

Project No. 2023-2-IT03-KA220-YOU-000179130

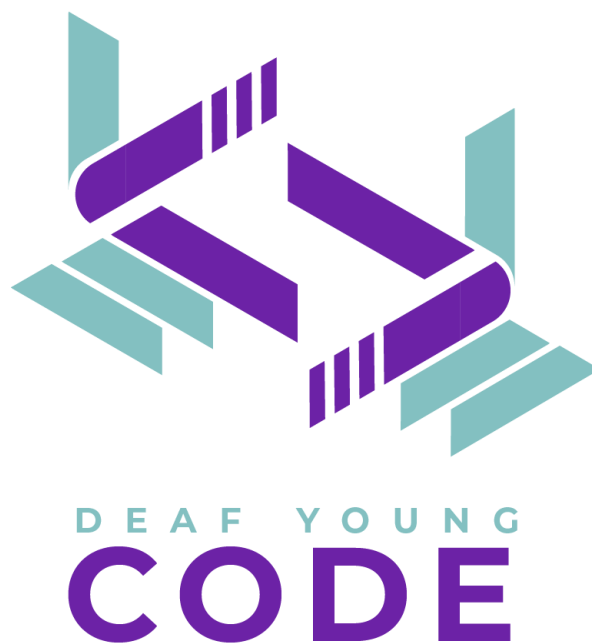
WP2: Survey Report – national reports

Ergon & DLEARN ,Italy  
Equalizent, Austria  
Deaf Studio, Slovakia  
Skola 11 maj, Serbia  
Liceul Tehnologic Special Vasile, Rumania  
SignCoders, Hungary  
GKINTIKAS BROS, Greece



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Project No. 2023-2-IT03-KA220-YOU-000179130

WP 2: Survey Report

1

Country report: Italy

Prepared by: Fondazione Istituto dei Sordi di Torino ONLUS



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## About Deaf Young Code

Deaf Young Code is a project is about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and introduce them to coding and programming skills. Acquiring such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth concerning programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 14 people took part in the survey in Italy.

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## Background information in Italy

### Sign Language Users

In Italy, the Deaf community using LIS comprises approximately 40,000 people and, including hearing people, it is estimated that LIS is known and used by approximately 100,000 sign language users<sup>1</sup>. LIS has its distinct grammar and syntax, separate from spoken Italian. It is the main language used by the Deaf community in Italy and is recognized in various legal contexts.

Key points about sign language users in Italy include:

<sup>1</sup>

[https://www.unive.it/pag/14024/?tx\\_news\\_pi1%5Bnews%5D=10602&cHash=c4a0c5247f1b0622f3c7dbbaf76ea6a9#:~:text=In%20Italia%20la%20comunit%C3%A0%20Sorda,utilizzata%20da%20circa%20100.000%20segnanti.](https://www.unive.it/pag/14024/?tx_news_pi1%5Bnews%5D=10602&cHash=c4a0c5247f1b0622f3c7dbbaf76ea6a9#:~:text=In%20Italia%20la%20comunit%C3%A0%20Sorda,utilizzata%20da%20circa%20100.000%20segnanti.)



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1. **Official Recognition:** While LIS is increasingly recognized, advocacy for full recognition and rights for the Deaf community continues. The Italian government has made strides toward acknowledging sign languages through education and public policy.
2. **Education:** There are schools and programs specific to the Deaf that utilize LIS as the primary mode of instruction. The approach to Deaf education in Italy has evolved to emphasize using sign language as a natural language for effective communication and learning.
3. **Community and Culture:** The Deaf community in Italy is vibrant, with cultural events, associations, and public advocacy groups promoting the use of LIS and rights for Deaf individuals.
4. **Regional Variations:** Like many sign languages, LIS may have regional dialects or variations. Different areas of Italy might exhibit unique signs or expressions.
5. **Integration with Technology:** The rise of technology has led to new avenues for communication, including video relay services and apps designed for better accessibility and interaction.
6. **Training and Resources:** There are various training programs for hearing individuals who want to learn LIS, aimed at fostering better communication and inclusion.

In summary, sign language users in Italy engage with a rich linguistic and cultural community centred around Italian Sign Language, and ongoing efforts are being made to enhance recognition and integration within society.

## Legal Status of Sign Language(s)

Italian Sign Language, known as "Lingua dei Segni Italiana" (LIS), has seen progress in terms of legal recognition and support in Italy. In October 2021, LIS was officially recognized in Italy with the approval of law number 104 in 1992, which aimed to protect the rights of individuals with disabilities, including those who are deaf.

Additionally, in January 2021, the Italian Parliament approved a bill recognizing Italian Sign Language as a "language" of the Italian State. This significant step aimed to promote LIS, support the education of deaf individuals, and ensure access to services and information in Italian Sign Language.

Through these initiatives, the legal status of LIS has improved, but challenges remain in terms of accessibility, funding for educational programs, and the implementation of effective policies to promote the language and the culture of the Deaf community in Italy.

## Deaf Associations

In Italy, there are several associations dedicated to supporting the deaf community and promoting their rights. These organizations focus on advocacy, education, cultural integration, and providing resources for deaf individuals and their families. Some of the prominent deaf associations in Italy include:

1. **ENS (Ente Nazionale Sordi):** The National Deaf Association of Italy, ENS is the primary organization representing the interests of the deaf community. It provides advocacy, legal support, and educational resources, and promotes awareness about deaf culture and sign language.
2. **FIADDA (Le famiglie italiane associate per la difesa dei diritti degli audiolesi):** The Italian Families Associated for the Defence of the Rights of the Deaf (FIADDA) is the association of non-deaf families who have children born with deafness.
3. **FSSI – Federazione Sport Sordi Italia:** The Federazione Sport Sordi Italia, is a federation recognised by the Italian Paralympic Committee and consists of 44 disciplines for a movement involving more than 3,000 members including athletes, technicians, managers and assistants.
4. **Associazione Italiana Cultura e Sport – Sezione Sordi:** This organization promotes cultural and sporting activities for the deaf community, fostering social inclusion and integration.
5. **FISH (Federazione Italiana per il Superamento dell'Handicap):** While not exclusively for the deaf, FISH is a federation that includes organizations representing various disabilities, including deafness. It focuses on advocacy for the rights of people with disabilities in Italy.
6. **Local Associations:** Many regions and cities in Italy have their local deaf associations that focus on the specific needs and interests of their communities. These often collaborate with national organizations to provide services and support.

These associations work towards raising awareness, providing education on the Italian Sign Language (LIS), and advocating for the rights of deaf individuals in various aspects of life, including education, employment, and social inclusion.



## Deaf Employment

Employment for Deaf individuals in Italy presents unique challenges and opportunities within the broader context of disability employment.

### Key Points on Deaf Employment in Italy:

1. **Legislation and Policy:** Italy has laws aimed at promoting the employment of individuals with disabilities, including the deaf. Law 68/1999 mandates that companies with more than 15 employees must hire a certain percentage of people with disabilities, which includes Deaf individuals.
2. **Employment Statistics:** Data from various sources indicate that employment rates for Deaf individuals in Italy are lower than those for the general population. While exact current figures vary, estimates suggest that the unemployment rate for people with disabilities, including the Deaf, may hover around 34% or higher, compared to approximately 12% for the general population.
3. **Support Programs:** Several non-governmental organizations and institutions provide vocational training and job placement services specifically tailored for Deaf individuals. Programs often focus on bridging the communication gap in the workplace and promoting sign language.
4. **Education and Training:** Educational institutions in Italy, including specialized schools for the Deaf, are essential in preparing Deaf individuals for the workforce. However, access to quality education can vary significantly by region.
5. **Challenges:** Barriers to employment include societal stigma, lack of accessibility in the workplace, and insufficient awareness among employers about the capabilities of Deaf individuals.

## Kinds of jobs

The disadvantages of the school system (see section below) result in the majority of deaf people working in roles that require only low qualifications. However, a few strive to attain high positions in society.

## Accommodations

In Italy, legal accommodations for deaf individuals are primarily grounded in laws and regulations that uphold the rights of persons with disabilities. Here are some key aspects related to accommodations for deaf people in Italy:



1. **Legislative Framework:** The Italian Constitution guarantees the right to equality and non-discrimination for all individuals, including those with disabilities. Law No. 104/1992 is a significant legislative act that addresses the rights of persons with disabilities, including provisions for support and accommodations.
2. **Access to Education:** The Italian education system is obliged to provide appropriate accommodations for deaf students, such as sign language interpreters, specialized teachers, and tailored educational materials. Schools must ensure that deaf students have equal access to educational opportunities.
3. **Employment Rights:** Deaf individuals have the right to reasonable accommodations in the workplace under Legislative Decree No. 216/2003, which implements EU directives on employment equality. Employers are required to make necessary adjustments to enable deaf employees to perform their duties effectively.
4. **Transportation:** Accommodations in transportation services, such as free transportation in public transport such as bus or metro and sometimes discounts on trains.
5. **Sign Language Recognition:** In 2021, Italy officially recognized Italian Sign Language (LIS) as a formal language. This legal recognition enhances the rights of deaf individuals to use LIS in various settings, including education, public services, and the legal system.

In summary, Italy provides a legal framework that supports accommodations for deaf individuals across education, employment, public services, transportation, and cultural activities. The recognition of Italian Sign Language further strengthens these accommodations, promoting inclusion and accessibility for the deaf community.

## Deaf professionals by training

In Italy, as in many countries, there are deaf professionals across various fields who have pursued education and training in different disciplines. These individuals often advocate for accessibility, inclusion, and the rights of deaf people within society. Some areas where deaf professionals can be found in Italy include:

1. **Education:** Deaf teachers and educators work in schools to support the learning of deaf and hard-of-hearing students. They may also specialize in teaching Italian Sign Language (LIS).
2. **Social Work:** Some deaf individuals work in social services, helping to improve the quality of life for people with disabilities, including advocating for services accessible to deaf communities.
3. **Arts and Media:** There are deaf artists, actors, and performers who promote deaf culture and awareness through various forms of expression, including theatre, visual arts, and film.
4. **Public Speaking and Advocacy:** Deaf advocates work to raise awareness about the rights of deaf individuals, promoting the use of sign language and accessibility in public life.



5. **Technology and Accessibility:** Some deaf professionals specialize in creating or promoting technologies that aid communication, such as video relay services or apps designed for the deaf community.

In Italy, organizations such as the **ENS (Ente Nazionale Sordi)**, and the National Deaf Association, actively advocate for the rights and inclusion of deaf people. Efforts to increase awareness and improve accessibility can help create more opportunities for deaf individuals to succeed in various professions.

## Education

### Types of schools

In Italy, special schools for the deaf do not exist. Instead, deaf students attend mainstream schools alongside their peers. However, a few schools do exist that are open to all students and that have a specific focus on deaf education and bilingual education.

### Primary and Secondary Education

In Italy, there are no specialized schools for deaf students; they attend regular schools alongside their hearing peers. Consequently, deaf children in primary and secondary schools receive support to foster their inclusion through two key professional roles:

- **Insegnante di sostegno (Support Teacher):** The support teacher is responsible for assisting students with disabilities to enhance their learning and integration. Their role is like that of any other teacher, which includes planning lessons and activities, presenting study topics, preparing homework, and assessing student learning through tests and evaluations. What distinguishes the support teacher's work is primarily the specific needs of their students. They must adapt all classroom activities to accommodate children with learning difficulties.
- **Assistente all'autonomia e alla comunicazione (Autonomy and Communication Assistant - ASACOM):** The ASACOM is a specialized professional who provides support to students with sensory and psycho-physical disabilities, as well as those on the autism spectrum. Their role focuses on fostering communication and promoting independence among these students.

This dual approach is made to ensure that deaf and students with disabilities receive the necessary support to thrive in a mainstream educational environment.

## University education

The services offered by each university are outlined on the websites of Italian universities<sup>2</sup>. Unfortunately, sometimes the staff at the disability office are unable to provide adequate information to deaf students; therefore, it is necessary to pay attention to ongoing training and awareness-raising activities for university staff.

The services for the inclusion of students with disabilities and specific learning disabilities (DSA) refer to the guidelines established by:

- Framework law for the assistance, social integration, and rights of people with disabilities (Law no. 104/92)
- Integration and modification of the framework law 104/92 (Law no. 17/99)
- Guidelines from the National University Conference Delegates for Disability (CNUDD)
- Law 170/10 for support services for students with DSA

For university students with disabilities, achieving the learning objectives indicated in their study program is provided, and they can benefit from support legally recognized in the university context.

Each Italian university has an office for students with disabilities and DSA that welcomes students. It is necessary to present certification of disability/invalidity to access support throughout the entire course of study and during the administration of any entrance/exams and to obtain the right to study.

Stating that one of the tasks of the service for deaf students is to provide information may seem almost obvious, but in fact, it is not. Deafness is indeed a communication disability, characterized by the obstacles encountered in the flow of information when it is communicated to a person without hearing. Some recorded episodes in the past, particularly concerning two female students who had always paid university fees despite being eligible for exemption, confirm the difficulty deaf individuals face in accessing information independently and the necessity to pay extreme attention to this aspect. One of the preliminary functions that universities should focus on is effective communication aimed, among other things, at providing deaf students with a roadmap of the services that the university offers them, and subsequently assisting them during enrolment, delivering study plans, and compiling and submitting applications for benefits and aids.

The most important benefits and services that Italian universities offer to deaf students are as follows:

- Total exemption from registration fees: it is necessary to have a recognized disability of over 66%;
- Contributions for the purchase of educational aids;
- Sign language interpretation service (LIS);

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<sup>2</sup> <https://www.ens.it/scuola-e-universita/>



- Subtitling services;
- Video recording of lectures;
- Peer tutoring service;
- Note-taking service;
- Transcription of texts or notes service;
- Scholarship: assignment depends on the family's economic situation;
- Accommodation placement;
- Mediation interventions with teachers given exams;
- Access to study rooms.

## Vocational Training

Also when it comes to Vocational Training, in Italy, there are no specialized schools for deaf students; they attend regular schools alongside their hearing peers. Consequently, deaf children in primary and secondary schools receive support to foster their inclusion through two key professional roles:

- **Insegnante di sostegno (Support Teacher):** The support teacher is responsible for assisting students with disabilities to enhance their learning and integration. Their role is like that of any other teacher, which includes planning lessons and activities, presenting study topics, preparing homework, and assessing student learning through tests and evaluations. What distinguishes the support teacher's work is primarily the specific needs of their students. They must adapt all classroom activities to accommodate children with learning difficulties.
- **Assistente all'autonomia e alla comunicazione (Autonomy and Communication Assistant - ASACOM):** The ASACOM is a specialized professional who provides support to students with sensory and psycho-physical disabilities, as well as those on the autism spectrum. Their role focuses on fostering communication and promoting independence among these students.

This dual approach is made to ensure that deaf and students with disabilities receive the necessary support to thrive in a mainstream educational environment.

## Education of teachers

In Italy, the steps to becoming an **Insegnante di Sostegno (Support Teacher)** are like those required for general teaching positions, with a fundamental difference regarding the qualification phase for teaching<sup>3</sup>.

To become a special education teacher, one must:

<sup>3</sup> <https://www.unipegaso.it/blog/istruzione/come-diventare-insegnante-sostegno-requisiti>



1. Hold a degree or other qualification that authorizes teaching.
2. Obtain special education certification through participation in the so-called TFA<sup>4</sup> (Active Training Internship) for special education.
3. Pass the competitive exam.

The qualifications required to become a teacher vary depending on whether one wishes to work in primary or early childhood education or secondary education institutes.

For early childhood and primary education, it is necessary to have a single-cycle degree in Primary Education Science or a diploma obtained before the 2001-2002 school year from a Teacher Training College or a social-psychological pedagogical High School. To teach in a secondary school, one must have a second-level degree, a single-cycle degree, an equivalent qualification, or a technical-practical diploma.

The TFA for special education is a course lasting at least 8 months that allows participants to obtain certification to become a special education teacher.

This is a university-level course that one can enter after passing a pre-selection test, which provides multidisciplinary skills.

Through attending courses, workshops, and practical assessments, aspiring teachers acquire solid psycho-pedagogical training and learn the key elements of didactics.

Those who have taught for at least 3 years in the last 5 years or who hold a degree in Primary Education Science or another teaching qualification for primary or early childhood education can access the TFA for special education by right, without needing to take the pre-selection test.

Also exempt from the pre-selection test for the TFA for special education are aspiring teachers who have obtained teaching qualifications through completing the required 24 university credits in pedagogical and psychological fields (from 2025, 30 credits will be necessary).

## Education of Counsellors

"There is no specific training for counsellors working with deaf individuals. To effectively provide counselling for the deaf, counsellors will need to take a separate Sign Language course and/or the Assistente alla comunicazione autonomia course."

## Counselling services

In Italy, various counselling services are available for deaf and hard-of-hearing individuals. Here are some key resources and organizations that cater to this community:

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<sup>4</sup> <https://www.istruzione.it/archivio/web/istruzione/tfa.html>



1. **Istituto per Sordi (National Institute for the Deaf)**: Located in various cities, this institute provides educational and support services for deaf individuals, including counselling and assistance with vocational training.
2. **Ente Nazionale Sordi (Italian Deaf Association)**: This organization advocates for the rights and social inclusion of deaf people in Italy. They often offer support services, information, and resources.
3. **Counseling Centers**: Various counselling centers throughout Italy offer services tailored for deaf individuals, including mental health support and social services. These centres may provide interpretation services in sign language.
4. **Universities and Research Institutions**: Some universities in Italy have specific programs or departments focused on addressing the needs of the deaf community, including counselling and psychological services.
5. **Local Health Services**: Many regional health authorities (ASL) provide specific services for people with disabilities, including counselling services for the deaf. It's advisable to contact local health authorities for information on available resources in your area.

## Interpreting education

In Italy, training to become a sign language interpreter encompasses a combination of formal education, practical experience, and specialized courses in sign language. In 2022, the Official Gazette No. 81 of April 6, 2022, published a decree issued by the Ministry for Disabilities in collaboration with the Ministry of Universities and Research. This decree, titled "Provisions on the Professions of Italian Sign Language (LIS) and Italian Tactile Sign Language (LIST) Interpreters," implements the law regarding the recognition of Italian Sign Language and Italian Tactile Sign Language, thereby acknowledging the professional roles of LIS and LIST interpreters (as stated in Article 34 ter of Decree-Law No. 41 of March 22, 2021).

The decree, which consists of five articles, defines the role of LIS interpreters, regulates their training by establishing a degree course, creates a registry of Italian sign language interpreters at the Presidency of the Council of Ministers, and allocates resources to encourage the establishment of these degree courses.

Additionally, there are still non-university organizations that offer training courses for sign language interpreters.

## Qualification Standards

There is no specific organization responsible for establishing qualification standards for Sign Language Interpreters. However, after obtaining their qualifications, becoming part of professional associations can provide networking opportunities and avenues for professional development. To join a professional association, a graduate interpreter typically must pass a



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test organized by the association they wish to join. This test usually focuses on interpretation between Italian and Italian Sign Language (LIS), as well as questions related to the professional and ethical codes. Based on the test results, participants can join the association, receiving different membership statuses depending on their experience and competencies.

## Availability of translators and interpreters

In Italy, the availability of sign language translators and interpreters can vary by region and specific needs. Here are some key points regarding sign language services in Italy:

1. **Interpretation Services:** Various organizations, non-profits, and agencies provide sign language interpretation services. These services are often used in public institutions, educational settings, and events.
2. **Training Programs:** Several institutions in Italy offer training and certification programs for aspiring sign language interpreters. The quality and intensity of these programs can vary.
3. **Regional Variations:** The availability of interpreters can differ significantly between urban and rural areas. Larger cities like Rome, Milan, and Naples typically have more resources and professionals available than smaller towns.
4. **Online Resources:** With the growth of technology, many interpreters and services are accessible online, which can help bridge the gaps in availability in more remote areas.

For specific availability, it's often best to contact local organizations or networks that are dedicated to supporting the deaf community.



# Employment

## Support services

In Italy, various services and organizations are dedicated to supporting deaf people, particularly concerning employment opportunities. Here are some key aspects and resources available for deaf individuals seeking employment in Italy:

### 1. Job Placement Services

**Agenzia Nazionale per le Politiche Attive del Lavoro (ANPAL):** The national agency provides support for job seekers, including specific programs for people with disabilities.

**Regional Employment Centers:** Each region in Italy has employment services that cater to disabled individuals, offering job placement and career counselling.

### 2. Non-Profit Organizations

**ENS (Ente Nazionale Sordomuti):** This national deaf organization offers resources, job training, and advocacy for deaf individuals. They often provide support in finding employment through various programs.

**Other Local Associations:** Many local deaf associations may provide tailored employment services, vocational training, and workshops to enhance skills.

### 3. Legal Framework and Support

Italian law mandates that companies with a certain number of employees must hire a quota of people with disabilities. This legal support can help deaf individuals secure job placements in a variety of sectors.

The Law 68/1999 promotes the employment of people with disabilities and emphasizes their integration into the workforce.

## Preparedness of teachers, students, counsellors and interpreter/translators

In Italy, the preparedness of teachers, students, counsellors, and interpreters/translators for deaf people has been an evolving topic in recent years. The Italian educational and social systems have made strides to improve inclusivity and accessibility for deaf individuals, though there are still areas needing attention and enhancement.

Of course the preparedness of educators and support professionals for deaf individuals in Italy is improving, but challenges still exist that require ongoing attention and resources. Continued investment in training and awareness, coupled with effective policy implementation, will be essential to further enhance the educational outcomes and integration of deaf students in Italy.



## Awareness of employers

Some organizations organize campaigns and activities to raise awareness among employers about working with deaf individuals.

## Deaf skills

In Italy, the recognition and support for the Deaf community, including the use of sign language, has evolved over time. Overall, the Deaf community in Italy continues to advocate for recognition, inclusion, and access to resources while celebrating its unique culture and language.

## Support from governments

In Italy, support for deaf individuals is provided through a combination of legislation, policies, and specific programs designed to promote inclusion, accessibility, and the rights of people with hearing impairments. Here are some key aspects of the support available:

### Legislation:

- **Law 104/1992:** This law is crucial for the rights of individuals with disabilities, including the deaf. It ensures assistance in education, work, and social integration, and mandates that public services be accessible.
- **Law 68/1999:** This law promotes the employment of people with disabilities, including listening aids and other accommodations for deaf individuals in the workplace.

### Education:

- Deaf children have the right to education in inclusive settings, and there is support for schools to provide sign language interpreters and other resources. Italian Sign Language (LIS) is recognized as an official language for the deaf community.
- Specialized schools and programs exist for deaf students, ensuring they receive appropriate education tailored to their needs.

### Public Awareness and Advocacy:

- Various organizations advocate for the rights of deaf individuals, promoting awareness of their needs and pushing for better policies and practices to ensure inclusion in all aspects of life.

In summary, the Italian government, along with various non-profit organizations, works to create an inclusive environment for deaf individuals through legislation, education, healthcare, social services, and advocacy. However, challenges persist, and ongoing efforts are needed to fully meet the needs of the deaf community in Italy.

## Concluding remarks

In conclusion, the Deaf community in Italy, using LIS, is characterized by a vibrant culture and ongoing advocacy for full recognition and rights. Despite progress in legal recognition, education, and employment opportunities, significant challenges remain, including accessibility and stigma. Supportive legislation and various organizations work to promote inclusion, but continued efforts are necessary to enhance awareness among employers and improve resources for the Deaf. Strengthening these initiatives will be vital for fostering a truly inclusive society for Deaf individuals in Italy.

## References

<https://www.istruzione.it/archivio/web/istruzione/tfa.html>

<https://www.unipegaso.it/blog/istruzione/come-diventare-insegnante-sostegno-requisiti>

<https://www.ens.it/scuola-e-universita/>

[https://www.unive.it/pag/14024/?tx\\_news\\_pi1%5Bnews%5D=10602&cHash=c4a0c5247f1b0622f3c7dbbaf76ea6a9#:~:text=In%20Italia%20la%20comunit%C3%A0%20Sorda,utilizzata%20circa%20100.000%20segnanti](https://www.unive.it/pag/14024/?tx_news_pi1%5Bnews%5D=10602&cHash=c4a0c5247f1b0622f3c7dbbaf76ea6a9#:~:text=In%20Italia%20la%20comunit%C3%A0%20Sorda,utilizzata%20circa%20100.000%20segnanti)

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# Deaf Young Code Survey

## Survey in Italy

Here is the link to the xxx Survey: <https://forms.gle/fnANsPHp3QYpadj86>

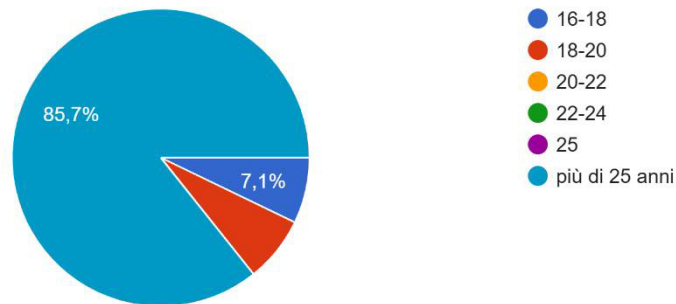


# Survey Results

## Section 1: Demographics

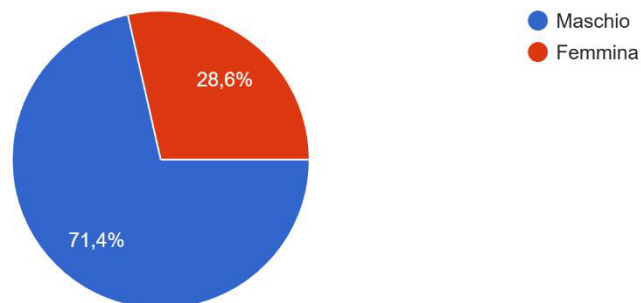
1. Quanti anni hai?

14 risposte



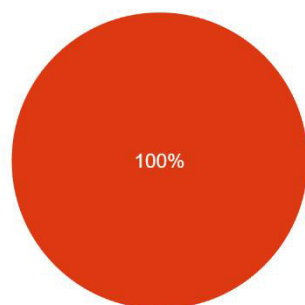
2. Qual è il tuo sesso?

14 risposte



### 3. Dove vivi?

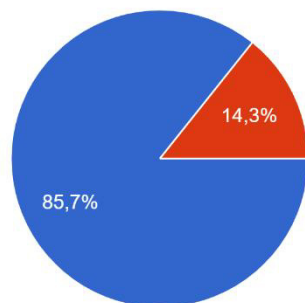
14 risposte



- Austria
- Italia
- Slovacchia
- Serbia
- Romania
- Ungheria
- Grecia

### 4. Qual è la tua disabilità?

14 risposte

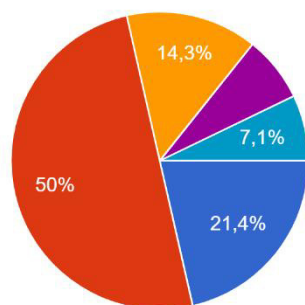


- sordo
- sordastro
- sordocieco
- altre disabilità

20

### 5. Dove hai frequentato la scuola?

14 risposte



- Scuola per sordi
- Scuola tradizionale senza alcun programma per sordi
- Scuola tradizionale con un programma per sordi
- Scuola per studenti con problemi di udito
- All inizio con gli udenti poi dopo con i sordi
- Scuola per sordastri

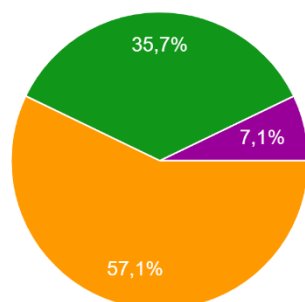


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## 6. Qual è il tuo livello di istruzione più alto?

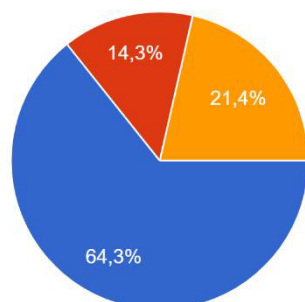
14 risposte



- Scuola primaria (elementare) - da 6 a 11 anni
- Scuola secondaria di primo grado (medie) - da 11 a 14 anni
- Scuola secondaria di secondo grado (superiore) da 14 a 19 anni
- Laurea Triennale
- Laurea Magistrale

## 7. La tua istruzione è stata....

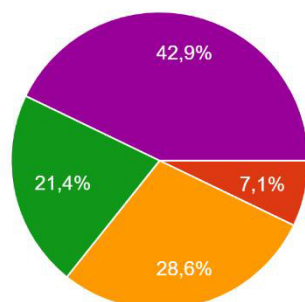
14 risposte



- Bilingue (lingua dei segni e lingua parlata)
- Solo in lingua dei Segni
- Solo in lingua parlata

## 8. Le tue abilità in lingua dei segni sono....

14 risposte

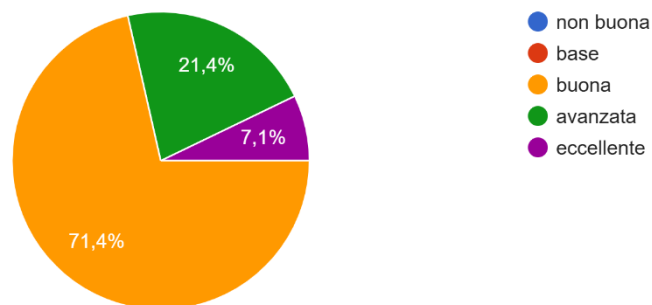


- non buona
- base
- buona
- avanzata
- eccellente



## 9. Le tue competenze linguistiche scritte sono...

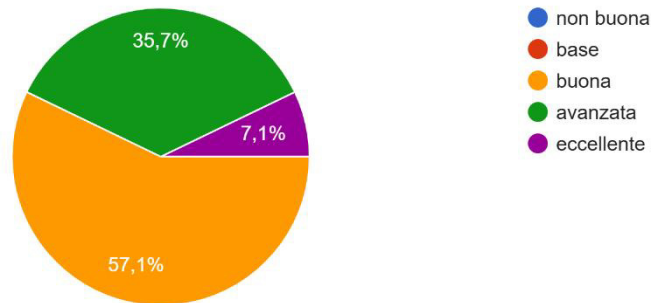
14 risposte



## Section 2: Digital skills in general

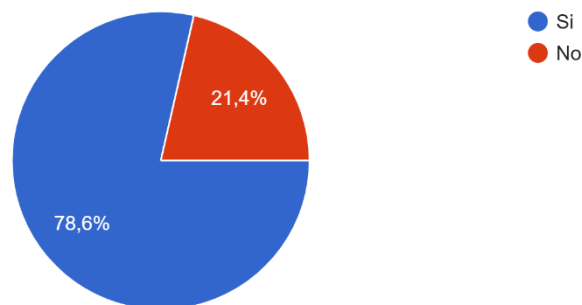
10. Le tue competenze digitali sono...

14 risposte



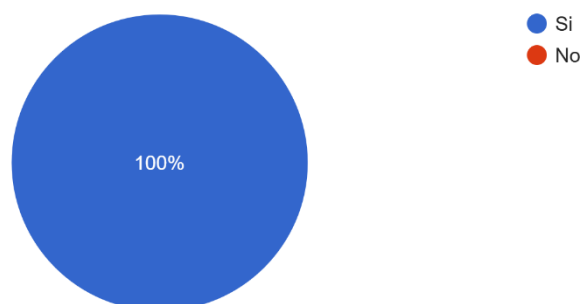
11. Hai già lavorato in un settore in cui hai bisogno di competenze digitali e/o hai visitato un evento in questo settore?

14 risposte



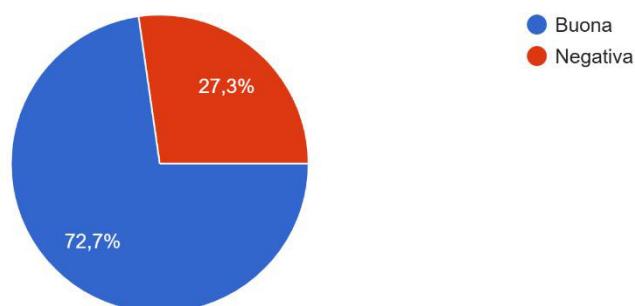
## 12. Vuoi migliorare le tue competenze digitali?

14 risposte



## Se sì, la tua esperienza è stata...

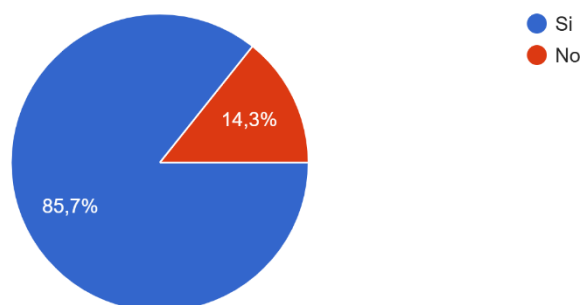
11 risposte



24

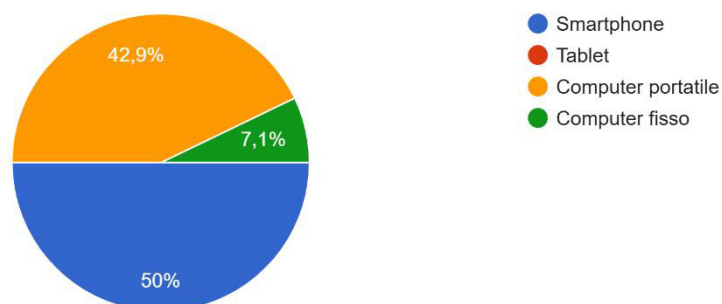
## 13. Sai usare la formattazione in word, excel, power point?

14 risposte



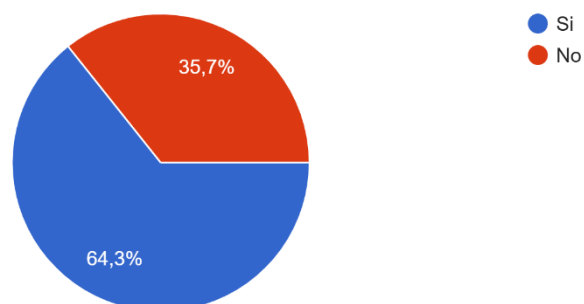
14. Quando usi internet, utilizzi soprattutto...

14 risposte



15. Dopo la scuola ho avuto sufficienti informazioni sui computer?

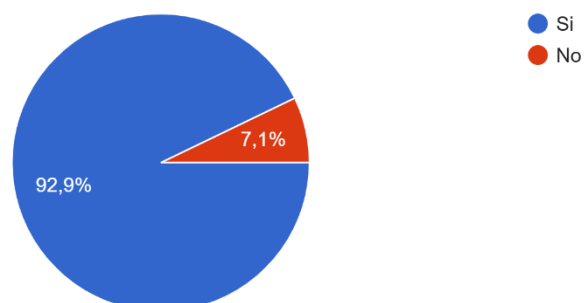
14 risposte



## Section 3: Coding

16. Sei interessato al Coding?

14 risposte

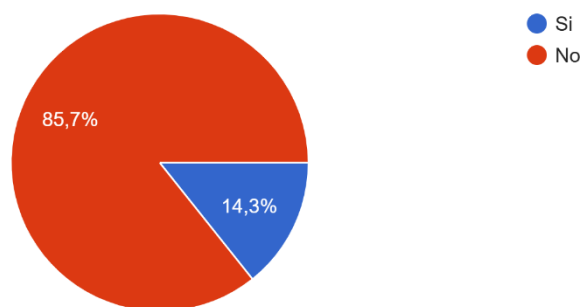


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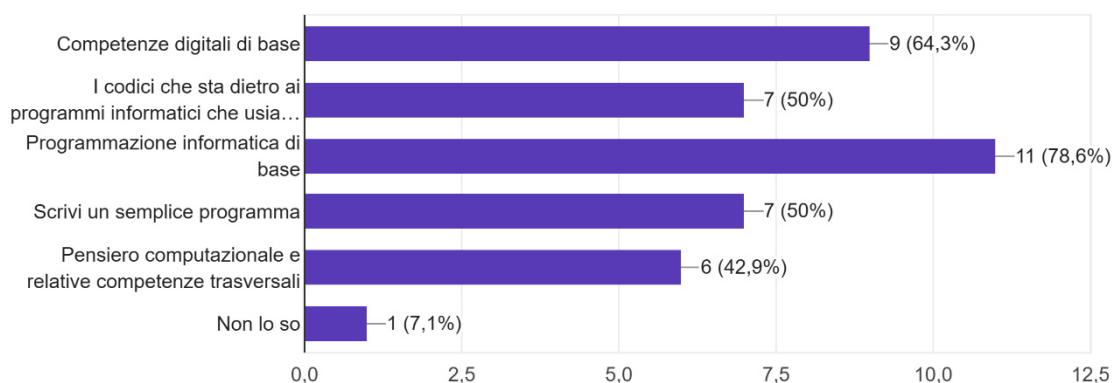
### 17. Hai conoscenze ed esperienze pregresse nel campo del coding?

