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[Standing by for real-time captioning]

>> SHELLY CHADHA: We are just waiting for captions to be connected so please you can carry on and drink some more coffee. I just ask people to get more coffee. They needed it. So let me -- let's wait a couple of minutes so people get back.

People who were in online rooms, can the facilitators please check Peter and Irena and others that everybody is back in group A link and not in the individual rooms anymore, Zoom rooms? So if you could please ensure that. Chitra, since you are connected, you can look for Group D, please.

All right. Welcome back, everybody. I think we all had extremely -- at least if group A was something to go by, we had extremely interesting discussions. Also, with excellent participation online.

So I, of course, thank all of the people in the room but especially people who are online and who have been participating despite the limitations of, you know, time zones and either

waking up very early or staying up very late into their night. So really, very, very grateful to all of you for your contributions and discussions.

We will start this session with the -- with getting the feedback from the four groups what has been discussed and what is the outcome and how they plan -- we plan to move forward. Then we will open the floor and have a general discussion, and we will close with next steps at the end of it.

So is there a volunteer group that is ready to go and wants to take the floor while everybody is still abuzz with coffee?

>> AUDIENCE: [Laughing].

>> SHELLY CHADHA: Okay. I see Rob and Nick right in front of me. I will call the venue's group. You are welcome to come to the podium or speak from the floor as you prefer.

>> All right. Thanks. Rob and Nick. Appreciate that.

>> AUDIENCE: [Laughing].

>> All right. So we were, I think, group B, looking at venues and events standard. The standard as part of this group, we looked through the standards to see if there were any updates or changes we would like to make and the consensus is still no and we are very happy with that standard. There is a few small wording tweaks we would like to make. We are quite happy with it as-is as 3 years ago. We could have spent the entire time talking about barriers to implementing the standard.

I think in this industry, it is a very delicate matter talking about safe listening, especially from an engineer's perspective. I'm an engineer. If you publicly admit that I have hearing loss and I'm reliant for that on my income, will I be out of a job? What band will hire an engineer that knows their ears are not working correctly. Similar Michael can attest to if they have conversations in private they are worried

about their health and things happening. Publicly, it is a very risky thing to be talking about.

So, I think ultimately in general to get this implemented on a larger scale, No. 1, we have to make clear that this is good for business. Ultimately, you know, I hate to say that that is what is going to drive this.

We really identified that venue acoustics are really important.

It generally just makes everything better. If the venue has good acoustics from data I have looked at sound levels go down. Whether they fully understand it or realize it or not, the audience experience will get better and you naturally will want to go back to that venue. It will be good for business. Then you can say, well, the small little clubs out there, they just don't have the finances to even do simple acoustic treatment. On top of that, we have to look at education. Because even if a club says, well, we have got \$1,000 or 1,000 pounds or Euros or whatever it is to spend on acoustics how do they know where to start in if they want to hire a consultant learning from US colleagues, that can be quite expensive. So, you know, where is this advice coming from is it coming from a volunteer base that stems from this group? Where is it? I think in general we said despite the amazing example you have in Switzerland for getting very high standards for safe listening, I think globally it has to be a bottom-up approach and grassroots local champions to support this.

Beyond, that we did have concerns that our group was not very diverse.

We were very Euro-centric and had good representation from the US, which is good, but we had no voice from Africa, South America, Asia. I think a lot of the conversations came back to we are talking about these solutions, but they are very much

based on what is possible in Europe or maybe the US. We are not thinking about it more globally and think going forward with this we have to make sure any future Working Groups have broader representation to make sure we have inclusivity and a diverse voice.

Beyond that, I think I will hand over to Nick, who very usefully, put together an infographic of sorts, which you can see on the screen, just kind of charting our path to a framework of sorts for implementation.

Although, I will say that the examples given by Peter and Shelly, they start with finding a champion for safe listening at venues and events and we feel there is probably 10 or 20 steps before that to get to that point for the things I mentioned earlier.

With that, I will hand it to Nick to walk you through what we put together here.

>> Yeah. Probably before we do that, I think it has been a really interesting first event from my perspective as well listening to all of the colleagues and people in the room and why I was saying to Adam I can help a little bit in terms of bringing that together. It has been a really useful and interesting discussion and despite the first things to say we felt we were in a good place with standards perspectives with some tweaks. We felt we had to turn it into activation to make things happen. The center of this is really the thought of a safe listening taskforce we have to start with. Adam mentioned right representation from the nations which is important and should be the first step to make sure we are walking through that the right way. If we go outside of this there is sort of four core areas we looked at in terms of problem statements and barriers so lack of awareness and case for support. Market fragmentation and unclear accountability in terms of whose

actual responsibility it is to take safe standards forward and lack of present and positive examples and silos towards activities and feeling there was really how do we actually start to work in a more consistent way to help really maximize the impact we have in terms of building this forward.

What I was going to do was walk through different suggestions we had for the different areas that we feel the taskforce could look to really make some positive change. So on lack of awareness and case for support, the key thing here is when we have our key audiences of policymakers, event operators and venue operators known as the key thing there is really to help understand those different things we need to help communicate in the right way.

So how do we talk about the economic impact and the fact it is good for business? How do we talk about the positive benefit it has on colleagues? It is not about, you know, taking away from their experience but about doing it in a safe way and how to pass it on to the public as well to show we are doing the right thing for our hearing health by partaking in these live events.

Outside of that, I think one of the biggest challenges we have from a stigma perspective is how do we capture peoples attention in an engaging way and talking about hearing health and wearing ear plugs and positive behavior for people and think that is a communications job for us to do and what we can do as part of the taskforce is to build different types of ways of expressing that messaging we use to do that in a really consistent way

One of the things we spoke about in microspect as well was successes we have in face-to-face music excellence musicology we talk about ways to show real successes we have and with make listening safe Website being developed has to be the center here

to see people that are doing amazing work and amplifying that in the right way

From doing that we hoped to address lack of awareness and case for support and making it easier for people in different territories and countries to have this conversation

Outside of that talking about market fragmentation and clear accountability, one thing we thought was really important is how do we actually improve visibility of making this safe? Area we discussed around there was around physical venues and spaces and some discussions that came from Robin (?) For liar and listen for life charter that they have done to show you are making listening safe venue and supporter. Only thing to be a little careful there is we are not enforcing that so have to be a little bit careful in how we word that in the right way

A thought we had in terms of building that together and building momentum is how do we hero and organizers that are doing the right thing do we build in make listening safe awards or build into existing awards that happen already about you with make listening safe angle. Biggest area with most discussion and traction in this part was around how we develop a program to train the trainers and the community that is a global community

Actually if we train trainers and express in the right way so people can help understand reasons why we are doing these things that sound engineers can actually take that standard worldwide and support for train the trainer program we felt was super important to build on the work that Mike was doing already

Looking at lack of present and positive examples, this starts with some of the people in each territory taking some ownership and accountability for doing this

It was felt that the work that was done with Adam and serendipity festival was fantastic and amplifying territory and what we need is to have other individuals in different

territories trying to get to a place to have one example in each territory to hear same implementation and that same story

I think with that catalyst it starts to really build momentum

From a UK perspective, that is something I commit to do alongside Rob in terms of getting that moving.

