
- Other, please describe in International Sign or write in English Text

10.1.1 Please provide the website link(s) on the legal status of your country's sign language, if available: _____**11. Does your country have a National Association of Sign Language Interpreters?**

- Yes, please go to Question No 12
- No, please go to Question No 13

12. Does your National Association of the Deaf have any formal agreement or partnership with the National Association of Sign Language Interpreters?

- Yes, please go to Question No 12.1
- No, please go to Question No 13
- Not Sure, please go to Question No 13

12.1 What areas have your association collaborated with the National Association of Sign Language Interpreters in your country?

Check Boxes (Check all that apply):

- Advocacy
- Professional Development
- Media Releases
- Development of the Code of Ethics
- Managing ethical concerns
- How to work with interpreters
- Attending each other's annual meetings
- Regular meetings to exchange information
- Hosting shared conferences
- Other, please describe in International Sign or write in English Text

12.2 How important is this partnership with the National Association of Sign Language Interpreters?

1 2 3 4 5

Not Very Important

Very Important

12.2.1 And why? Please describe in International Sign or write in English Text

12.3 What are the benefits of collaborating with the National Association of Sign Language Interpreters?

Check Boxes (Check all that apply):

- Increased communication
- Better relationships
- Shows a united or consistent message to government about the needs of the deaf community and the interpreting community
- Promotes excellent cooperation between both organizations
- Reduced competition between the organizations
- Other, please describe in International Sign or write in English Text

12.4 Are there any drawbacks or negatives to the partnership? If so, in what ways? Please describe your case in International Sign or write in English Text:

12.5 How it is important to have a National Association of Sign Language Interpreters in your country?

1 2 3 4 5

Not Very Important

Very Important

12.5.1 And why? Please describe in International Sign or write in English Text

13. Has any community training related to how to work with sign language interpreters been provided for the deaf community in your country?

- Yes, please go to Question No 13.1
- No, please go to Question No 13.2

13.1 In the past 5 years, what specific training related to how to work with sign language interpreters have been offered for the deaf community in your country?

Please describe in International Sign or write in English Text

13.2 Why was there no community training related to how to work with the sign language interpreters for the deaf community?

Please describe in International Sign or write in English Text

14. When you think about your deaf members' knowledge and understanding of sign language interpreting, what training would benefit the deaf community?

Check Boxes (Check all that apply):

- Role of a Sign Language Interpreter
 - How to work with the interpreter in specific settings such as media events or employment interview
 - Code of Ethics
 - Grievance Processes
 - Dispute Resolution Processes
 - Role of deaf interpreter
 - Other, please describe in International Sign or write in English Text
-

15. Has any leadership training (example, role of leadership, leadership qualities, etc.) has been conducted for the deaf community in your country?

- Yes, please go to Question No 15.1
- No, please go to Question No 15.7

15.1 Over the past 5 years, what leadership training topics have been provided for the deaf community members?

Please describe in International Sign or write in English Text

15.2 What was the format of the training provided in your country?

Check Boxes (Check all that apply):

- One Day Workshop
- Weekend Workshop
- Conference
- Retreat
- Lecture
- Mentorship Program
- Training via webinar
- Other, please describe in International Sign or write in English Text

15.3 How long was the training?

Please describe in International Sign or write in English Text

15.4 Who led the leadership training?**Check Boxes (Check all that apply):**

- Local/National Deaf Leaders
- International Deaf Leaders
- Local/National Hearing Leaders
- International Hearing Leaders
- Other, please describe in International Sign or write in English Text

15.5 How beneficial was the leadership training?

1 2 3 4 5

Not at all beneficial**Very beneficial****15.5.1 And why?** Please describe in International Sign or write in English Text:**15.6 In the leadership training, what is the average number of participants that were:**