14 risposte



### 18. Cosa ti aspetteresti di imparare in un programma di formazione sul coding? Scegli fino a 3 risposte

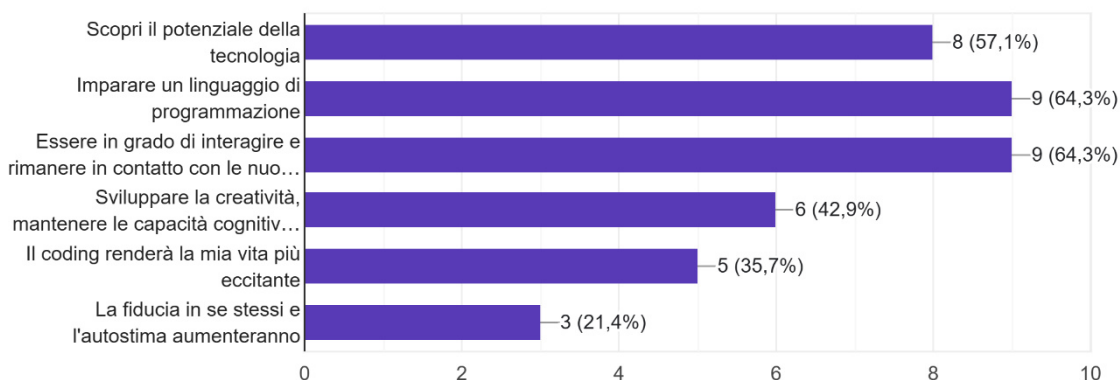
14 risposte



26

### 19. Perché pensi che il coding sia utile nella vita di tutti i giorni? Scegli fino a 3 risposte

14 risposte

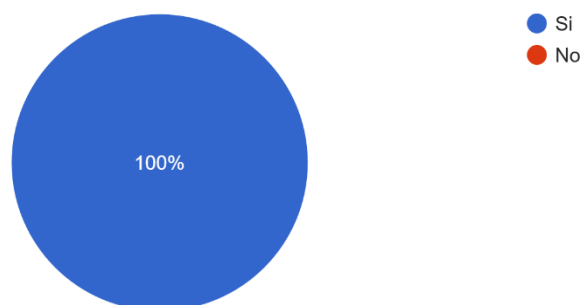


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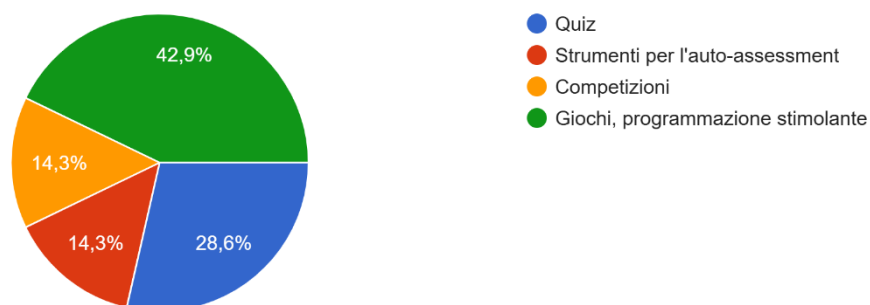
20. Sei interessato a frequentare un corso di formazione specifico per migliorare le tue competenze digitali e saperne di più sul coding?

14 risposte



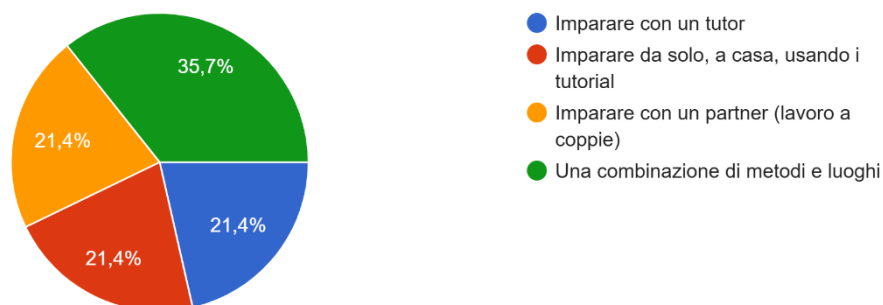
Se sì, come vorresti imparare? Che tipo di esercizi interattivi preferisci?

14 risposte



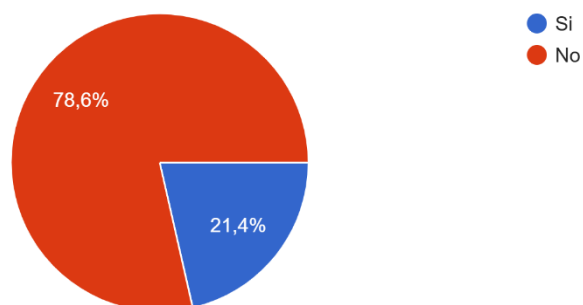
21. Quali sono i metodi di apprendimento più adatti a te?

14 risposte



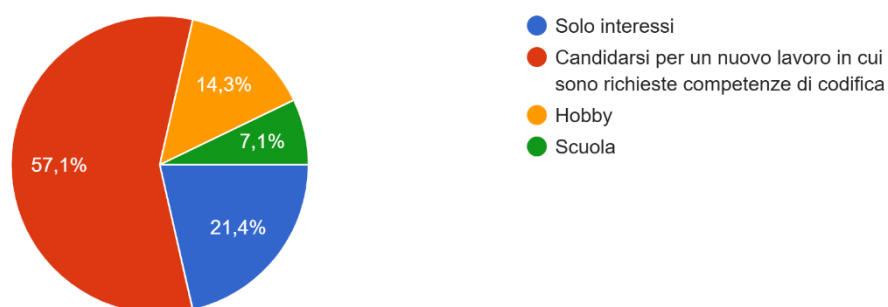
22. Hai competenze di base in questo settore, ad esempio conosci qualche codice informatico (HTML)?

14 risposte



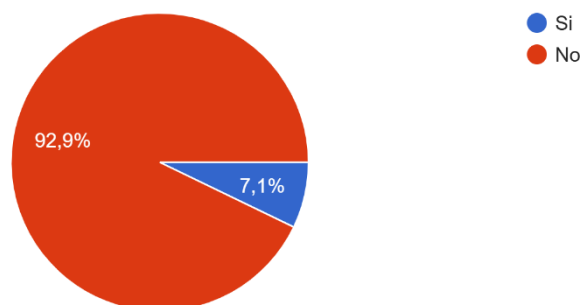
23. Qual è il tuo obiettivo imparando il coding?

14 risposte



24. Sai quali sono le applicazioni utilizzate per la codifica?

14 risposte



## Summary

Eighty-five percent of respondents were aged 16 to 18, with a slightly higher number of male participants than female. At least 57% have graduated from high school and possess basic digital skills, including proficiency in essential software such as Word, Excel, and PowerPoint. Only one participant indicated that their digital skills are lacking.

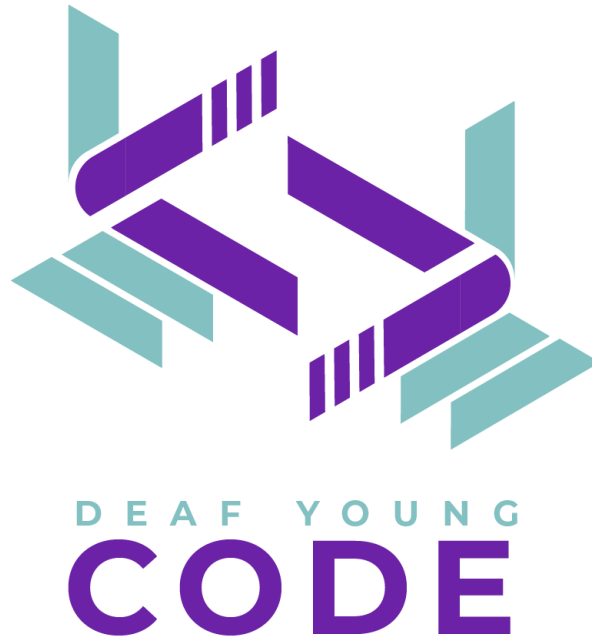
More than half of the respondents expressed an interest in coding and a desire to learn more about it, although most have no prior knowledge or experience in this area. When asked about their expectations from a coding program, 11 participants indicated a desire to learn basic programming, 9 wished to enhance their digital skills, and 7 wanted to understand coding concepts and learn how to write simple programs.

Regarding preferred learning methods, the most popular responses were learning through games and interactive programming (42%), followed by quizzes (28%). Almost half of the participants expressed a desire to learn coding out of personal interest, to understand programming languages, and to foster creativity while maintaining cognitive abilities.

Author(s) of the report:

- Andre Ebouaney
- Nicola Della Maggiora





Project No. 2023-2-IT03-KA220-YOU-000179130

WP 2: Survey Report

Country report: Austria

Prepared by: equalizent



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## About Deaf Young Code

Deaf Young Code is a project about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and young people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and provide them with an introduction to coding and programming skills. The acquisition of such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth with regard to programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 26 people took part in the survey in Austria.

## Background information in Austria

### Sign Language Users

In 1996, the number of people who were deaf, hard of hearing or late deafened was 456 000. This number included 51 000 people who had great difficulty hearing even in a quiet environment, as well as 10 000 people who were fully deaf.<sup>1</sup>

Data collected in 2007 and 2015 showed consistently falling numbers of deaf, hard of hearing or late-deafened people, however the survey in 2015 was conducted by telephone, which could partly account for the fall since people with severe hearing impairments could not take part.<sup>2</sup>

The Austrian Health Interview Survey (ATHIS) conducted in 2019 showed that 7.2 % of the population of Austria aged 15+ has difficulties hearing in a quiet room (despite using a hearing aid).<sup>3</sup>

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<sup>1</sup> Statistik Austria, Mikrozensus 1995

<sup>2</sup> Statistik Austria, Mikrozensus 2015

<sup>3</sup> Statistik Austria, ATHIS 2019



There is no concrete data available on the number of Sign Language users. While not all of the approximately 10.000 deaf people sign, many hearing people (including CODAs =>children of deaf adults), Sign Language interpreters, relatives of deaf people, and people learning Sign Language for their jobs or as a hobby) do.

## Legal Status of Sign Language(s)

Austrian Sign Language has been recognised as an independent language in the Austrian federal constitution since 2005.

Article 8, paragraph 3 of the federal constitution law states "Austrian sign language is recognized as an independent language. The laws determine the details"

However, virtually no laws actually exist to clarify what this means in everyday life e.g. education, access to Sign Language in public life, working provisions and more.

## Deaf Associations

The ÖGLB (Österreichischer Gehörlosenbund, Austrian Deaf Association) is the advocacy association for the deaf community in Austria. The ÖGLB was founded in 1913 as an umbrella organisation. Currently 6 federal deaf associations (for lower Austria, Upper Austria, Styria, Carinthia, Tirol, Vorarlberg) are members of the ÖGLB. Many local deaf associations offer services and support for the community as well as many associations specialising in certain fields e.g. sports.<sup>4</sup>

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<sup>4</sup> [Home - ÖGLB \(oeglb.at\)](http://oeglb.at)



## Deaf Employment

Deaf and hard of hearing school leavers achieve lower levels of education and fewer qualifications than their hearing peers do. This is reflected in unemployment rates.<sup>5</sup>



### Vienna – Deaf job applicants

**30% ..... aged 14 – 25**

7% ..... aged 26 – 30

11.5% ..... aged 31 – 35

9% ..... aged 36 – 40

11.5% ..... aged 41 – 45

27% ..... aged +46

### Total of unemployed – youth

**14.8% ..... aged 14 – 25**

Fig. 1: Comparison of unemployment rates for deaf / hearing jobseekers

<sup>5</sup> Public employment centre - AMS, Data from 30/6/2014

[http://www.ams.at/docs/001\\_am\\_bildung\\_0614.pdf](http://www.ams.at/docs/001_am_bildung_0614.pdf)

AMS via <https://derstandard.at/2000062640283/Jugend-ohne-Job> (Data from 2016)



Not only is unemployment considerably higher amongst people of working age who are deaf, only 35 % of those who find work, find placements on the first labour market:

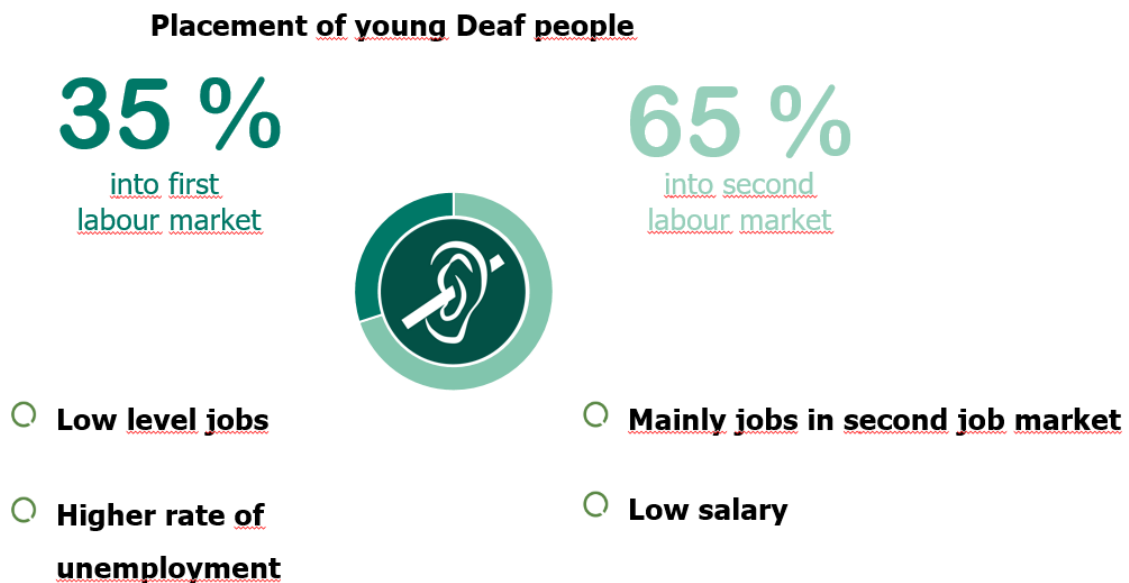


Fig. 2: Comparison of placement (first / second labour market) of deaf employees <sup>6</sup>

## Kinds of jobs

Due to the disadvantages in the school system (see section below) most deaf people work in jobs requiring only low qualifications. Some professions still have restrictions based on hearing ability (for example until recently kindergarten pedagogues were required to be able to play the flute or the guitar).

## Accommodations

If a person belongs to the group of "begünstigte Behinderte" (English: favoured people with disability) that means their degree of disability is at least 50 %

In Austria, the issue of supporting deaf and hard of hearing people is enshrined (in relation to the Constitution) in the Medical Disability Act. Articles 3 and 4 define the support measures and technologies, as well as the source of funding for these measures. The law does not define the specific amount each individual can receive. After receiving a request for an allowance from a hearing-impaired person, the appropriate authorities make their decision on a case-by-case basis. They look at a number of factors:

<sup>6</sup> Data from working assistance/Witaf 2012, Enormous impact on life quality. See CHEERS study 2007: <https://www.barmherzige-brueder.at/unit/issn/ gehoerlosigkeit/wissenschaft>

Where the applicant lives – in Austria some budgets are federal, while regional governments are responsible for others – that is why the amount of the allowance in individual states may vary depending on the spending priorities of the region.

- Degree of disability
- Occupation/employment
- Ability to access charitable resources
- Health and pension insurance
- Other factors

At the same time, however, there are also subsidies, grants and support services for companies that provide services for people with disabilities.

The support services for people who need assistance are offered in the form of central labour market projects run by the Ministry of Social Affairs.

Local deaf associations offer support to deaf job seekers and employers of deaf people and are funded by the federal government.

## Deaf professionals by training <sup>7</sup>

2013-2015 - four-semester university course in sign language teaching offered at the Alpen-Adria-Universität of Klagenfurt.

4-semester university course "LOGO! At Salzburg University offers translation and interpreting for Austrian Sign Language, written German and international sign.

The Pädagogische Hochschule Niederösterreich offers further education courses in Austrian Sign Language, as well as a course entitled "Pedagogy for the Hearing Impaired".

Deaf Pedagogues are trained and certified by the ÖGSLV – Österreichischer GebärdensprachlehrerInnen Verband. The first training was offered in cooperation with equalizent.

The City of Vienna trains kindergarten teachers and assistant teachers. The training started in 2015 and was prepared in cooperation with equalizent. This means that deaf and hard of hearing children in kindergarten can also be offered a first-language model in Austrian Sign Language.

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<sup>7</sup> Bericht der Bundesregierung über die Lage der Menschen mit Behinderungen (2017)

<https://broschuerenservice.sozialministerium.at/Home/Download?publicationId=428>



# Education

## Types of schools

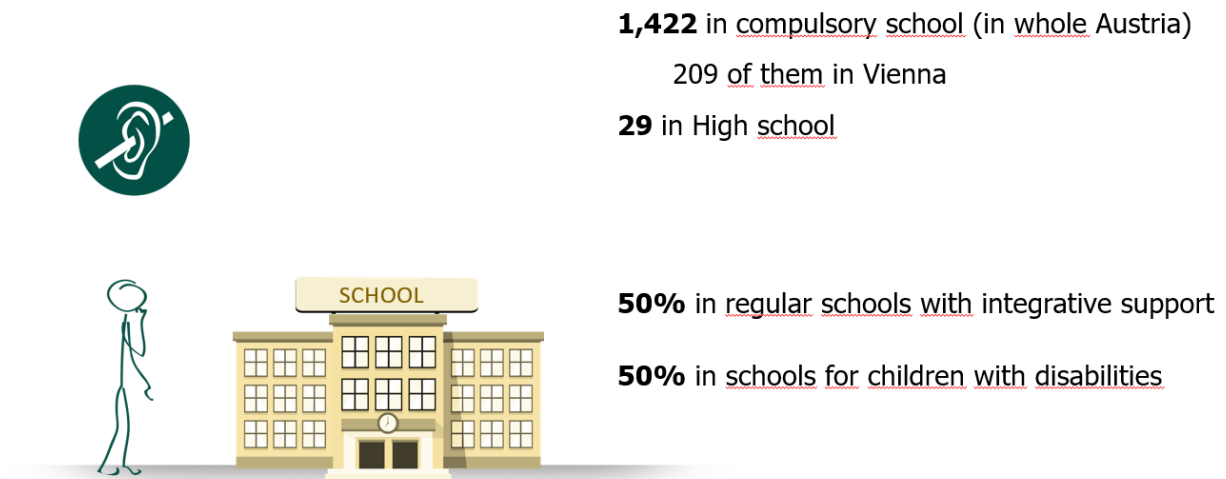


Fig. 3: Source: IHS Study „Abschätzung der Bedarfslage an ÖGS-DolmetscherInnen“, J. Hartl, M. Unger, 2014

More than 90% of deaf children are born to hearing parents which means that when they start school, they are often already at considerable linguistic disadvantage to their hearing peers because they lack an adult language model at home.

## Primary and Secondary Education

50% of deaf children attend mainstream schools with various support (Sign Language teachers, signing support staff, interpreters, communication assistants), while the remaining 50% are in special schools (although not necessarily with sign language competent instruction!). In Austria, the prevailing trend in teaching, even in special schools, is oralistic.

There are only limited places in inclusive schools offering instruction in Sign Language. Even then, most lessons are taught orally with the provision of sign language interpretation for deaf students, rather than being prepared and adapted to the needs of hearing impaired pupils, and taught bilingually (in written / spoken German and Austrian Sign Language).<sup>8</sup>

In the 2013/14 school year, there were 683,006 children of compulsory school age attending school in Austria; 1,422 of which were deaf or hearing impaired. A disproportionately large number of deaf and hearing-impaired children attended school in Vienna - 424 or 30% of all

<sup>8</sup> Österreichischer Gehörlosenverbund 2015.



deaf and hearing-impaired children in the whole country). 29 deaf children attended a high school.<sup>9</sup>

## University education

There are currently approximately 30 deaf students in Austria, mostly concentrated in Vienna.<sup>10</sup>

General information for students with disabilities:

<https://www.uniability.org/standorte/>

GESTU in Vienna (Technical University of Vienna) offers support for deaf and hard of hearing students

GESTU in Graz: <https://www.tugraz.at/studium/studieren-an-der-tu-graz/studieninteressierte/gestu-graz-gehoerlos-und-schwerhoerig-erfolgreich-studieren/>

VÖGS: <https://www.voegs.at/>

## Vocational Training

Preparation for vocational training and support apprenticeship is offered by equalizent, WITAF, Wien Work and Caritas in Upper Austria. The links below are just some of the offers:

[www.equalizent.com](http://www.equalizent.com) <https://equalizent.com/fuer-gehoerlose>

<https://www.caritas-ooe.at/hilfe-angebote/menschen-mit-behinderungen/ausbildungundarbeit/ausbildung/ausbildungsvorbereitung/hand-werk-ausbildungsassistenz>

[https://www.wienwork.at/media/file/280\\_AKTUELL\\_Wien\\_Work\\_Presentation\\_EasyLanguage\\_Mila\\_2021-12.pdf](https://www.wienwork.at/media/file/280_AKTUELL_Wien_Work_Presentation_EasyLanguage_Mila_2021-12.pdf)

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<sup>9</sup> „Abschätzung der Bedarfslage an ÖGS-DolmetscherInnen“, J. Hartl, M. Unger, 2014, [https://bildung.bmbwf.gv.at/schulen/sb/oegs\\_bedarfslage\\_dolmetsch.pdf?61edk0](https://bildung.bmbwf.gv.at/schulen/sb/oegs_bedarfslage_dolmetsch.pdf?61edk0)

<sup>10</sup> According to the ÖGLB, Inklusive Bildung - Bilinguale Bildung, Positionspapier 2021



## Education of teachers

The University of Vienna offers Master's and Bachelor Degrees in Inclusive Pedagogics, which can include Sign Language Pedagogics, and training in Austrian Sign Language. Similar courses are offered at the University of Graz and the University of Innsbruck (Bachelor).

Sign Language is not an integral part of any of the above courses but rather a specialisation that individual students can opt to take. The level of Austrian Sign Language competency of those who qualify and go on to teach varies.

There is a severe lack of qualified teachers and trainers able to support deaf students in Sign Language. Focus is currently on the qualification as a teacher (Lehramt) rather than Sign Language competency.

PLIG or "Plattform Inklusion und Gebärdensprache" is an association committed to informing parents and teachers about Sign Language, particularly in education: <https://www.plig.at>.

There is no faculty in Austria currently offering Deaf Studies.

## Education of Counsellors

In the education and training of counsellors, the focus is on the professional qualification (completed study in a social field) with additional training in Sign Language. The Sign Language training courses currently available are:

Intensivsprachkurs Österreichische Gebärdensprache (IGS) - offered by equalizent and is an 8-month fulltime course funded by the employment services of Austria (AMS).

Lehrgang Kommunikationsassistenten is also offered by equalizent and lasts 8-months but is part-time (berufsbegleitend).

Courses in Sign Language for beginners to advanced signers are offered by other training institutes specialising in adult education including Berufsförderungsinstitut, Volkshochschule and WITAF.

## Counselling services

Barmherzigen Brüder in Vienna and Upper Austria offer advisory services relating to health: <https://www.barmherzige-brueder.at/portal/wien/home>

Land Oberösterreich has advisory services for deaf and hard of hearing people with addictions: <https://www.land-oberoesterreich.gv.at/26368.htm#:~:text=Hier%20finden%20h%C3%B6rbeeintr%C3%A4chtigte%20Menschen%2C%20die,600%2072%2D142%2025%20vereinbaren.>



## Interpreting education

University courses in Austrian Sign Language interpretation are offered as follows:<sup>11</sup>

Bachelorstudium and Masterstudium at the Institut for Theoretical and practical translation sciences (ITAT) Graz

Fachausbildung Gebärdensprachdolmetschen (GESDO), Linz

Universitätslehrgang Dolmetschen und Übersetzen für Österreichische Gebärdensprache, Deutsch und International Sign (MODUS), Salzburg

FH-Bachelorstudiengang an der FH Gesundheit, Innsbruck

## Qualification Standards

Since 1998, the ÖGSDV – Austrian Association for Sign Language Interpreters and Translators - has provided professional aptitude tests for sign language interpreters, which are organized in cooperation with the University of Graz.

## Availability of translators and interpreters

There is a severe lack of qualified Sign Language interpreters who are very unevenly distributed throughout Austria; centred in Vienna, Lower Austria and Upper Austria, there are just 3 in Carinthia. A study from 2014 showed that there were 107 fully trained Sign Language interpreters in Austria, around 60% of whom worked full-time.

12

## Employment

### Support services

Deaf and hearing-impaired school leavers achieve lower levels of education and fewer qualifications than their hearing peers do. This is reflected in unemployment rates.<sup>12</sup>

As with the sections above relating to education, teaching, counselling, the same few organisations offer support to deaf and hard of hearing persons. These include WITAF and equalizent, as well as Wien Work, in Vienna and Lower Austria. Other options include:

AMS provides important information in Sign Language:

<https://www.ams.at/arbeitsuchende/arbeitslos-was-tun/gebaerdensprachvideos>

MyAbility (<https://www.myability.org>) provides advisory services for deaf and hard of hearing jobseekers and has a platform for inclusive jobs (<https://www.myability.jobs/at>)

<sup>11</sup> [https://oegsdv.at/wege\\_zum\\_beruf/ausbildungsmoeglichkeiten/](https://oegsdv.at/wege_zum_beruf/ausbildungsmoeglichkeiten/)

<sup>12</sup> Public employment centre - AMS, Data from 30/6/2014

[http://www.ams.at/\\_docs/001\\_am\\_bildung\\_0614.pdf](http://www.ams.at/_docs/001_am_bildung_0614.pdf) and AMS via

<https://derstandard.at/2000062640283/Jugend-ohne-Job> (Data from 2016)



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## Preparedness of teachers, students, counsellors and interpreter/translators

There is little standardisation. It depends on the individual with some teachers, students, counsellors and interpreters going the extra mile to get involved in additional training.

Deaf and hard of hearing people living in Vienna, lower Austria and Upper Austria have the most choice and the most options. Due to these regional variations, preparedness depends on the demand and supply – 3 interpreters in Carinthia mean there is little or no choice and few alternative options.

## Awareness of employers

To what extent employers are sensitised is hard to say generally. There have been some projects to sensitise employers including Signs For Handshakes (<https://signsforhandshakes.eu/>) and sensitization workshops are offered by the ÖGLB and MyAbility (see links above).

## Deaf skills

While the concept of Deaf Gain is widespread within the Austrian deaf community, there is little mainstream awareness of advantages connected with the employment of deaf people. Deaf people were traditionally encouraged to work as tailors and seamstresses, in factories as toolmakers or as carpenters. Siemens Austria has a training programme for deaf apprentices in electronics for example.

13

## Support from governments

There is considerable government support for initiatives to support deaf and hard of hearing people such as from the Arbeitsmarktservice (AMS) and Sozialministerium Service (SMS) that enable organisations such as equalizent and WITAF to provide their courses, counselling and support services.

## Concluding remarks

While the situation has greatly improved in recent years, with new services, new vocational training fields, new opportunities in education and further education, there is still a long way to go.

For deaf and hard of hearing people, the situation is complex, difficult to navigate for individuals, regionally unfair with patchy coverage in the counties and most services, counselling, courses and opportunities are offered in or around Vienna only.

There is a real scarcity of Sign Language interpreters, as well as Sign Language competent professionals (such as teachers, trainers, counsellors and more) and the level of qualification required for these field discourages deaf people from qualifying (as mainstream teachers for example).



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WITAF: <https://www.witaf.at>



# Deaf Young Code Survey

## Survey in Austria

Here is the link to the Austrian Survey: <https://shorturl.at/EFNR0>



# Survey Results

## Section 1: Demographics

1. How old are you?
  - a. 16-18
  - b. 18-20
  - c. 20-22
  - d. 22-24
  - e. 25
  - f. Older than 25

1. Wie alt bist du?

26 responses

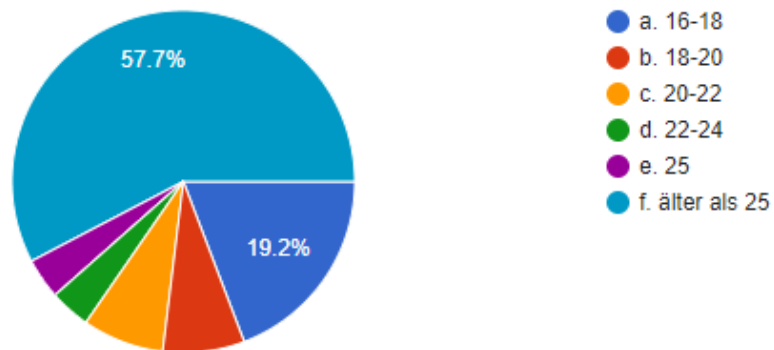


Fig. 4: Deaf Young Code Survey Question 1

2. What is your gender?
- a. Male
  - b. Female
  - c. Divers

2. Was ist dein Geschlecht

26 responses

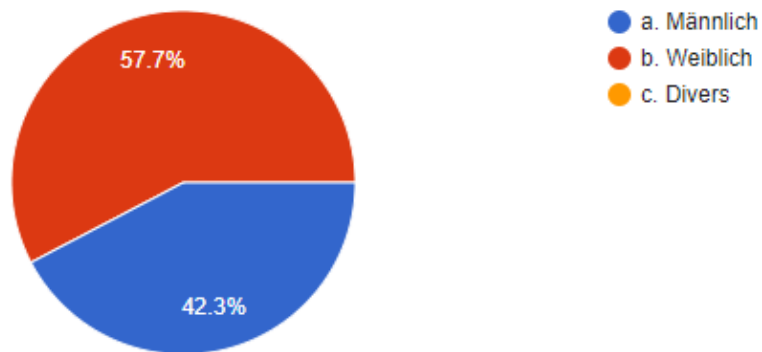


Fig. 5: Deaf Young Code Survey Question 2

3. Where do you live?
- a. Austria
  - b. Italy
  - c. Slovakia
  - d. Serbia
  - e. Romania
  - f. Hungary
  - g. Greece

3. Wo lebst du?

26 responses

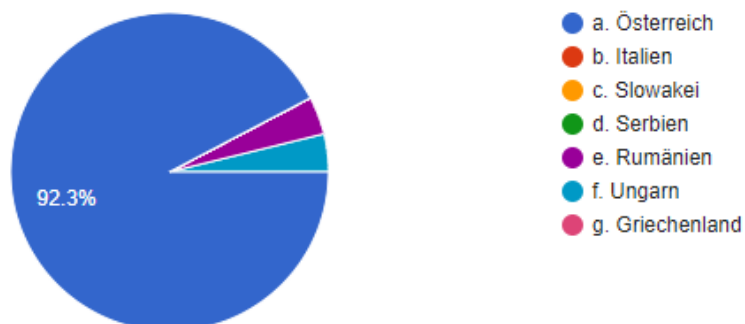


Fig. 6: Deaf Young Code Survey Question 3



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4. What are your disabilities?
  - a. Deaf
  - b. Hard-of-hearing
  - c. Deafblind
  - d. Other disabilities

4. Welche Behinderungen hast du?

26 responses

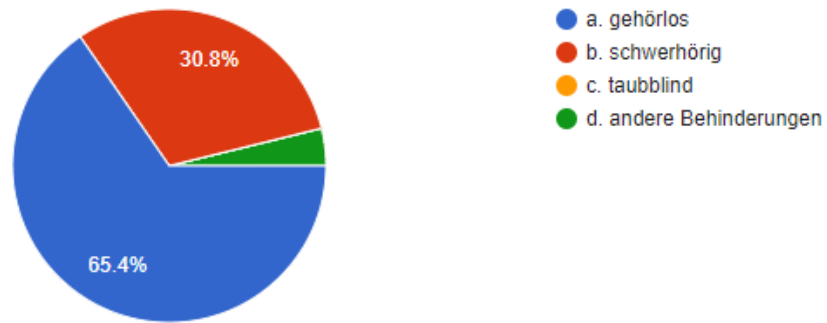


Fig. 7: Deaf Young Code Survey Question 4

5. Where did you go to school?
  - a. School of the deaf
  - b. Mainstream school without any programme for the deaf
  - c. Mainstream school with a programme for the deaf
  - d. School for hard-of-hearing students

5. Wo bist du zur Schule gegangen?

26 responses

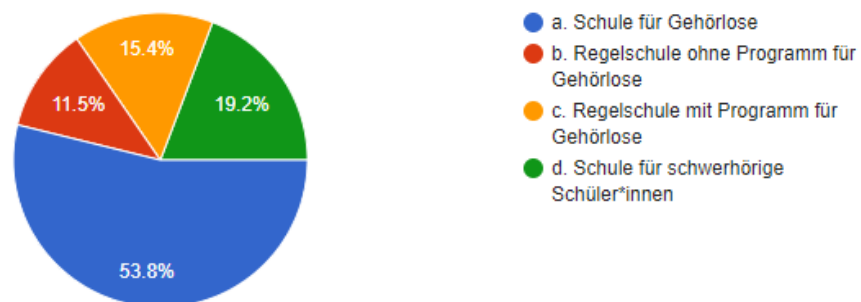


Fig. 8: Deaf Young Code Survey Question 5

6. What is your highest level of education?
- a. Elementary school
  - b. Middle school (until 10<sup>th</sup> grade)
  - c. High school (until 12<sup>th</sup> or 13<sup>th</sup> grade)
  - d. University (BA)
  - e. University (MA)

6. Was ist dein höchster Bildungsgrad?



26 responses

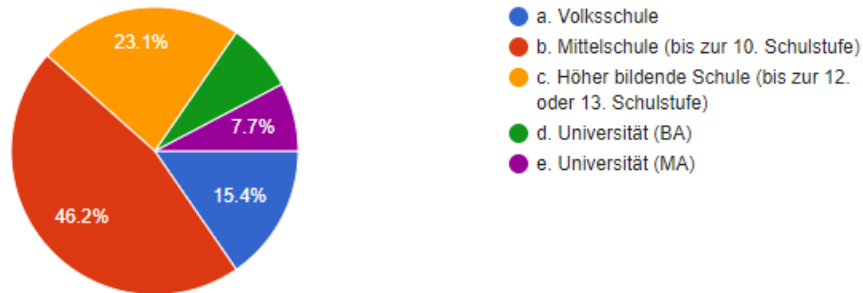


Fig. 9: Deaf Young Code Survey Question 6

7. Your education has been...
- a. Bilingual (both sign and spoken)
  - b. Manual (sign only)
  - c. Oral (spoken only)

7. Deine Schulbildung war...



26 responses

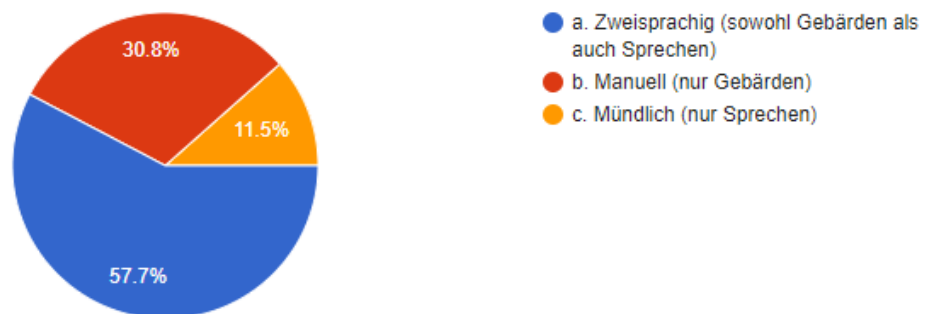


Fig. 10: Deaf Young Code Survey Question 7



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8. Your sign language skills are...
- a. Not good
  - b. Basic
  - c. Advanced
  - d. Good
  - e. Excellent

8. Deine Gebärdensprachkenntnisse sind...

26 responses

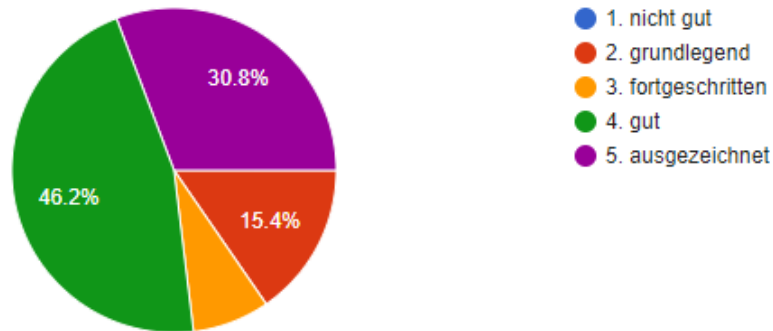


Fig. 11: Deaf Young Code Survey Question 8

9. Your written language skills are...
- a. Not good
  - b. Basic
  - c. Advanced
  - d. Good
  - e. Excellent

9. Deine schriftlichen Kenntnisse sind...

26 responses

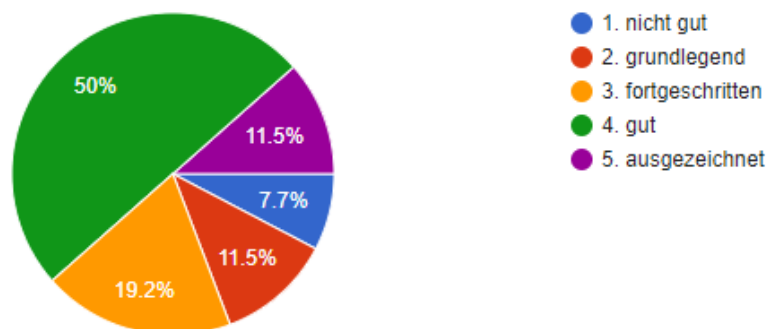


Fig. 12: Deaf Young Code Survey Question 9

## Section 2: Digital skills in general

10. Your digital skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good
- e. Excellent

10. Deine digitalen Kompetenzen sind...

26 responses

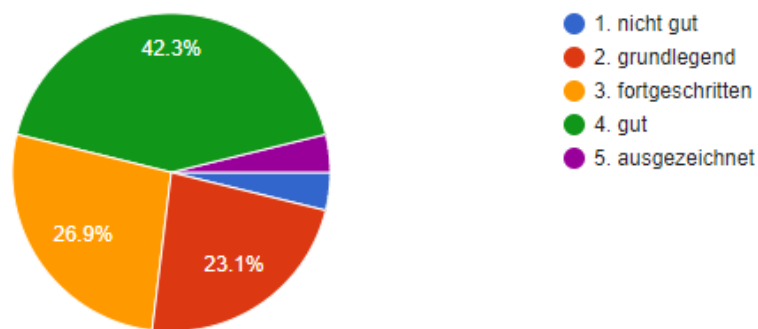


Fig. 13: Deaf Young Code Survey Question 10

11. Have you already worked in a sector where you need digital skills/or have you visited an event in this sector?

- a. Yes
- b. No

11. Hast du bereits in einem Bereich gearbeitet, in der du digitale Kompetenzen benötigst, oder hast du eine Veranstaltung in diesem Bereich besucht?