From other conversations we had there are others in the group too but starting with short list of credible venues and owners that we can start that conversation moving.

I think where we would ask for support from that on WHO perspective is on that pilot. Once we select pilots we think are best to do from a territory perspective could we have support to get that actually moving and publicize that and build it into a case study?

The thing that moves along with that and had quite a lot of discussion around this was influences and by nature getting influences comfortable to talk about hearing and hearing loss and hearing protection that is a challenge.

I think that is something, again, by territory we have to build into and maybe lean on some connections we have got in our communities to be able to bring bands and industry figures on board.

That will be something that will remain one of our barriers moving forwards.

Again, we need one or two good examples of that to build that and communicate that in the right way.

In the UK we had real success with Rick Astley who was very famous in the 80s on that that I'm happy to share and build into a case study.

Again, it is something we need everyone to focus on trying to bring bands and sound engineers over the line on this one.

Idea with setting up those pilots and building the momentum we have seen with serendipity festival is to bring all this together to the make listening safe Website to use those tools and have all of the communications in one place to start to build the momentum and show actually it is not a disparate set of communications that are going out and it is all being wrapped into making listening safe land make it a lot easier for us to amplify as a group then.

Finally, we were talking around silo tours and activities reducing our impact and how we actually start to build consistency on this and make things easier.

I will default to you on the sound engineer piece if it is okay. It is not my area of expertise.

>> We talked a bit yesterday and today on lack of availability on affordable sound level meters. Most standard is based on monitoring your sound level that might be fine in parts of Europe and Canada and US but other parts of the world don't have budget to drop thousands or hundreds of thousands on sound meter.

We talked a bit about what a low cost sound level meter would look like and have to do and what it maybe doesn't have to do.

There is maybe kind of bits of technical conversation I could get into. Ultimately I think it is -- I have tasked myself with talking to a good contact I have in the UK that I know is making these things for I think it costs less than 10 British pounds that are compliant with class 1 standards although not certified to see if there is an appetite from a manufacturers point of view of creating sound level meters that could be used for this purpose.

That is a big gap right now.

We have the standard out here, but I would say or hazard to guess majority of sound engineers working globally don't have access to a reliable sound meter they can actually monitor levels. From a technological side of things that is a big thing we have to address.

>> Cool. Outside of that we talked about education being central to this and work in progress that has been made that is really positive and question came around how do we actually build that to make it more globally accessible and look at that in terms of translations that are needed for that.

Then we had sort of separate conversations how to start to sort of bring broader pieces together as well and colleagues connected to the music industry is one area and opportunity to take platform developed for hello globally and turn that into a place that we can actually use it as a center for all make listening safe training and fold training we want to go for gaming perspective as well. Which, again, I think is another way to bring tools and sort of initiatives together to make it easier for us to scale globally.

The same conversation we had had was on the listen for life piece as well.

I think obviously that some groups had Rob present on different areas for that this morning and opportunity we have with more of that global scaling happening with that at the moment. Where we are bringing things together with awareness and PPE and access to extended testing for hearing and being able to look at that and build that with one voice, again, is useful where possible.

It also gives a really good format for other countries where there is not that footprint to look at it in the same way and combining awareness and education and PPE and testing is all

of those areas that we think we can make a real impact on making listening safe with.

And the final part on that that is kind of building on the train the trainer piece too.

We found -- how do we actually sort of foster that communication in a way that we can make it more accessible for people too.

One of the areas that was discussed was where we were doing the training and centralizing that through hell. Is there an opportunity to build an online community to support on that? So a forum for all of you engineers for best practice to be shared and specifics working around different events that that group builds own community to extend that reach and build those networks more closely.

That was the summary of our four areas unless there are others?

>> One other thing I would like to add what I'm hearing from people on the ground at industry and events and venues is they say those that read the standard are very supportive of it and it is an excellent standard and something they can get behind.

However, most don't have time in their day-to-day jobs to read a 100-plus page document and one-page check list how they comply with a standard and heard it from everyone I speak to in the industry and needs to be on our to-do list.

That's it.

Thank you.

>> SHELLY CHADHA: Thank you. Thank you very much. Would any of the other members like to -- of this thematic group like to add anything?

Thanks. Any questions at this stage for clarification?

We will get into a detailed discussion later when all of the groups have spoken here.

>> Yeah. First of all, we heard the same thing about game playing. It is also on the checklist and seems to be a very good plan.

The thing is though I see you focus implementing it and looking at where and how it is implemented. Multiple European countries where regulations like this are already in place and might be good to look at successful known bands playing at famous concerts where this is happening and not destroying (?) And maybe look at that as well. Only thing maybe you see I didn't hear in this talk is not one of the difficulties of implementing WHO standard and fact you knees quiet spaces that I don't think is in any European regulation today.

>> SHELLY CHADHA: May I request that we keep discussion to the end so that we have time for all of the groups. If there are things for clarification, and I see this more as a discussion point. Is it okay?

Can we -- any other clarification? Raj, did you want to ask for clarification?

>> Raj: By your definition, it is a point of discussion and exactly in line with what Mark is saying so we will table it.

>> SHELLY CHADHA: Yeah. I have noted the point. I will make sure that we raise it. Thank you. All right. I will call up next upon group A. That is the safe listening devices and video game play. I know some members need to leave a little early and is best if we have that first.

Would you like to come here or present from there Asaito? Yes or you can send your document to us.

>> I will send -- maybe I can send it to you or -- yeah. Let me get on. Can I --

>> Sure.

>> SHELLY CHADHA: No. Tatiana has to leave. In the meantime, let's finish discussing your point then and Raj's point which is about quiet spaces.

Would anybody from the group like to comment on that? Adam? Nick? Rob? Anybody? I can do it. The question that one of the limitations of implementing the safe listening standard in venues is the requirement of having quiet spaces. Your thoughts on that?

>> I think it -- this wasn't a major point of conversation for us.

We talked about it when we went through the standard and -- and -- there were no red flags raised.

I think the challenge, I think as with most of the stuff in the standard is how to implement it in the smallest of venues in the clubs. It can't be in the designated smoking areas outside as the standard makes clear.

I think if I remember right, they are looking for 10% of the overall venue capacity to be a quiet area.

It is something we didn't spend much time addressing but is something that certainly needs some thought.

Again, I think this comes back to the case studies where we can promote good practice and success stories across the world where we have solutions for this and venues.

>> SHELLY CHADHA: Yes, Raj?

>> Thank you for that. Along with the difficulty of implementing, I heard you say that folks don't want to read a 100-page document and they want a one-pager.

A one-pager is great if you know what the 100-page document already says.

It is a checklist.

You can't implement it if you don't know requirements of the standard.

While they ask you to give a checklist, I cannot see it benefiting them.

It is a reminder of things to do and things you already have understood. That will take time to learn.

Yeah. It is the same thing we went through in H.870. We already have experience on this.

>> I think it is a one-pager that has to come along with the education in the department.

>> SHELLY CHADHA: May I say we already have a two-page summary that is online, I think. We can share it also to make it clear, but -- and if it is -- it is still felt we require to create something smaller and more succinct like a checklist which is on one page instead of two, we can work on that. We do have experience of that.