15.6.1 Deaf female [_____]

15.6.2 Deaf male [_____]

15.6.3 Deaf non-binary [_____]

15.6.4 Deaf Youth female [_____]

15.6.5 Deaf Youth male [_____]

15.6.6 Deaf Youth non-binary [_____]

15.6.7 Other participants* [_____]

**Hearing interpreters, other members of local/national Disability Organization or general members of the community*

15.7 Why has leadership training been not offered for the deaf community members in your country?**15.7.1** Please describe in International Sign or write in English Text**16. What role do leaders play in your organization?****Check Boxes (Check all that apply):**

- Planning Events
- Representing the organization
- Advocating
- Information Sharing
- Interacting with government
- Providing training
- Motivating others
- Coaching/Mentoring
- Solving problems
- Leading projects
- Participating in media interviews
- Promoting the organization
- Other, please describe in International Sign or write in English Text

17. When you think about the needs of the *deaf community*, what are the top three concerns you have about Leadership in the *deaf community*?

(Please select the top three concerns that apply):

- Need for more leadership training for deaf leaders or deaf members
 - Deaf leaders not collaborating with sign language interpreters
 - Lack of support for deaf leaders
 - Lack of mentoring programs for deaf leaders
 - Lack of training for youth deaf members
 - Lack of diversity among the future leaders from the deaf community
 - Lack of training funding for deaf association
 - Deaf members are not willing to run for leadership roles
 - Other, please describe in International Sign or write in English Text
-

18. When you think about the needs of the *interpreting community*, what are the top three concerns you have about Leadership in the *interpreter community*?

(Please select the top three concerns that apply):

- Sign language interpreters or leaders are lack of understanding about the deaf community, and its language and culture
 - Sign language interpreters or leaders are speaking on the behalf of deaf community and they should not
 - Sign language interpreters or leaders are teaching sign language and they should not
 - Lack of communication between sign language interpreter and deaf association
 - Lack of support for interpreter leaders from the *deaf community*
 - Lack of support for interpreter leaders from the *sign language interpreting community*
 - Sign language interpreter leaders are lacking leadership skills
 - Lack of diversity among the future leaders from the sign language interpreting community
 - Sign language interpreters are not willing to run for leadership roles
 - Lack of mentoring programs for sign language interpreters
 - Lack of training funding for sign language interpreter association
 - Other, please describe in International Sign or write in English Text
-

19. Are you interested in participating in an interview about leadership?

- Yes, please go to Question No 19.1
- No, please go to Question No 20

19.1 Please provide your email for an interview about leadership:

Your email address:

20. If you would like to offer additional information, feel free to write or provide YouTube link to a video in international sign

Thank you for taking the time to complete this survey!
Please click the 'submit' box

7.2 Appendix 2: Survey Questionnaire for ASLIs

International Perspectives on Leadership among Deaf and Interpreter Communities

Rochester Institute of Technology

INFORMED CONSENT

Title of Study: International Perspectives on Leadership among Deaf and Interpreter Communities
Principal Investigator (Researcher): Mr. Colin Allen AM, cjadls@rit.edu
Faculty Advisor: Dr. Kim Kurz, kbknss@rit.edu
Research Advisor: Dr. Debra Russell, hpdebra.wasli@gmail.com

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Contact Information:

If you have any questions or concerns, please contact Dr. Kim Kurz, kbknss@rit.edu

I have read and understood the information above and I agree to participate in this online study.

By clicking the button below, you acknowledge:

Your participation in the study is voluntary.

You are 18 years of age.

You are aware that you may choose to terminate your participation at any time for any reason.

- I consent, begin the study
- I do not consent, I do not wish to participate

1. Your country: _____

2. Name of the National Association of Sign Language Interpreters:

2.1 Website: _____

2.2 Email Address: _____

2.3 Twitter Address: _____

2.4 Facebook Address: _____

2.5 Your WASLI Region: **(Check Boxes) – Select One Only**

- WASLI Africa Region
- WASLI Arab Region
- WASLI Asia Region
- WASLI Australasia & Oceania Region
- WASLI Balkans Region
- WASLI Europe Region
- WASLI Latin America & Caribbean Region
- WASLI North America Region
- WASLI Transcaucasia Central Asia Region
- None of the above

3. Does your country have formal training for sign language interpreters?

Select One Only:

- Yes, please go to Question No 3.1
- No, please go to Question No 4
- Don't know, please go to Question No 4

3.1 Please comment on where the training is offered for example, through the deaf association, through a religious organization, through the sign language interpreters association or through a post-secondary institution; how long is the training; type of accreditation/certification; etc.