24 responses

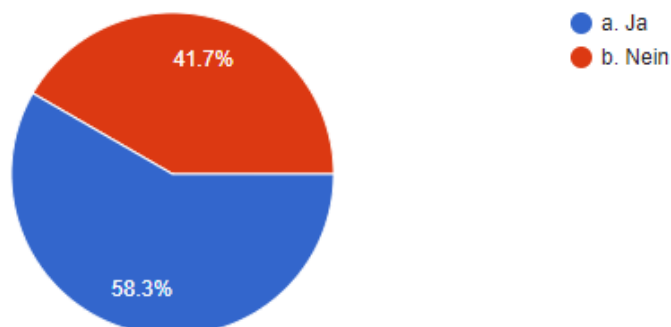


Fig. 14: Deaf Young Code Survey Question 11a



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If yes, your experience was...

- a. Good
- b. Bad

Wenn ja, deine Erfahrungen waren...

21 responses

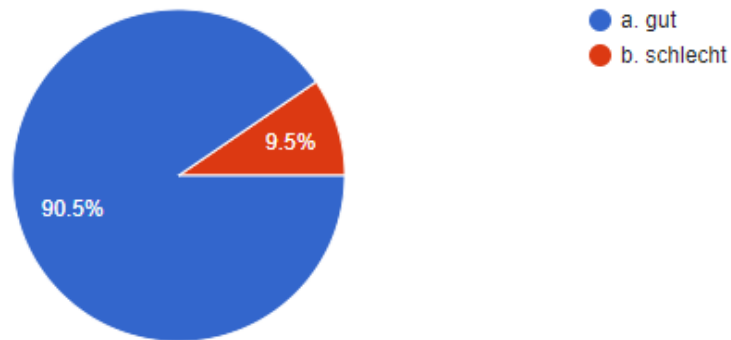


Fig. 15: Deaf Young Code Survey Question 11b

12. Do you want to improve your digital skills?

- a. Yes
- b. No

12. Möchtest du deine digitalen Kompetenzen verbessern?

25 responses

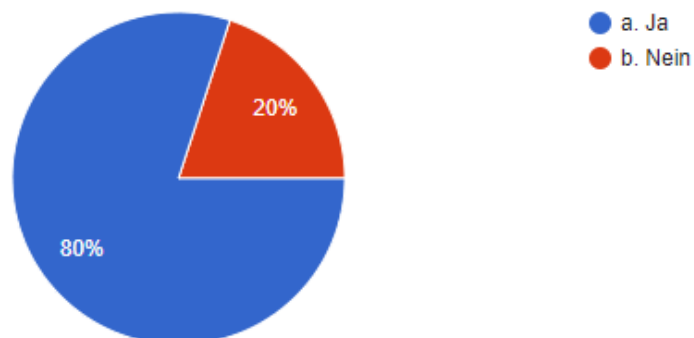


Fig. 16: Deaf Young Code Survey Question 12

13. Can you use formatting in word, excel, PowerPoint?

- a. Yes
- b. No

13. Kannst du Formatierungen in Word, Excel und PowerPoint verwenden?

25 responses

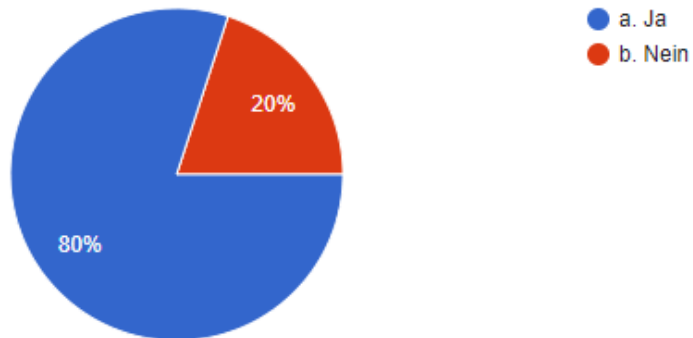


Fig. 17: Deaf Young Code Survey Question 13

14. When using the internet, you mostly use

- a. Smartphone
- b. Tablet
- c. Laptop
- d. Computer

14. Wenn du das Internet nutzt, benutzt du meistens...

26 responses

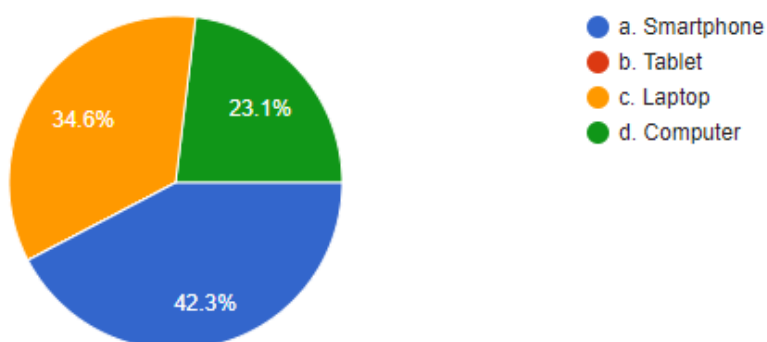


Fig. 18: Deaf Young Code Survey Question 14



15. After school I had sufficient information about computers.

- a. Yes
- b. No

15. Nach der Schule hatte ich ausreichend Informationen über Computer.

26 responses

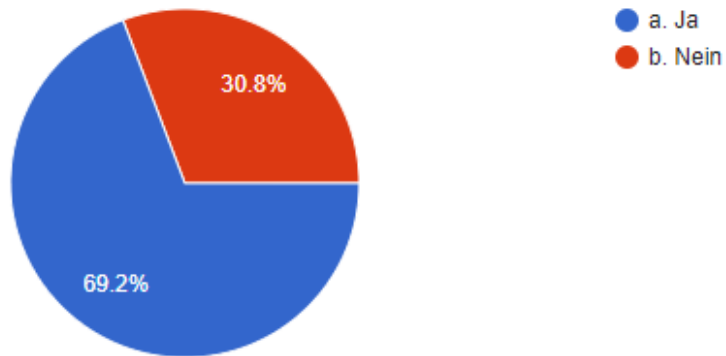


Fig. 19: Deaf Young Code Survey Question 15



## Section 3: Coding

16. Are you interested in coding?

- a. Yes
- b. No
- c. I don't know

16. Bist du interessiert an Coding?

25 responses

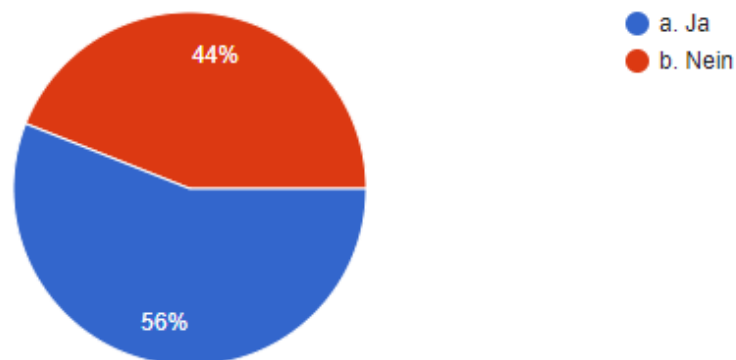


Fig. 20: Deaf Young Code Survey Question 16

17. Do you have any previous knowledge and experience in coding?

- a. Yes
- b. No

17. Verfügst du über Vorkenntnisse und Erfahrungen im Coding?

25 responses

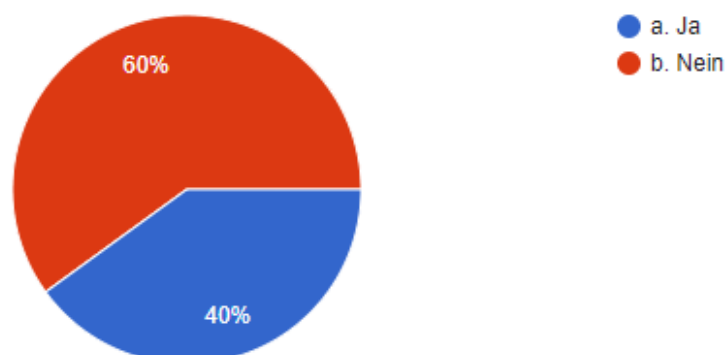


Fig. 21: Deaf Young Code Survey Question 17



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18. What would you expect to learn in a coding programme? Please choose up to 3 answers.
- a. Basic digital skills
  - b. The code behind the computer programmes we use in everyday life
  - c. Basic computer programming
  - d. Write a simple programme
  - e. Computational thinking & related transversal skills
  - f. I don't know

18. Was erwartest du, in einem Codingtrainingsprogramm zu lernen? Bitte wähle bis zu 3 Antworten aus.



25 responses

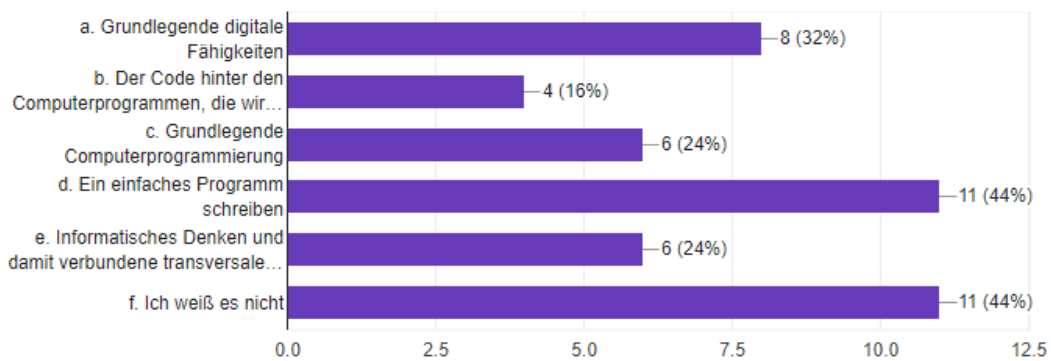


Fig. 22: Deaf Young Code Survey Question 18

19. Why do you think coding in everyday life is useful? Please choose up to 3 answers
- a. Learn more about the potential of technology
  - b. Learn a programming language
  - c. Be able to interact and stay connected with new job market opportunities
  - d. Develop creativity, maintain cognitive abilities, widen my interests
  - e. Coding will make my life more exciting
  - f. Self-confidence and self-esteem would increase

19. Warum ist Codieren deiner Meinung nach im Alltag nützlich? Bitte wähle bis zu 3 Antworten aus.



23 responses

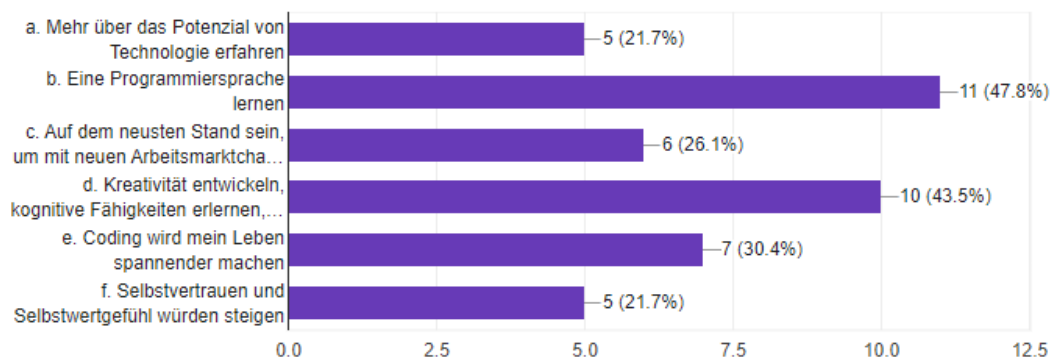


Fig. 23: Deaf Young Code Survey Question 19

20. Are you interested in attending a specific training course to upgrade your digital skills and to know more about coding?
- a. Yes
  - b. No

20. Bist du daran interessiert, an einer speziellen Schulung teilzunehmen, um deine digitalen Fähigkeiten zu verbessern und mehr über das Codieren zu erfahren?

24 responses

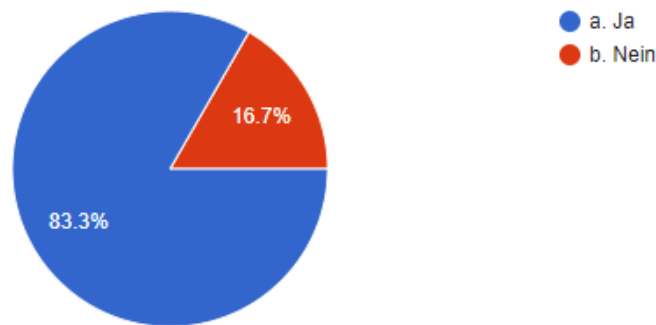


Fig. 24: Deaf Young Code Survey Question 20a

If yes, how would you like to learn? What kind of interactive exercises would you prefer?

- a. Quizzes
- b. Self-assessment tools
- c. Competitions
- d. Games, stimulating programming
- e. Other (Please specify)

Wenn ja, wie möchtest du lernen? Welche Art interaktiver Übungen würdest du bevorzugen?



23 responses

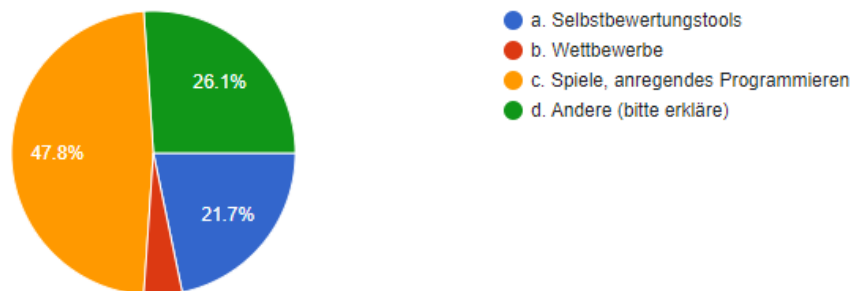


Fig. 25: Deaf Young Code Survey Question 20b



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21. What kind of learning methods would be most suitable for you?

- a. Learning with a mentor
- b. Learning on my own, at home, using tutorials
- c. Learning with a partner (pair work)
- d. A combination of methods and places

21. Welche Lernmethode wäre für dich am besten geeignet?



23 responses

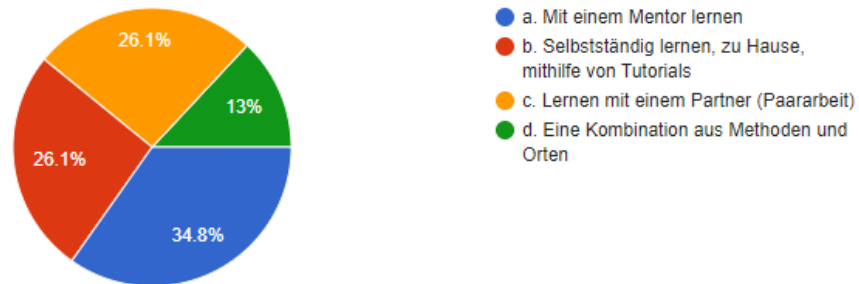


Fig. 26: Deaf Young Code Survey Question 21

22. Do you have basic skills in this sector, for example you know any computer code (HTML)?

- a. Yes
- b. No

22. Verfügst du über Grundkenntnisse in diesem Bereich, kennst du beispielsweise Computercodes (HTML)?

24 responses

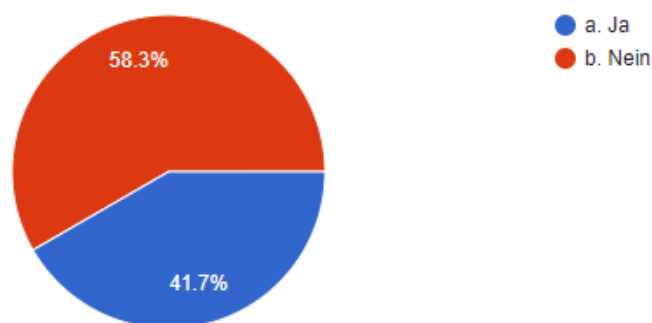


Fig. 27: Deaf Young Code Survey Question 22



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23. What is your objective by learning coding?
- a. Only interest
  - b. Applying for a job where you need coding skills
  - c. Hobby
  - d. School

23. Was ist dein Ziel beim Erlernen von Coding?



24 responses

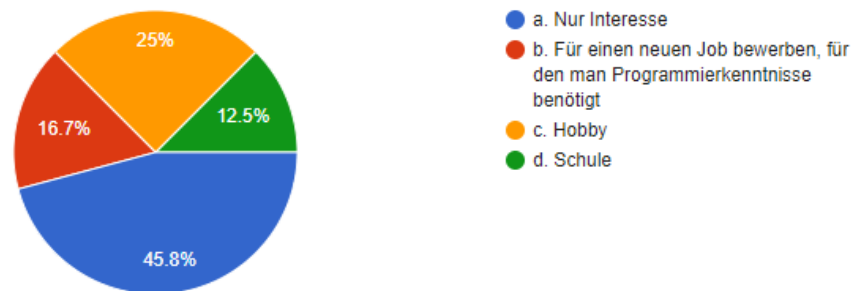


Fig. 28: Deaf Young Code Survey Question 23

24. Do you know which applications are used for coding?
- a. Yes
  - b. No

24. Weißt du, welche Anwendungen zum Codieren verwendet werden?

25 responses

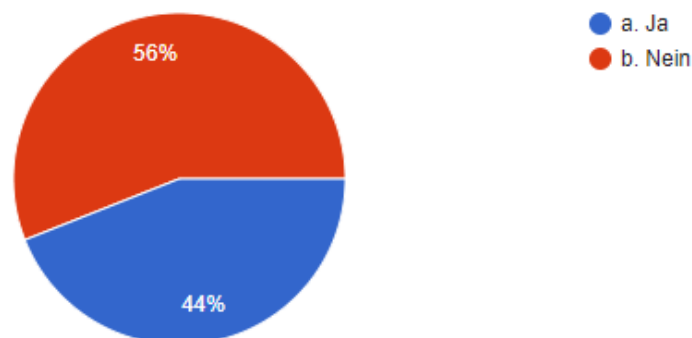


Fig. 29: Deaf Young Code Survey Question 24



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## Summary

Over 50% of respondents are older than 25 years and there were slightly more female participants than male. At least 84.7% have graduated from middle school (up to 10<sup>th</sup> grade) and have basic knowledge of digital skills. They know how to use basic formatting programmes like Word, Excel and PowerPoint. Only one person stated that their digital skills are not good.

More than half are interested in coding and want to learn more about it, but also have no prior knowledge or experience in that area.

With regard to what learning expectations in a coding programme, 11 answers were to learn how to write an easy programme, 8 answers to acquire basic digital skills and 11 people didn't know what to expect.

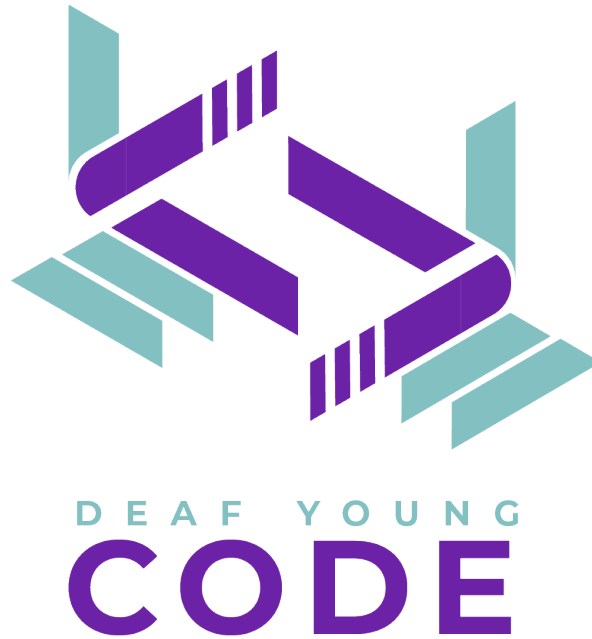
When it comes to learning methods, the most popular answers were learning with a mentor, partner or to learn independent at home with tutorials.

Almost half of the participants want to learn coding out of interest, to learn the language of programming, as well as to develop creativity and maintain cognitive abilities.

Authors of the report:

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- Amina Enkhbayar
- Chiara Mayer





Project No. 2023-2-IT03-KA220-YOU-000179130

WP 2: Survey Report

Country report: Slovakia

Prepared by: DeafStudio



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## About Deaf Young Code

Deaf Young Code is a project about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and young people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and provide them with an introduction to coding and programming skills. The acquisition of such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth with regard to programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 25 people took part in the survey in Slovakia.

## Background information in Slovakia

### Sign Language Users

There are about 350 thousand hearing impaired people in Slovakia. This estimate includes different degrees of hearing impairment. Estimates vary and some sources give a range between 275 thousand and 350 thousand hearing impaired people.

It is estimated that about 3,000 to 4,000 people in Slovakia actively use Slovak sign language. This language is the mother tongue of deaf people and its use is decreasing, mainly due to the trend of integrating deaf children into mainstream schools, where they learn less sign language. Experts believe that the actual number of sign language speakers could be higher than the 2021 census will show.



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## Legal Status of Sign Language(s)

Deaf Sign Language Act: passed in 1995 (Act No. 149/1995), it recognised sign language as the language of the deaf, thus laying the foundations for its further recognition and use.

Act No. 151/2017 Coll.: this act further promoted the recognition of Sign Language and its use in various areas of deaf people's lives.

Slovak Sign Language was officially recognised and codified on 23<sup>rd</sup> September 2020. This step was significant for improving the status of deaf people in society, as SPJ became a full language with legal recognition.

The recognition of Slovak Sign Language as an official language is important for improving access to education, employment and public services for deaf people. This step also ensures the protection of the cultural and linguistic heritage of the Deaf community in Slovakia.

However, virtually no laws actually exist to clarify what this means in everyday life e.g. education, access to Sign Language in public life, working provisions and more.

## Deaf Associations

ANEPS (The Slovak Association of the Deaf) is the voluntary civil association for the deaf community in Slovakia. It is non-profit organisation in the tradition of the Union of Invalids was founded in 1991 as an umbrella organisation and later Slovak Association of the hearing disabled. In 2006 the name was changed to ANEPS.

Currently has 14 local deaf associations (Trencin, Nova Dubnica, Puchov, Zilina, Vrutky, Levice, Nove Zamky, Topolcany, Zlate Moravce, Zvolen, Presov, Poprad, Kosice and Spisska Nova Ves) are members of the ANEPS.

Many local deaf associations offer services and support for the community as well as many associations specialising in certain fields e.g. sports.



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## Deaf Employment

Deaf and hard of hearing school leavers achieve lower levels of education and fewer qualifications than their hearing peers do. This is reflected in unemployment rates.

### Kinds of jobs

Due to the disadvantages in the school system most deaf people work in jobs requiring only low and medium qualifications. Some professions still have restrictions based on hearing ability. Deaf individuals in Slovakia can work in various fields, such as:

Manufacturing and Assembly: Manual work in production.

Entrepreneurs: project manager, sign Language instructor, carpenter

IT and Technology: programming, graphic design.

Administration: accounting, data entry.

Services: Hairdressing, cosmetics, customer care.

Art and Culture: artistic creation, sign language interpretation.

Non-Profit Organizations: working in organizations that support the deaf community.

There are also specialized organizations that support the education and employment of deaf individuals.

### Accommodations

There is a legislative framework in Slovakia that deals with the rights and support of people with disabilities, including hearing impaired people. These laws focus on various aspects, including employment and the provision of accommodation.

Law on cash benefits

Act No. 447/2008 Coll. on Cash Allowances for Compensation for Severe Disabilities deals with compensation for the social consequences of severe disabilities (disability). This Act allows persons with disabilities, including deaf persons, to receive financial allowances for various purposes, such as mobility, orientation and communication. The aim is to promote their social inclusion in society and to mitigate the negative effects of disability.

Employment of disabled people

According to the Employment Services Act, employers are obliged to employ a certain percentage of people with disabilities. Employers can fulfil this obligation in a number of ways, including by contracting out to integration companies or sheltered workshops. There are also mechanisms to encourage the employment of people with disabilities, such as wage subsidies or allowances for adaptations to the working environment.

## Accommodation in the new city

When moving to a new city and seeking employment, people with disabilities have the right to assistance in securing accommodation. The Social Services Act and other regulations may provide for various forms of assistance, such as housing allowances or assistance with environmental adaptations. It is important that people with disabilities make their needs known to employers and relevant authorities so that they can benefit from available resources and support.

People with learning disabilities should be informed about their rights and the support available to help them find employment and suitable accommodation in new locations.

## Deaf professionals by training

In Slovakia we do not have deaf professionals by training.



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# Education

## Types of schools

More than 90% of deaf children are born to hearing parents which means that when they start school, they are often already at considerable linguistic disadvantage to their hearing peers because they lack an adult language model at home.

Schools for Deaf childrens:

6x primary school: Bratislava – Hrdličkova and Drotárska, Kremnica, Lučenec, Levoča and Prešov

3x secondary school: Prešov, Kremnica a Bratislava

## Primary and Secondary Education

There is no exact count of the number of deaf children attending primary and secondary schools in Slovakia. However, according to the available information, deaf children are integrated in mainstream schools, but also in special schools for children with hearing impairment.

Primary schools

Integrated education: Many deaf children attend mainstream primary schools where they are supported by special teachers and assistants.

Special schools: There are also primary schools with a focus on hearing impairment where teaching is adapted to the needs of these children.

Secondary schools

Study opportunities: Deaf children can continue their studies in secondary schools, which offer a variety of courses. As in primary schools, support is provided by teaching assistants and special educators.

Grammar schools and vocational schools: Some deaf children apply to grammar or vocational schools, with admission depending on academic performance and ability.

## University education

The exact number of deaf students in higher education in Slovakia is not easily available as statistics are not usually provided specifically for people with hearing impairments. However, we do know that Slovakia supports students with disabilities, including deaf students, through various programmes and measures to improve their access to education.

For example, deaf students may have access to sign language interpreters, assistive technology or adapted learning materials. Some schools in Slovakia also have specialised departments that provide support for students with special needs.



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## Vocational Training

In Slovakia we do not have vocational training.

## Education of teachers

In Slovakia there are study programmes that focus on the pedagogy of the hearing impaired (surdopedia) within the broader field of special education. Several universities offer these programmes at bachelor, master and doctoral levels.

Some of the best known universities offering courses in this field are

Comenius University in Bratislava - Faculty of Education:

The university offers special education and students can specialise in sign language education, i.e. education for the hearing impaired.

Constantine the Philosopher University in Nitra - Faculty of Social Sciences and Health and Faculty of Education:

Here it is also possible to study special pedagogy with a focus on hearing impairment.

University of Presov - Faculty of Education:

Offers similar programmes in special education with a focus on hearing impairment.

Graduates become experts in working with people with hearing impairment, whether as teachers, counsellors or professionals in other related fields.

## Education of Counsellors

In Slovakia we do not have education of counsellors.

## Counselling services

In Slovakia we do not have counselling services.

## Interpreting education

In September 2020, Trnava University launched a new degree program called "Slovak Language in Communication with Deaf People" to train professional sign language interpreters. The program currently has 51 students.

There is a shortage of certified Slovak Sign Language (SPJ) interpreters in Slovakia.

Previously, a certification body existed, but it no longer functions, leading to a stagnation in the growth of the interpreter network, which mainly consists of children of deaf parents.

## Qualification Standards

There are no qualification standards in Slovakia.



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## Availability of translators and interpreters

As of early 2020, there were only about 25 trained sign language interpreters in Slovakia, which has resulted in a significant gap in services for the deaf community. Many hearing-impaired individuals struggle to find interpreters when needed.

## Employment

### Support services

Slovakia has made progress in supporting its deaf community through various organizations. The Association of the Deaf of Slovakia offers counseling, interpreting services, and educational resources. EFFETA helps with finding schools, jobs, and provides psychosocial support, while focuses on healthcare and community services. The EFFETA Centre supports deaf children's education, and online interpreting services are available through the Pontis Foundation. The Slovak Association of Deaf Youth Clubs (SAKMN) promotes deaf culture through activities and programs.

Despite these services, challenges remain. There is a shortage of sign language interpreters, and many deaf individuals do not learn sign language early in life, especially if born to hearing parents. Although the recognition of Slovak Sign Language in 2020 was a positive step, more needs to be done to improve communication, education, and social integration for the deaf community in Slovakia.

Continued efforts are needed to address these issues and ensure that deaf individuals have equal opportunities to participate in society.

### Preparedness of teachers, students, counsellors and interpreter/translators

In Slovakia we do not have it.

### Awareness of employers

In Slovakia we do not have it.

### Deaf skills

While the concept of Deaf Gain is widespread within the Slovak deaf community, there is little mainstream awareness of advantages connected with the employment of deaf people. Deaf people were traditionally encouraged to work as tailors and seamstresses, in factories as toolmakers or as carpenters.

### Support from governments

In Slovakia do not have support from governments.



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## Concluding remarks

Although the situation has improved considerably in recent years thanks to new services, new areas of training, new opportunities in education and further education, there is still a long way to go.

But mostly we do not have more areas as support from government or support / services for deaf people in Slovakia unlike a neighbouring country like Austria.