Before I take more comments from the floor, I have Ian here who is the person who really was the main author along with WHO or as part of his work with WHO for this standard. Ian, you want to comment on quiet spaces, I'm sure. Please, go ahead.

>> Mr. Wiggins: Yes. Thanks, Shelly. Noting in the standard as written, it kind of knowledges may not be physical space to provide quiet zones in some cases.

So, you know, I don't think it would mean that somebody couldn't adopt the standard and still strive to comply with it even if they physically couldn't do that. Other comments I want to make is in our discussions there was when talking about potential revisions to the standard, there was a request to highlight a bit more prominently the idea of quiet periods as well as quiet zones. So just bringing a bit more attention on to the importance of it not continuing to play sound at the

highest levels throughout the whole event but giving some periods of relative quiet between acts, for example.

>> SHELLY CHADHA: Thanks. Thanks a lot, Ian, for sharing that.

Okay. That is exactly what you wanted to share. Michael?

>> Back to what Raj just said and how there is a 100-page document. It worked well. You have only a certain amount of phone manufacturers making it same for everybody. Now we have an engineer showing up at a show having to deal with a million things and understanding a 100-page document. I think if we want them to implement, it has to be simple. They understand sound and risk and not like we have to teach them it is a problem and not that they don't know what to do.

The checklist would make it easy for them to comply rather than to have to read the document.

>> SHELLY CHADHA: Thank you. No nobody can contest the thing that it is good to have an easy version at least and why I say we do have a two-page summary.

>> Okay.

>> SHELLY CHADHA: Maybe I can share it later on on the screen as well and you can let us see. Let us know if it is not enough. Nick?

>> Would a short podcast be something that is beneficial for that group as well? That would be another way to help from an accessibility perspective.

>> SHELLY CHADHA: Great suggestion. Yup. Thank you. Since we started -- yeah. Simone? Yeah. We opened the floor for the discussion so let's complete it. If there are any other points, please go ahead, Mark.

>> Mark: My point on quiet spaces not specifically it is a drama but if you want concrete examples how standard is implemented in multiple European countries you will see checking

loudness level and whatever doesn't lead to many drama. In most of the countries you won't see the quiet spaces. I don't think it is in any regulation so far and why I was mentioning it. Shouldn't stop you from finding good examples and whatever and I'm sure they have a stop from time to time and it is always noisy.

>> SHELLY CHADHA: Any other comments? Suggestions about this particular standard? Yeah?

>> We also talked about suggesting to venues that between acts say there is two bands or three that you don't blast music, taped music, or whatever through the system and give peoples ears a chance to rest so not blasting loud sound while the band is not playing.

>> SHELLY CHADHA: Thanks. That is a great suggestion as well. Yup, Raphael?

>> Raphael: Quick note on sounds. We have this requirement here and is true that it could be quite a big challenge for small clubs but usually is a solution to that. Best solution is to usually not have it outside and leads to neighborhood problems that we have in lots of cases like. This usually they find a way to deal with this. With introduced we have an hourly limit. So if you are below a 3-hour event you don't have to establish a quiet zone. It helps a lot, actually.

>> SHELLY CHADHA: Thanks, Raphael, for sharing that positive note.

I think what I also want to mention is something which we -- was highlighted in the group A, that the devices and video game play group by Raj that was to say have patience. Ultimately, this is a new standard and it is still not -- there is not awareness.

We have to do what we have to do gradually.

Hopefully with time, thanks. Of course we can't just sit tight and hope it will change with time. We have to go out and make some noise about it. Still, be patient for the change to happen.

I see some -- a couple of comments online. Okay. One was Peter, who -- Peter, maybe you can share it. Okay. Mosieto is sharing his screen. If you can give a moment to us to share. If you can just stop sharing for a moment and we can just show this on the screen. Peter, can you do it?

>> I can try.

>> SHELLY CHADHA: Yup. Go for it.

>> Can everyone see it.

>> SHELLY CHADHA: Yes. We can see it.

>> A standard infographic that was purchased and whether it has right information for audio engineer and providing feedback from the group. Yes. We have some basic information available.

>> SHELLY CHADHA: That is what we can work on with the -- with this group and all of you.

So thank you. Thank you for sharing that, Peter. And I want to look for other comments. I saw that there was something.

Carl, you would like to say something?

>> Carl: Yes. Thank you, Shelly. I have a quick look at that summary. But I notice in the standard that there is a -- a recommendation for -- for levels for children in there. That is probably worth highlighting. Unless I missed it on that summary. It was only there for a minute or so.

It would also be interesting to know the levels in there and what -- what they are based on.

I don't know whether that was discussed or reviewed during this -- the discussions this week.

>> SHELLY CHADHA: Yeah. Let me answer that Carl for you about levels. It is Annexed in the document. If you access it you can look at Annex 1 or 2. It is there. Ian, do you want to make any -- any response also to -- about children and so on?

>> MR. WIGGINS: It was something that came up in our discussions as well that currently in the standard the lower limits recommended for children that is a little bit buried away in the text rather than being up front and center.

That is something that is for future revision it might be worth considering whether we want to make it more prominent.

>> SHELLY CHADHA: Yeah. Thank you. Thank you, Ian, for responding to that. Absolutely. There is also a comment in the comment in the chat about affordable sound level meters and that while there are very good sound level meters that are available at fairly affordable costs, but it still -- they are often IOS-based and not really so accessible and even price-wise in all places in the world. So we need an independent solution for that.

That is a comment that is noted. Any other comments before we move on? I see one new. Thanks, Carl, for posting that. Sorry. Thank you, Ian, for posting that. Thanks, whoever posted that, about the reference to children.

Okay. Any other -- any other questions or comments or thoughts or suggestions?

I see nothing here or online.

We will close this discussion.

We will move to the next group. Okay. Masieto, can you share again? You have the floor.

>> Okay. It is coming. And thank you. So we used the -- the template at the end of the thematic group agenda. The first thing we discuss was the challenges and what limits the adoption and implementation of the two standards.

We took to the first question that was what challenges are faced by industry partners when trying to adopt -- implement those standards? How can these be overcome?

The -- we identified challenges and the most -- biggest challenge to communication within the organization that would be interested in implementing because of the different priorities in -- and interests among the teams within the organization including the top-level management, they have different priorities and different responsibilities and so on.

And also, different levels of details and how much detail they want to go into. For example, in design or implementation. And engineers or designers, they have different levels of details.

And -- and also there is a comment that some people may think or companies may think that hearing loss only does not have enough impact on -- on that company.

And possible solutions so that we discussed is for communication in general. We have to identify and feature champion. It is a fact that individuals can make a big change in that company -- corporation.

So we -- we can identify a facilitator or future champion for communication that will be very essential. So that facilitator will have frequent feedbacks between different teams within the organization so that they can have better understanding of what we are doing and what is the -- why we are doing it.

Also, it would be important to be in line with the organizations and policies that will help reduce resistance among the company, especially from the top management level. And for the -- a lot of people may think that hearing loss itself is not so important or doesn't have enough impact. We need to link it to general health issues such as dementia.

So people think that hearing loss, I can live with it. But with dementia, a lot of people want to -- not to have it, you know? In their life.

Overall, we have to educate people. One motto would be safe listening is joining a lifetime of high-quality audio. If you have very high quality audio equipment and you can still not hear, what is the point?