3.1.1 If there is a website describing the training, please provide the link(s)

3.2 Are deaf people able to participate in the sign language interpreter training program that is available?

Select One Only:

- Yes, please go to Question No 3.3
- No, please go to Question No 3.4
- Don't know, please go to Question No 4

3.3 Please comment on where the training is offered for example, through the deaf association, through a religious organization, through the sign language interpreters association or through a post-secondary institution; how long is the training; type of accreditation/certification; etc.

3.3.1 If there is a website describing the training, please provide the link(s)

3.4 Please comment on why they are not able to participate in the training?

3.5 Is there is another training option available to them?

Select One Only:

- Yes, please go to Question No 3.5.1
- No, please go to Question No 4

3.5.1 Please describe (for example who provides the training, length of time, type of accreditation offered etc.)

4. How many sign language interpreters does your country have?

- 4.1 Deaf female interpreters: [_____]
- 4.2 Deaf male interpreters: [_____]
- 4.3 Deaf non-binary interpreters: [_____]
- 4.4 Hearing female interpreters: [_____]
- 4.5 Hearing male interpreters: [_____]
- 4.6 Hearing non-binary interpreters: [_____]

5. Does your country have an accreditation or certification process that is separate from sign language interpreter training program?

- Yes, please go to Question No 5.1
- No, please go to Question No 6

5.1 How many sign language interpreters have interpreting accreditation/certification in your country?

5.1.1 Deaf Interpreters: [_____]

5.1.2 Hearing Interpreters: [_____]

5.2 What organization accredits the sign language interpreters in your country?

Check Boxes (Check all that apply):

- Independent Accreditation Organization
 - National Association of Sign Language Interpreters
 - National Association of the Deaf
 - Government
 - Other, please describe:
-

6. Who provides sign language interpreting services in your country?

Check Boxes (Check all that apply):

- Government
 - National Association of the Deaf
 - Private Company
 - Self-employed interpreter or freelance interpreter
 - Remote services provided by agency out of the country
 - Other, please describe:
-

7. What areas of sign language interpreting services available in your country?

Check Boxes (Check all that apply):

- Social Services
 - Health/Medical Services
 - Employment Services
 - Conference interpreting
 - Media interpreting (example: government broadcasts or daily news)
 - Legal Services
 - Court Services
 - Educational (primary to high school)
 - Educational (post-secondary)
 - Counseling Services
 - Other, please describe:
-

8. Who is responsible for paying for sign language interpreting services?

Check Boxes (Check all that apply):

- Government
 - National Association of the Deaf
 - Institutions (private schools, universities, education settings)
 - Deaf people
 - National Insurance Program (e.g. ATW, NDIS)
 - Private Companies/Businesses
 - Non-government organizations
-

- Service Providers
 - Interpreters do not get paid in this country
 - Other, please describe:
-

9. What is the estimated average hourly rate (in USD) for sign language interpreters in your country excluding the travel, subsistence, or preparation time?

10. Are there settings where sign language interpreters volunteer their services?

- Yes, please go to Question No 10.1
- No, please go to Question No 11

10.1 Please describe the settings where sign language interpreters volunteer their services:

11. Does your association have any policies or guidelines in your country (*Example: best practices for educational interpreting, interpreting in courts and legal settings, codes of conduct, etc.*)?

- Yes, please go to Question No 11.1
- No, please go to Question No 12
- In the process of developing these policies or guidelines, please go to Question No 12

11.1 Please check all that apply:

Check Boxes (Check all that apply):

- Best Practice Guidelines
 - Code of Ethics
 - Dispute Resolution Processes
 - Grievance Processes
 - Other, please describe:
-

11.1.1 Of the above policies or guidelines, are any of them available in your country's sign language?

- Yes
- No

12. Is there any legislation or policy in your country, which states that the government is responsible for the provision of sign language interpreting services?