## References

ANEPS (The Slovak Association of the Deaf) - <https://aneps.sk/>

Comenius University in Bratislava - <https://www.fedu.uniba.sk/sucasti/katedry/katedra-specialnej-pedagogiky/>

Constantine the Philosopher University in Nitra - <https://www.ukf.sk/fakulty-a-sucasti/pedagogicka-fakulta>

EFFETA - <https://effeta.sk/>

SAKMN - <https://sakmn.sk/>

University of Presov - <https://www.unipo.sk/pedagogicka-fakulta/katedry/ksp/>

University of Trnava – <https://pdf.truni.sk/katedry/ksj/sjkn-verejnost>



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# Deaf Young Code Survey

## Survey in Slovakia

Here is the link to the Slovak Survey: <https://shorturl.at/pizrm>



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# Survey Results

## Section 1: Demographics

1. How old are you?
  - a. 16-18
  - b. 18-20
  - c. 20-22
  - d. 22-24
  - e. 25
  - f. Older than 25

1. Koľko máte rokov?

25 responses

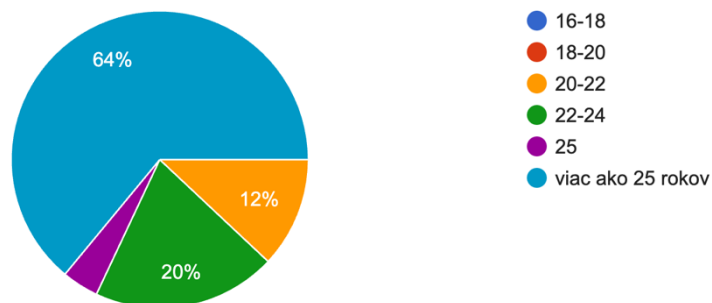


Fig. 1: Deaf Young Code Survey Question 1

2. What is your gender?
  - a. Male
  - b. Female

2. Aké je vaše pohlavie?

25 responses

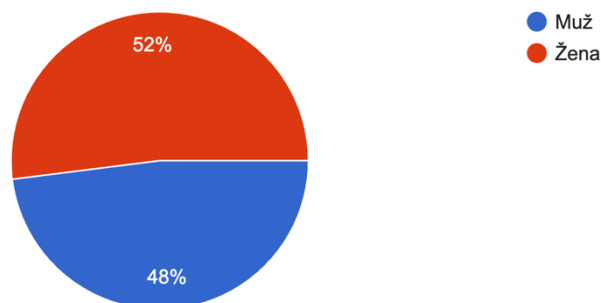


Fig. 2: Deaf Young Code Survey Question 2



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3. Where do you live?
- a. Austria
  - b. Italy
  - c. Slovakia
  - d. Serbia
  - e. Romania
  - f. Hungary
  - g. Greece

3. Kde žijete?  
25 responses

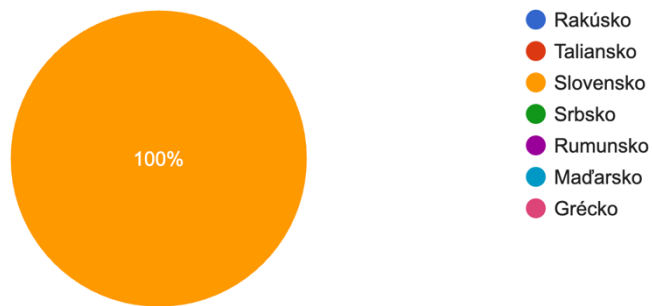


Fig. 3: Deaf Young Code Survey Question 3

4. What are your disabilities?
- a. Deaf
  - b. Hard-of-hearing
  - c. Deafblind
  - d. Other disabilities

4. Aké sú vaše zdravotné postihnutia?  
25 responses

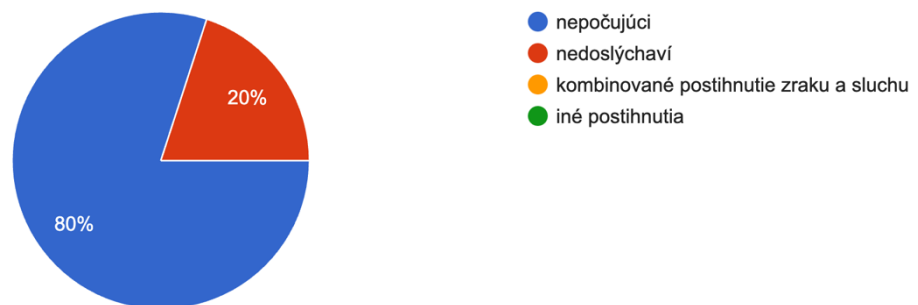


Fig. 4: Deaf Young Code Survey Question 4



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5. Where did you go to school?
  - a. School of the deaf
  - b. Integrated school
  - c. School for hard-of-hearing students

5. Kde ste chodili do školy?

25 responses

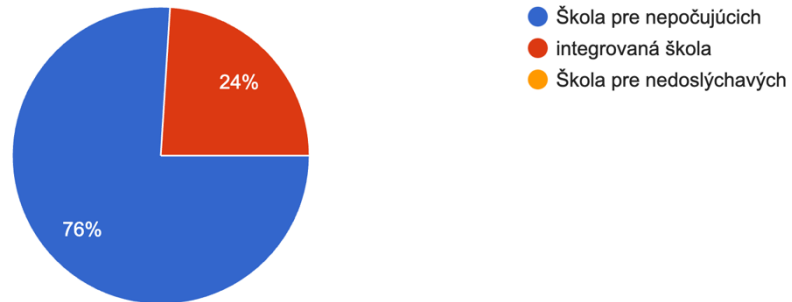


Fig. 5: Deaf Young Code Survey Question 5

6. What is your highest level of education?
  - a. Elementary school
  - b. High school without matriculation
  - c. High school with matriculation
  - d. University (BA)
  - e. University (MA)

6. Aké je vaše najvyššie dosiahnuté vzdelanie?

25 responses

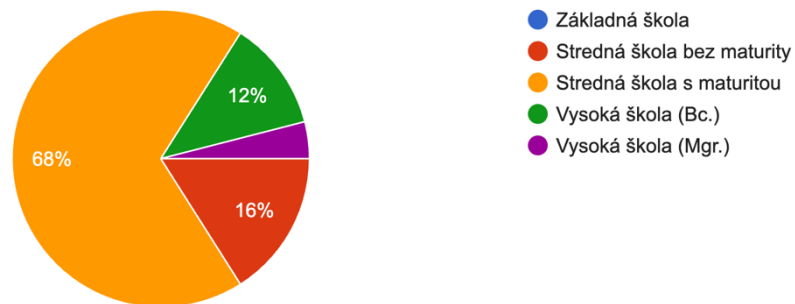


Fig. 6: Deaf Young Code Survey Question 6



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7. Your education has been...
- Bilingual (both sign and spoken)
  - Manual (sign only)
  - Oral (spoken only)

7. Vaše vzdelanie bolo.....

25 responses

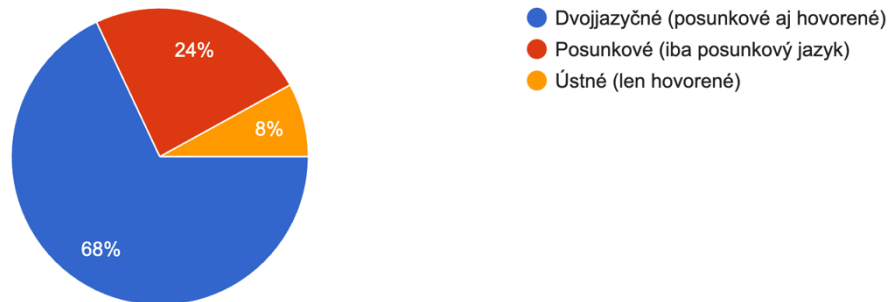


Fig. 7: Deaf Young Code Survey Question 7

8. Your sign language skills are...
- Not good
  - Basic
  - Advanced
  - Good
  - Excellent

8. Vaše znalosti posunkového jazyka sú.....

25 responses

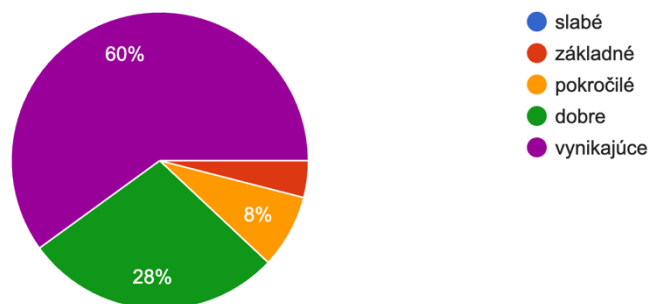


Fig. 8: Deaf Young Code Survey Question 8



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9. Your written language skills are...
- Not good
  - Basic
  - Advanced
  - Good
  - Excellent

9. Vaše písomné jazykové zručnosti sú.....  
25 responses

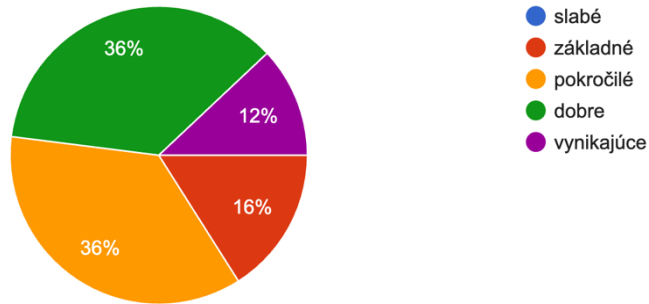


Fig. 9: Deaf Young Code Survey Question 9

## Section 2: Digital skills in general

10. Your digital skills are...
- Not good
  - Basic
  - Advanced
  - Good
  - Excellent

10. Vaše digitálne zručnosti sú.....  
25 responses

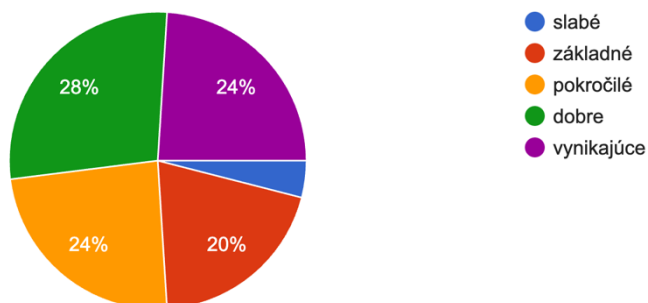


Fig. 10: Deaf Young Code Survey Question 10



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11. Have you already worked in a sector where you need digital skills/or have you visited an event in this sector?
- a. Yes
  - b. No

11. Pracovali ste už v odvetví, v ktorom potrebujete digitálne zručnosti, alebo ste navštívili podujatie v tomto odvetví?  
25 responses

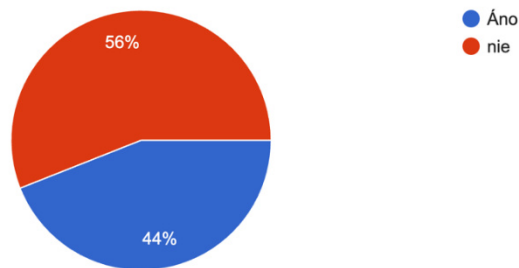


Fig. 11: Deaf Young Code Survey Question 11a

If yes, your experience was...

- a. Good
- b. Bad

Ak áno, vaše skúsenosti boli....  
12 responses

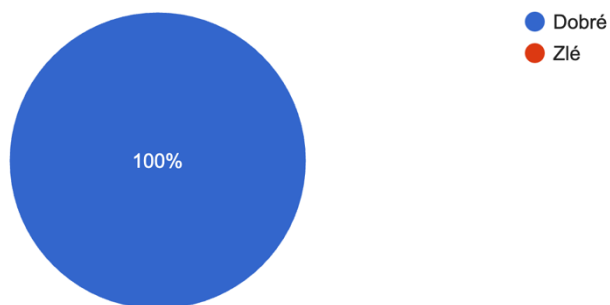


Fig. 12: Deaf Young Code Survey Question 11b



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12. Do you want to improve your digital skills?

- a. Yes
- b. No

12. Chcete zlepšiť svoje digitálne zručnosti?

25 responses

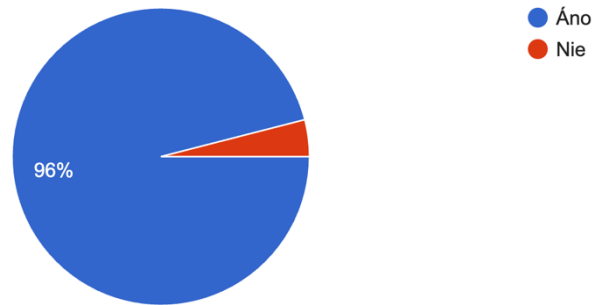


Fig. 13: Deaf Young Code Survey Question 12

13. Can you use formatting in word, excel, PowerPoint?

- a. Yes
- b. No

13. Viete používať formátovanie vo Worde, Exceli, Power Pointe?

25 responses

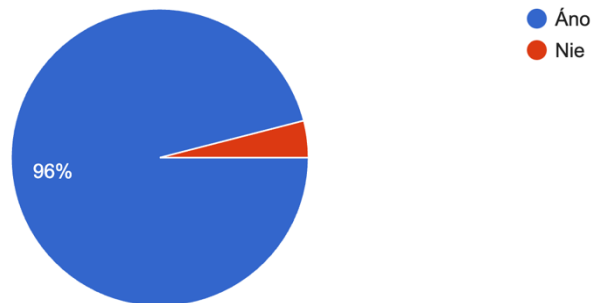


Fig. 14: Deaf Young Code Survey Question 13



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14. When using the internet, you mostly use

- a. Smartphone
- b. Tablet
- c. Laptop
- d. Computer

14. Pri používaní internetu väčšinou používate

25 responses

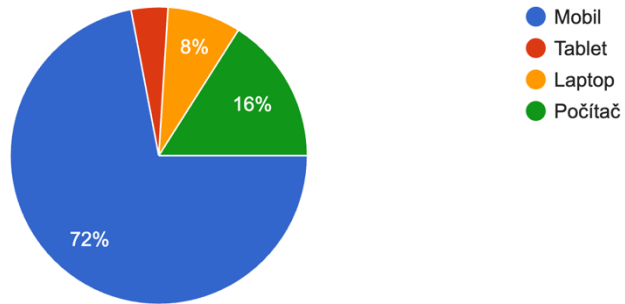


Fig. 15: Deaf Young Code Survey Question 14

15. After school I had sufficient information about computers.

- a. Yes
- b. No

15. Po škole som mal dostatok informácií o počítačoch.

25 responses

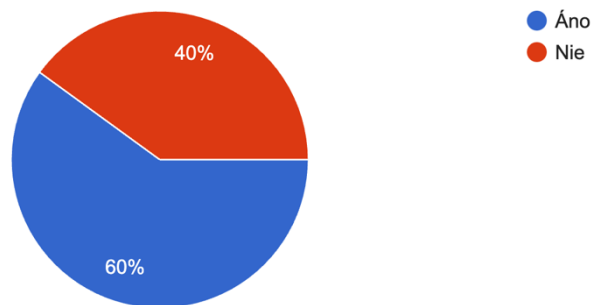


Fig. 16: Deaf Young Code Survey Question 15



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## Section 3: Coding

16. Are you interested in coding?

- a. Yes
- b. No
- c. I don't know

16. Zaujíma vás kódovanie?

25 responses

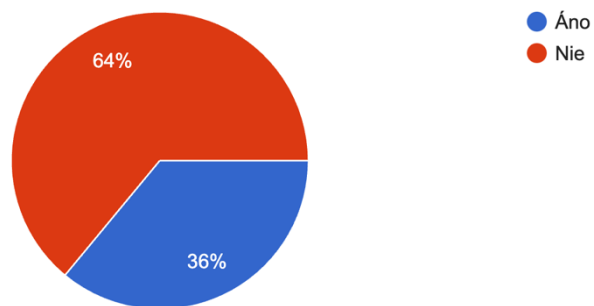


Fig. 17: Deaf Young Code Survey Question 16

17. Do you have any previous knowledge and experience in coding?

- a. Yes
- b. No

17. Máte predchádzajúce znalosti a skúsenosti s kódovaním?

25 responses

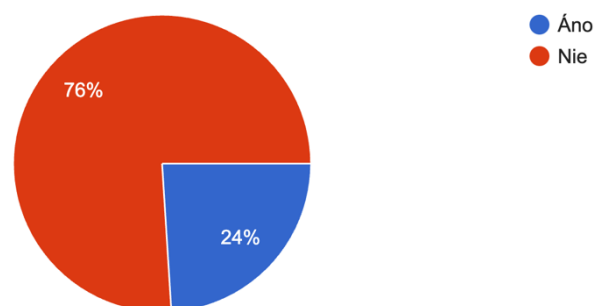


Fig. 18: Deaf Young Code Survey Question 17



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18. What would you expect to learn in a coding programme? Please choose up to 3 answers.
- Basic digital skills
  - The code behind the computer programmes we use in everyday life
  - Basic computer programming
  - Write a simple programme
  - Computational thinking & related transversal skills
  - I don't know

18. Čo očakávate, že sa naučíte v rámci školiaceho programu kódovania? Prosím, vyberte maximálne 3 odpovede

25 responses

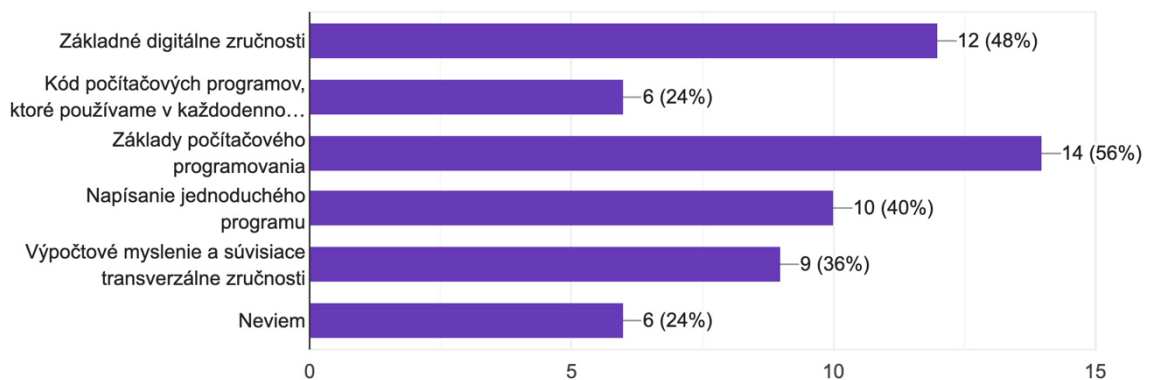


Fig. 19: Deaf Young Code Survey Question 18

19. Why do you think coding in everyday life is useful? Please choose up to 3 answers
- Learn more about the potential of technology
  - Learn a programming language
  - Be able to interact and stay connected with new job market opportunities
  - Develop creativity, maintain cognitive abilities, widen my interests
  - Coding will make my life more exciting
  - Self-confidence and self-esteem would increase

19. Prečo si myslíte, že je kódovanie v každodennom živote užitočné? Vyberte maximálne 3 odpovede

23 responses

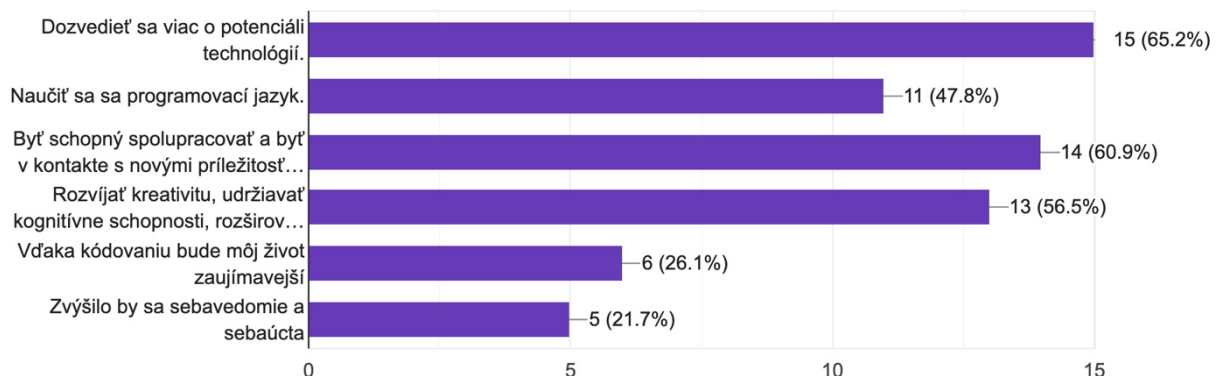


Fig. 20: Deaf Young Code Survey Question 19



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20. Are you interested in attending a specific training course to upgrade your digital skills and to know more about coding?
- Yes
  - No

20. Máte záujem zúčastniť sa konkrétneho školenia, aby ste si zlepšili svoje digitálne zručnosti a dozvedeli sa viac o kódovaní?

24 responses

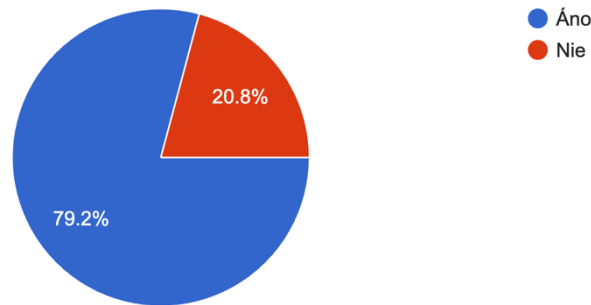


Fig. 21: Deaf Young Code Survey Question 20a

If yes, how would you like to learn? What kind of interactive exercises would you prefer?

- Quizzes
- Self-assessment tools
- Competitions
- Games, stimulating programming
- Other (Please specify)

Ak áno, ako by ste sa chceli učiť? Aký druh interaktívnych cvičení by ste uprednostnili?

20 responses

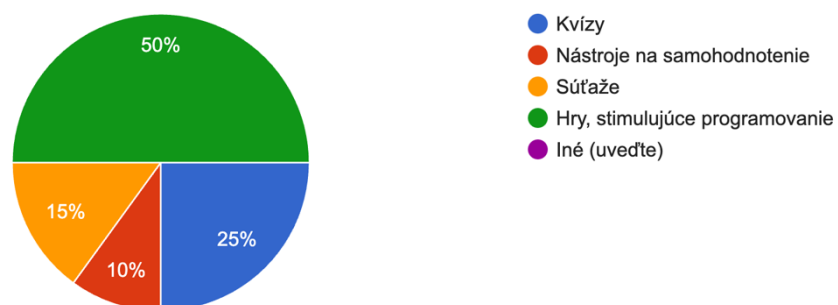


Fig. 22: Deaf Young Code Survey Question 20b



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21. What kind of learning methods would be most suitable for you?

- a. Learning with a mentor
- b. Learning on my own, at home, using tutorials
- c. Learning with a partner (pair work)
- d. A combination of methods and places

21. Aké metódy učenia by boli pre vás najvhodnejšie?

21 responses

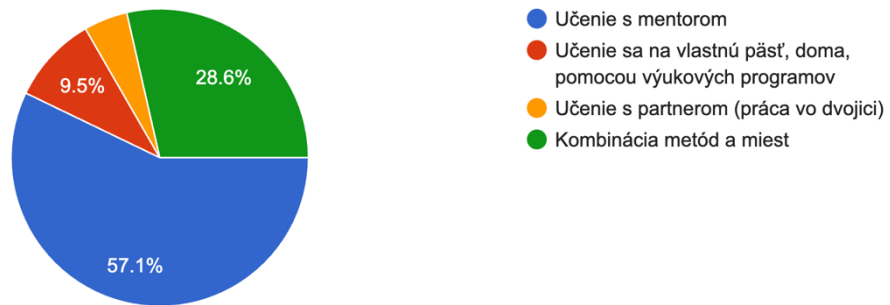


Fig. 23: Deaf Young Code Survey Question 21

22. Do you have basic skills in this sector, for example you know any computer code (HTML)?

- a. Yes
- b. No

22. Máte základné zručnosti v tomto odvetví, napríklad ovládáte počítačový kód (HTML)?

25 responses

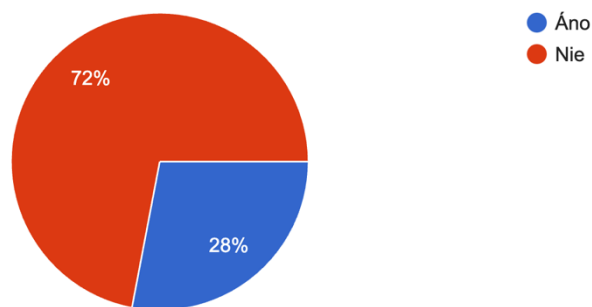


Fig. 24: Deaf Young Code Survey Question 22



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23. What is your objective by learning coding?
- a. Only interest
  - b. Applying for a job where you need coding skills
  - c. Hobby
  - d. School

23. Čo je vaším cieľom pri učení sa kódovania?

23 responses

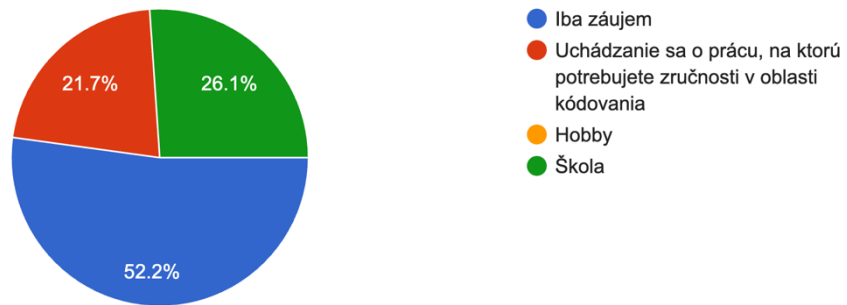


Fig. 25: Deaf Young Code Survey Question 23

24. Do you know which applications are used for coding?
- a. Yes
  - b. No

24. Viete, ktoré aplikácie sa používajú na kódovanie?

24 responses

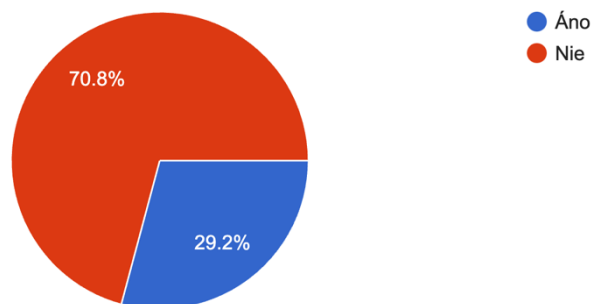


Fig. 26: Deaf Young Code Survey Question 24



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## Summary

Over 64% of respondents are older than 25 years and there were almost half female participants and half male participants. Over 68% have graduated from high school with matriculation. At least 72% have good knowledge of digital skills. They know how to use basic formatting programmes like Word, Excel and PowerPoint. Only one person stated that their digital skills are not good.

More than half are interested in coding and want to learn more about it, but also have no prior knowledge or experience in that area.

Only 36% are interested in coding and want to learn more about it, but at least 76% have no prior knowledge or experience in that area.

With regard to what learning expectations in a coding programme, 10 answers were to learn how to write an easy programme, 12 answers to acquire basic digital skills and 6 people didn't know what to expect.

When it comes to learning methods, the most popular answers were learning with a mentor, partner or to learn independent at home with tutorials.

Almost half of the participants want to learn coding out of interest, to learn the language of programming, as well as to develop creativity and maintain cognitive abilities.

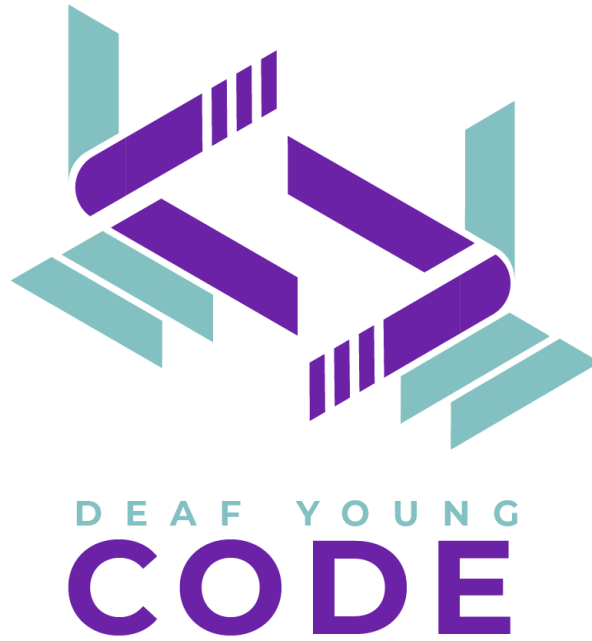
Author(s) of the report:

- Juraj Holeczy
- Pavel Skrabak
- Jozef Vahovsky



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Project No. 2023-2-IT03-KA220-YOU-000179130  
WP 2: Survey Report

1

Country report: Serbia

Prepared by: Skola 11 maj



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## About Deaf Young Code

Deaf Young Code is a project is about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and young people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and provide them with an introduction to coding and programming skills. The acquisition of such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth with regard to programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 30 people took part in the survey in Serbia.

## Background information in Serbia

### Sign Language Users

The estimated number of population in the Republic of Serbia in 2023 was 6 623 183 (the estimates are based on the results of the 2022 Census of Population, Households and Dwellings, and results of natural changes statistics and population internal migration). Observed by sex, 51.4% were women (3 402 267), and 48.6% were men (3 220 916).

Over 2002–2023, the number of population of the Republic of Serbia was continuously decreasing.

Persons with disability aged two and over with Hearing problems (According to statistical data in 2022)

90525 people reported having a hearing problem, 41402 male and 49123 female.

In Serbia, according to the data of the Republican Association of the Deaf and Hard of Hearing, there are 12,000 deaf people and about 100,000 hard of hearing people. According to some estimates, almost every third person has some degree of hearing loss.



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It is estimated that around 14,000 people use Serbian sign language for communication.

In Serbia, The interpreters service for Serbian sign language was established in 2010 at the City Organization of the Deaf of Belgrade (GOGB) with the support of the Ministry of Labour, Employment, Veterans and Social Affairs, in order to achieve successful communication between deaf and hearing people and the inclusion of deaf people in the social life of the community. September 22, 2021. The National Interpretation Center for Sign Language with a video service began its work

The working hours of the Service for providing translation services via video calls are from 00:00 to 24:00.

The service also provides 24/7 translation services in emergency situations, which include emergency services, police and fire services.

## Legal Status of Sign Language(s)

On April 28, 2015, the National Assembly of the Republic of Serbia adopted the Law on the Use of Sign Language .

This law regulates the right to learn sign language, the right to use the services of a sign language interpreter, as well as measures to encourage the use of sign language.

The law guarantees the right of a deaf person to use sign language, through learning sign language and using the services of a sign language interpreter. The law prohibits denying a deaf person the right to use sign language. The right of a deaf child to learn and use sign language is guaranteed. It is illegal for parents, guardians and all other persons to prohibit a deaf child from learning and using sign language.

In this way, deaf people are enabled to realize their rights and legal interest in various procedures before public services, in the educational process, with employers, in political life and other areas. The profession "sign language interpreter" is included in the nomenclature of professions by law.

The Association of Serbian Sign Language Interpreters (ATSZJ) has translated the Law on the Use of Sign Language into Serbian Sign Language

<https://www.youtube.com/watch?v=AihJKP7--c8>

## Deaf Associations

**The Association of the Deaf and Hard of Hearing of Serbia**, a newly founded organization of the deaf after World War II (November 2, 1944), played a major role in the struggle to train the deaf to be useful and productive members of society, fighting to ensure adequate conditions for successful schooling. employment, cultural and sports promotion and socialization in society.

<https://www.savezgluvihsrbije.org.rs/#>



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## **CITY ORGANIZATION OF THE DEAF OF BELGRADE** - was founded 1926

<https://gogb.org.rs/>

The City Organization of the Deaf of Belgrade (GOGB) is an independent, voluntary, non-governmental, non-partisan, non-profit, social-humanitarian association of citizens, which since its foundation in 1926 has gathered, represented and protected the rights and interests of deaf and hard-of-hearing people living in the territory of the city of Belgrade.

Membership in the City Organization of the Deaf in Belgrade is voluntary. More than 4,000 deaf and hard-of-hearing people live in Belgrade, of which more than 1,150 are members of GOGB.

## **Deaf Employment**

Who has the obligation to employ persons with disabilities in Serbia?

Every employer has the obligation to employ persons with disabilities, after 24 months from the day of establishment of the company, which has at least 20 employees.

An employer with 20-49 employees employs 1 person with a disability.

An employer with 50 or more employees must employ at least 2 persons with disabilities, and for every next 50 employees, 1 more person with disabilities

In Serbia, no institution has complete databases on persons with disabilities.

Approximately between 700,000 and 800,000 people with some kind of disability live in Serbia, of which about 300,000 are of working age (15-65 years).

As for the qualification structure of these persons, there are persons of all qualifications on the records of the National Employment Service, and the largest number are persons with a first degree -Certificate of elementary school, which indicates the problem of insufficient qualifications and, therefore, significantly more difficult positions in the search for employment in relation to persons without disabilities.

## **Kinds of jobs**

New Project in Serbia "Job Fit: Economic Empowerment of persons with Disabilities project" is financed by the United States Agency for International Development (USAID) and implemented by the Youth with Disabilities Forum from Serbia. Other project partners include Caritas Serbia, the Ana and Vlade Divac Foundation, Smart Kolektiv, and the Center for Independent Living Serbia.

The project duration is from August 2022 to July 2026.

One of the activities of the project was a survey of the business population in Belgrade, Novi Sad, Subotica, Zrenjanin, Valjevo, and Niš. The aim of the research was to determine the



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employer's needs and opportunities for employment of persons with disabilities in the abovementioned six local communities.

It is important to point out that in relation to the structure of the general population of employees, people with disabilities on average have a lower level of education (88% of employees with disabilities have a high school education, compared to 56% of employees in the general population with a high school education).

The main reasons for not hiring people with disabilities stated by employers are:

- Failing to find a suitable person for the position (77%),
- Insufficient knowledge about the process of hiring people with disabilities (54%)
- The company does not have staff that would provide adequate support to people with disabilities (29%).

Employers that still maintain a traditional type of employment and do not organize work from home as an option, more often state that the obstacle for them to employ a person with a disability is insufficient financial resources to ensure appropriate working conditions and infrastructure.

## Accommodations

Law on professional rehabilitation and employment of persons with disabilities , 2009.

This law regulates:

- Encouraging employment in order to create conditions for the equal inclusion of persons with disabilities in the labor market;
- Assessment of working abilities;
- Professional rehabilitation;
- Monitoring the obligation to employ persons with disabilities;
- Ensuring the conditions for establishing and carrying out the activities of Companies for professional rehabilitation and employment of persons with disabilities and other special forms of employment of PWDs

The right to provide help for training for work includes support in education and training for work and is recognized for children and young people with developmental disabilities and adults with disabilities who, according to their psycho-physical abilities and age, can be trained for a specific job, and that right they cannot achieve on another legal basis

The right to assistance for work training is realized in the form of work training costs, accommodation costs in students' dormitories or boarding schools, as well as in the form of compensation for transportation costs.

The costs of training for work are paid to a company for professional rehabilitation and employment of persons with disabilities, i.e. another organization in which the person is



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trained, and the payment is made on the basis of a contract concluded by the Center for social work with that company, i.e. organization according to the opinion obtained Ministry responsible for social protection

## Deaf professionals by training

In Serbia, sign language is a course taken by special education students in their second and third year of study. The study program is implemented at the Faculty of Special Education and Rehabilitation of the University of Belgrade.

In Serbia, sign language is not studied at universities, as is the case with other languages. City organization of the deaf of Belgrade also organizes courses of Serbian sign language where educators are deaf people (people for whom sign language is their first language) and interpreters of Serbian sign language.

## Education

### Types of schools

In the 2023/24 school year in the Republic of Serbia, primary education was provided in 1133 regular primary schools, 51 special schools and 50 adult education schools. A total of 508 751 students attended classes, 500 514 in regular schools, 3 179 in special schools, and 5 058 in schools that organize adult education programs. A total of 20 243 students, 9 811 under IEP 1 and 10 432 under IEP 2, attended classes according to the individual educational plan (IEP).

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In the 2023/24 school year classes are held in 493 regular high schools (444 state and 49 private owned) and in 26 state schools/departments for students with developmental disabilities. Regular secondary schools are attended by 225 423 students, with almost equal number of female students (112 710) and male students (112 713). Schools/classes for students with developmental disabilities are attended by 1 556 students, 546 female (35.1%) and 1 010 male (64.9%) students.

### Primary and Secondary Education

In Serbia, there are 48 special schools (primary and secondary schools), of which 16 are in Belgrade.

In Serbia, there are 8 schools for the education of hearing-impaired students.

The association of schools for the education of students with disabilities in the Republic of Serbia was founded in 2015 and brings together all special schools of all levels of education.



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The modern system of education and upbringing in Serbia gives deaf and hard of hearing students the right and the opportunity to be educated both in specialized educational institutions and in regular schools according to the model of inclusive education.

## University education

### Diversity and inclusion

The University of Belgrade makes a great effort to create an academic environment where no one is left out.

In the Republic of Serbia, people with disabilities are among the most vulnerable social groups and are at risk of early school leaving due to all the barriers they face. In 2008, the Office for Students with Disabilities was established, which organized various types of support for over 3,000 students with some form of disability. In addition to students, the Office supports teaching and administrative staff through the strengthening of professional competences for working with students from vulnerable social groups.

## Vocational Training

The National Employment Service has a decades-long tradition of career guidance and counseling and coordinates work in more than 30 cities in the Republic of Serbia.

## Education of teachers

At the basic academic studies Special Education and rehabilitation of deaf and hard of hearing people - at the University of Belgrade - Faculty of Special Education and Rehabilitation, within the program of compulsory courses:

### Sign language 1

Dactylogy - basic rules of typing, one-handed and two-handed finger alphabet. Sign (gesture) - basic settings and rules, basic movements and forms, space and orientation, mimicry, advantages and disadvantages, natural and conventional signs. Learning signs from the following areas: most common words and conventional phrases; person - family and family relations; culture of appearance and personal hygiene; medicine; work - work relationship, occupations; food, drinks, fruits and vegetables; education, culture, sports; communication and forms of communication; time; personality traits, emotions; numbers, money; travel; states and cities. Symbolic expression with appropriate terms and simple and simple extended sentences.

### Sign language 2

Sign (gesture) – movements and forms, space and orientation, natural and conventional signs.

Learning signs from the following areas: conventional phrases; work - working relationship, communication and forms of communication; numbers; trading; transport; meetings and

conferences; army; religion. Symbolic expression with appropriate terms, simple, simple extended and complex sentences. Mutual communication between students and students with informants. Initial translation - newspaper texts, shorter texts from books

### Sign language 3

Mutual fluent communication of students with deaf and hard of hearing people. Interpreting - mutual communication of deaf people, as well as deaf people and people from the environment. Translation - newspaper texts, longer texts from books, professional terms, especially legal ones.



