



Language education at the heart of democracy  
L'éducation aux langues au cœur de la démocratie  
Sprachliche Bildung als Herzstück der Demokratie

R1

## Participant's report to the National Nominating Authority and the National Contact Point

to sections:

learned, on how the  
in addition to the ECML

National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see [www.ecml.at/memberstates](http://www.ecml.at/memberstates)).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the event or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at [www.ecml.at/memberstates](http://www.ecml.at/memberstates))
  - and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))
- within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

<b>1. Reporting</b>
---------------------

<b>Name of the event participant</b>	Cristina Torres Méndez
<b>Institution</b>	Andalusian Public Education, currently IES Ítaca (Tomares, Seville)
<b>E-mail address</b>	<a href="mailto:cristorresmendez@gmail.com">cristorresmendez@gmail.com</a> ; <a href="mailto:cristina.torres@iesitaca.org">cristina.torres@iesitaca.org</a>
<b>Title of ECML project</b>	ECML Workshop “DeafSign”
<b>ECML project website</b>	
<b>Date of the event</b>	15-16 May 2025
<b>Brief summary of the content of the event</b>	Debate about the quality of the welcoming that the UE provides to migrants who are Deaf or Deafblind, users of a sign language.
<b>What did you find particularly useful?</b>	Participants shared experiences regarding this topic: procedure, who is in charge, how long they accompany them, how the information is translated and adapted, who pays the process.
<b>How will you use what you learnt / developed in the event in your professional context?</b>	An article will be published regarding the issue in the Newsletter of the Association called “BilinSig”. A report requesting statistics will be send to the “Defensor del Pueblo Andaluz”.
<b>How will you further contribute to the project?</b>	Organizing a 5-sessions workshop in my city, already planned for September ‘25, regarding the topic of sign language in education. Sharing educational materials with the participants in the process. Spreading the word about the consequences of language privation and delay in language acquisition in Deaf and Deafblind infants through articles.
<b>How do you plan to disseminate the project?</b> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	At the University of Seville, through talks I can participate in thanks to professors such as Juan Pablo Mora and Giulia di Sarlo. Through BilinSig Association, regarding Deaf and Deafblind education. At my job, as a teacher in secondary education.

## 2. Public information

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc).**

Science provides the data needed to establish Human Rights. But without the real actual factual application of those Human Rights, the quality of life of signers is sad. Spain does not have a database of the number of underage signers in Public Education. Also, the wide majority of Deaf and Deafblind students do not have full-time access to sign language during school. **Not having full-time access to a sign language at school being Deaf or Deafblind is a crime against humanity**, since it is systematically happening and it has *devastating cognitive, emotional and social consequences*. And even when the few lucky ones achieve the human resource after an unbelievable administrative tiring battle, the person sent (so-called professional) is a hearing person, frequently not advanced in sign language, and certainly with no academic background on how to teach infants, kids or teenagers who are Deaf or Deafblind. Why? Because there is no such field to study at the University in our country. Learning a sign language or interpreting in a sign language does not make a person become a teacher of literacy (reading and writing) for signers, or a teacher of De'Via Literature, or a cultural mediator. The system does not have teachers who can teach Deaf and Deafblind students how to read and write in their second language (the written one) using sign language as the vehicular language to acquire this knowledge. Therefore adult Deaf and Deafblind individuals are unable to access the educational system as teachers, as referents, as representatives of these underage students of their communities. As a result of all of this, there is an alarming amount of **language privation** and **delay in language acquisition** in Deaf and Deafblind individuals. Being a migrant coming to the UE just makes those individuals even more vulnerable. Educational materials in sign languages both for linguistically standardized signers and for language deprived signers are lacking. If as democratic states the UE is willing to face this challenge and stop this crime against humanity, both against Deaf communities and Deafblind communities, in all their diversity including migrants, the scientific investment should go hand in hand with investment in the real application of Basic Human Rights in Public Education.