- Yes, please go to Question No 12.1
- No, please go to Question No 13

12.1 If yes, please list the legislation or policies that specifically state the government has responsibility for the provision of sign language interpreting services.

(Please write the name of the legislation or policies):

13. Does your association have any formal agreement or partnership with the National Association of the Deaf?

- Yes, please go to Question No 13.1
- No, please go to Question No 14

13.1 What areas have your association collaborated with the National Association of the Deaf in your country?

Check Boxes (Check all that apply):

- Advocacy
 - Professional Development
 - Media Releases
 - Development of the Code of Ethics
 - Managing ethical concerns?
 - How to work with interpreters
 - Attending each other's annual meetings
 - Regular meetings to exchange information
 - Hosting shared conferences
 - Other, please describe:
-

13.2 How important is this partnership with the National Association of the Deaf?

1 2 3 4 5

Not Very Important

Very Important

13.2.1 And why? Please describe:

13.3 What are the benefits of collaborating with the National Association of the Deaf?

Check Boxes (Check all that apply):

- Increased communication
 - Better relationships
 - Shows a united or consistent message to government about the needs of the deaf community and the interpreting community
 - Promotes excellent cooperation among both organizations
 - Reduced competition between the organizations
 - Other, please describe:
-

13.4 Are there any drawbacks or negatives to the partnership? If so, in what ways?

Please describe:

14. How important is it to have a National Association of the Deaf in your country?

1 2 3 4 5

Not Very Important

Very Important

14.1 And why? Please describe:

15. When you think about the deaf communities knowledge and understanding of sign language interpreting, what training would benefit the deaf community?

Check Boxes (Check all that apply):

- Role of a Sign Language Interpreter
- How to work with the interpreter in specific settings such as media events or employment interview
- Code of Ethics
- Grievance Processes

- Dispute Resolution Processes**
 - Role of deaf interpreter**
 - Other, please describe:**
-

16. Has there been any professional development training related to working with deaf community for sign language interpreters in your country?

- Yes, please go to Question No 16.1**
- No, please go to Question No 16.2**

16.1 In the past 5 years, what professional development training related to working with deaf community has been offered for sign language interpreters? **Please describe:**

16.2 Why was there no professional development training related to working with deaf community for sign language interpreters? **Please describe:**

17. Has any leadership training (example: workshops, presentations, mentoring programs) been offered to sign language interpreters in your country?

- Yes, please go to Question No 17.1**
- No, please go to Question No 17.7**

17.1 What leadership training topics have been provided for sign language interpreters? **Please describe:**

17.2 What was the format of training provided in your country? **Check Boxes (Check all that apply):**

- One Day Workshop**
 - Weekend Workshop**
 - Conference**
 - Retreat**
 - Lecture**
 - Mentorship Program**
 - Training via webinar**
 - Other, please describe:**
-

17.3 How long was the training? **Please describe:**

17.4 Who led the leadership training? **Check Boxes (Check all that apply):**

- Local/National Deaf Leaders**
 - International Deaf Leaders**
 - Local/National Hearing Leaders**
 - International Hearing Leaders**
 - Other, please describe:**
-

17.5 How beneficial was the leadership training?

1 2 3 4 5
Not at all beneficial **Very beneficial**

17.5.1 And why? **Please describe:**

17.6 How many people participated in the leadership training(s)?

17.6.1 Deaf Interpreters: []

17.6.2 Hearing Interpreters: []

17.6.3 Other participants* []

** Other members of local/national Disability Organization or general members of the community*

17.7 Why has leadership training not been offered for the sign language interpreters in your country?

Please describe:

18 What role do leaders play in your organization?

Check Boxes (Check all that apply):

- Planning Events
 - Representing the organization
 - Advocating
 - Information Sharing
 - Interacting with government
 - Providing training
 - Motivating others
 - Coaching/Mentoring
 - Solving problems
 - Leading projects
 - Participating in media interviews
 - Promoting the organization
 - Other, please describe:
-

19 When you think about the needs of the sign language interpreting community, what are the top three concerns you have about Leadership in the interpreter community?