## Education of Counsellors

City Organization of the Deaf in Belgrade

<https://gogb.org.rs/servisi/skola-srpskog-znakovnog-jezka/>

The Association of Serbian Sign Language Interpreters (ATSZJ)

[http://www.atszj.org.rs/projekti\\_detaljnije.php?id=14](http://www.atszj.org.rs/projekti_detaljnije.php?id=14)

## Counselling services

National Translation Center for Serbian Sign Language

<https://www.facebook.com/profile.php?id=100078539464926...>

Every day from 07:00 to 15:00 you can make video calls to the phone number 064/83-99-339 via the Viber, WhatsApp, IMO applications as well as via the communication platforms Skype (ID: servisjbeograd ) and Messenger ( Translation Center Szj Srbije ).

In the period from 3:00 p.m. to 7:00 a.m., you can only call interpreters via Skype (ID: servisjbeograd ) and Messenger ( Translation Center Szj Srbije ).

Mobile phone (SMS, call, WhatsApp, Viber and IMO): 064 / 839 93 39

Skype: servisjbeograd

FB page: Translation Center of the SZJ of Serbia

## Interpreting education

courses in Serbian Sign Language interpretation are offered at:

- City Organization of the Deaf in Belgrade

<https://gogb.org.rs/servisi/skola-srpskog-znakovnog-jezka/>

The Association of Serbian Sign Language Interpreters (ATSZJ)

[http://www.atszj.org.rs/projekti\\_detaljnije.php?id=14](http://www.atszj.org.rs/projekti_detaljnije.php?id=14)

## Qualification Standards

The National Translation Center for Serbian Sign Language organizes courses for sign language interpreters.



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## Availability of translators and interpreters

There is a small number of qualified interpreters for Serbian sign language in Serbia.

Interpreter services can be provided through the work of the Association of the Hearing Impaired in the local community or by hiring members of the Association of the Deaf of Serbia.

For court examinations, it is necessary to hire certified interpreters for Serbian sign language.

National Sign Language Interpretation Center provide translation services, at any time of the day or night.

## Employment

### Support services

In Serbia, there is a small number of organizations that provide support for the hearing impaired in employment. These are Municipal Organizations of the Deaf and Hard of Hearing, which are an integral part of the Association of the Deaf and Hard of Hearing of Serbia.

In its records, the National Employment Service also has support for people with disabilities through public works competitions lasting 4 months every year for all those interested.

This year, the National Organization of Persons with Disabilities of Serbia is organizing a call for professional practice in companies and firms for persons with disabilities.

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## Preparedness of teachers, students, counsellors and interpreter/translators

In Serbia, there is still no standardized training for sign language interpreters in order to obtain a recognized work license.

Sign language interpreters are unevenly distributed, the capital Belgrade and larger cities have the largest range of services.

Defectologists in special schools for working with deaf and hard-of-hearing students also had sign language courses in their study programs.

## Awareness of employers

Employers are differently motivated to provide sign language training courses for employees to enable communication with the hearing impaired employee.

In an earlier period, a sign language course was organized for employees of the police and municipal services in several cities in Serbia.



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## Deaf skills

Changes in the world of work and occupations and the demands of the labor market require a more dynamic approach to the process of professional orientation of young people.

Special schools provides vocational training and education for students with disabilities at lower level of education.

In reality, changes in the world of occupations affect everyone, not only the school systems of vocational education for students with disabilities, but also change the concept of professional orientation...

## Support from governments

Our government encourages the employment of persons with disabilities through the programs of the National Employment Service.

[https://www.nsz.gov.rs/live/trazite-posao/dok-trazite-posao/programi/podr\\_ka\\_u\\_zapo\\_ljavanju\\_osoba\\_sa\\_invaliditetom.cid225](https://www.nsz.gov.rs/live/trazite-posao/dok-trazite-posao/programi/podr_ka_u_zapo_ljavanju_osoba_sa_invaliditetom.cid225)

An employer who hires a person with a disability without work experience for an indefinite period of time has the right to a wage subsidy for that person, for a period of 12 months from the day of establishing an employment relationship with a person with a disability.

## Concluding remarks

Insufficient number of Serbian sign language interpreters.

A small number of organized trainings for Serbian sign language.

The problem of adapting the work space for the hearing impaired.

Insufficient number of retraining and courses for the hearing impaired.

## References

- City Organization of the Deaf in Belgrade

<https://gogb.org.rs/servisi/skola-srpskog-znakovnog-jezka/>

The Association of Serbian Sign Language Interpreters (ATSZJ)

[http://www.atszj.org.rs/projekti\\_detaljnije.php?id=14](http://www.atszj.org.rs/projekti_detaljnije.php?id=14)

Faculty of Special Education and Rehabilitation, University of Belgrade

<https://www.fasper.bg.ac.rs/>

## Statistical Office of the Republic of Serbia



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<https://www.stat.gov.rs/en-us/>

<https://www.savezgluivhsrbije.org.rs/>



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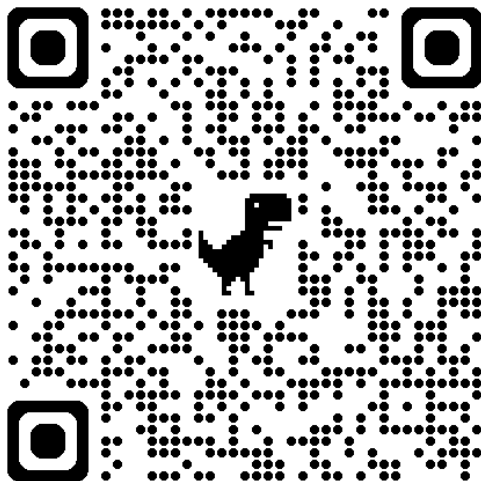
# Deaf Young Code Survey

## Survey in Serbia

Here is the link to the Serbian Survey:

<https://docs.google.com/forms/d/18SD397uJ4vukv4AhpUlf8mQtqJbhIp-Pgg8oPyMP5X0/edit#responses>

QR Code if available



# Survey Results

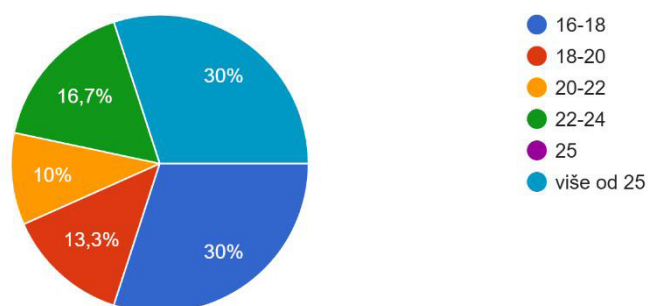
## Section 1: Demographics

1. How old are you?

- a. 16-18
- b. 18-20
- c. 20-22
- d. 22-24
- e. 25
- f. Older than 25

1. Koliko imate godina?

30 одговора



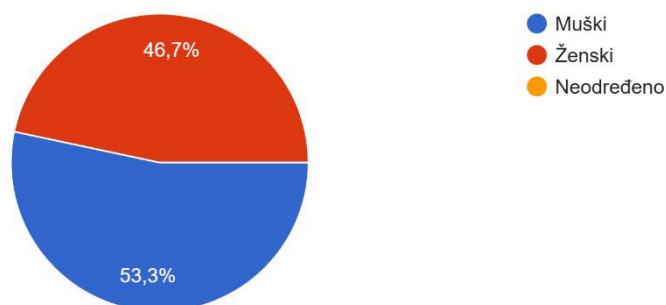
16

2. What is your gender?

- a. Male
- b. Female
- c. Divers

2. Koji je vaš pol?

30 одговора



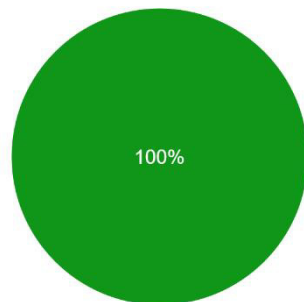
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3. Where do you live?
- Austria
  - Italy
  - Slovakia
  - Serbia
  - Romania
  - Hungary
  - Greece

3. Gde živate?

30 одговора



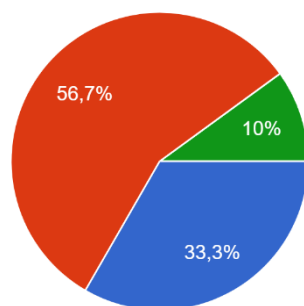
- Austrija
- Italija
- Slovačka
- Srbija
- Rumunija
- Mađarska
- Grčka

4. What are your disabilities?
- Deaf
  - Hard-of-hearing
  - Deafblind
  - Other disabilities

17

4. Koje su vaše smetnje?

30 одговора



- gluv
- nagluv
- slepo-gluv
- druge smetnje

5. Where did you go to school?
- School of the deaf
  - Mainstream school without any programme for the deaf
  - Mainstream school with a programme for the deaf

School for hard-of-hearing students

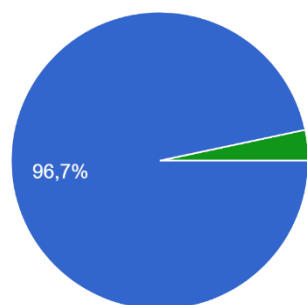


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5. Gde si išao u školu?

30 одговора



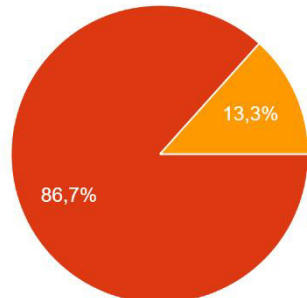
- Škola za gluve
- Redovna škola bez ikakvog programa za gluve
- Redovna škola sa programom za gluve
- Škola za nagluve učenike

6. What is your highest level of education?

- Elementary school
- Middle school (until 10<sup>th</sup> grade)
- High school (until 12<sup>th</sup> or 13<sup>th</sup> grade)
- University (BA)
- University (MA)

6. Koji je Vaš najviši nivo obrazovanja?

30 одговора



- Osnovna škola
- Средња школа (3 разреда)
- Средња школа (4 разреда)
- Vuša škola
- Fakultet

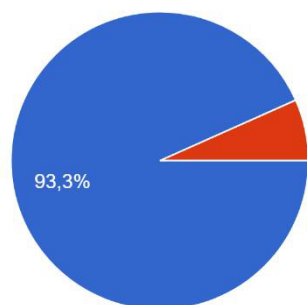
7. Your education has been...

- Bilingual (both sign and spoken)
- Manual (sign only)
- Oral (spoken only)



### 7. Vaše obrazovanje je...

30 одговора



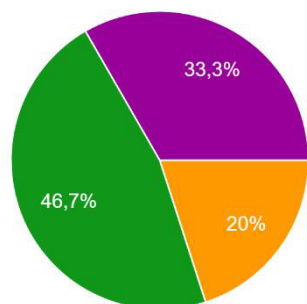
- Dvojezično (i znakovno i govorno)
- Znakovno (samo znakovni jezik)
- Govorno (samo govorno)

### 8. Your sign language skills are...

- Not good
- Basic
- Advanced
- Good
- Excellent

### 8. Vaše veštine znakovnog jezika su...

30 одговора



- nije dobro
- osnovno
- dobro
- napredno
- odlično

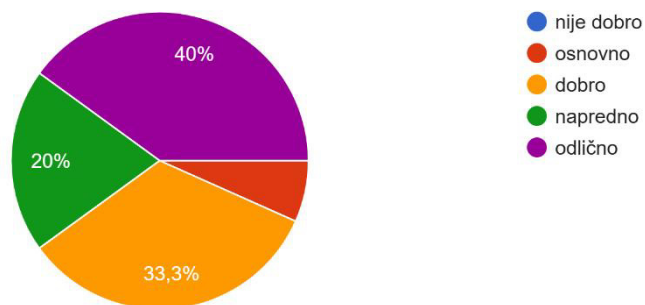
### 9. Your written language skills are...

- Not good
- Basic
- Advanced
- Good
- Excellent



### 9. Vaše veštine pisanja i čitanja su...

30 одговора



## Section 2: Digital skills in general

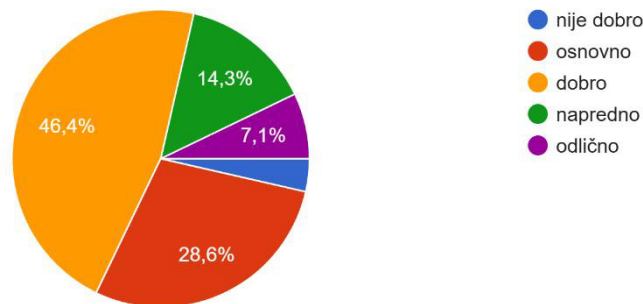
Your results go here

10. Your digital skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good
- e. Excellent

10. Vaše digitalne veštine su...

28 одговора

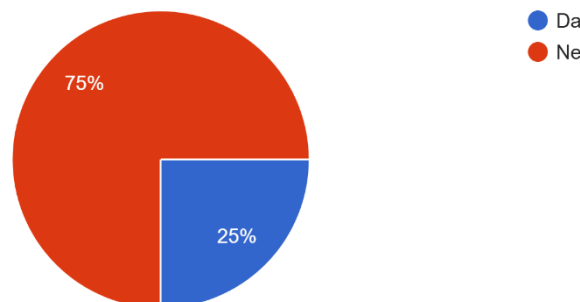


11. Have you already worked in a sector where you need digital skills/or have you visited an event in this sector?

- a. Yes
- b. No

11. Da li ste već radili u sektoru gde su vam potrebne digitalne veštine/ili ste posetili događaj u ovom sektoru?

28 одговора



If yes, your experience was...

- a. Good
- b. Bad

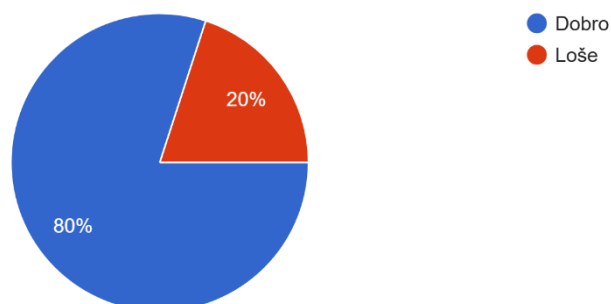


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## Ako jeste, Vaše iskustvo je bilo

10 одговора

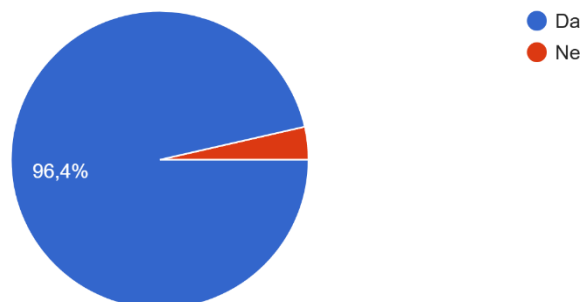


## 12. Do you want to improve your digital skills?

- a. Yes
- b. No

## 12. Da li želite da unapredite svoje digitalne veštine?

28 одговора

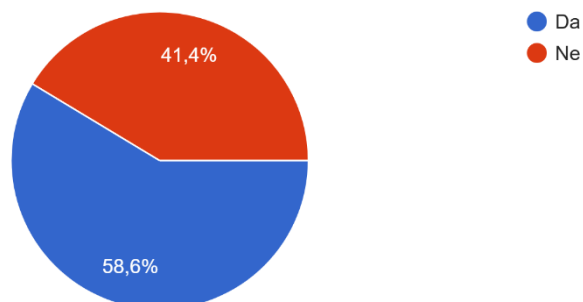


## 13. Can you use formatting in word, excel, PowerPoint?

- a. Yes
- b. No

## 13. Možete li da koristite formatiranje u vordu, ekscelu, pover pointu?

29 одговора



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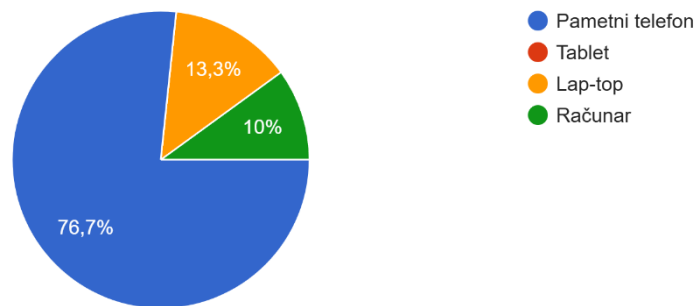
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14. When using the internet, you mostly use

- a. Smartphone
- b. Tablet
- c. Laptop
- d. Computer

14. Kada koristite internet, uglavnom koristite...

30 одговора



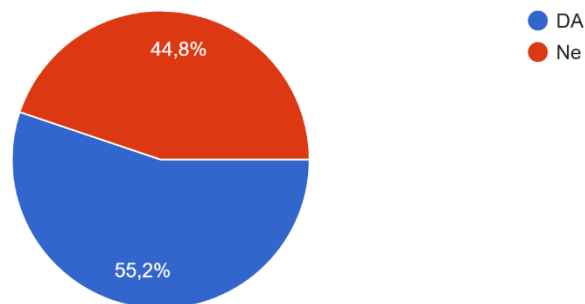
15. After school I had sufficient information about computers.

- a. Yes
- b. No

23

15. Posle škole sam imao dovoljno informacija o računarima

29 одговора



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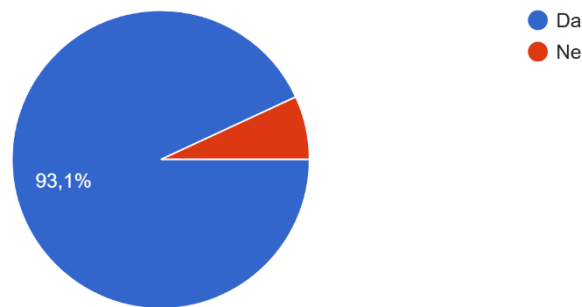
## Section 3: Coding

16. Are you interested in coding?

- a. Yes
- b. No
- c. I don't know

16. Da li ste zainteresovani za kodiranje I programiranje?

29 одговора



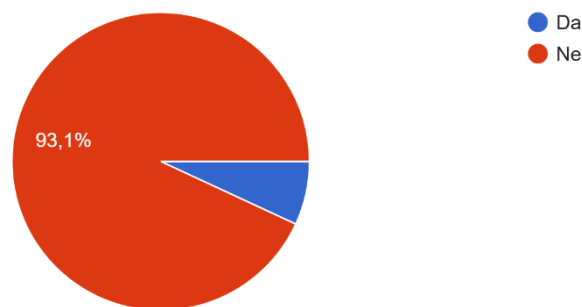
17. Do you have any previous knowledge and experience in coding?

- a. Yes
- b. No

24

17. Da li imate prethodno znanje I iskustvo u kodiranju I programiranju?

29 одговора



18. What would you expect to learn in a coding programme? Please choose up to 3 answers.

- a. Basic digital skills
- b. The code behind the computer programmes we use in everyday life
- c. Basic computer programming
- d. Write a simple programme
- e. Computational thinking & related transversal skills
- f. I don't know

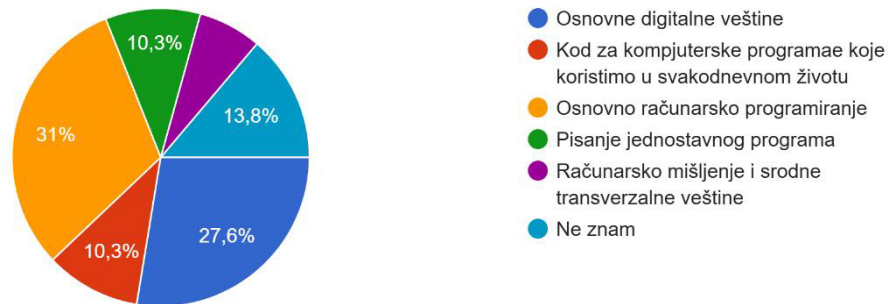


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18. Šta biste očekivali da naučite u programu obuke za programiranje I kodiranje? Molimo izaberite do 3 odgovora

29 odgovora

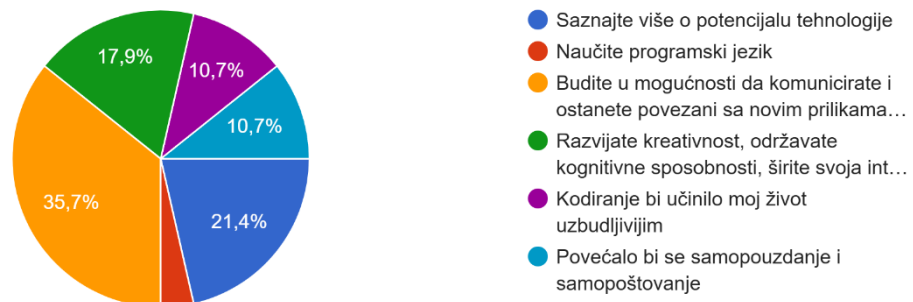


19. Why do you think coding in everyday life is useful? Please choose up to 3 answers

- Learn more about the potential of technology
- Learn a programming language
- Be able to interact and stay connected with new job market opportunities
- Develop creativity, maintain cognitive abilities, widen my interests
- Coding will make my life more exciting
- Self-confidence and self-esteem would increase

19. Zašto mislite da je kodiranje u svakodnevnom životu važno? Molimo izaberite do 3 odgovora

28 odgovora



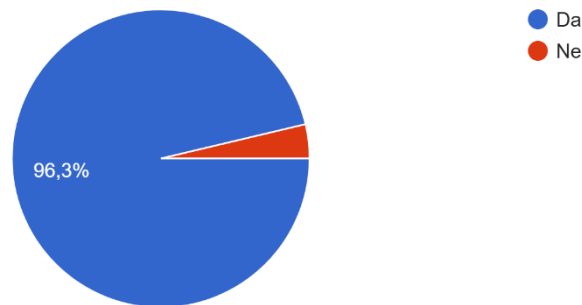
20. Are you interested in attending a specific training course to upgrade your digital skills and to know more about coding?

- Yes
- No



20. Da li ste zainteresovani za pohađanje određenog kursa obuke kako biste unapredili svoje digitalne veštine I saznali više o kodiranju I programiranju?

27 одговора

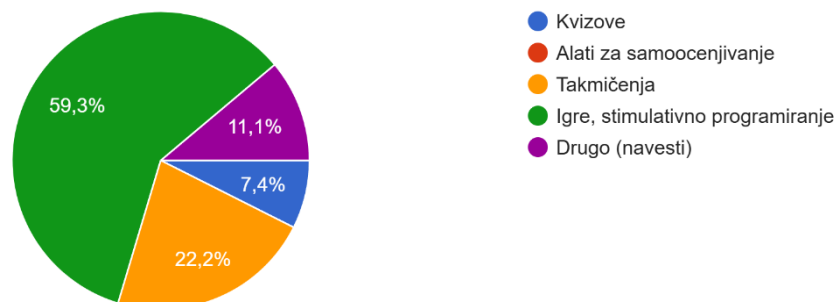


If yes, how would you like to learn? What kind of interactive exercises would you prefer?

- Quizzes
- Self-assessment tools
- Competitions
- Games, stimulating programming
- Other (Please specify)

Ako jeste, kako biste želeli da naučite? Koju vrstu interaktivnih vežbi biste voleli?

27 одговора



21. What kind of learning methods would be most suitable for you?

- Learning with a mentor
- Learning on my own, at home, using tutorials
- Learning with a partner (pair work)
- A combination of methods and places

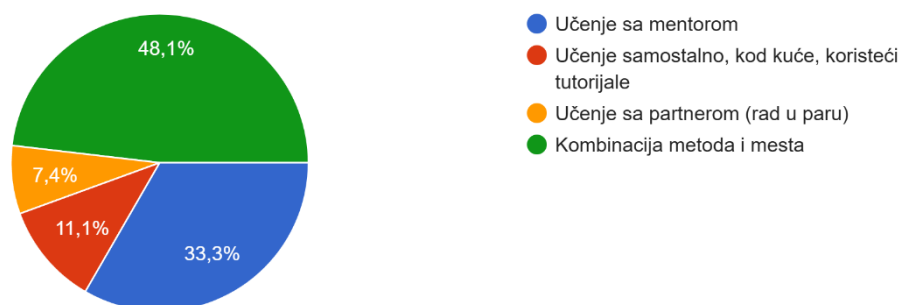
21. Koje metode učenja bi bile najprikladnije za vas?



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27 одговора

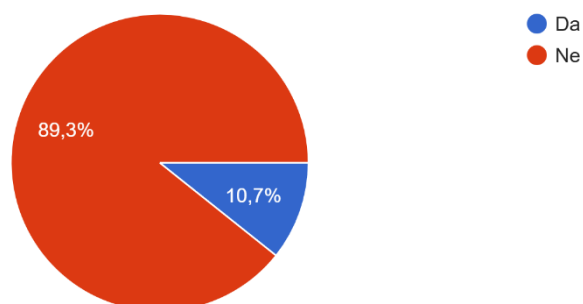


22. Do you have basic skills in this sector, for example you know any computer code (HTML)?

- a. Yes
- b. No

22. Da li imate osnovne veštine u ovom sektoru, na primer znate bilo koji kompjuterski kod (HTML)?

28 одговора



23. What is your objective by learning coding?

- a. Only interest
- b. Applying for a job where you need coding skills
- c. Hobby
- d. School

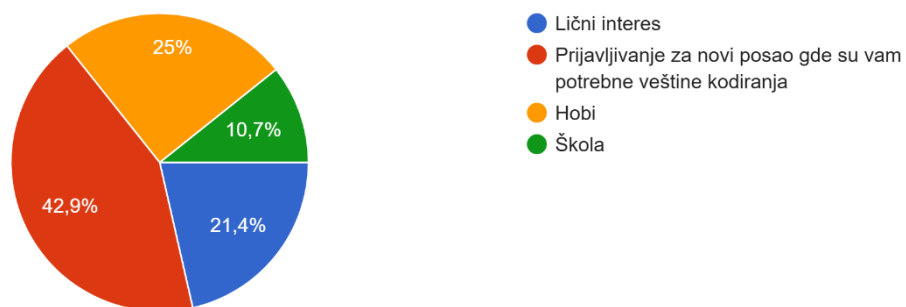
23. Šta je vaš cilj učenja kodiranja?



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28 одговора

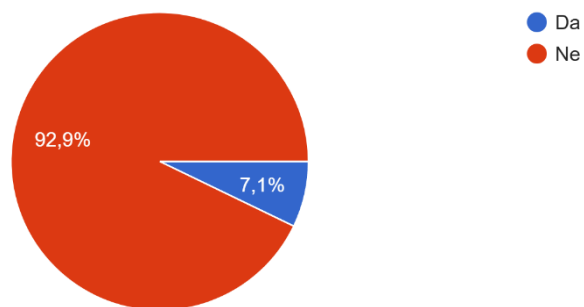


24. Do you know which applications are used for coding?

- a. Yes
- b. No

24. Da li znate koje aplikacije se koriste za kodiranje?

28 одговора



## Summary

About half of the respondents are under 25 years of age and there are slightly more men than female respondents.

The majority attended a special school (96.7%) and obtained the third level of education (vocational school of the third level of expertise).

Digital skills are considered good by half (46.4%), and 75% have not worked in a sector where digital competences are necessary for work.

96.4% want to improve their digital skills.

Half of the respondents have experience in working with the basic Word, Excel, Power Point programs.

93% of respondents are interested in coding but have no prior knowledge and experience.

regarding the expectations of learning programming, 9 want to learn basic programming, 8 basic digital skills, 3 writing simple programs, 3 to write codes for programs we use in our daily life and 4 answered that they do not know what to expect.

26 respondents answered that they are interested in attending a programming course.

16 respondents were interested in learning programming for games, 6 for competitions, 2 for quizzes.

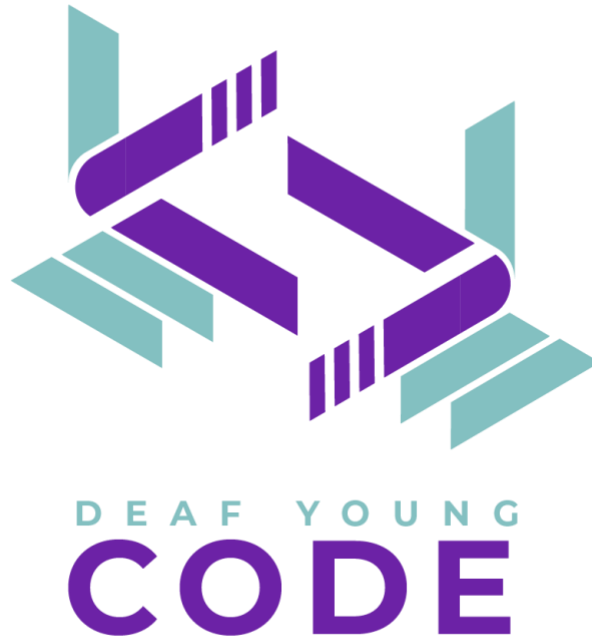
For learning methods, 13 respondents are for a combination of methods and places, 9 for learning with a mentor, 3 for independent learning through tutorials and 2 for learning in pairs.

89% do not know any computer code.

42.9% say they want to learn coding to find a new job.

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- Dragana Popović



Project No. 2023-2-IT03-KA220-YOU-000179130  
WP 2: Survey Report

1

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Country report: ROMANIA

Prepared by: Liceul Tehnologic Special *Vasile Pavelcu* Iași



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## About Deaf Young Code

Deaf Young Code is a project about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and young people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and provide them with an introduction to coding and programming skills. The acquisition of such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth with regard to programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 28 people took part in the survey in Romania.

## Background information in Romania

### Sign Language Users

According to the statistical data provided by the National Authority for the Protection of the Rights of People with Disabilities<sup>1</sup> in Romania, on March 31, 2024, the total number of people with different types of hearing loss was 23620, among whom 2014 were children and 21606 were adults. The number of fully deaf people (profound hearing loss) was 941 (826 children, 115 adults), while people with severe hearing loss were 19798 (570 children, 19228 adults). Moderate and mild hearing loss showed a number of 2881 people (618 children, 2263 adults).

In 2015, according to the same authority, the total number of deaf and hard of hearing people was 23673 (1836 children, 21837 adults). People with profound hearing loss were 272 (163 children, 109 adults). Severe hearing loss numbered 20494 people (603 children, 19891 adults). Moderate and mild deafness was of 2907 people (1070 children, 1837 adults).

<sup>1</sup> <https://anpd.gov.ro/web/transparenta/statistici/>

In the chart below, a comparison between the two years in discussion sheds light on the dynamics of hearing loss in the recent years.

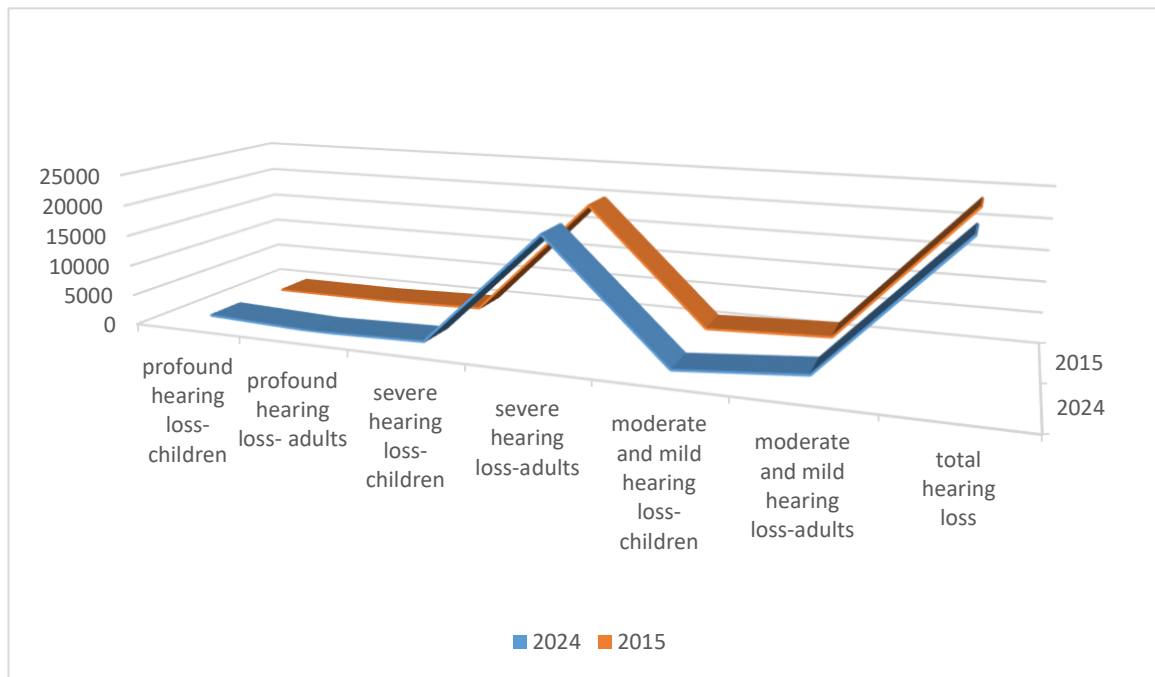


Fig. 1 comparison of statistical data regarding deafness in Romania in 2015 and 2024

The chart shows that there are no significant changes in the number of deaf and hard of hearing people during the analysed periods.

However, for the subject matter, it should be taken into consideration that both years show a high level of severe hearing loss among adults. This is relevant for our study because it proves that the number of sign language users is significant (although not necessarily native), given the fact that severe hearing loss implies difficulties in oral communication and the need for sign language skills.

There is little information about the real number of sign language users in Romania. Not all the people represented in the chart above sign, but not all signers are represented here: signers' families might use sign language, educators and teachers who work with deaf children, likewise. Sign language interpreters in Romania are very few: around 500, of whom only 77 are registered on the governmental platform<sup>2</sup> for the time being.

Altogether, according to the available sources, the approximate number of sign language users goes around 30000<sup>3</sup>, but there is no official registration of them.

<sup>2</sup> <https://anpd.gov.ro/web/accesibilitate/profesii-reglementate/-lista>

<sup>3</sup> <https://www.timpromanesc.ro/limba-semnelor-romane-limbajul-mimico-gestual-devine-lege/>  
<https://edl.ecml.at/Facts/FAQsonsignlanguage/tabid/2741/language/ro-RO/Default.aspx>

## Legal Status of Sign Language(s)

Romanian Sign Language was legally stated as the official language of deaf community in 2006<sup>4</sup> by a law which established the right of deaf people to have a sign language interpreter in public institutions. In 2010 Romania confirms the Convention on the Rights of People with Disabilities adopted in New York by the General Assembly of the United Nations and thus recognizes and promotes the Romanian Sign Language. These regulations are transposed in 2020 in a new law which recognizes the Romanian Sign Language as the mother tongue of deaf and hard of hearing people and renames it: the Romanian Language of Signs<sup>5</sup>.

This law reinforces the right to use sign language in public institutions which now have the obligation to provide sign language interpreters for free.

In real life the situation is complicated partly due to the lack of sign language interpreters, partly because it is not clear who is obligated to pay the interpreter.

The legal frame exists, but the law enforcement is poor.

## Deaf Associations

The most representative organisation of this type in Romania is the ANSR<sup>6</sup> (the National Association of Deaf people in Romania) which has 27 offices in Bucharest and other counties in Romania. It is a nongovernmental, nonprofit organization, politically and religiously unconditional, with legal personality, of public utility, defending and promoting the social, professional, cultural and educational rights and interests of people with hearing impairment for social inclusion and equal opportunities. It receives support in conducting specific activities from central and local authorities, as well as from individual and legal entities.

It was founded in 1920 in Bucharest having different names and structures ever since.

Another important organization is the National Association of Authorized Sign Language Interpreters (ANIALMG)<sup>7</sup> which started its activity in 2008 in Cluj-Napoca. The Association provides courses for sign language interpreters to hearing and deaf people. It has had numerous projects aiming to promote sign language. A very successful one is the partnership with the Orange Foundation which created a platform (dlmg)<sup>8</sup> providing a sign language dictionary and text and video book to teach sign language.

There are also other organizations (Asociația Tăcerea Teleorman<sup>9</sup>, Asociația Darul Sunetului<sup>10</sup>), but they are mostly local.