We will provide this and safe listening standards and we will provide lifetime enjoyment of audio. That is the first point.

The second point was more on advocacy and how to advocate for the adoption of these two standards.

Challenges are to identify the right target, not only organizations but also individuals. And also to choose the right message and the right medium. What medium do you use, web or journals or influencers and challenge in legacies and timing. And often times people ask: What is the point? What is the benefit of safe listening.

So these are the challenges. Possible solutions, we -- we identified is we discussed is for the right target. We have to focus. We have to focus on the targets.

Also, for message, we have to have clear -- clear message and also the message that will be very interesting to the targets.

And also we have to be aware of the right medium and also backlashes that those medium might have.

And for legacies and timing, we join forces with other stakeholders so that we don't be -- we don't get isolated with just one -- one area. But we kind of surround the target with other stakeholders as well.

And the -- the last point is most important. We have to be pragmatic and don't have to provide 100% success, and we don't target 100% success. At least non-zero success.

We have to also provide value propositions so people would think it is not something light.

So that is the advocacy part.

The second point is implementation and ways to strengthen implementation of the two-double joint global standards on safe listening.

The first one is how can we improve awareness of these standards among industry partners.

Especially for the gaming and eGame and eSports standard.

We identified the industry associations like developers forum like game developer conference and games com and IGDA and also events and Websites related to these games.

The opportunity that can be used for their engagement would be we participate in their events and present and promote safe listenings.

For example, we can get a booth or table in such events.

And for what support can be extended by the group, this group for this engagement. For example, we propose a round table on safe listening on GDC or WHO ITU to facilitate on audio or gamer-related event. For example, side-by-side with AI for Good next week.

We can do it next week but maybe next year. So we can have a place to present gamer-related event associated with AI.

Also, for example, there was a proposal to have some kind of a joint conference with GDF and WHO-ITU.

Also, web event which will not be so expensive.

That say low-hanging fruit that we might be able to do quite soon.

Also, we can target at individuals and we -- we can reach out to them to come to IGDA, accessibility event.

That was, I think, Brian's proposal.

Accessibility is now getting traction in IGD and game world so that we might be able to connect with them and to present. And for professionals, how can we reach to them?

We -- there is a presentation that platformers are more in -- you know, probably influential than individual developers.

So one of the things that we thought is to the extension of concept of accessibility to include user player sensory health. It is not just accessibility for persons with disabilities. We have the general public with health issues.

So that people will get more interested and it would be better for the platforms as well.

They invest a lot of money into accessibility.

Most times they don't get any, you know, good feedback from the audience.

So if you associate accessibility and user player sensory health, then that would make it more general and more accessible and also investment will be well-made.

And what we can do, what can we do?

Well, we can connect with ITU and other relevant agencies, such as European broadcasting Union that is also interested in accessibility.

We can connect with them to promote accessibility and safe health issues and also reach out to platformers such as Xbox to directly discuss the possibility of including these features. Also, in order to approach platformers, it would be good to leverage success cases and use cases and adoption. For example, Apple's case, you know?

So that they -- they are incorporating this safe listening features that are part of their overall health related solution.

So this is a good use case and success case and we will leverage that as well as we can reach out to educational programs and universities so that we can create. For example, what we can do is to make educational modules, for example.

And to provide that to, for example, work with universities.

One example is The Ohio State University was mentioned. The Ohio State University might be interested in working with us. Brian can provide modules on safe listening related issues in gaming.

And we also want to make meaningful impact. That means that is kind of like pragmatic approach.

It doesn't have to be 100%.

We can at least have good impact on -- on society.

Another aspect is user perspective and how we can reach out it users.

And Melita has videos as well as she also proposed to work with IOC and IPC and other Olympic committees in regional -- regional Olympic committees.

For example, we can be involved with eSports Olympics. Of course, this is to be confirmed and still it is a possibility that we might work with.

Also, eSports World Cup as well as web content and global eSports games sponsored and organized by GDF that will be probably taking place in Lima.

All these places we can make some presence.

And Melita, you want to show your video?

>> This is just an example of how I have been championing player health and well-being at eSports events.

We submitted this video my consultancy in Abu Dhabi an eSports tournament that is in Riad, Saudi Arabia.

In this it is showing where we can be active with our World Health Organization and safe listening for player health and well-being.

This is just for recovery and it is just an example we put together of brands and talking about overall health and nutrition and hydration and recovery areas.

I had this on a bit of a slow-mo. We will be able to see in for -- specifically for the World Health Organization, we created a safe listening playing room where members can come between matches and escape venue itself and put on headphones or have white noise or whatever it might be and have a place for respite and recovery for their ears and for other censors.

Right here we have our safe listening room and have it sponsored by beats by Dre. This is all -- headphones are the resting area and safe listening logo there to gain information about that.

Just one example of how I have been trying to ensure that we can get this to the end user and to be able to put the standards into practice for the actual gamer.

>> Okay. So I will continue. Thank you, Melita. Going to the question of conformance and standards, we had the presentation from Cenelec and IEC.

IEC62368-1 has been proposed. It is expected and this revision will include CSD dosimetry and exposure-based requirement in line with H.870 exact date is not clearly stated but we expect to see this coming.

What are next steps we need to do.

We have to wait for approval process to be in line with them and testing as far as that is concerned we have own testing standard spec.

We don't have to anything right now.

As far as our standard is concerned, we don't have to do anything.

And technical developments surrounding us and we had discussion about NC standard from Jeremy on new dosimetry spec or draft from North America.

We also briefly discussed the new recommendation, draft recommendation ITOT/SLAD acoustic and accurate dosimetry safe listening transducer. SL-AD is a complement sort of to the H.870.

We don't have to change H.870 itself.

We are also considering adopting some features drafted in the draft standard and NCS1.46 so we will be in line with North America standard as well.

This is the standardization part.

Last topic we discussed was sensitivity resistor that has been proposed because we need to have some kind of you know inoperable way to identify devices so that we can calibrate correct way dosimeter within the device can accurately calculate the dose, dose exposure.

After discussion, we found we don't really need a database to keep it. What we need is a sort of handshake between devices. Other organizations like Bluetooth and Cenelec and USB-C. USB, they already have some -- some measure to include such information within the, what we call, metadata section. We -- what we will do is rather than creating our own resistor data base, we will work with them to provide information on what information will be necessary for accurate dosimetry so that they can provide that information, essential information in a very light-weight way so that we don't have to, you know, create a gigantic standard.

Just a simple information that will be carried into the device for handshaking purpose so that accurate calculation of dosimetry will be possible.

So what we will do, you know, next steps is we will communicate with those external organizations and we will work with them.

This afternoon, we will start that discussion.

So that is it. Thank you very much.

>> SHELLY CHADHA: Thank you, Masieto. Would any group members like to complement.

>> It was a point of entry mentioning IC standard that is a European version of it going through the whole pipeline and lost discussions with the consultant and will be published soon and bringing products to European market space and video equipment safety standard where that logic is implemented and does is the basis of all that point.

Just to make a difference because you mentioned IC version and didn't mention the end version.

>> SHELLY CHADHA: Thank you Mark and Raj and Jeremy.