(Please select the top three concerns that apply):

- Need for more leadership training for sign language interpreters
 - Sign language interpreters or leaders are speaking on the behalf of deaf community and they should not
 - Sign language interpreters or leaders are teaching sign language and they should not
 - Lack of communication between sign language interpreter and deaf association
 - Lack of support for interpreter leaders from the sign language interpreting community
 - Lack of support for interpreter leaders from the deaf community
 - Lack of mentoring programs for sign language interpreters
 - Lack of diversity among the future leaders from the sign language interpreting community
 - Lack of training funding for sign language interpreter association
 - Sign language interpreters are not willing to run for leadership roles
 - Other, please describe:
-

20 Are you interested in participating in an interview about leadership?

- Yes, please go to Question No 20.1**
- No, please go to Question No 21**

20.1 Please provide your email for an interview about leadership:

Your email address:

21 If you would like to offer additional information, feel free to write or provide YouTube link to a video in international sign

Thank you for taking the time to complete this Survey!
Please click the 'submit' box

7.3 Appendix 3: List of the NAD Respondents

A list of the fifty-seven (57) countries which responded to the global survey.

	Country Respondent	Your WFD Region
1	Albania	None of the above
2	Argentina	WFD Regional Secretariat for South America (RSSA)
3	Armenia	Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
4	Australia	WFD Regional Secretariat for Oceania (RSO)
5	Austria	European Union of the Deaf (EUD)
6	Belgium	European Union of the Deaf (EUD)
7	Bolivia	WFD Regional Secretariat for South America (RSSA)
8	Brazil	WFD Regional Secretariat for South America (RSSA)
9	Burundi	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
10	Cameroon	WFD Regional Secretariat for Western and Central Africa (WCAR)
11	Chile	WFD Regional Secretariat for South America (RSSA)
12	China	WFD Regional Secretariat for Asia (WFDRSA)
13	Colombia	WFD Regional Secretariat for South America (RSSA)
14	Croatia	European Union of the Deaf (EUD)
15	Denmark	European Union of the Deaf (EUD)
16	Dominican Republic	WFD Regional Secretariat for Mexico, Central America & the Caribbean (RSMCAC)
17	Ecuador	WFD Regional Secretariat for South America (RSSA)
18	Eswatini	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
19	Fiji	WFD Regional Secretariat for Oceania (RSO)
20	Finland	European Union of the Deaf (EUD)
21	France	European Union of the Deaf (EUD)
22	Georgia	Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
23	Ghana	WFD Regional Secretariat for Western and Central Africa (WCAR)
24	Greece	European Union of the Deaf (EUD)
25	Hungary	European Union of the Deaf (EUD)
26	Iceland	European Union of the Deaf (EUD)
27	Indonesia	WFD Regional Secretariat for Asia (WFDRSA)
28	Iran	WFD Regional Secretariat for Asia (WFDRSA)
29	Kosovo	None of the above
30	Latvia	European Union of the Deaf (EUD)
31	Lebanon	WFD Regional Secretariat for the Arab Region (RSAR)
32	Lithuania	European Union of the Deaf (EUD)
33	Malawi	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
34	Malaysia	WFD Regional Secretariat for Asia (WFDRSA)
35	Malta	European Union of the Deaf (EUD)
36	Moldova	Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
37	Namibia	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
38	Nepal	WFD Regional Secretariat for Asia (WFDRSA)
39	New Zealand	WFD Regional Secretariat for Oceania (RSO)