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<sup>4</sup> <https://ansr.org.ro/despre-noi/statut/>

<sup>5</sup> <https://www.mmanpis.ro/wp-content/uploads/2021/09/Raport-national-privind-asigurarea-interpretului-mimico-gestual.pdf>

<sup>6</sup> <https://ansr.org.ro/>

<sup>7</sup> <https://ailg.ro/>

<sup>8</sup> <https://dlmg.ro/>

<sup>9</sup> <https://asociatia-tacerea-teleorman.ro/about/>

<sup>10</sup> <https://darulsunetului.ro/asociatia-darul-sunetului/>

## Deaf Employment

Romania registers the lowest employment rate amongst deaf people compared to the other countries of the European Union. The difference is more than three times higher for unemployment in Romania compared to the situation in the best placed countries, according to the latest studies carried out by the World Bank. Also, there are no clear statistics on each type of disability, only general data.<sup>11</sup>

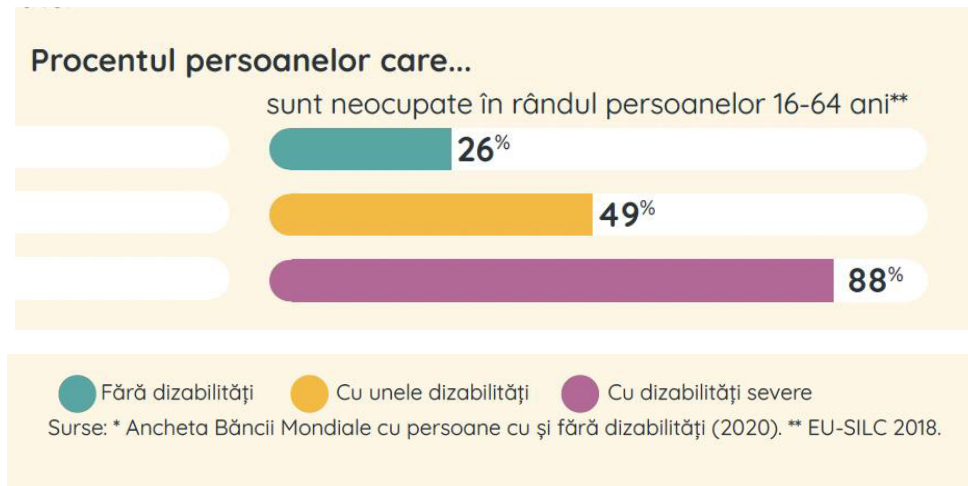


Fig. 2-screenshot from the study carried out by the World Bank in 2020, published in 2021 in Bucharest<sup>12</sup>

The percentage of unemployed people (16-64 years old) goes as follows: 26% for people without disabilities, 49% for people with some disabilities, 88% for people with severe disabilities.

7

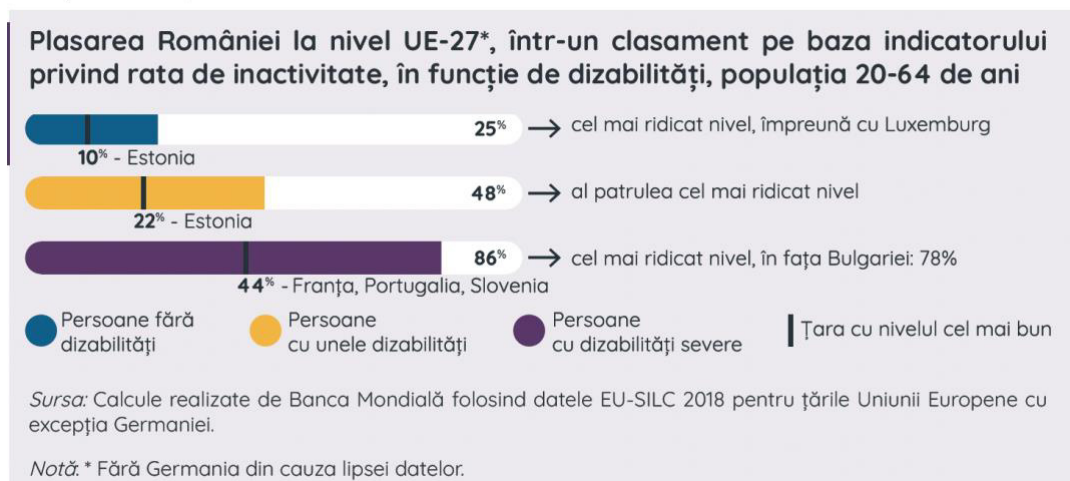


Fig.3-screenshot from the same study carried out by the World Bank in 2020

<sup>11</sup> <https://ambadasustenabilitatii.ro/sustainability-school-14-integrarea-surzilor-pe-piata-muncii-obstacole-si-solutii/>

<sup>12</sup> <https://anpd.gov.ro/web/wp-content/uploads/2023/01/Diagnoza-situatiei-persoanelor-cu-dizabilitati-in-Romania.pdf>

The image above shows how in Romania, compared to other EU countries, people are economically inactive even among people without disabilities (25% compared to Estonia-10%). Regarding the situation of people with some disabilities, Romania ranks the 4<sup>th</sup> place among the countries with the highest level of unemployment in the EU. Concerning the situation of people with severe disabilities, Romania scores the highest percentage (86%) of economically inactive people.

## Kinds of jobs

ANIALMG (the association of sign language interpreters) presents on its site<sup>13</sup> a couple of job suggestions for deaf people: florist, cook, cashier, trade worker, bagger, web designer, accountant, sign language trainer. But reality proves that the employers are still reluctant about deaf people, mainly due to the communication barriers. In Iași, ANPEDA *Virgil Florea*, an association for teachers of deaf students, carried out many projects to sustain the insertion of deaf school leavers on the labor market. One of the recent projects brought our students the opportunity to volunteering in the Palace of Culture in Iași, as sign language guides. However, lots of our former students work in printing units performing rather second job market type of work.

## Accommodations

In Romania, accommodations are regulated by the Ministry of Work and Social Solidarity, through the National Authority for the Protection of the Rights of People with Disabilities<sup>14</sup>. The accommodations are as follows:

### Assistive technology

-to purchase hearing devices deaf people can receive a voucher with the maximum value of 23000 RON (approximately 4620 Euro), if they have a disability certificate.

### Reasonable adaptation to the workplace

-means all the changes made by the employer to facilitate the work of the disabled person. It involves changing the work schedule, purchasing equipment, devices and assistive technologies and other similar measures. The subsidies for adaptation are 15900 RON (approximately 3193 Euro) if you are an employer who hires at least one person with disabilities for an indefinite period.

### Regulated professions

-the governmental law no. 671/2007 regulates the methodology for the authorization of sign language and deafblind language interpreters.

Other accommodations refer to accessibility of information. For deaf and hearing-impaired people, the law (2020) states that TV channels have the obligation to stream daily at least 30

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<sup>13</sup> <https://ailg.ro/informatie/meserii-potrivate-pentru-tine/>

<sup>14</sup> <https://anpd.gov.ro/web/accesibilitate/profesii-reglementate/>

minutes of information translated into sign language and, also, the sign language interpreter's screen share should be 1/6 of the whole screen image.<sup>15</sup>

There is a programme sustained by the national television-Telescoala- which provides videos translated in sign language for students who prepare for baccalaureate exam. The videos cover all the school subjects of interest: Romanian language and literature, science and so on.<sup>16</sup>

## Deaf professionals by training

-01.10. 2010 - 31. 09. 2013, the Babeş- Bolyai University Cluj-Napoca organized in several cities in Romania a POSDRU<sup>17</sup> programme- Continuous training of teaching staff in educational units for the hearing impaired: developing pedagogical skills through Romanian Sign Language and ICT tools<sup>18</sup>. The programme provided sign language training delivered by deaf and hard of hearing trainers. At the end, the trainees received sign language proficiency level certificates.

-a two semesters course of communication in sign language for students from the Bucharest University, Faculty of Journalism and Communication, delivered by deaf and hard of hearing professionals

-310-hours a course for teachers who work in special education, at the Bucharest University, The Faculty of Psychology

-310-hours a course for teachers who work in special education, at the Babeş-Bolyai University, Cluj-Napoca, The Faculty of Psychology

-courses for sign language interpreters, at the Association of Sign Language Interpreters (ANIALMG), Cluj-Napoca<sup>19</sup>

## Education

### Types of schools

Deaf and hard of hearing children can choose any school they want in Romania whether it is a mainstream or a special school, there are no restrictions. There are around 14 special schools in the whole country (4 in Bucharest and one in some big cities such as Timișoara, Focșani, Sibiu, Iași, Craiova, Cluj, Galați). However, the situation of these schools is quite complicated due to the fall of deaf students' numbers, as deaf children choose mainstream schools. Special schools are forced to become educational centres to survive, being obligated to focus on different types of disabilities and not only on deaf education.

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<sup>15</sup><https://anpd.gov.ro/web/wp-content/uploads/2023/01/Diagnoza-situatiei-persoanelor-cu-dizabilitati-in-Romania.pdf>

<sup>16</sup> <http://www.tvr.ro/telescoala.html>

<sup>17</sup> POSDRU is a national programme developed with EU funds

<sup>18</sup><https://fondurieuropeene.centre.ubbcluj.ro/formarea-continua-a-personalului-didactic-din-unitatile-de-invataman-pentru-deficienti-de-aur-dezvoltarea-competentelor-pedagogice-prin-utilizarea-imbajului-mimico-gestual-romanesc-si-a-instrumente/>

<sup>19</sup> <https://ailg.ro/despre-noi/>



Usually, they offer all levels of education from the very first stages up to technological high school and professional school.

## Primary and Secondary Education

Parents and their children with special needs are free to choose a mainstream or a special school for these levels. There are three types of inclusion in Romania<sup>20</sup>

-separate special education (in educational units fully dedicated to the education and professional training of children with special educational needs)

-partially integrated special education (in groups or classes for children with special educational needs organized in mainstream education units)

-totally integrated special education (in groups and classes organized in mainstream education units) with assistant teachers

-there are high school classes in special schools which go up to 13 years of study but also professional education classes of 12 years. At the end of high school students can take the baccalaureate exam which has the same curricula for mainstream and special school students.

The measures to equalize the chances for deaf students are an extra hour for the exam and a sign language interpreter. Very few deaf children pass the baccalaureate and even fewer go to university.

## University education

Deaf high school leavers have no restriction to follow a university in Romania, or a post-secondary school but this is such a hard endeavour that very few deaf youths embark on it.

At the university deaf students need interpreter, but universities cannot offer such services. Therefore, it falls upon the student, his family and deaf associations to find a solution to this problem.

## Vocational Training

Vocational training occurs in technological high schools which provide qualification in specific working domains such as: electronics, finances, ICT, tourism and alimentation. It offers the possibility to take the baccalaureate exam along with the qualification in the specific working domain.

Professional education offers several specializations in various training fields which are adjusted according to labour market needs. For professional school leavers there is no possibility to take the baccalaureate exam at the end of the 12<sup>th</sup> year. The school leaving exam consists of a practical test and a written project.

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<sup>20</sup> <https://eurydice.eacea.ec.europa.eu/ro/national-education-systems/romania/educatia-copiilor-cu-cerinte-speciale-cadrul-invatamantului-de>, last update on 14<sup>th</sup> of December 2023



## Education of teachers

Teachers who work in special schools need a certificate for special education issued by the Faculty of Psychology and Educational Sciences. To work in a deaf school, they need sign language knowledge and a practical exam to prove basic sign language skills.

However, there is a noticeable scarcity of sign language courses in Romania. The best way is to learn sign language from deaf children and their families or deaf associations. In Iasi for instance, there is no sign language training provided by the local deaf associations. One must go to Bucharest or to Cluj to take sign language classes.

In special schools with deaf students, senior teachers train the newcomers in sign language and teaching methods through mentoring programs. Also, teachers can attend a sign language course organized in school through Erasmus+ projects or, simply, if there is a deaf teacher in school (which is a very rare case), he or she can train the hearing teachers being supported by the school's management team.

## Education of Counsellors

Usually, counsellors for deaf students are Psychology and Pedagogy universities graduates. There is no obligation for them to have a sign language course completed prior to entering a special school. Other counsellors work in the institutions of social services. These professionals do not necessarily have a university degree or any skills in sign language. Social workers from deaf schools have basic knowledge of sign language due to the interaction with deaf people and courses organized in their school.

Counsellors for deaf people work in deaf association. It is not mandatory for them to have a university diploma, or a sign language course completed, but they have experience in dealing with deaf people's daily problems.

## Counselling services

These services are offered by deaf associations (ANSR, ANIALMG) and social services institutions (ANOFM, DGASPC)<sup>21</sup>

## Interpreting education

-two semesters a course for the students at the Bucharest University, Faculty of Journalism and Communication, delivered by deaf and hard of hearing professionals-

<https://unibuc.ro/wp-content/uploads/2022/02/curs-comunicare-in-limba-semnelor-FJSC-stire-UNIBUC.docx>

-courses for sign language interpreters organized by the Association of Sign Language Interpreters ANIALG, Cluj-Napoca

## Qualification Standards

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<sup>21</sup> County Employment Agency- <https://website.anofm.ro/iasi/>,

General Directorate of Social Assistance and Child Protection- <https://dasiasi.ro/>



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Sign language interpreters can work officially only based on the authorization issued by the National Authority for the Protection of the Rights of People with Disabilities. To obtain such a document, interpreters need a proof that they completed an authorized sign language course. Authorisations have a 2 years validity. To extend its validity, interpreters need to prove 6 months of practice in sign language interpretation or a new course in sign language.

## Availability of translators and interpreters

There is a list of authorized interpreters available on the site of National Authority for People with Disabilities. On this list there are 77 interpreters with their contact information<sup>22</sup>. There are 10 interpreters in Bucharest. Other cities have only two or three, while some other small cities have none. In Iași the list shows three interpreters.

GALAȚI	LUNGU LENUȚA	241/08.04.2024	0768-105717 lenuslenus@yahoo.com
GORJ	DRĂGULESCU EMILIA ELENA	87/22.07.2024	0762-890354 demiliaelena@yahoo.com
GORJ	STAMATIE CORNELIA- CLAUDIA	28/27.03.2023	
HARGHITA	MURARIU MARIANA	17/23.02.2023	0745-836273
IALOMIȚA	ALEXANDRU CARLA ADRIANA	172/08.04.2024	0722-696433 carla_alexandru@yahoo.com
IAȘI	MITREA IONUȚ	218/03.07.2023	0768-323263 ionut.mitrea.1975@gmail.com
IAȘI	CIOCÎRLAN IOANA	278/06.06.2023	0752-226627 ioana7212@yahoo.com
IAȘI	VASILIU OVIDIU RAUL	243/14.05.2024	

fig.4-screenshot of the list with authorized deaf interpreters

## Employment

### Support services

These services are provided by the associations for the deaf and social institutions mentioned above. The most responsible by the law is the National Employment Agency with its county and local offices (AJOFM, ALOFM), which has also an online platform.<sup>23</sup>

Special school leavers get support from school representatives who are in contact with some employers. Students can see the conditions offered by the employers prior to choosing a job. School representatives organize visits at the companies and meetings with the employers. Students go and see the workplaces accompanied by their class teacher and the school representative for employment.

### Preparedness of teachers, students, counsellors and interpreter/translators

<sup>22</sup> <https://anpd.gov.ro/web/accesibilitate/profesii-reglementate/>

<sup>23</sup> <https://www.anofm.ro/serviciionline/serviciionlineangajatori.html>



Teachers, counsellors and interpreters must work constantly to improve their skills in collaborating with deaf people. It needs determination, desire, availability, passion, openness and (why not?) a so called "stakhanovite" stamina<sup>24</sup> to maintain a high level of professionalism in this area.

Deaf people who live in big cities have more opportunities to education and counselling than their peers who live in the countryside or in small cities. This is why they choose to move to Bucharest or Cluj-Napoca or even to emigrate outside the country in search for better living conditions.

## Awareness of employers

Due to European projects, school contacts and media, employers are aware of the financial and development benefits they get hiring deaf people. Some of them show interest in working with deaf people but not always deaf people are satisfied by the working and payment conditions.

## Deaf skills

Deaf people are considered serious employees to rely on. It is known that they are very effective and able to focus efficiently on their job. They have excellent practical skills, good visual orientation and memory. However, these skills don't help them get best paid jobs.

## Support from governments

As it has been mentioned already, there are some subsidies covered by the Ministry of Work in the form of vouchers for hearing devices and accommodations for employers.

Depending on the degree of disability, hearing-impaired people benefit from exemptions from taxes and fees as well as interest reductions for bank loans.

According to the law in Romania, companies with over 50 employees have the obligation to employ a share of 4% people with disabilities out of the total number of employees, otherwise companies must pay fines. Most employers prefer to pay the fines. Even the Romanian state does not fulfil its duty as an employer: no ministry employs the number of disabled people established by law.

There are workplaces with conditions specially created so that disabled people can work (known as "Protected workshops"), but employers who provide such jobs are few and far from being supported by the state.

Also, there are social insertion enterprises which hire people from vulnerable groups, including people with disabilities, in a proportion of at least 30% of the staff, and the time of their cumulative work represents at least 30% of the total working time of all employees. In addition, they must also fulfil the condition of having a purpose in the fight against exclusion, discrimination and unemployment, through socio-professional insertion of disadvantaged people. These enterprises are methodologically coordinated by ANOFM. In August 2020, there were only 14 insertion social enterprises.

---

<sup>24</sup> an exceptionally hard-working or zealous person; from Alexei Stakhanov- a worker in the former Soviet Union who was exceptionally hard-working and productive-<https://languages.oup.com/google-dictionary-en/>

## Concluding remarks

Although lots of efforts have been done since the fall of communism in Romania in 1989, life for deaf people is far from being great. The most problematic aspects are the difficulties in attending university education, the lack of interpreters and sign language courses, the reluctance of employers about hiring deaf people. The fact that sign language in Romania hasn't been standardized like any other language and taught in schools and universities by deaf teachers as a mother tongue, seems a source of inequality and separation between the two worlds: the hearing and the deaf.

However, there is will from the national authorities to line up the Romanian life standards with the European ones so there one can hope that maybe in the years to come we can catch up with the countries that proved successful experience in terms of deafness, integration and equality.

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# Deaf Young Code Survey

## Survey in Romania

Here is the link to the Romanian Survey: <https://forms.gle/ahLoGpncTrio7GS7>

QR Code



# Survey Results

## Section 1: Demographics

1. How old are you?
  - a. 16-18
  - b. 18-20
  - c. 20-22
  - d. 22-24
  - e. 25
  - f. Older than 25

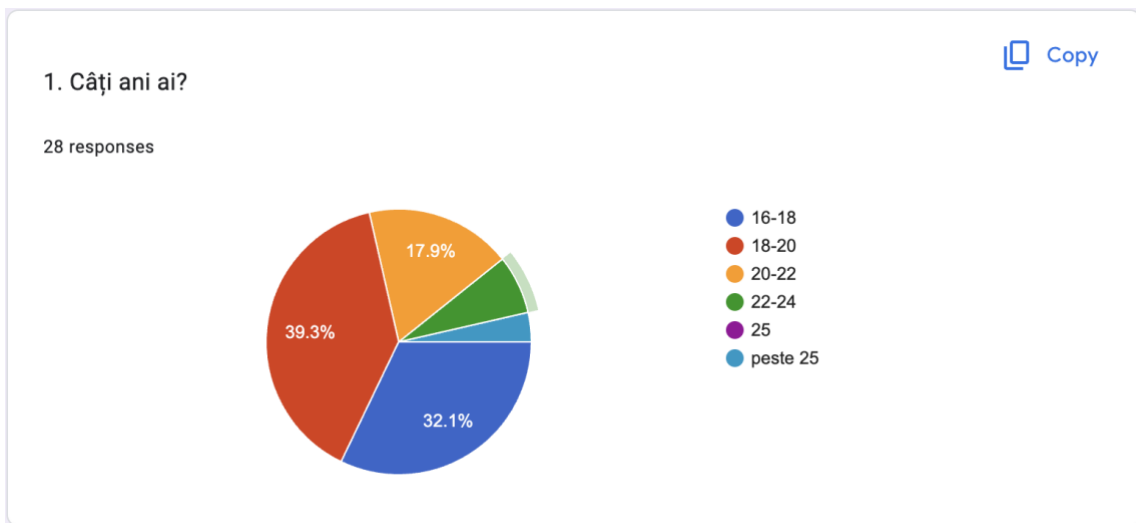


Fig. 5: Deaf Young Code Survey Question 1

2. What is your gender?
  - a. Male
  - b. Female
  - c. Divers

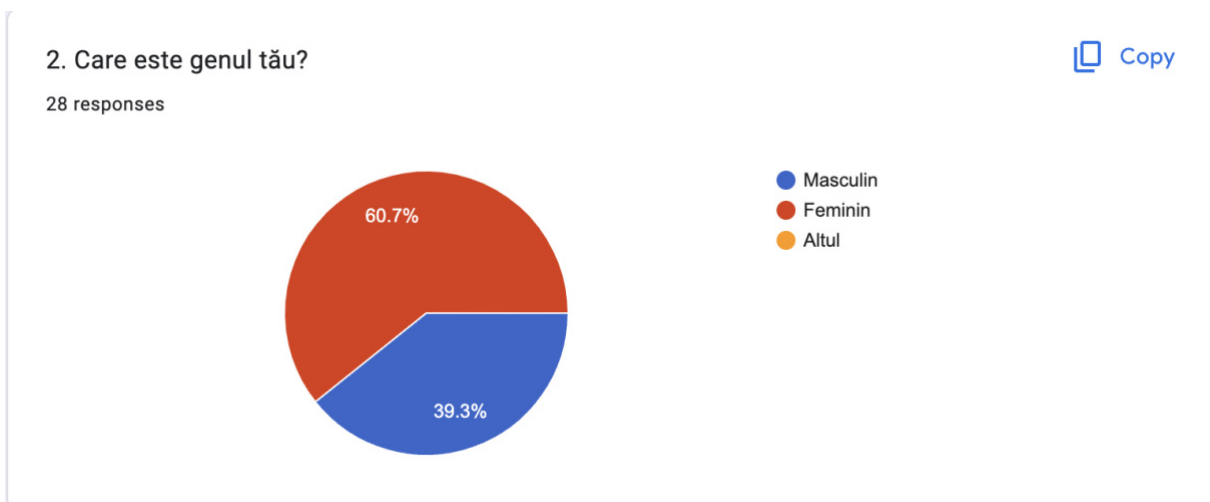


Fig. 6: Deaf Young Code Survey Question 2

3. Where do you live?
- a. Austria
  - b. Italy
  - c. Slovakia
  - d. Serbia
  - e. Romania
  - f. Hungary
  - g. Greece

3. Unde locuiești?

28 responses

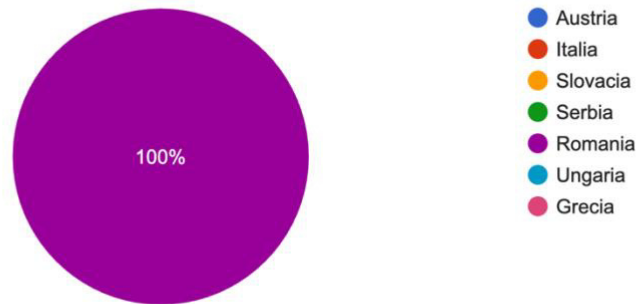


Fig. 7: Deaf Young Code Survey Question 3

4. What are your disabilities?
- a. Deaf
  - b. Hard-of-hearing
  - c. Deafblind
  - d. Other disabilities

4. Care sunt dizabilitățile tale?

28 responses

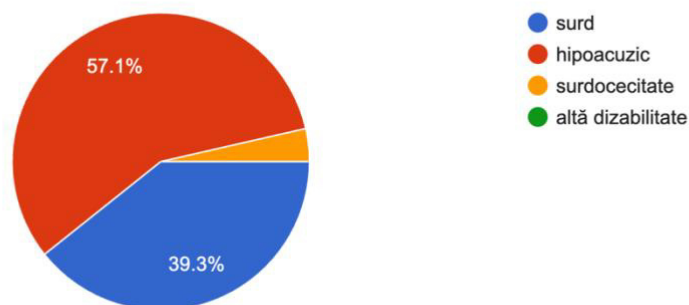


Fig. 8: Deaf Young Code Survey Question 4

5. Where did you go to school?
  - a. School of the deaf
  - b. Mainstream school without any programme for the deaf
  - c. Mainstream school with a programme for the deaf
  - d. School for hard-of-hearing students

5. La ce școală ai învățat până acum?

28 responses

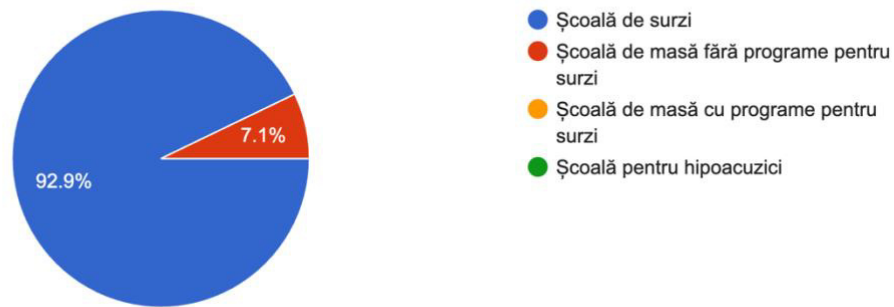


Fig. 9: Deaf Young Code Survey Question 5

6. What is your highest level of education?
  - a. Elementary school
  - b. Middle school (until 10<sup>th</sup> grade)
  - c. High school (until 12<sup>th</sup> or 13<sup>th</sup> grade)
  - d. University (BA)
  - e. University (MA)

6. Care este cel mai înalt nivel de educație la care ai ajuns?

27 responses

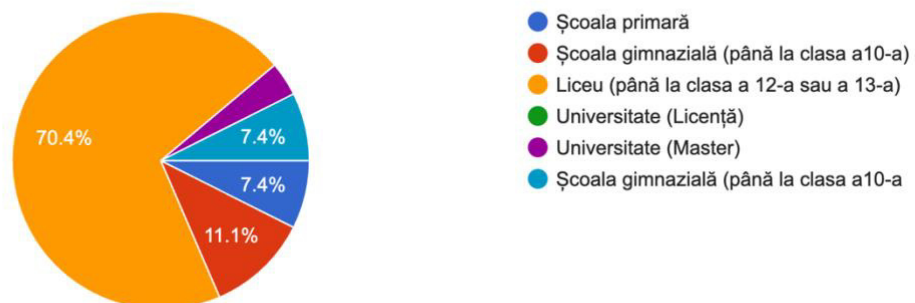


Fig. 10: Deaf Young Code Survey Question 6

7. Your education has been...
  - a. Bilingual (both sign and spoken)
  - b. Manual (sign only)
  - c. Oral (spoken only)

7. Educația ta a fost:

28 responses

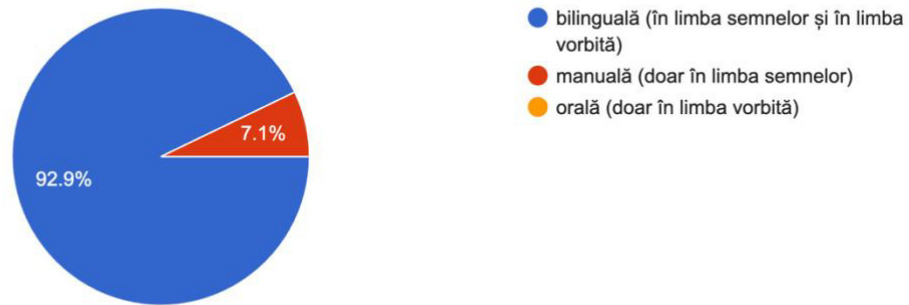


Fig. 11: Deaf Young Code Survey Question 7

8. Your sign language skills are...
  - a. Not good
  - b. Basic
  - c. Advanced
  - d. Good
  - e. Excellent

8. Competențele tale în limba semnelor sunt:

28 responses

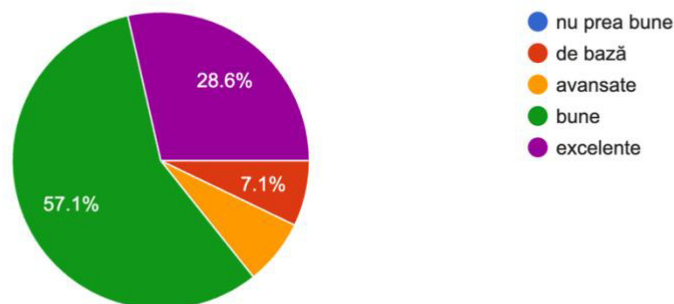


Fig. 12: Deaf Young Code Survey Question 8

9. Your written language skills are...
  - a. Not good
  - b. Basic
  - c. Advanced
  - d. Good
  - e. Excellent

9. Competențele tale în limba scrisă sunt:

28 responses

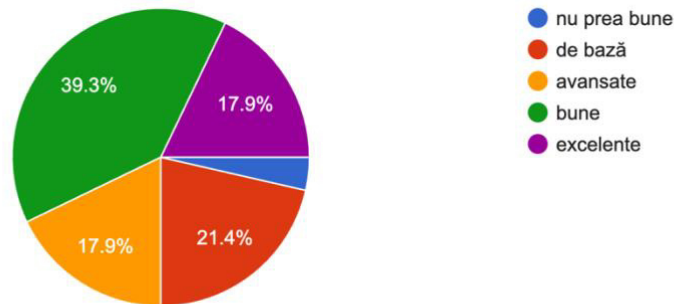


Fig. 13: Deaf Young Code Survey Question 9

## Section 2: Digital skills in general

10. Your digital skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good
- e. Excellent

21

10. Competențele tale digitale sunt:

28 responses

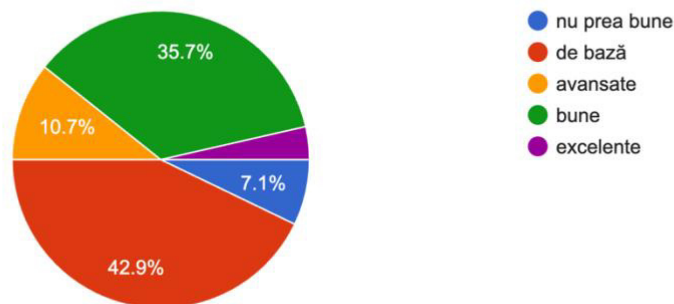


Fig. 14: Deaf Young Code Survey Question 10

11. Have you already worked in a sector where you need digital skills/or have you visited an event in this sector?

- a. Yes
- b. No



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11. Până acum, ai lucrat deja într-un domeniu unde ai avut nevoie de competențe digitale/ai participat la un eveniment în acest domeniu?

28 responses

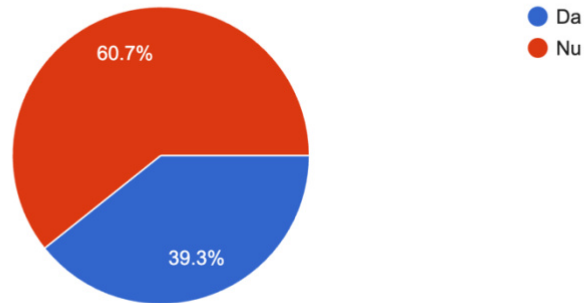


Fig. 15: Deaf Young Code Survey Question 11

12.If yes, your experience was...

- a. Good
- b. Bad

12. Dacă da, experiența ta a fost:

18 responses

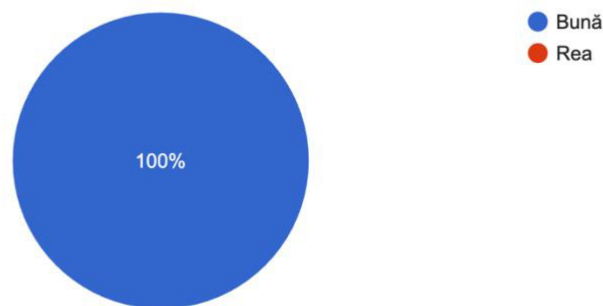


Fig. 16: Deaf Young Code Survey Question 12

13. Do you want to improve your digital skills?

- a. Yes
- b. No

13. Vrei să îți îmbunătățești competențele digitale?

28 responses

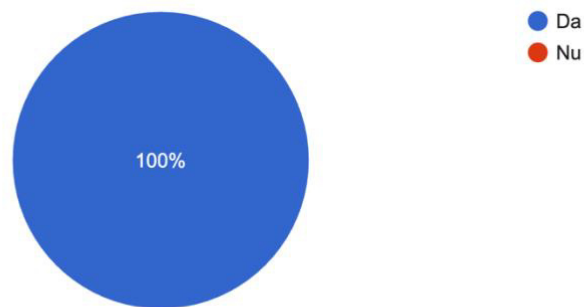


Fig. 17: Deaf Young Code Survey Question 13

14. Can you use formatting in word, excel, PowerPoint?

- a. Yes
- b. No

14. Poți să folosești programele: Word, Excel, Power Point?

28 responses

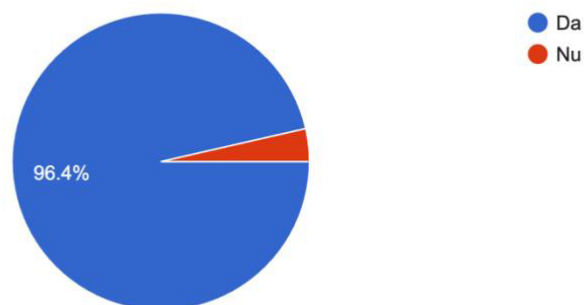


Fig. 18: Deaf Young Code Survey Question 14

15. When using the Internet, you mostly use

- a. Smartphone
- b. Tablet
- c. Laptop
- d. Computer

15. Când utilizezi Internetul, cel mai des folosești:

28 responses

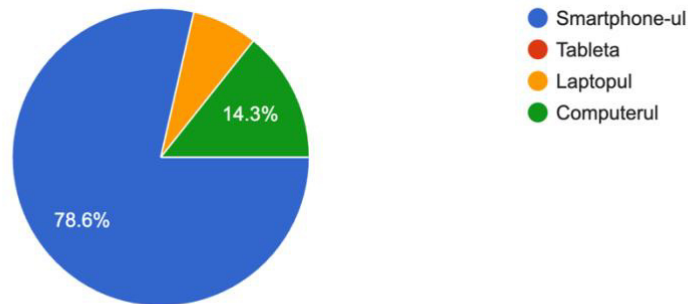


Fig. 19: Deaf Young Code Survey Question 15

16. After school I had sufficient information about computers.

- a. Yes
- b. No

16. După ce am terminat școala, am avut suficiente informații despre computere:

25 responses

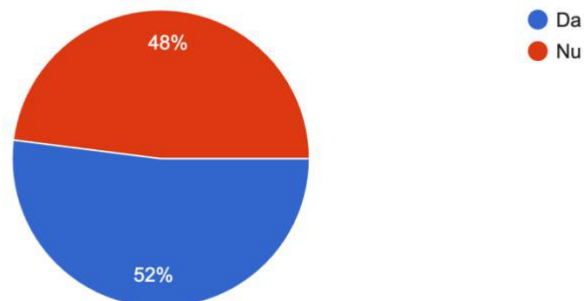


Fig. 20: Deaf Young Code Survey Question 16

## Section 3: Coding

17. Are you interested in coding?

- a. Yes
- b. No
- c. I don't know



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17. Ești interesat de coding/programare?