>> Thank you for that as well. .3 with regards to IEC, I will -- no change. Not asking for any change in language but to clarify for folks in the room. Dosimetry is also in IEC62368 and has been since third addition. Clarification to be required should be in third edition you have choice to choose between dosimetry and SPL. What is being proposed is to remove the SPL and make dosimetry mandatory. That is what it should be read as. I just want to clarify that. Thank you.

>> SHELLY CHADHA: Thank you, Raj. Jeremy?

>> Well, another clarification as well, I think the NC, so American national standard institute standard we are working on is video draft and addresses things that have not been yet covered by any of the IEC or ISO standards that is as I

presented yesterday maybe in a shorter audience and to a shorter audience really the idea that sometimes you have more than one source or media and have noise and words and disturbances and what we want to tackle on these aspects and the aspect I cannot stress how important it will be that we have now sooner than later to lead the standard for expressing uncertainty in measurement devices and currently you have very limited numbers of manufacturers that claim they are compliant with make listening safe recommendations and today that all manufacturers will claim that, you will see there is a little problem that some will be good at assessing the levels and some won't be that good accuracy of system and methodology and need a way to distinguish oranges from apples.

And make sure that we can assess which systems are, you know, super in terms of preference. Another safety standard and preference standard for accessing dosimetry systems.

>> SHELLY CHADHA: Thank you. Thank you, Jeremy. Any other comments? Maybe Jeremy, if it is okay with Masieto, you can briefly mention what you presented about the in ear microphones and what is status for that for measuring total global sound exposure let's say.

>> Yeah. So I would present this afternoon during the ITU sub-committee.

But generally speaking, you may remember that in H.870 that we just left one very big part of the measurement approach and not resolved. That part is the uncertainty and this is that every time you do a measurement you are a plus or minus something. Plus or minus could be plus or minus 3DB and heard yesterday from Tomas, for example according to their Working Group currently dosimetry measurement could be plus or minus 30DB that is 1,000 times the exposure that you can see is

completely irrelevant if not able to reduce uncertainty and assess how accurate and precise systems are.

I thought yesterday that maybe in order to resolve that issue that is a methodological issue, really, or challenge rather than trying to have budget that would be super large as mentioned maybe we can reduce that using in-ear microphone and microphone picking up exactly what has been played by your earpiece or listening device.

And this is not a new idea. Many people do that. But the -- thank you for bringing this.

If this is your listening device and transmitting sounds acoustically and idea and next slide I think is to have on -- here in internal microphone that will record that system. I will put it as well and be able to assess what is really going in the inner ear canal more precisely and more accurately and you have lots of issues that will be nailed out or down in to iron out within NC, American standard. I don't recommend we (?) That but rather refer to it if needed.

>> SHELLY CHADHA: Thank you, Jeremy, for that. Any other questions or comments? Yes.

>> Jeremy, how do you protect inner ear microphone from being clogged with oil and so forth and how does consumer know they have to clean it to get an accurate measurement.

>> We can go into details if you want. There are many ways. Depends. We can go into details for example if you want to assess whether microphone is cleaned or not is simply done by primary transfer microphone and (?) And if it changes completely you know it is the earplug is dislodged or device is dislodged or one of two microphones that is effected and can test using speakers and secondary transfer function and I mean I'm partnering with industry partners that do that casually and in real-time. It is not a real issue and real

issue is how you present earwax and this is older good older filters and tricks that you know from your experience and electronically we can detect when the thing is not nominal. We can at least detect.

>> SHELLY CHADHA: Any other questions or comments? Just also to briefly mention and complement what Masieto said about conformance testing that we have been waiting for Cenelec standard to be adopted to lapse and test for dosimetry and thereby conformance testing that can be done also for WHO ITU standard.

I think if the standard doesn't move ahead fast enough maybe what we discussed yesterday is we should look in any way of doing a call for expression of interest and from labs that can have potential to do this testing.

Maybe that would also be a good way to know it is already coming and not like the labs are unaware that this standard is under discussion and being -- going to be adopted.

So probably it will also push them to have this.

And -- and also express interest in testing for the WHO ITU standard.

That is just one thing that we can move ahead even before potentially we can move ahead even before the standard gets adopted by Cenelec.

>> I think we can do that independent of what -- what they are doing, actually. Because we already have the testing, you know, format, as explained by Simao yesterday. We can make a call when we are ready to do that.

>> As Raj was rightfully saying that dosimetry, it is already part of IEC and EN standard already and don't see there is a reason you should wait now. I think please go ahead.

>> SHELLY CHADHA: Thank you. Thank you, everybody.

Okay. Then we will close this discussion for now. Of course, if there are open things, we can come back to them at the end. Now, can I invite the research group to go next? Adrian? Yup.

>> Did you get the slides?

>> Yeah.

>> SHELLY CHADHA: Slides are here. You can speak from there or come in as you prefer.

>> Yeah. So I will report -- that is not supposed to be right. Anyway, it looks nice.

Hopefully the rest of the text is not red.

Otherwise, I will have difficulties reading that.

So can we move to the next one, please.

Yeah. I will report here. It is red. Well, anyway.

Yeah. I will report about what we have done during this last 2 days.

Yesterday, basically we focused on a completing of the research protocol that is work we have been doing already for a couple of years and we have been working on that.

So besides protocol itself and the protocol if you remember for those that have been here previously, so the research protocol is to have, well, a protocol; right? So people can use it. We can compare data across the studies.

This is a protocol for prevalence of hearing loss due to recreational sound exposure and we work on recent protocol for children, adolescents and young adults.

This time -- this is a recent protocol that we completed in the previous meeting. At that time, 2 years ago, we also started to work on two questionnaires or surveys; right?

The first one, to collect general data in terms of demographics, health, history and second one that is most important one, aim of question or survey that is to collect data on -- it is actually mentioned here.

It is on sources of recreational sound exposure.

So we actually obviously wanted to -- we wanted to have all possible sources of recreational sound exposure.

And actually so, Lauren's presentation on Tuesday, that also helped us to complete that section; right?

In that questionnaire, we call it for now, Annex B. We need to get a name for the questionnaire. If you have any ideas, please let us know.

In that questionnaire, we also have sources of a non-recreational sound exposure, such as, for instance, occupational noise exposure we have to obviously disentangle from recreational sound exposure and auditory symptoms. A couple questions about auditory systems and in this recent protocol, we try to standardize the way how people will collect or researchers will be collecting data.

In this protocol, we basically focus on audio metric and how people should report hearing thresholds including averages, et cetera.

Saying in recent protocol age group we focus on is between 20 and 39 years.

We will work in a -- for a research protocol for children that is very similar to this one.

What we basically need to do is modify the questionnaire to collect data; right?

This is something we will be doing later on.

So the next one, please.

So, right. What we did yesterday, we completed the questionnaires.

I don't remember whether I said it earlier.

So we completed that questionnaire or Annex B that is a very long questionnaire.

Again, we have to remember that we are collecting lots of data on possible sources of recreational sound exposure.

I probably you can't even see that.

But now, the following step is to particularly with the questionnaires, we want to do a pilot study to make sure questionnaires are actually working well and they are collecting data that we want to collect; right?

They are not too long, et cetera.

Here, we propose in three phases.