40	North Korea	WFD Regional Secretariat for Asia (WFDRSA)
41	Norway	European Union of the Deaf (EUD)
42	Palestine	WFD Regional Secretariat for the Arab Region (RSAR)
43	Panama	WFD Regional Secretariat for Mexico, Central America & the Caribbean (RSMCAC)
44	Paraguay	WFD Regional Secretariat for South America (RSSA)
45	Romania	Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
46	Russia	Eastern Europe and Middle Asia Regional Secretariat of WFD (EEMARS)
47	Rwanda	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
48	Serbia	None of the above
49	Singapore	WFD Regional Secretariat for Asia (WFDRSA)
50	Slovenia	European Union of the Deaf (EUD)
51	South Africa	WFD Regional Secretariat for Eastern and Southern Africa (RSESA)
52	Sweden	European Union of the Deaf (EUD)
53	Switzerland	European Union of the Deaf (EUD)
54	Thailand	WFD Regional Secretariat for Asia (WFDRSA)
55	United Arab Emirates	WFD Regional Secretariat for the Arab Region (RSAR)
56	United Kingdom (UK)	European Union of the Deaf (EUD)
57	Uruguay	WFD Regional Secretariat for South America (RSSA)

7.4 Appendix 4: List of the WASLI Respondents

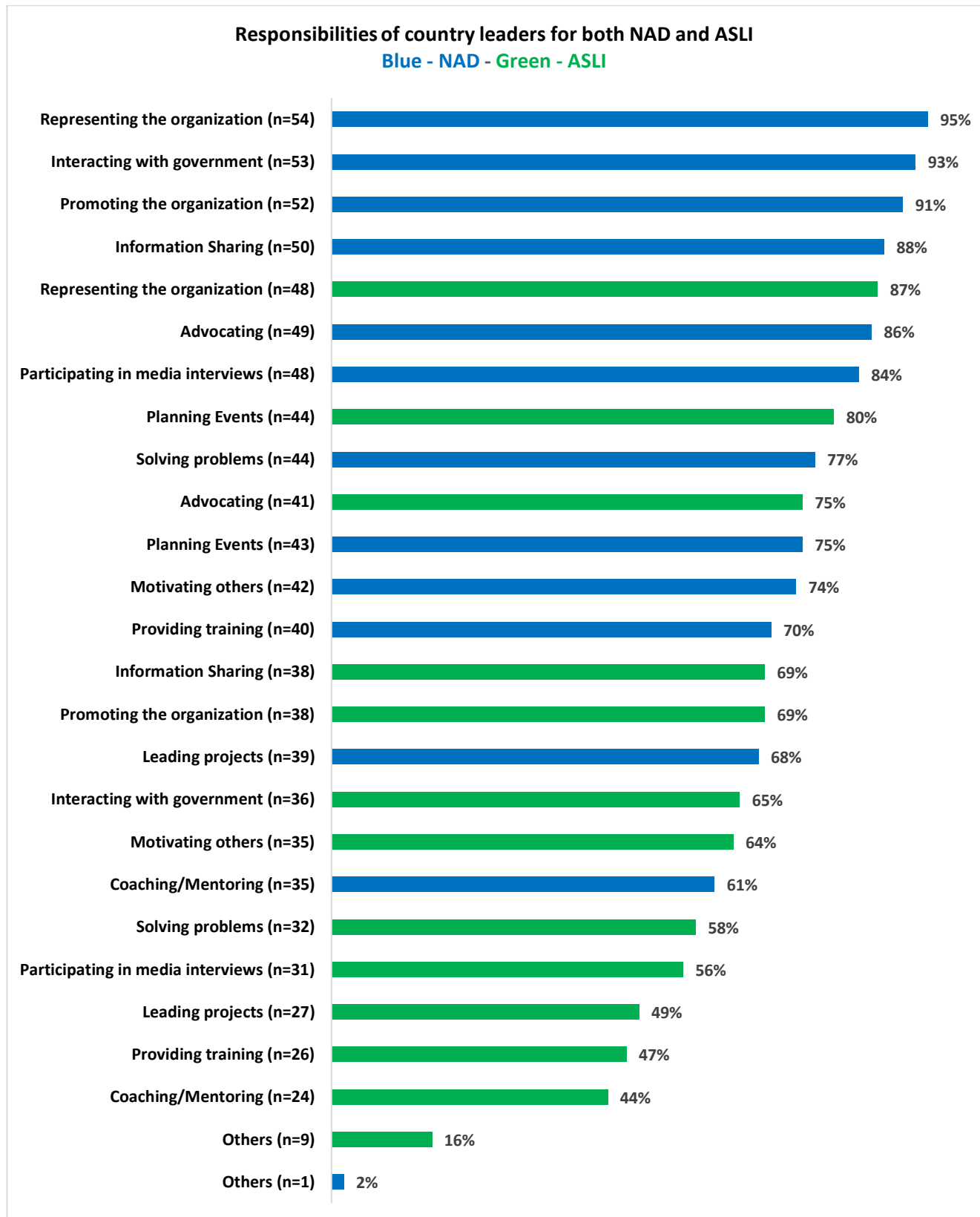
A list of the fifty-five (55) countries which responded to the global survey.