28 responses

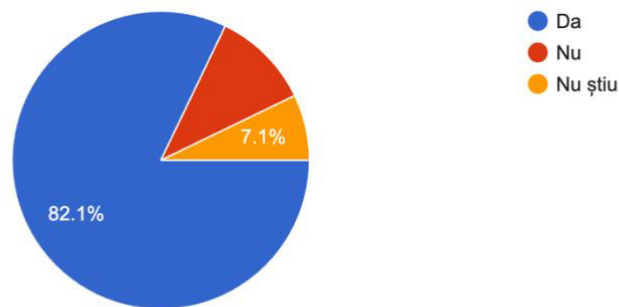


Fig. 21: Deaf Young Code Survey Question 17

18. Do you have any previous knowledge and experience in coding?

- a. Yes
- b. No

18. Ai cunoștințe anterioare și experiență în programare?

28 responses

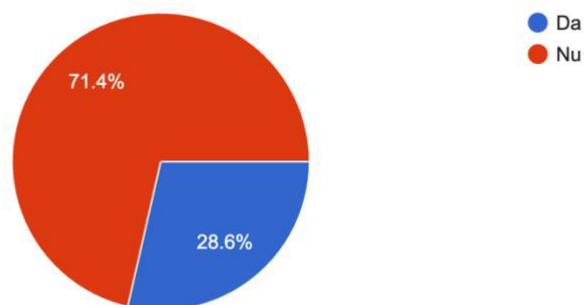


Fig. 22: Deaf Young Code Survey Question 18

19. What would you expect to learn in a coding programme? Please choose up to 3 answers.

- a. Basic digital skills
- b. The code behind the computer programmes we use in everyday life
- c. Basic computer programming
- d. Write a simple programme
- e. Computational thinking & related transversal skills
- f. I don't know



19. Ce crezi că ai putea să înveți într-un curs de formare despre coding/programare? Te rog să alegi până la 3 răspunsuri.

28 responses

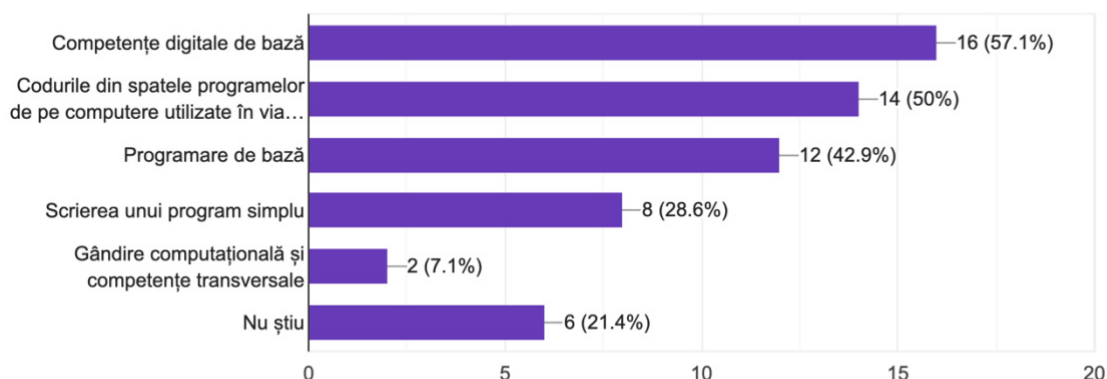


Fig. 23: Deaf Young Code Survey Question 19

20. Why do you think coding in everyday life is useful? Please choose up to 3 answers

- Learn more about the potential of technology
- Learn a programming language
- Be able to interact and stay connected with new job market opportunities
- Develop creativity, maintain cognitive abilities, widen my interests
- Coding will make my life more exciting
- Self-confidence and self-esteem would increase

20. De ce crezi că programarea este folositoare în viața de zi cu zi? Te rog să alegi până la 3 răspunsuri.

28 responses

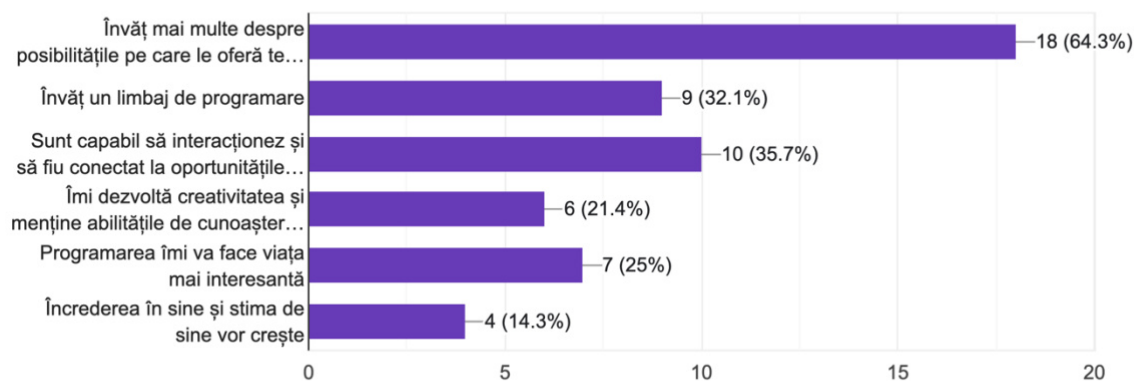


Fig. 24: Deaf Young Code Survey Question 20

21. Are you interested in attending a specific training course to upgrade your digital skills and to know more about coding?

- a. Yes
- b. No

21. Ești interesat să urmezi un curs de formare pentru a-ți îmbunătăți competențele digitale și a afla mai multe despre programare?

28 responses

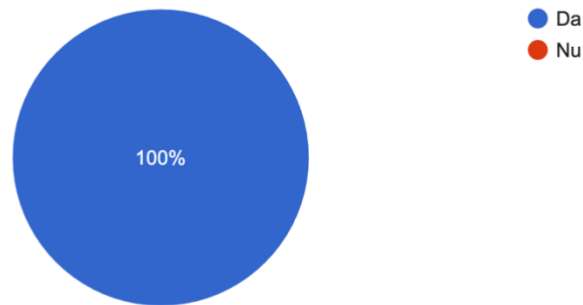


Fig. 25: Deaf Young Code Survey Question 20a

22. If yes, how would you like to learn? What kind of interactive exercises would you prefer?

- a. Quizzes
- b. Self-assessment tools
- c. Competitions
- d. Games, stimulating programming
- e. Other (Please specify)

22. Dacă da, cum ți-ar plăcea să înveți? Ce fel de exerciții interactive ai prefera?

28 responses

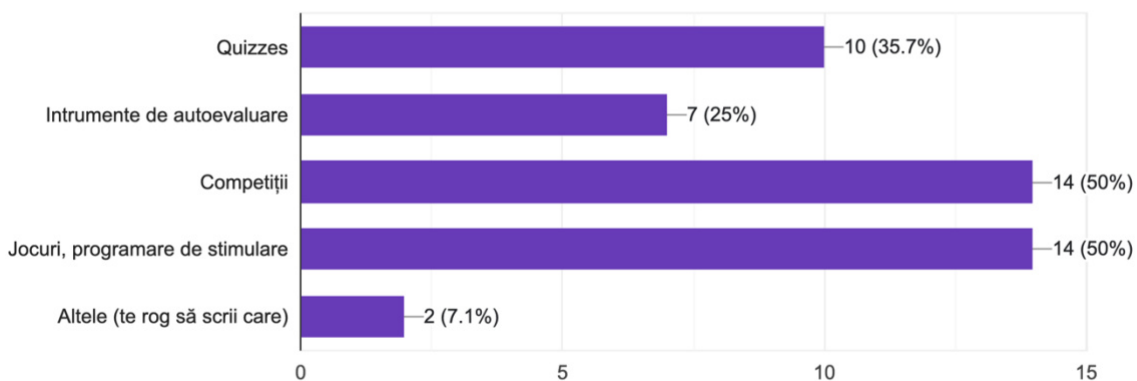


Fig. 26: Deaf Young Code Survey Question 22

23. What kind of learning methods would be most suitable for you?

- a. Learning with a mentor
- b. Learning on my own, at home, using tutorials



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- c. Learning with a partner (pair work)
- d. A combination of methods and places

23. Ce fel de metode de învățare ar fi cele mai potrivite pentru tine?

28 responses

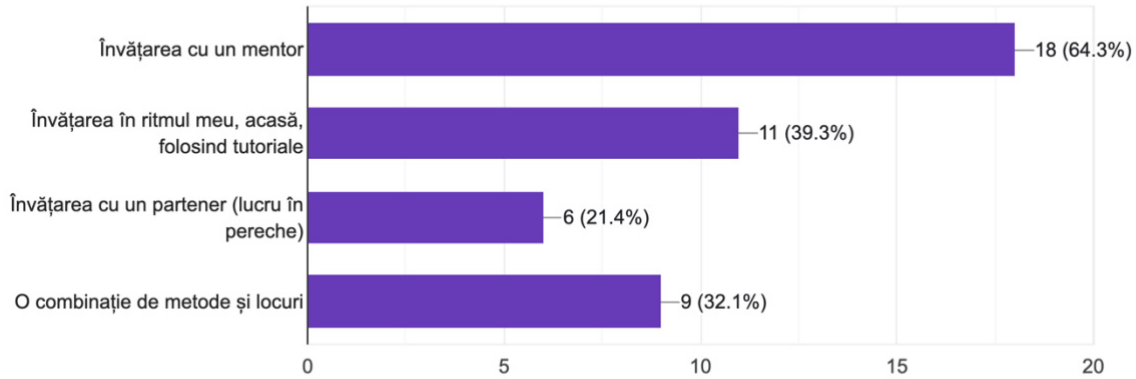


Fig. 27: Deaf Young Code Survey Question 23

24. Do you have basic skills in this sector, for example you know any computer code (HTML)?

- a. Yes
- b. No

24. Tu ai competențe de bază în acest domeniu, de exemplu: știi vreun cod de computer (HTML)?

28 responses

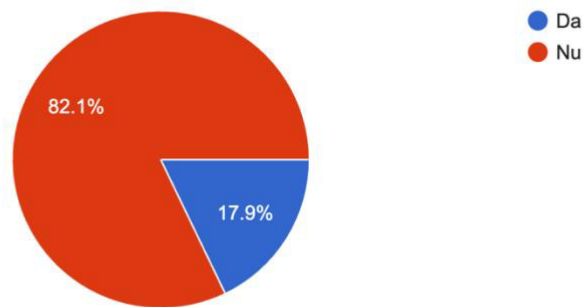


Fig. 28: Deaf Young Code Survey Question 24

25. What is your objective by learning coding?

- a. Only interest
- b. Applying for a job where you need coding skills
- c. Hobby
- d. School

## 25. Ce scop urmărești învățând să programezi?

28 responses

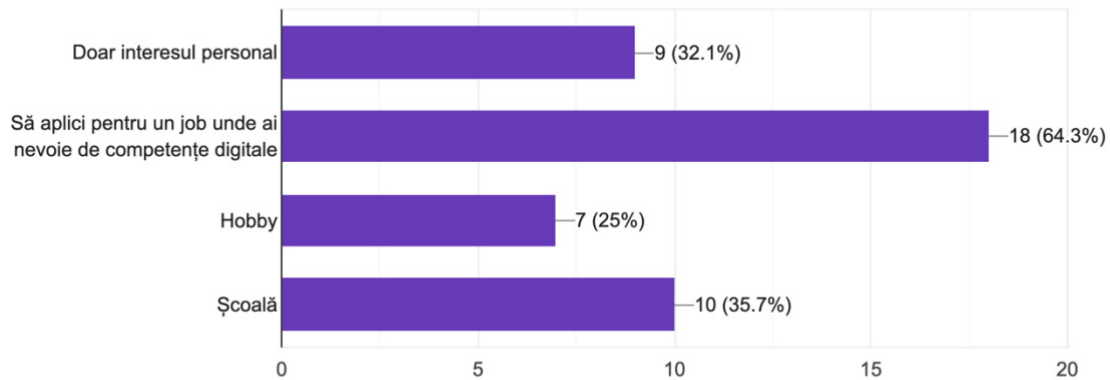


Fig. 29: Deaf Young Code Survey Question 25

## 26. Do you know which applications are used for coding?

- a. Yes
- b. No

## 26. Știi ce aplicații sunt folosite pentru programare?

28 responses

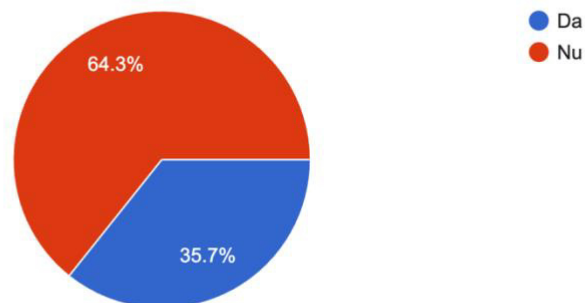


Fig. 30: Deaf Young Code Survey Question 26



## Summary

39,3% of the respondents belong to the section 18-20 years while 32,1% are older than 25. 17,9% are in their 16-18 years of age. More than 50% (60,7) of respondents are female.

More than half are hard of hearing, most of them attended or are still attending deaf high school with bilingual education (oral and signed).

Over 50% of respondents declare that their sign language skills are good and 28,6% state excellent sign language skills.

Around 40% have good written skills while 17,9% chose advanced written skills, the same percentage was hit by those with excellent written skills.

Digital skills are by far basic with a score of 42,9% while 35,7% consider their digital skills good. One respondent chose excellent for digital skills.

A percentage of 60,7% have never worked in a sector which required digital skills.

All respondents with no exception want to improve their digital skills and declare almost unanimously that they can use formatting in Word, Excel, PowerPoint.

When accessing the Internet, they mostly use smartphones, only 14% prefer a laptop.

Most of them are interested in coding and don't have previous knowledge or experience in this.

More than half think that a coding/ programming course would teach them basic digital skills and the code behind the computer programmes we use in everyday life while 42% expect to get basic computer programming skills.

A percentage of 64% think that coding in everyday life is useful because it helps them learn more about the potential of technology while 32% consider useful to learn a programming language.

All of them are interested in attending a specific training course to enhance digital skills and to know more about coding.

When it comes about the exercises they prefer, there are 14 selections for Competitions and 14 for games and stimulating programming.

Asked about the methods they prefer, participants made 18 selections for learning with a mentor, while 11 responders prefer learning on their own, at home, using tutorials and other 9 responses chose a combination of methods and places.

Most of them show no knowledge about computer codes or applications used for coding.

Regarding the objective had in mind by learning coding, 18 responders are interested in applying for a job where you need coding skills while ten think about school and other 9 are driven by personal interest.

Author of the report:

Munteanu Ana



Project No. 2023-2-IT03-KA220-YOU-000179130

WP 2: Survey Report

PAGE  
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Country report: Hungary

Prepared by: SignCoders Kft.



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## About Deaf Young Code

Deaf Young Code is a project about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and introduce them to coding and programming skills. Acquiring such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth concerning programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages.

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## Background information in Hungary

### Sign Language Users

#### The Deaf Community and Sign Language Use in Hungary

In Hungary, the Deaf community using Hungarian Sign Language (Magyar Jelnyelv, MJ) comprises approximately 60,000–70,000 people. Including hearing individuals such as family members, friends, and interpreters, the number of people familiar with MJ is even higher. Hungarian Sign Language is an independent language with its own grammar and syntax, distinct from spoken Hungarian. It is the primary language of the Deaf community in Hungary and is officially recognized by Hungarian law.

#### Key Points About Sign Language Users in Hungary



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## 1. **Official Recognition**

- Hungarian Sign Language was officially recognized in 2009 under **Act CXXV on the Hungarian Sign Language and the Use of Hungarian Sign Language**. This law guarantees the right of Deaf individuals to use MJ in education, communication, and public services. It marked a significant milestone for the inclusion of the Deaf community in Hungarian society.

## 2. **Education**

- Hungary has several specialized schools and programs dedicated to educating Deaf children. The law ensures the availability of bilingual education (Hungarian and Hungarian Sign Language), though the quality and accessibility of these programs can vary across regions. Efforts to promote sign language as a natural language in education are growing, but challenges remain.

## 3. **Community and Culture**

- Hungary's Deaf community is vibrant and cohesive, with cultural events, sports competitions, and organizations providing vital support. The **Hungarian Association of the Deaf and Hard of Hearing (SINOSZ)** plays a key role in advocacy, legal support, and community activities, fostering a sense of belonging and empowerment.

## 4. **Regional Variations**

- Like other sign languages, Hungarian Sign Language exhibits regional variations or "dialects." Signs and expressions can differ depending on the area, reflecting the diversity within the community.

## 5. **Integration with Technology**

- Advances in technology have provided new communication tools for the Deaf community, such as video relay services and mobile apps designed for accessible interaction. These innovations greatly enhance communication and integration for sign language users.

## 6. **Training and Resources**

- Various training programs are available for hearing individuals who wish to learn Hungarian Sign Language. These initiatives aim to foster better communication and inclusion, bridging gaps between hearing and Deaf communities.

## **Summary**

Hungarian Sign Language users form a rich linguistic and cultural community. While significant progress has been made in recognizing and supporting the Deaf community, continuous efforts are required to improve education, workplace integration, and overall accessibility. The ongoing advocacy and engagement of organizations like SINOSZ help pave the way for greater inclusion and equality.



## Deaf Associations

In Hungary, several organizations and associations are dedicated to supporting the Deaf community, advocating for their rights, and promoting inclusion. These organizations focus on areas such as advocacy, education, cultural integration, and providing resources for Deaf individuals and their families. Below are some key associations supporting the Deaf community in Hungary:

### 1. **SINOSZ (Siketek és Nagyothallók Országos Szövetsége)**

- The **Hungarian Association of the Deaf and Hard of Hearing (SINOSZ)** is the primary organization representing the Deaf community in Hungary. Established in 1907, it provides advocacy, legal support, sign language interpreter services, and educational programs. SINOSZ also promotes awareness about Deaf culture and Hungarian Sign Language (MJ), organizing cultural and community events nationwide.

### 2. **Hallatlan Alapítvány**

- The **Hallatlan Foundation** focuses on raising awareness about Deaf culture and Hungarian Sign Language. It provides educational resources, organizes training programs for learning MJ, and creates multimedia content to promote social inclusion and understanding of the Deaf community.

### 3. **Magyar Hallássérültek Sportszövetsége (MHSSZ)**

- The **Hungarian Sports Association of the Deaf (MHSSZ)** supports Deaf athletes and organizes sporting events at national and international levels. The organization fosters inclusion through sports and represents Hungary in global Deaf sports competitions, such as the Deaflympics.

### 4. **Siketek Világszövetségének Magyarországi Tagszervezete**

- The Hungarian chapter of the **World Federation of the Deaf (WFD)** collaborates on international initiatives to promote the rights of Deaf individuals, with a focus on education, accessibility, and legal advocacy.

### 5. **Speciális Szükségletű Gyermekekért Egyesület (SSZE)**

- While not exclusively for the Deaf, this association works with children with special needs, including Deaf and hard-of-hearing individuals, to provide educational resources and support.

### 6. **Local Deaf Associations**

- Many cities and regions in Hungary have local Deaf associations that address the specific needs of their communities. These groups often collaborate with SINOSZ to provide resources such as sign language interpreter services, job placement assistance, and cultural activities tailored to regional communities.



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## Focus Areas of Hungarian Deaf Associations

- **Advocacy:** Fighting for legal recognition and equal rights for Deaf individuals in education, employment, and public services.
- **Education:** Providing resources and programs for learning Hungarian Sign Language (MJ) and promoting bilingual education for Deaf children.
- **Cultural Integration:** Organizing cultural events, workshops, and awareness campaigns to highlight Deaf culture.
- **Sports and Recreation:** Encouraging participation in sports as a way to foster inclusion and build community.
- **Support for Families:** Offering resources and guidance for families of Deaf individuals to navigate communication and inclusion challenges.

These associations work together to ensure that Deaf individuals in Hungary have access to education, employment opportunities, and full participation in society, while also fostering a sense of pride and belonging within the Deaf community.

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## Deaf Employment

Employment for Deaf individuals in Hungary presents both challenges and opportunities within the framework of disability employment policies and initiatives. Below are key aspects of the employment landscape for the Deaf community in Hungary:

### 1. Legislation and Policy

Hungarian law promotes the employment of individuals with disabilities, including Deaf people, through measures like the **Rehabilitation Contribution Tax**. Employers with more than 25 employees are incentivized to hire people with disabilities to avoid paying this tax.

The **2009 Hungarian Sign Language Act** also supports workplace accessibility for Deaf individuals, including the provision of sign language interpreter services when needed.

### 2. Employment Statistics

Employment rates for Deaf individuals in Hungary tend to be lower than for the general population. While exact figures are scarce, individuals with hearing impairments often face higher unemployment rates, reflecting systemic barriers in education, accessibility, and employer awareness.

### 3. Support Programs



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Various organizations, including **SINOSZ (Hungarian Association of the Deaf and Hard of Hearing)**, provide support for Deaf individuals seeking employment. Programs focus on vocational training, career counseling, and job placement. SINOSZ also advocates for inclusive workplaces and educates employers about the benefits of hiring Deaf individuals.

The government offers some funding and grants to encourage companies to create accessible work environments and train Deaf employees.

#### 4. **Education and Training**

Education plays a crucial role in preparing Deaf individuals for the workforce. Specialized schools and vocational programs offer training in fields that accommodate Deaf employees' needs and strengths. However, access to high-quality education can vary depending on location, and the availability of bilingual (Hungarian and sign language) programs remains limited.

#### 5. **Challenges**

**Workplace Accessibility:** Many workplaces in Hungary are not fully equipped to accommodate Deaf employees. This includes the lack of visual alert systems, interpreter services, or accessible communication technologies.

**Employer Awareness:** There is often a lack of understanding among employers about the skills and capabilities of Deaf individuals, leading to reluctance in hiring.

**Social Stigma:** Persistent societal misconceptions about disability, including deafness, create additional barriers to employment and career advancement.

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### **Addressing the Challenges**

Efforts to improve Deaf employment in Hungary include raising public awareness, improving education and vocational training, and enforcing legal mandates for workplace accessibility. Advocacy groups and organizations like SINOSZ play a crucial role in these efforts, bridging the gap between employers and the Deaf community.

By promoting inclusive hiring practices and supporting accessible workplaces, Hungary can help ensure that Deaf individuals have equal opportunities to contribute to the workforce and achieve economic independence.

### **Kinds of jobs**

The limitations of the educational system in Hungary (discussed below) contribute to many Deaf individuals working in roles that require only low or medium qualifications. Despite these challenges, some Deaf people achieve higher education and attain prominent positions in society, showcasing their determination and capabilities.



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## Accommodations

In Hungary, accommodations for Deaf individuals are primarily based on legal frameworks that aim to uphold the rights of persons with disabilities. Below are key aspects related to the accommodations provided for the Deaf community in Hungary:

### 1. Legislative Framework

- The **Hungarian Constitution** guarantees equality and prohibits discrimination based on disability. The **Act XXVI of 1998 on the Rights of Persons with Disabilities** and the **2009 Hungarian Sign Language Act** are foundational legislative measures supporting the rights of Deaf individuals. These laws ensure access to essential services, promote inclusion, and recognize Hungarian Sign Language (MJ) as a formal language.

### 2. Access to Education

- Schools are required to provide accommodations for Deaf students, including the use of Hungarian Sign Language interpreters, access to specialized teachers, and tailored learning materials. Despite these requirements, access to quality education can vary, and advocacy continues for more widespread implementation of bilingual (MJ and Hungarian) education.

### 3. Employment Rights

- Employers are obligated to provide reasonable accommodations for Deaf employees under the **Labour Code** and disability laws. This includes ensuring accessible communication methods, providing interpreter services, and adapting workplaces to meet the needs of Deaf individuals. Incentives like the Rehabilitation Contribution Tax encourage companies to hire people with disabilities.

### 4. Transportation

- Public transportation systems in Hungary are gradually becoming more accessible to individuals with disabilities, including Deaf passengers. For example, visual announcements and digital displays are increasingly available on buses, trams, and trains. Deaf individuals also benefit from discounts on public transport fares, as stipulated by disability support policies.

### 5. Sign Language Recognition

- Hungarian Sign Language (MJ) was officially recognized in 2009 through the **Hungarian Sign Language Act**. This recognition ensures the right to use MJ in education, public services, and legal proceedings, reinforcing its role as a vital tool for communication and inclusion.

## Summary



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Hungary provides a legal framework that supports the inclusion of Deaf individuals in education, employment, transportation, and public services. The official recognition of Hungarian Sign Language has further strengthened these efforts, promoting accessibility and equal opportunities for the Deaf community. However, ongoing advocacy is necessary to ensure the consistent application of these accommodations across the country.

## Deaf professionals by training

In Hungary, as in many other countries, there are Deaf professionals working across a variety of fields. These individuals have pursued education and training in different disciplines and are often advocates for accessibility, inclusion, and the rights of Deaf people. Some of the areas where Deaf professionals can be found in Hungary include:

### 1. **Education**

- Deaf teachers and educators play an essential role in supporting the education of Deaf and hard-of-hearing students. Many of them specialize in teaching Hungarian Sign Language (MJ) or use it as a medium for instruction. They work in both specialized schools for the Deaf and mainstream schools, ensuring that Deaf students have equal access to educational opportunities.

### 2. **Social Work**

- Some Deaf individuals work in social services, where they help improve the quality of life for people with disabilities. They advocate for services that are accessible to the Deaf community and help bridge the gap between Deaf individuals and mainstream social support services.

### 3. **Arts and Media**

- There are Deaf artists, musicians, actors, and performers in Hungary who actively promote Deaf culture and raise awareness about Deaf experiences. They work in fields such as theatre, visual arts, film, and music, using their work to share the unique perspectives of the Deaf community.

### 4. **Public Speaking and Advocacy**

- Deaf advocates play a crucial role in raising awareness about the rights of Deaf individuals, advocating for the use of Hungarian Sign Language (MJ), and pushing for increased accessibility in all aspects of public life. These advocates often work with organizations like **SINOSZ** to promote policy changes and social inclusion.

### 5. **Technology and Accessibility**

- Some Deaf professionals specialize in technology and accessibility, developing or promoting tools that improve communication and inclusion for the Deaf community. This includes innovations such as video relay services, sign language interpreting apps, and accessible websites.

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In Hungary, organizations such as **SINOSZ (Hungarian Association of the Deaf and Hard of Hearing)** play a key role in advocating for the rights and inclusion of Deaf people. By increasing awareness and improving accessibility, these efforts help create more opportunities for Deaf individuals to succeed in various professional fields.

## Education

### Types of schools

#### 1. Specialized Schools for the Deaf

Hungary has several specialized schools that focus on Deaf education. These schools offer programs tailored to the needs of Deaf students, often using Hungarian Sign Language (MJ) alongside Hungarian as the language of instruction. These schools provide an environment where students can receive education in a way that is more aligned with their communication needs. Notable examples include the Szeged School for the Deaf and the Budapest School for the Deaf and Hard of Hearing.

#### 2. Mainstream Schools with Support Services

Many Deaf students attend mainstream schools, where they are integrated into general education settings. These students often receive additional support such as sign language interpreters, special education teachers, and customized learning materials to help bridge the communication gap. The aim is to provide an inclusive environment that allows Deaf students to interact with hearing peers while receiving the support they need.

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#### 3. Bilingual Education

There are also schools and programs that focus on bilingual education—teaching both Hungarian Sign Language (MJ) and Hungarian as languages of instruction. This approach helps Deaf students develop literacy skills in both languages, ensuring they are fully integrated into society while maintaining their cultural and linguistic identity as part of the Deaf community.

#### 4. Inclusive Education

Hungary is moving toward inclusive education, where Deaf students are placed in mainstream classrooms with appropriate accommodations to facilitate their learning. This approach emphasizes social inclusion and provides Deaf students with the opportunity to interact and learn alongside their hearing peers, with necessary adjustments to teaching methods and communication.

### Primary and Secondary Education

In Hungary, there are several approaches to education for Deaf students, including both specialized and mainstream schools. Many Deaf students are integrated into regular schools, where they learn alongside their hearing peers with the help of various support services.



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However, specialized schools also exist for those who need additional support. The primary form of support for Deaf students is sign language interpretation, and in many cases, integrated education is encouraged.

### **1. Sign Language Interpretation**

One of the most important forms of support in Hungary is sign language interpretation. Deaf students in mainstream schools are provided with qualified sign language interpreters who help them communicate with teachers and peers. These interpreters facilitate understanding of lessons, assignments, and classroom activities by translating spoken language into Hungarian Sign Language (MJ) and vice versa. The use of sign language interpreters is essential for ensuring that Deaf students have equal access to education in a mainstream setting.

### **2. Integrated Education**

Many Deaf students in Hungary attend mainstream schools, where they are integrated with hearing students. In these cases, support is provided to ensure they can participate fully in class. This includes using sign language interpreters, but may also involve other resources such as specialized teaching materials or individualized support depending on the student's needs.

### **3. Specialized Schools**

For students who require more specialized attention, there are also schools specifically for the Deaf in Hungary. These schools provide education in Hungarian Sign Language and focus on Deaf culture and communication. While these schools still play an important role, the trend has been moving towards more inclusive education, where Deaf students are integrated into regular schools wherever possible.

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## **University education**

In Hungary, university education for Deaf students has evolved over the years, with several institutions offering support and accommodations to ensure accessibility and inclusion. While Deaf students may face challenges, they also have various resources available to help them succeed in higher education.

### **1. Access to Higher Education**

- Deaf students in Hungary have the right to attend university, and many do so, pursuing degrees in various fields. Universities provide accommodations to ensure that these students can fully participate in academic life. This includes the use of sign language interpreters, assistive listening devices, and captions for lectures and exams.

### **2. Sign Language Interpretation and Support**

- A key support for Deaf students in Hungarian universities is the availability of sign language interpreters during lectures, seminars, and exams. These interpreters translate



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spoken content into Hungarian Sign Language (MJ), ensuring that Deaf students can follow lessons and engage in discussions just like their hearing peers. Additionally, some universities offer written materials and visual aids to supplement the information provided in lectures.

### 3. Assistive Technologies

- In addition to sign language interpretation, universities in Hungary often provide assistive technologies, such as hearing aids, speech-to-text systems, and specialized software. These technologies help improve accessibility for Deaf students, ensuring they can fully participate in academic activities. Some universities also provide captioned videos for online courses and lectures.

### 4. Specialized Services and Support Offices

- Many universities in Hungary have dedicated offices for students with disabilities, including Deaf students. These offices help students navigate university life by offering personalized support, such as coordinating with faculty to arrange accommodations, ensuring access to appropriate technology, and providing counseling services. These support offices work closely with the students to address any barriers to their academic success.

### 5. Integration with Hearing Students

- Deaf students in Hungarian universities are generally integrated with their hearing peers in mainstream classes. However, universities make efforts to ensure that Deaf students have the resources and support they need to engage fully in class discussions, group work, and other academic activities. In some cases, universities may also offer courses in Hungarian Sign Language (MJ), which can be particularly beneficial for Deaf students who wish to further their understanding of the language and culture.

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## Summary

In Hungary, Deaf students have access to university education with various accommodations to support their learning. These accommodations include sign language interpreters, assistive technologies, and specialized support services. By ensuring equal access to resources, Hungarian universities strive to create an inclusive environment where Deaf students can succeed academically and pursue a wide range of degrees.

## Vocational Training

In Hungary, Deaf individuals can access both integrated and specialized **vocational training** programs. **Sign language interpreters** and **assistive technologies** are commonly provided to support students. Specialized schools focus on fields like **craftsmanship, IT, and electronics**, with instruction in **Hungarian Sign Language**. Deaf students are also integrated into regular vocational programs, where they receive necessary accommodations



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to succeed. Many programs offer **job placement services** to support the transition into the workforce.

## Education of teachers

In Hungary, teachers working with Deaf students receive specialized training to effectively support their educational needs.

- **Sign Language Training:** Teachers who work with Deaf students are often trained in Hungarian Sign Language (MJ) to facilitate communication and ensure that Deaf students can fully participate in lessons.
- **Special Education Degrees:** Many teachers pursue degrees in special education, which include courses focused on teaching Deaf and hard-of-hearing students. These programs provide knowledge about Deaf culture, communication strategies, and adapting teaching methods for students with hearing impairments.
- **Ongoing Professional Development:** Teachers are encouraged to engage in professional development to stay updated on best practices, new technologies, and resources that can improve accessibility and learning for Deaf students.
- **Inclusive Teaching Methods:** Teachers are trained in inclusive teaching techniques that allow Deaf students to learn alongside their hearing peers, using methods that are tailored to the unique needs of Deaf students.

In summary, Hungary provides specialized training for teachers to ensure they can effectively educate and support Deaf students through sign language, special education methods, and inclusive practices.

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## Education of Counsellors

Counsellors in Hungary are specifically trained in special education, sign language, and psychological support to meet the needs of Deaf students, providing them with the tools to thrive both in school and beyond.

## Counselling services

In Hungary, counsellors who work with Deaf students receive specialized training to address the unique needs of this group, both academically and emotionally.

- **Specialized Training:** Counsellors often undergo training in special education, with a focus on Deaf culture and communication strategies, including Hungarian Sign Language (MJ), to provide effective support.
- **Psychological Support:** They are also trained in psychological counselling techniques to help Deaf students navigate challenges related to identity, social integration, and personal development.

- **Professional Development:** Counsellors are encouraged to participate in ongoing professional development to stay informed about new tools, resources, and best practices for working with Deaf students.
- **Collaboration with Educators:** Counsellors collaborate closely with teachers, parents, and other professionals to ensure comprehensive support for Deaf students, helping them succeed academically and socially.

## Interpreting education

In Hungary, sign language interpreting education is offered to prepare professionals who can bridge communication gaps between Deaf and hearing individuals.

- **Degree Programs:** Sign language interpreters can pursue specialized university degree programs in Hungarian Sign Language (MJ) and interpreting. These programs typically include courses in linguistics, sign language, interpreting techniques, and Deaf culture.
  - **Certification:** After completing the educational requirements, interpreters must pass a certification exam to become officially recognized as professional sign language interpreters. This ensures a high standard of proficiency in both sign language and interpreting skills.
    - **Practical Training:** Education programs also include practical training where students work in real-life interpreting scenarios, such as at educational institutions, medical settings, or public services, to gain hands-on experience.
    - **Continuous Development:** Interpreters in Hungary are encouraged to participate in ongoing professional development, attending workshops and seminars to stay current with new developments in sign language, interpreting ethics, and the evolving needs of the Deaf community.

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## Qualification Standards

1. **Education:** To become a qualified sign language interpreter, individuals usually complete a specialized university degree in Hungarian Sign Language (MJ) or interpreting studies.
2. **Certification:** After completing their studies, interpreters must pass a certification exam to become officially recognized professionals. This exam assesses interpreting skills, knowledge of sign language, and ethical practices.
3. **Professional Associations:** Graduates often join professional associations to enhance their career opportunities and professional development. To join, interpreters generally need to pass an additional test organized by the association, which may focus on both interpreting skills and ethical codes.
4. **Membership Levels:** Based on exam results, interpreters can gain membership at different levels, depending on their experience and competencies.

## Availability of translators and interpreters

The availability of sign language interpreters in Hungary varies depending on location and the specific needs of the Deaf community. Key points include:

1. **Interpretation Services:** Several organizations, both public and private, offer sign language interpretation services across various settings such as educational institutions, public services, and events.

2. **Training Programs:** Institutions in Hungary provide **training and certification** programs for aspiring interpreters, though the quality and accessibility of these programs can differ.

3. **Regional Variations:** The availability of interpreters is generally higher in larger cities like **Budapest** and **Debrecen**, while smaller towns and rural areas may have fewer resources.

4. **Online Services:** As technology advances, many interpreters now offer **remote interpreting services**, allowing people in more remote or underserved areas to access interpretation services.

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For more specific information, it is recommended to reach out to local Deaf organizations or networks dedicated to supporting the Deaf community.



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# Employment

## Support services

In Hungary, various support services assist Deaf individuals in finding and maintaining employment:

1. **Job Placement and Career Counseling:** Organizations like the Hungarian Association of the Deaf provide job placement assistance and career guidance tailored to Deaf individuals.
2. **Vocational Training:** Specialized vocational programs offer skills development with sign language support, preparing Deaf individuals for different professions.
3. **Workplace Accommodations:** Employers can access support to create inclusive workplaces, including sign language interpreters and other accommodations.
4. **Financial Incentives:** The government provides incentives for businesses that hire Deaf employees, covering costs for accommodations and training.
5. **Legal Protection:** Deaf individuals are protected by law from workplace discrimination and are entitled to reasonable accommodations.