First phase, as the question is already -- this is ready

So the first one is to put that questionnaire into Qualtrix for instance and want to send out the questionnaire via Qualtrix to complete it and give feedback and who are they and those people that will give us feedback? That is you.

Please, we will send out -- don't know how we will do that but something to discuss later. By beginning of September, you might receive an e-mail to complete these two questionnaires

At the end of the question, will you have a box, right? Where you can give us comments.

That is phase 1 and we plan to complete it in October of this year.

Phase 2, obviously, based on comments and on your comments, we are going to adjust the question -- the questionnaires.

So the following step or phase will be to test it with around 20 participants and between 20 and 39 years that is the age group we will focus on here and we will ask them for feedback and modify the questionnaire again and then plan to then pile up the protocol and collecting data and hearing thresholds plus the two questionnaires in different sites and we have already identified three sites that will be collecting data

We plan to do that by the beginning of -- well, by spring of 2026, next year.

Right. So we can move to the next one.

I am not sure whether I have forgotten something.

I don't think so.

Yeah. What else? Yeah.

We might be including languages. So besides English, we might also include possibly French or Spanish or Portuguese.

That is something we will discuss or decide later.

Okay. Next slide, please.

Now, as the protocol is ready, we have to modify a couple things to make it publishable in a peer-reviewed journal and plan by end of August to submit protocol to national journal of audiology as a technical report.

We think that the protocol and two questionnaires, right, after phase 2 of the pilot that will be ready.

So we need to find out and will be also conversations with Shelly; right?

How are we going to make the protocol and questionnaires available for researchers to use it.

Right.

So that was yesterday. Then if we move to the next one, please, next slide.

Then today, we had very interesting and fruitful discussion about resent priorities that was the other task. We were supposed to work on.

We did that today.

So we identify different themes for research priorities that we should focus in the following 10 years.

So considering the discussions that we have the first day here and also, again, Laurens presentation Tuesday and so on and ideas and we identify I think around 6 or 7 themes.

I'm going to try to be brief on this.

So one of them was about white noise machines and if you remember if you come from the scoping review that Lauren did.

So they are -- we identify specifically within that theme as specific areas that we should focus probably.

That is the effect of white machines on -- also on non-auditory symptoms.

Right?

My colleagues, obviously, if you want to add on what I'm saying, are you more than welcome.

What happens in terms of brain development and sleep, et cetera.

Right?

Especially in children, obviously.

Frequency used and potential dependency.

Also, not too focused on negative aspects on it also but to focus on positive ones and see because as we know, background noise can have a positive effect on the central auditory nervous system and speech perception and noise and looking at that effect as well.

Also, we identify so virtual reality headsets.

So there was only one study there that was published so we know that is becoming more and more frequent and we need more studies that are looking at that as well.

So sound exposure in children, here is the main theme

We identify different or specific themes within this theme

So one of the main topics here was to also look at non-auditory symptoms.

So and this goes in a broader way.

In terms of safe listening; right?

We have focused only on safe listening thinking or considering impact of sound exposure or noise exposure on

auditory system and know very well that sound or noise also has effects on other body systems.

So we thought that we should look at what is happening there in children; right?

I will just go quickly there.

So examples, so what happens in terms of daycare facilities and what are noise levels there and what is the impact, again, on the auditory system and also on other body functions or systems? Cumulative sound exposure in children that is a topic also that it was highlighted here.

What would be the dose of exposure? Again, the impact on non-auditory symptoms; right?

Taking that, we also thought that -- taking existing literature and further studies that people will conduct, it will be interesting to have awareness and educational materials that people can utilize.

So if we go to the next one.

Also, thinking on this broader idea and context; right?

Not only thinking effects of auditory system.

So also noise in public places and specifically opportunities to reduce noise levels and restrooms and also in terms of main area population focus and broader impact. We have already spoken about children and non-auditory symptoms and also in terms of safe listening, we have kind of neglected middle-age and older adults.

Right?

We have focused on children and teenagers and adolescents and know that middle-age adults we are also exposed to recreational sounds.

What is happening to us; right? Why not have awareness campaigns also and other initiatives that will focus also on middle age and if we move on (?) And older adults and it was

mentioned already I think twice here that we note this association between hearing loss and dementia; right?

Being sound exposure as a source of (?) For hearing loss why not focus on these populations as well considering this important association and within the same thing, what is happening in other countries as well or world regions focused and biased in high-income countries and thinking of noise and sound exposure and awareness campaigns, et cetera, we focus on mainly high-income countries and know little for sound exposure and recreational sound exposure from lower and middle-income countries and we also consider it should be important to start fostering research in lower middle income countries.

Right. Then within this theme, also, if we want to combine recreational sound exposure and occupational sound exposure, we should consider that what recreational noise exposure is for many people, it would be occupational -- occupational noise exposure for other people; right?

Thinking of workers in bars and restaurants, et cetera. Finally, another theme we identify was early markers for recreational sound exposure and self-monitoring and here we have two ideas; right?

One is the research in terms of early indicators for hearing loss across age groups.

And so with emphasis in children and focusing mainly on teenagers and hyperacoustics and development and test and self-administered test to monitor and changes in hearing that would be related to exposure to deleterious sound levels and how people can then behave; right?

Or act based on those changes and results.
So right. I don't know whether I have missed something.

>> SHELLY CHADHA: Any of the other group members.

>> Yeah.

>> SHELLY CHADHA: Would you like to add anything?

>> Kelly, I think, right.

>> SHELLY CHADHA: Yeah, Kelly.

>> We were speaking Adrian and I bumped into each other in the hall and recognize as groups are presenting there is so many opportunities for research in terms of implementation and effectiveness studies and we want to make sure what we are doing is measurable and think we will go back and add them to the list.

>> SHELLY CHADHA: Thank you, Kelly. That would be greatly appreciated.

Before I open the floor for discussion, I realize I will be so involved that we are 10 minutes from closing time and can we go above by 15 minutes? We will probably lose captioning.

>> CAPTIONER: You're welcome.

>> SHELLY CHADHA: All right. Let's ask any questions or comments for this group, Mark?

>> Just letting you know how happy I am you included children and exposure to sound. That made my day. Thank you.

>> SHELLY CHADHA: Fantastic. What I have noted is that you will send us the revised research priorities after re-discussing it. Is that -- is that right, what I heard from Kelly? That the research priorities, you want to --

>> Sure. I'm sorry. Of course. Yeah.

>> SHELLY CHADHA: In couple of weeks time?

Thank you. We will prepare a report and would like to have it before that. Okay. Any questions or comments? You have everybody speechless. Fantastic.

Last but not the least, awareness and advocacy, who will be speaking?

>> Hello. We will just start off with just a short video so that it gives a context to what we were discussing in our group.

>> I'm bored. Where are Milo and Kai? They said they would meet us here at 3:00 p.m. for our group project.

>> I know. I'm bored too. Again, it is kind of nice, you know, just the two of us.

>> You told them 3:00 p.m.; right?

>> Right but I might have told you 3:00 p.m. and then 3:15 p.m.

>> Why would you do that?

>> Thought it would be nice for some alone time what if I push you on the swing.

>> No thanks.

>> What if you push me.

>> You know what? That does sound like fun.

>> Really? Okay.

>> Zana.

>> Hey.