	Country Respondent	WASLI Regions
1	Albania	WASLI Balkans Region
2	Argentina	WASLI Latin America & Caribbean Region
3	Australia	WASLI Australasia & Oceania Region
4	Belgium	WASLI Europe Region
5	Bhutan	WASLI Asia Region
6	Botswana	WASLI Africa Region
7	Brazil	WASLI Latin America & Caribbean Region
8	Canada	WASLI North America Region
9	Colombia	WASLI Latin America & Caribbean Region
10	Congo, Democratic Republic of the	WASLI Africa Region
11	Croatia	WASLI Balkans Region
12	Dominican Republic	WASLI Latin America & Caribbean Region
13	Ecuador	WASLI Latin America & Caribbean Region
14	Egypt	WASLI Arab Region
15	Fiji	WASLI Australasia & Oceania Region
16	France (DI)	WASLI Europe Region
17	France (WASLI)	WASLI Europe Region
18	Germany	WASLI Europe Region
19	Germany	WASLI Europe Region
20	Ghana	WASLI Africa Region
21	Guatemala	WASLI Latin America & Caribbean Region
22	Iceland	WASLI Europe Region
23	India	WASLI Asia Region
24	Indonesia	WASLI Asia Region
25	Ireland	WASLI Europe Region
26	Jordan	WASLI Arab Region
27	Kenya	WASLI Africa Region
28	Kiribati	WASLI Australasia & Oceania Region
29	Kosovo	WASLI Balkans Region
30	Liberia	WASLI Africa Region
31	Malaysia	WASLI Asia Region
32	Mongolia	WASLI Asia Region
33	Nepal	WASLI Asia Region
34	Netherlands	WASLI Europe Region
35	New Zealand	WASLI Australasia & Oceania Region
36	Nicaragua	WASLI Latin America & Caribbean Region
37	Nigeria	WASLI Africa Region
38	Norway	WASLI Europe Region
39	Palestine	WASLI Arab Region
40	Panama	WASLI Latin America & Caribbean Region

41	Peru	WASLI Latin America & Caribbean Region
42	Philippines	WASLI Asia Region
43	Qatar	WASLI Arab Region
44	Russia	WASLI Transcaucasia Central Asia Region
45	Rwanda	WASLI Africa Region
46	Saudi Arabia	WASLI Arab Region
47	Serbia	WASLI Balkans Region
48	Singapore	WASLI Asia Region
49	South Africa	WASLI Africa Region
50	Sweden	WASLI Europe Region
51	United Kingdom (England)	WASLI Europe Region
52	United Kingdom (Scotland)	WASLI Europe Region
53	United States of America (USA)	WASLI North America Region
54	Uruguay	WASLI Latin America & Caribbean Region
55	Vietnam	WASLI Asia Region