>> Where is Evan.

>> You know, I have no idea.

>> Ouch.

>> Hey, you guys are here. Check out what I found.

>> What is that?

>> Wait. That is so cool. I think it is one of those speakers that plays music really loudly. Let's try it.

>> Hey, hold on. These things aren't safe. They can like damage your ears because of how loud they can play music.

>> That's not true. I am going to connect my phone to it right now.

>> No. I'm the one who knows electronics best so I should decide what to do with it.

>> You are scared of the super egg myth.

>> Don't say its name.

>> What is the super egg myth.

>> Haven't you heard it is this thing if you do anything to damage your ears this massive egg will appear and yell at you for not taking care of your ears.

>> (?)

>> Super egg. Super egg. Didn't show up. Let's see if it does when I connect my phone to the speaker.

>> Can we focus on the group project instead and what we came here to do.

>> You are not scared too, are you?

>> No.

>> Good. What about our science project.

>> Now --

>> Come on. Let's get out of here before we get in trouble with super egg.

>> Please don't be mad, super egg. It wasn't us but them. We promise.

>> I tried to warn them super egg I really did.

>> See what you did milo.

>> I'm not scared. I will eat you for breakfast, super egg.

>> I sure hope you don't. I don't want to be eaten by anyone.

>> What is happening?

>> I am not hear to scare you but came because I could hear your music from over there and when I hear music from far away I know it is surely too loud for the person that is right next to it so I come and save the day.

>> See. I told through was nothing to worry about.

>> Well, that is not entirely true, Milo.

>> How do you know my name.

>> I know everyone's names. I'm super egg.

Fine. I know your name because he said it a minute ago. Still think of me like Santa. I have a list of good names and bad names.

You 2 are on my good name list and you 2 are on my bad name list.

>> Oh.

>> I like that, boys.

>> Excuse me. Can I be on the bad name list.

>> Hold on if you like Santa you will surely bring gifts.

>> Indeed I do. I bring the gift of knowledge.

>> So you are like one of those people who likes giving sweaters as birthday gifts?

>> No. Sweaters might make you feel safe. Knowledge makes you feel smart. Don't you want to be smart?
I hear girls like smart boys too.

>> I want to be smart.

>> I want to be smart too.

>> Me too.

>> And me.

>> Well, good. Today I am going to teach you how we hear. This is our hearing system. It has three important parts that work together to help us here. First, we have the outer ear. It is like a dish collecting sounds and sending them down this long tunnel called the ear canal.

Sounds hit the eardrum a tiny stretchy drum that vibrates and moves three little bones.

Finally, vibrations travel to snail shaped -- these hairs bend when the fluid moves sending electrical signals to our brain.

>> Look. Hairs are dancing.

>> That is right. They move in time with any sounds. But too much loud sound will damage the little hairs meaning they get damage for good and won't grow back.

>> So can listening to music there you a speaker damage our ears too.

>> Yes. If the volume is too high or you listen for too long. Remember, keep the sound low. Let your ears stay strong. Take a little break and they will last you long.

>> Well, thank you for showing up here before we listen to the speaker for too long.

>> You're welcome.
I'm sorry. I have to dash. I'm off to watch a music concert. If I don't leave now I will miss my favorite singer's performance.

>> Which singer.

>> Egg Sheeran.
Take care of your ears and each other. Until next time.

>> I see. I'm sorry, guys. I should have listened to you.

>> I'm sorry too.

>> Don't worry about it.

>> I have an idea what we can do our science project on.

>> Okay. Thank you. Next slide, please. Thank you.
Sorry. Previous slide.
Thank you.

So in our group while we discussed mainly focused on the language and visuals used for this because the target audience is between 5 to 10.

So from the group, we did mention 5 to 10 was a big subgroup.

It needed to be smaller and this video target 5 to 7-year olds and another video 8 to 12.

Mainly because of things we notice in terms of explanation in terms of hearing mechanisms that might not be suitable for 4 to 7-year olds and it is better suited for people or children above that age.

Also, we wanted to -- we wanted focus group of -- to engage with parents to get feedback as well as to think about what they think about the video before this is distributed.

Also, we discussed about the languages and accents because we did realize this was more AI-generated. It was not as believable or fluid compared to using real live actors or voice actors that we believe is more fluid or will give a bit more fluidity to it.

So we also discussed the appropriateness of setting languages used. In some cultures, there were some words that weren't appropriate like the term alone time which is apparently not particularly user friendly in anglophone communities and thought there are certain languages we needed to just rephrase. Also, we wanted to give more practical examples to be represented.

We assume that children know what loud sound is but we needed to give better examples. For example, wear earplugs to better describe what loud sound is to the younger population.

That was one.

We felt that the message was not well articulated.

It was lost in translation, especially with (?) And felt we needed more of a punchline going straight to the point with that. It was a bit more diluted as I said, with a more romantic storyline.

It was suggested that maybe not standard North America accent would be better for this.

Someone did reference a similar video that was produced by WHO with the rabbits on cleaning ears that was more relatable and wanted to do the template with 4 to 7-year olds to engage them more and like what is done with sesame street, and it would help and take a previous walk down.

Also it was suggested the scene in the park was a bit all over the place.

>> SHELLY CHADHA: May I intervene to say perhaps you will give us the return of all of the bullet points of the feedback?

>> Yes.

>> SHELLY CHADHA: If you could summarize you suggested some change to the content and language and so on that would I think be sufficient for now.

>> Yeah. So suggestions that were given was to have shutter clip for 4 to 7-year olds and longer clips for 8 to 12-year olds and be more detailed.

Also, getting feedback from the initial focus group to re-evaluate their focus to check if there has been any behavior changes. And if they still feel the same in terms of if the video was more relatable to them.

Also, having a non-bias pull and pull. Yes. Also creating more materials like coloring books and things like that to engage this group of children.

We also discussed -- skip, skip, skip. So we discussed ways and strategies for dissemination, which included contacting grassroots organizations and education and schools and team charter ambassadors in schools and pediatrics and stakeholders and audiologists to share with them these materials and going to community centers, libraries and supermarkets and having interactive museums and sound events as well as associations British American society of audiologists and parent associations and FIFA and having brief pitch kits to

present at morning talk shows or Ministry of Health or education and psychologist and parental influences.

Content creators like Ms. Rachel to amplified what we are doing.

Next slide, please.

So we did have a try on the use of VR game, which has been developed by a university in Denmark.

So, again, just digging deep into it, we found that the VR was a good idea for adolescents.

For this particular VR, it wasn't -- there was no gaming features involved.

We needed more gaming features and more machines and to be a bit more user friendly for patients with children with cochlear implants so they could have subtitles to engage them. We also did discuss that the VR was very good to integrate with museums and schools it is expensive to have VR in homes and is not accessibility and one factor we talked about was accessibility.

There were suggestions in having machines and having -- yes.

That -- I shared that.

And so we also -- next slide, I think.

Okay. That's -- this is it. Okay. Again, we had conversations with regarding eSport and video games.

We had suggestions and we partnered with more established organizations and stakeholders like developers and eSports research networks to help us target this teenage audience.

Yes.