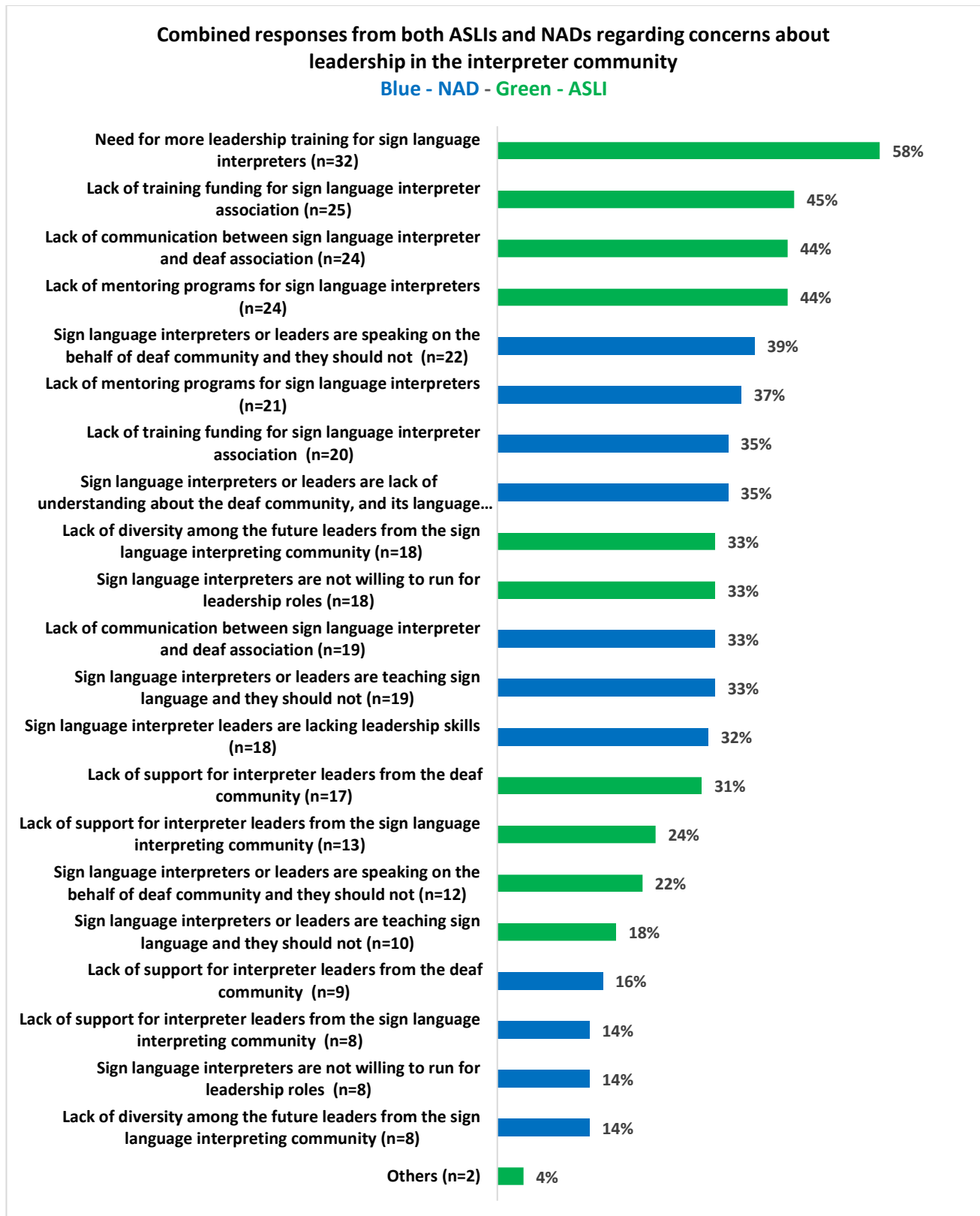
7.5 Appendix 5: Responsibilities of country leaders for both NAD and ASLI

The table below outlines the responsibilities for country leaders for both NAD and ASLI:



7.6 Appendix 6: Combined responses from both ASLIs and NADs regarding concerns about leadership in the interpreter community

This table presents the combined responses from both ASLIs and NADs:



RIT

National Technical
Institute for the Deaf

**Center for
International
Educational
Outreach**