Also, let me -- and going to large events that includes educational and wellness days in regards to eSports and how WHO can initiate and partner with -- for eSports in general. It is, you know, having their own stance at eSports conferences as well

as going to smaller events in different countries to just amplify the -- what we are doing. Yes. I will just -- yeah. Also, finally, advocate. Sorry.

So idea for global advocacy.

People suggest that -- that it would be nice to have something simple and affordable that can be used across the world not just in particular nations.

And that came with the idea of having an egg which currently has a world map on it just showing sound breaking an egg or indicating this is a global concern.

Someone suggested kites flying across each country. Like you would, you know, with signs of will you marry me but in this sense it would be safe listening, promoting safe listening.

Also, messages from different age groups from normal people, your average normal person rather than celebrities to share stories on, for example, young DJ wearing hearing protection and same time not using it leading to tinnitus and enjoys recreational shooting and hearing loss and things that could be done as well as silent challenges for social media like people have with TikToks and things. It would be a silent challenge. Yes.

>> SHELLY CHADHA: Thank you for that overview. Let me ask if any of the other group members would like to add anything at this stage?

Anybody?

I think I would just like to clarify for the rest of the group since the video was projected that this was a -- it is a pilot episode in what is intended to be a series of 8 such short videos between 2 to 3 minutes that are targeting the age group that was mentioned and that you commented on. Very well received, those comments.

To say this was a pilot episode to test suitability of characters, voices, accents, the kind of situation in which they are in the storyline. And that it has been piloted with the -- we have done formative research with a group of students -- with a group of young children as well as feedback from teachers but not from parents, which you suggested. Thank you for that.

Just wanted to clarify that for the rest of the group that it is not a standalone and only episode that is intended to be that.

Any comments from the house or from the floor or from anybody?

>> I understand that in function of quality life, voices may be great. You also have to be realistic that you want this to be available in so many languages.

It would be a nightmare and be so expensive. It would not be feasible and would be essential to maybe update the AI tool generating language would slightly improve it and think so key it is available in different languages to be a little pragmatic on that one as well.

>> SHELLY CHADHA: Thank you for raising that. All voices are human voices except for one character we do not -- accent was too strong and not understandable and for pilot phase, we had to do AI **voice**. We couldn't keep recording with human voice.

Three of the voices are human voices and not AI-generated. Okay. Yeah. Carolina?

>> About language, I will tell you something interesting. We have a focus group in Chile. We took the episode and translated to Spanish with AI, of course, and checked afterwards the details.

It worked very well and the children liked it very much.

We actually keep super egg as superman, for example. Didn't translate that. Super huevo in Spanish is not a good thing but they understood fantastically that super egg was a super hero that came to explain to children to take care of their ears. I agree with you that translation is so expensive but we have tools available now and take advantage of that and promote our products in other languages with that support.

>> SHELLY CHADHA: Okay.

Thank you, Carolina. Any other comment from the floor? Or those online? Okay.

>> One question.

>> SHELLY CHADHA: Please. Go ahead.

>> I looked at different materials used in different schools in different countries and talking about hearing and hearing care and nobody mentions ever audiologists. Audiologist is a profession nobody knows and notice in this video it is not appearing. You have multiples can you enter audiologist, please, from time to time so children know what it is?

>> SHELLY CHADHA: Thank you, Mark, for that suggestion. Okay. Let's -- now we are at the end.

Any final questions or comments and so on from this or from reflections from the earlier -- the first day? That you went back and suddenly in the middle of the night, oh, my God. Why didn't I say that?

Okay. So -- yes. Serge.

>> As a suggestion, I think that the topics of group A were a bit -- there were really two topics.

One was more technical around specifications and the other more about awareness and implementation of the standards, including the VR standards and video game playing and eSports and think it would have been a good idea to separate both for -- just a suggestion for the future.

>> SHELLY CHADHA: Thank you. Thank you, Serge.

Mark, Peter did say that in one of the episodes there is about hearing testing and an audiologist is referenced. Peter is our -- he is the lead on this. And -- so he is better aware of it.

Okay. So moving towards closure and for today, I noticed some common things, especially between the first two groups that presented which was about having success stories and having them hosted also on WHO Website. Absolutely. Also, converting some things that is a good idea we usually do a short video on some of our technical products.

We have done it for many other technical products not for safe listening.

Having a podcast is also, I think, a very good idea and is more accessible as well.

We can definitely look to do that.

In terms of points to be noted from the first day, just to conclude, we discussed on the first day the call for commitments.

And we agreed that we would send the call back to you. I request you to really read through it right from the start and what is the purpose of this call and why do we want to have this call?

What do we intend to do with the call and what do with intend to do with the responses to the call?

Then if you have additional feedback in addition to what was already provided to us on the first day, please do send it back to us in order to have a dedicated timeline. We request you to do so by next -- end of next week so that is Friday of next week.

So that we can then correlate it and revise this call. That is one of the things we will follow up with immediately after this.

We will also record all of the feedback that we have received from the groups and all of the recommendations about revisions and about next steps and about where we can engage and how we can engage.

And what we will do then is to send it back to the chairs of the respective groups for you to take a look to confirm with us if that is accurate or not. Then we will correlate everything into a report of the meeting which we will share with you once we have everything. Expect the report not before a month because it will take that much time to correlate everything.

We will work on the various things you have given us, specifically about the Website and engaging specifically with certain events and certain entities, so not to repeat all of them.

We also take very much on board your feedback about the -- about the big limitation that we have in this meeting, which is underrepresentation of -- well, the majority of the word and would like us really to work on that also together because it is not just -- it is -- one is the cost element, and it is also about the fact that there is not so much interest in the rest of the world.

Where you have partners and where you have collaborators and where you see the potential that also expertise, do let us know and share this and contact them and we will be happy to invite them the next time we have this meeting.

Also, engage with them in the meantime.

So I will -- I will end this meeting on this note. Only to say, thank you very much. Before I end, let me hand back to my colleague for the final words.

>> Wow. That is an honor. It has been an honor, actually, to have you guys here. Very good. We didn't have it last year. Now we have had this almost every year, connected and refreshed and moving forward. I think we have been making a lot of progress in the last 10 years and much better situation for hearing preservation and, you know, safe listening in general and standards and development and understanding and community around importance of the standards. So I have been very glad to be part of this process all these years. Having this once again, I look forward to doing more. Thank you all for coming here in person and for people that joined remotely. Many of you in very odd hours. Thank you very much for your dedication and participation. Apologies for some of the confusions during the event and logistical parts.

But, just to say that yeah. It has been great. We are closing here formally the consultation meeting.

However, we will continue in the afternoon with the question 2 of Study Group 21 that deals with standard development within the ITU site and you are all invited to come along and continue. We will stay in the same room starting at 2:30 and will be chaired by Masiato who is the rapporteur for it.

I think I will not stand in on your way to lunch anymore. Again, thank you very much for having come here and Shelly for all of these great collaborations over the last 10 years and last few weeks and thanks for bugging us and keeping us in the right direction to make sure we can provide as much as possible

what you needed to have this meeting as a success, which I think it was.

Thank you very much.

See you soon!

>> AUDIENCE: [Applause].

>> SHELLY CHADHA: Thank you to the captioner as well and for staying the extra time as well.

>> CAPTIONER: You're welcome.

(Session ended at 13:18 p.m. CET)

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