These services help Deaf individuals overcome barriers to employment and integrate successfully into the workforce.

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## Preparedness of teachers, students, counsellors and interpreter/translators

In Hungary, the employment preparedness of Deaf individuals involves the cooperation of various professionals and support services. **Teachers** play a crucial role in preparing students for the workforce. They provide **specialized education**, often with the assistance of **sign language interpreters** and **support teachers**, to ensure that students are equipped with the skills needed for employment. Additionally, Deaf students receive **vocational training** that is tailored to meet the demands of the job market, often with sign language support to help them acquire necessary job-related skills.

**Career counselors** assist Deaf individuals in finding employment opportunities and guide them through the process of entering the workforce. They help inform them about their rights, available resources, and provide support for workplace integration.

**Interpreters and translators** are also essential in ensuring effective communication in the workplace. They facilitate conversations in job interviews, professional meetings, and training environments. Sign language interpreters bridge communication gaps, ensuring that Deaf employees can fully participate in the professional setting.

Together, these groups work to ensure that Deaf individuals in Hungary are well-prepared and supported as they enter and succeed in the workforce.

## Awareness of employers

Some organizations organize campaigns and activities to raise awareness among employers about working with deaf individuals.

## Deaf skills

In Hungary, employers' awareness of Deaf individuals' skills and capabilities has been gradually increasing, but there are still challenges when it comes to fully recognizing and integrating Deaf workers into the workplace.

## Support from governments

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In Hungary, the government provides several forms of support to promote the inclusion of Deaf individuals in society, particularly in areas such as education, employment, and accessibility.

1. **Legal Framework and Rights:** The Hungarian government has enacted laws to protect the rights of individuals with disabilities, including Deaf individuals. The Act on the Rights of Persons with Disabilities ensures equal rights in education, employment, and access to public services. These laws mandate that public institutions and workplaces must accommodate Deaf individuals, for example, by providing sign language interpreters or other support services.

2. **Education Support:** The Hungarian government offers financial support and resources for specialized education for Deaf individuals. While Deaf students are integrated into mainstream schools, additional support is provided through sign language interpreters and special education teachers. There are also vocational training programs that focus on preparing Deaf individuals for the workforce.

3. **Employment Incentives:** The government has introduced measures to incentivize employers to hire people with disabilities, including Deaf individuals. This includes financial support for making workplaces accessible, such as providing interpreters, assistive

technology, or physical modifications to the work environment. Employers who hire people with disabilities may receive tax benefits or subsidies.

4. **Public Services and Accessibility:** Efforts have been made to improve the accessibility of public services for Deaf individuals. This includes providing sign language interpretation at government offices and public events, as well as enhancing the accessibility of government websites and digital platforms.

5. **Social Support:** In addition to financial aid and benefits for Deaf individuals, the Hungarian government offers social services aimed at promoting social inclusion, such as counseling, rehabilitation, and community integration programs. These services are designed to ensure that Deaf individuals can live independently and participate fully in society.

Although progress is being made, there is still room for improvement in terms of increasing accessibility and awareness, and further support is needed to reduce barriers in employment, education, and social integration for Deaf people in Hungary.

## Concluding remarks

In conclusion, while Hungary has made important strides in supporting Deaf individuals through legal protections, education, employment incentives, and public service accessibility, there are still challenges to overcome. Efforts to improve the integration of Deaf individuals into society are ongoing, but barriers like a lack of awareness, limited availability of sign language interpreters in some areas, and insufficient training for employers and educators remain.

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The Hungarian government has provided a strong framework of support, but further initiatives are needed to ensure greater inclusivity, especially in employment and education. Increased awareness, better training for employers, and expanded services will be essential for fully realizing the potential of Deaf individuals in Hungary, allowing them to contribute to society on equal terms with hearing individuals. By continuing to build on these efforts, Hungary can move closer to a more inclusive and accessible society for all.

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# Deaf Young Code Survey

## Survey in Hungary

Here is the link to the xxx Survey: <https://forms.gle/d512SYmfdFzLdJiv5>



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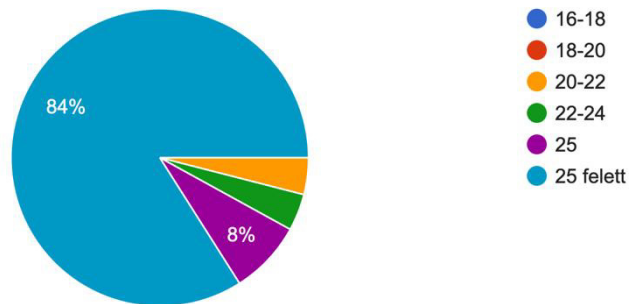
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# Survey Results

## Section 1: Demographics

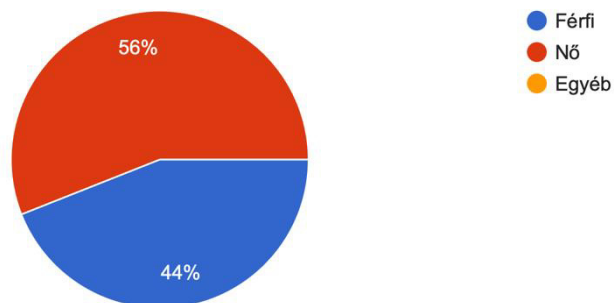
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25 válasz



2. Mi a nemed?

25 válasz



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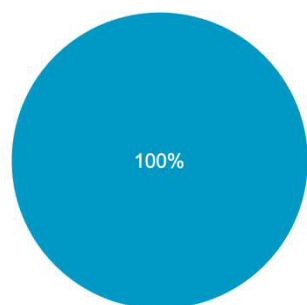


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### 3. Hol élsz?

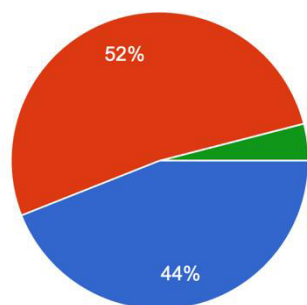
25 válasz



- Ausztria
- Olaszország
- Szlovákia
- Szerbia
- Románia
- Magyarország
- Görögország

### 4. Milyen hátrányos helyzetben vagy érintett?

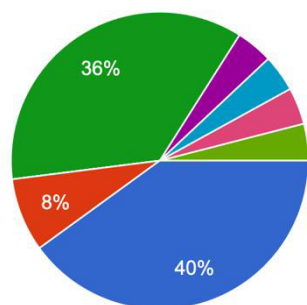
25 válasz



- siket
- nagyothalló
- siketvak
- egyéb fogyatékos

### 5. Milyen iskolába jártál?

25 válasz

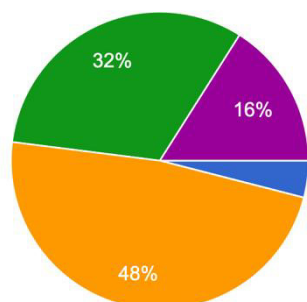


- Siketek iskolája
- Általános iskola siketprogram nélkül
- Siketeknek szóló programmal rendelkező általános iskola
- Iskola nagyothalló diákok számára
- Általános Iskolába (normál hallók "iskolájába")
- Hallók között tanultam
- 3 évet nagyothalló iskolában, utána int...
- Integrált iskola



## 6. Mi a legmagasabb iskolai végzettséged?

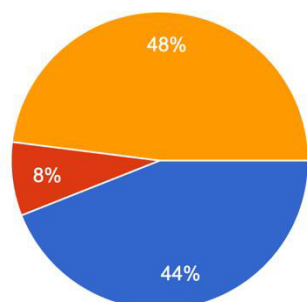
25 válasz



- Általános iskola
- Középiskola (10. osztályig)
- Középiskola (12. vagy 13. osztályig)
- Egyetem (BA)
- Egyetem (MA)

## 7. A képzésed....

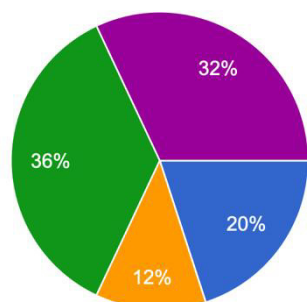
25 válasz



- Kétnyelvű (jelnyelven és szóban egyaránt)
- Jelnyelvi
- Hangzó beszéddel (Szóbeli)

## 8. A Te jelnyelvi készséged....

25 válasz

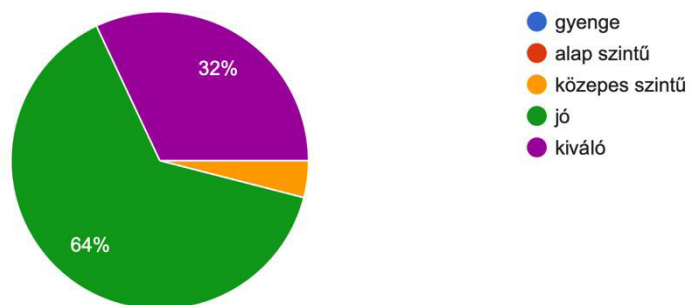


- gyenge
- alap szintű
- közepes szintű
- jó
- kiváló



## 9. Az írásbeli nyelvtudásod...

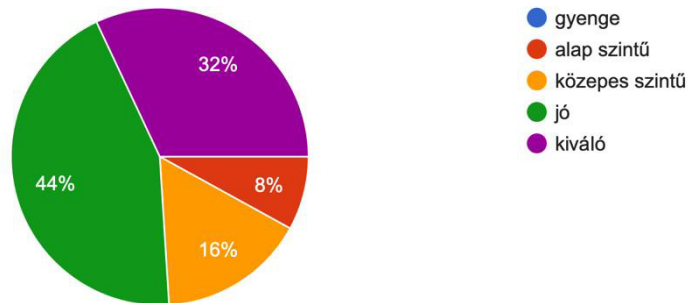
25 válasz



## Section 2: Digital skills in general

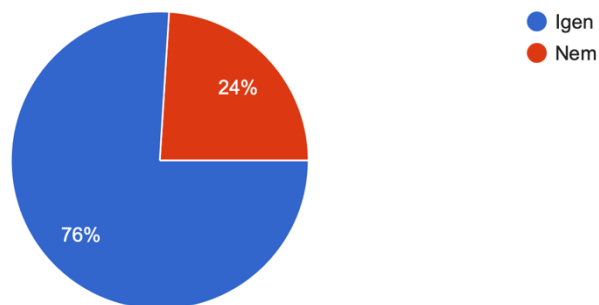
### 10. A digitális készségeid...

25 válasz



### 11. Dolgoztál már olyan ágazatban, ahol digitális készségekre volt szükséged és/vagy látogattál meg egy ilyen ágazatban tartott rendezvényt?

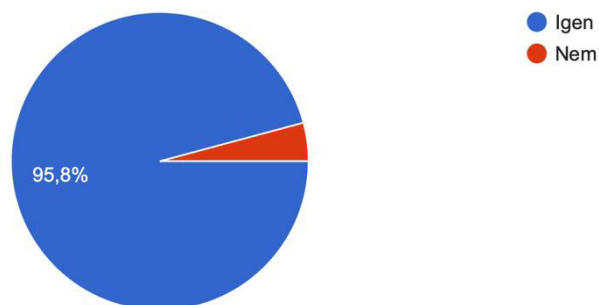
25 válasz



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12

### 12. Szeretnéd fejleszteni digitális készségeid?

24 válasz

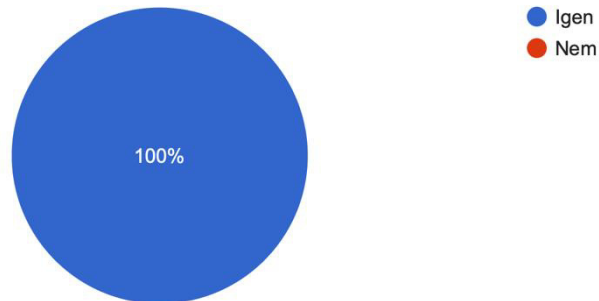


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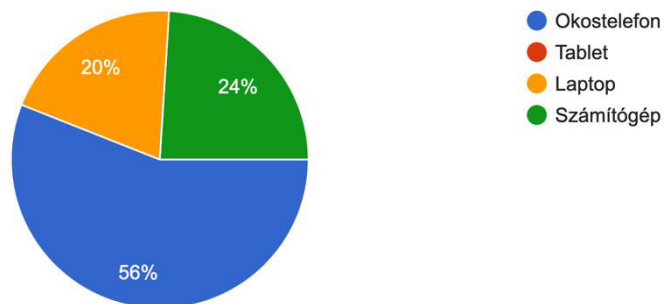
13. Tudod használni a word, excel, power point formázást?

25 válasz



14. Az internet használatakor többnyire a...

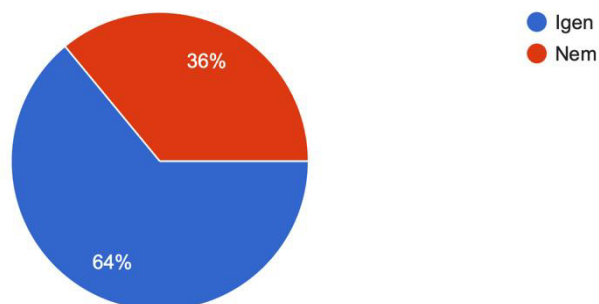
25 válasz



PAGE  
12

15. Az iskola után elegendő információval rendelkezttem a számítógépekről.

25 válasz



## Section 3: Coding

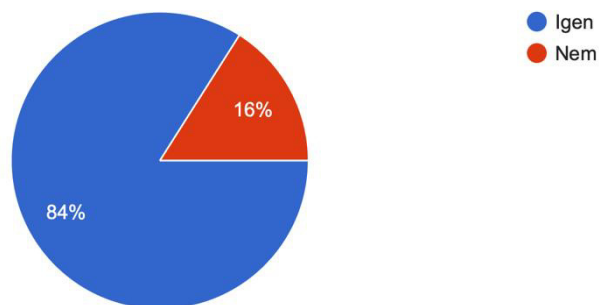


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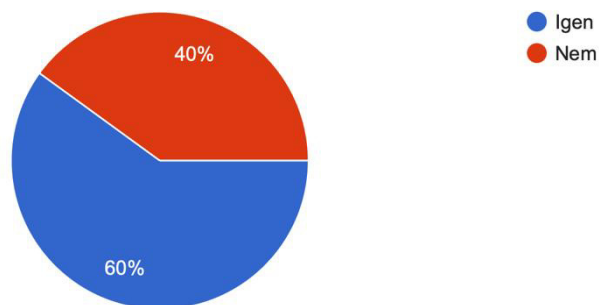
### 16. Érdekel a kódolás?

25 válasz



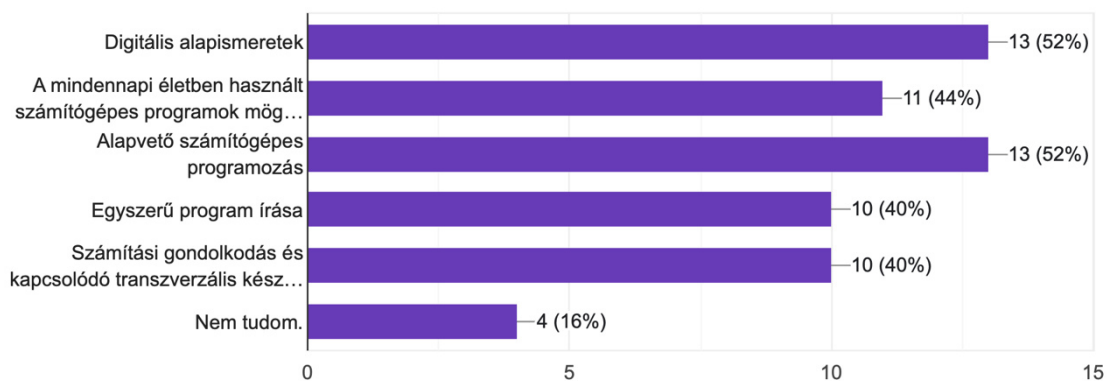
### 17. Rendelkezel korábbi ismeretekkel és tapasztalattal a kódolás terén?

25 válasz



### 18. Mit vársz el egy kódolási képzési programban? Kérlek, legfeljebb 3 választ jelölj meg!

25 válasz

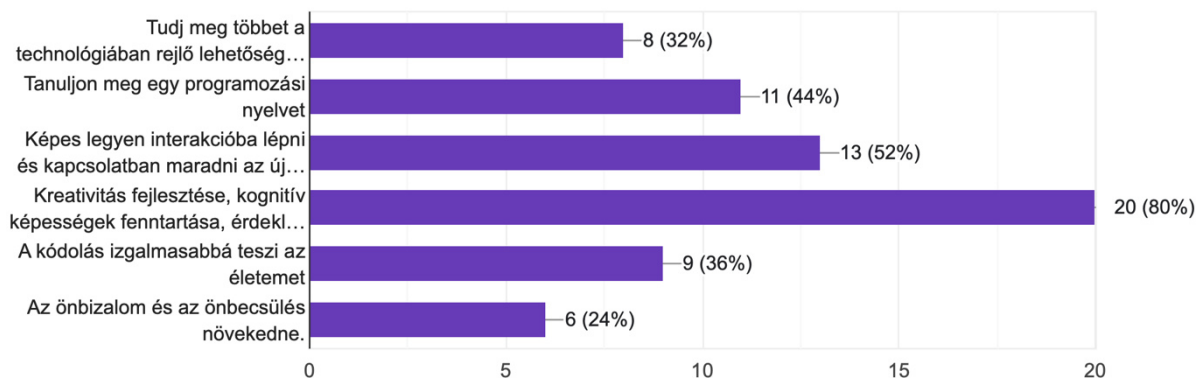


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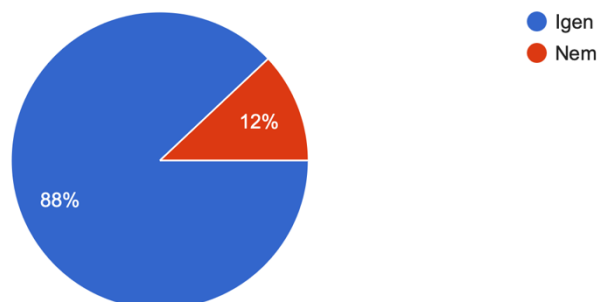
19. Mit gondolsz, miért hasznos a kódolás a mindennapi életben? Kérlek, legfeljebb 3 választ jelölj meg!

25 válasz



20. Szeretnél részt venni egy speciális képzésen, hogy fejleszd digitális készségeid és többet tudj a kódolásról?

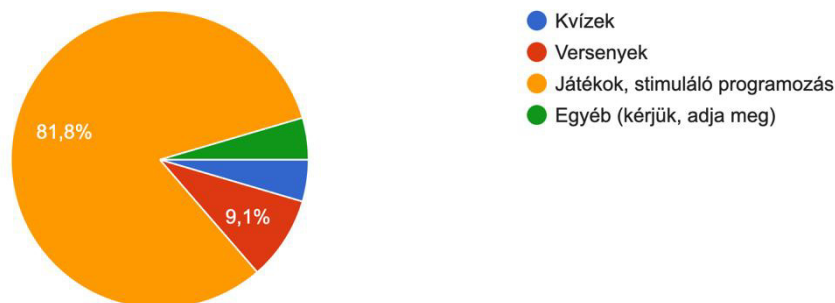
25 válasz



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12

Ha igen, hogyan szeretnél tanulni? Milyen interaktív gyakorlatokat szeretnél?

22 válasz

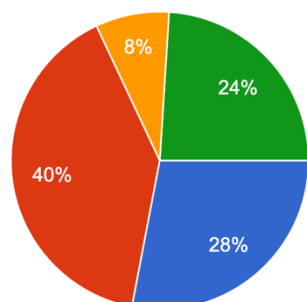


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## 21. Milyen tanulási módszerek lennének a legmegfelelőbbek Számodra?

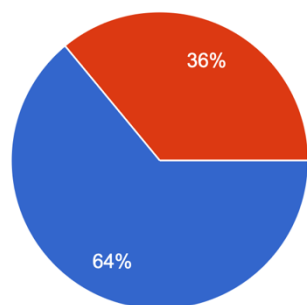
25 válasz



- Tanulás egy mentorral
- Tanulás egyedül, otthon, oktatóprogramok segítségével
- Tanulás partnerrel (páros munka)
- Módszerek és helyek kombinációja

## 22. Rendelkezel alapvető készségekkel ebben az ágazatban, például ismersz valamilyen számítógépes kódot (HTML)?

25 válasz

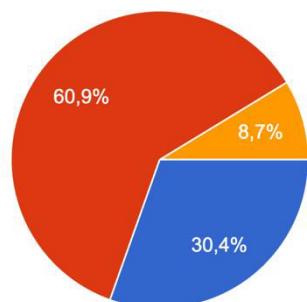


- Igen
- Nem

PAGE  
12

## 23. Mi a célod a kódolás tanulásával?

23 válasz



- Csak érdekel
- Jelentkezés egy új állásra, ahol kódolási ismeretekre van szüksége
- Hobby
- Iskola

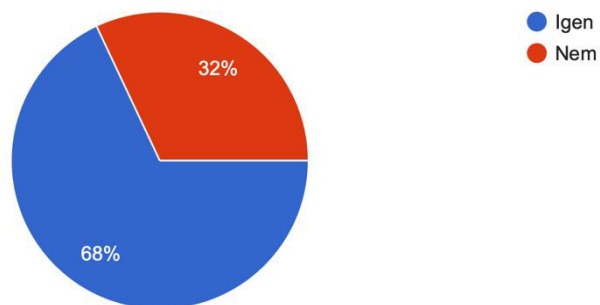


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24. Tudod, hogy milyen alkalmazásokat használnak kódolásra?

25 válasz



## Summary

85% of respondents were over 25 years old, and the proportion of women was slightly higher than that of men. A large proportion had a high school degree, were highly educated and had basic digital skills, including knowledge of basic software such as Word, Excel and PowerPoint.

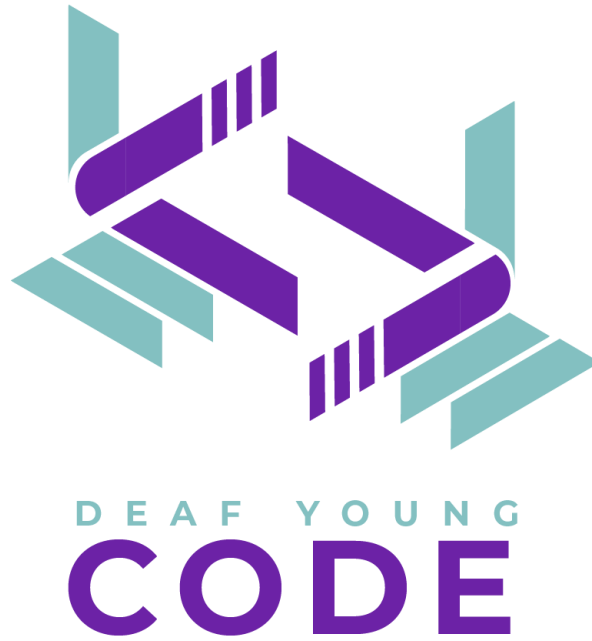
Almost all respondents expressed an interest in coding and a desire to learn more about it.

In terms of preferred learning methods, the most popular response was through games (82%). And home learning alone was the preferred method for most respondents. More than half of the respondents said they would apply for a new job where coding skills are needed, and therefore would like to learn to code.

Author(s) of the report:

- Anna Kiss-Lábszki
- Zoltán Antal Falkus





Project No. 2023-2-IT03-KA220-YOU-000179130

WP 2: Survey Report

1

Country report: Greece

Prepared by: Visual World



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## About Deaf Young Code

Deaf Young Code is a project is about programming and coding. We are 8 organisations from 7 countries (Austria, Slovakia, Serbia, Romania, Hungary, Greece and Italy) specialising in working with young deaf people and young people with disabilities.

Our project is about preparing information on coding and programming in different languages – in plain language and sign language.

Our project wants to enable young deaf people to develop valuable transferable skills and provide them with an introduction to coding and programming skills. The acquisition of such skills makes them more attractive to potential employers; as a result, they are more resilient and demonstrate greater self-determination and independence.

Through the project, we will develop:

- A clickable map
- A video toolkit
- A blended learning training package

## The Deaf Young Code Survey

Deaf Young Code partners conducted an online survey in Sign Languages to assess the needs of Deaf youth with regard to programming and coding. The survey consisted of 24 questions, available in written form and on video in Austrian, Slovakian, Serbian, Romanian, Hungarian, Greek and Italian Sign Languages. 27 people took part in the survey in Greece.

---

4

## Background information in Greece

### Sign Language Users

The Greek state has not conducted an official census of the deaf and hard of hearing population in Greece, nor of the number of sign language users. There are no official data, only estimates that place the number of deaf individuals between 25,000 and 40,000.

### Legal Status of Sign Language(s)

Greek Sign Language (GSL) was recognized as an official language of the Deaf community in Greece in 2000 with Law 2817/2000. This law acknowledges GSL as equal to spoken language for the education of Deaf people, making it a fundamental part of special education and communication for the Deaf in schools and other educational institutions <sup>(1)</sup>.

The most significant legal framework came with Law 4488/2017, which officially recognized GSL as one of Greece's official languages for the Deaf and Hard of Hearing, alongside oral communication methods. This law covers various areas, such as educational rights and accessibility for Deaf individuals in public services. It stipulates that Deaf people have the right to use GSL in educational, social, and public domains <sup>(2)</sup>.



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## Deaf Associations

The Federation of the Deaf of Greece (OM.K.E. - [www.omke.gr](http://www.omke.gr)) aims to coordinate the actions of all its members in order to combat the prejudices and negative discrimination that deaf and hard of hearing individuals of all ages face in every aspect of their lives, as well as to fight against the social and economic exclusion they experience.

It consists of 14 local deaf associations from across Greece and is a member of the National Confederation of Disabled Persons (ESAMEA), the European Union of the Deaf (EUD), the World Federation of the Deaf (W.F.D.), and the European Federation of Hard of Hearing People (EFHOH).

The Hellenic Sports Federation of the Deaf (E.O.A.K. - [www.hafdeaf.gr](http://www.hafdeaf.gr)) was founded in 1988. and it is officially recognized by the Greek State. It is a member of the I.C.S.D. (International Committee of Sports for the Deaf) and the E.D.S.O. (European Deaf Sports Organization) and consists of 9 member clubs from across Greece. Its aim is to promote sports and sportsmanship among the Deaf community in Greece.

## Deaf Employment

There are no official statistics on the employment of Deaf individuals in Greece, only estimates that placed unemployment among Deaf people under the age of 35 at 70%.

### Kinds of jobs

Since access to education at all levels is not equal, as outlined below in the chapter on education, the majority of the Deaf working population in Greece is employed in low-skill and low-wage positions.

### Accommodations

In Greece, the deafness-hearing loss allowance is granted to individuals with a disability rate of 67% and above, in the following categories:

- Individuals up to 18 years old and over 65 years old.
- Individuals aged 18-65 who also suffer from another chronic condition.
- Individuals aged 18-25 who are enrolled in educational institutions or training programs.

The amount of the allowance is €362 per month. It should be noted that deaf individuals aged 19 to 65 who are not studying or do not suffer from any additional disability are not entitled to any financial support.

### Deaf professionals by training

In Greece, there is no training program designed to educate about deaf pedagogies.



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# Education

## Types of schools - Primary and Secondary Education

The options for inclusion in primary and secondary education in Greece are:

### Inclusion in General Schools:

- **With an individual program:** Deaf children are included in general education classes while receiving personalized support from special education teachers and assistants.
- **In special units:** Some schools have special units for deaf children, where they are taught by special education teachers, while also participating in certain lessons with other students.

### Special Schools:

- **Schools exclusively for the deaf:** These offer a specialized curriculum and support, with a focus on communication development through sign language.
- **Unified special education schools:** These schools accommodate students with various disabilities, including deaf students, and provide individualized programs.

## University education - Vocational training

In higher education, there are no provisions to facilitate accessibility for deaf students or to provide sign language interpreters. The responsibility falls on the deaf students to find interpreters, notes, and access to information relevant to their studies. Given that the interpreting hours provided annually are minimal (around 25 hours per year), attending university becomes a daily, unequal struggle. An exception are the Higher Vocational Training Schools in Thessaloniki and Athens, where some of the programs are fully covered with sign language interpretation. The schools offer training in professions such as performing arts, aesthetic and makeup art specialist, baking and pastry technician, IT applications technician (multimedia, web designer-developer, video games), culinary arts technician (chef), hairdressing technician, and more.

## Education of teachers

In Greece, there is no university department specifically for teachers of deaf children, nor is there a related specialization in the education departments. The training of teachers is limited to a few courses included in the curriculum of special education departments.

## Education of Counsellors

In Greece, there are no training programs specifically designed to educate counselors on the needs of deaf people.

## Counselling services

In Greece, counseling services for deaf individuals are provided by the Federation of the Deaf in Greece, while support is also offered by the National Foundation for the Deaf. In some cases, support may also be provided by local deaf associations.

## Interpreting education

To become a sign language interpreter, one must complete 420 hours of sign language training to achieve competency before enrolling in interpreting courses, which have a duration of 360 hours. After completing the interpreter courses, candidates can take exams to obtain their sign language interpreter license. The sign language courses and interpreting training can take place in one of the private sign language schools established in all major cities.

## Qualification Standards

Upon completing the exams conducted by the Association of Greek Sign Language Interpreters, the interpreter can begin working professionally. If they wish to collaborate with the Greek Federation of the Deaf, they must also complete 120 hours of practical training.

## Availability of translators and interpreters

Interpreters are available in the following ways:

- Through the Greek Federation of the Deaf, provided they collaborate with it.
- Through the National Foundation for the Deaf.

7

Deaf individuals can request an interpreter from the above organizations for their personal needs, but the available interpreting hours are extremely limited. For example, the Greek Federation of the Deaf provides 15 to 25 hours of interpreting services per year due to insufficient financial resources.

In Greece, there are also interpreter agencies that provide interpreting services for events and educational seminars, while interpreters can also offer their services independently as freelancers.

The interpreters collaborating with the Greek Federation of the Deaf, who represent the majority of professional interpreters in Greece, number 55 nationwide. This is an extremely low number and in no way meets the needs of the deaf community, especially since almost all interpreters are concentrated in major cities.

A very important service is the relay service for deaf and hard-of-hearing individuals provided by the National Institute for the Deaf. With this service, remote interpretations are offered by professional interpreters free of charge, with a limit of 20 minutes for each call. Although it does not address accessibility issues, such as in education and medical services, it is a very useful service for the daily needs of deaf individuals.

## Employment

### Support services

Deaf individuals receive minimal specialized support after graduating from school or university. Additionally, there is no awareness among businesses regarding the employment of deaf and hard-of-hearing individuals.

### Preparedness of teachers, students, counsellors and interpreter/translators

Deaf individuals are forced to struggle on their own for their education and professional development in cases such as addressing accessibility issues or searching for accessible employment-related information.

### Awareness of employers

There are no initiatives to raise awareness among employers about the benefits of hiring deaf employees in their companies. As a result, there is noticeable reluctance towards deaf job candidates

### Deaf skills

Those deaf individuals who manage to overcome employers' reservations and are hired for a job always earn the trust of their colleagues and supervisors thanks to their diligence, perceptual abilities, and work ethic.

### Support from governments

In job announcements for positions in the public sector, there is a quota for the hiring of individuals with disabilities, which includes deaf individuals. Additionally, according to a recent law, deaf individuals are exempt from the requirement of foreign language proficiency if they have certification of competency in sign language.

Another form of support provided by the Greek government is the subsidy of salary or insurance costs for the employment of individuals with disabilities, making them more attractive for employment in private sector companies and organizations.

Finally, for deaf individuals working in the public sector, accommodations are provided, such as a reduction of their working hours by one hour and an additional six days of leave per year.



## Concluding remarks

Although there have been steps forward in recent years regarding vocational training and accessibility, thanks in part to the persistence of the Greek Federation of the Deaf and the deaf community, the daily lives of deaf individuals are far from being ideal.

There are still significant accessibility issues in higher education, serious inadequacies in the training of educational staff in primary and secondary education regarding both teaching methods for deaf children and the knowledge of sign language among school staff, as well as very limited employment opportunities with no support for career counseling.

These issues often act as deterrents, preventing deaf individuals from realizing their potential and pursuing their goals, leading them to a general attitude of resignation.

## References

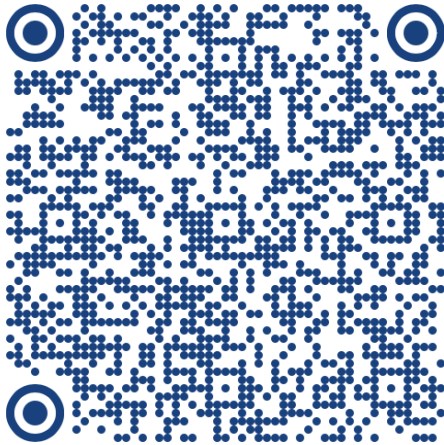
- 1) Law 2817/2000: <https://search.et.gr/el/fek/?fekId=212888>
- 2) Law 4488/2017: <https://search.et.gr/el/fek/?fekId=544088>
- 3) Hellenic federation of the Deaf: <https://www.omke.gr/>
- 4) Institute for the Deaf: <https://idrimakofon.gr/>
- 5) Greek Sign Language Interpreters Association: <https://sdeng.org.gr/>



# Deaf Young Code Survey

## Survey in Greece

Here is the link to the Greek Survey: <https://forms.gle/eJnMaot784fuAyDY9>



# Survey Results

## Section 1: Demographics

1) How old are you?

- a. 16-18
- b. 18-20
- c. 20-22
- d. 22-24
- e. 25
- f. Older than 25

27 απαντήσεις

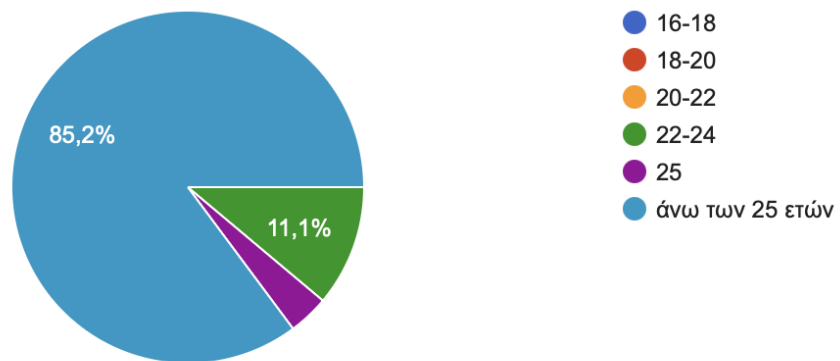


Figure 1: How old are you?

2) What is your gender?

- a. Male
- b. Female
- c. Other



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27 απαντήσεις

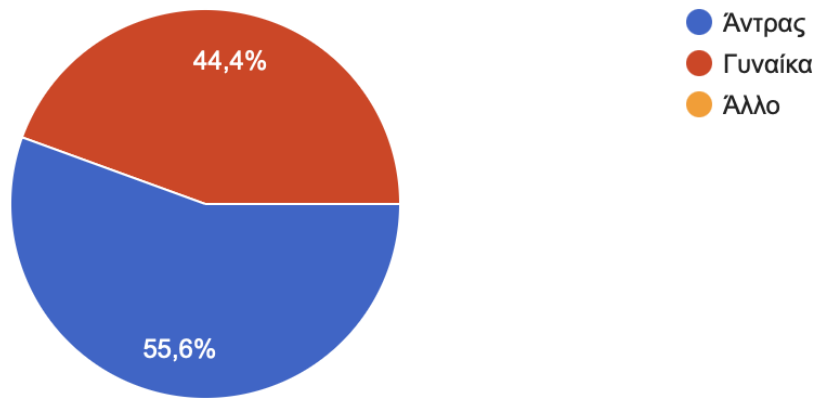


Figure 2: What is your gender?

3) Where do you live?

- a. Austria
- b. Italy
- c. Slovakia
- d. Serbia
- e. Romania
- f. Hungary
- g. Greece

27 απαντήσεις

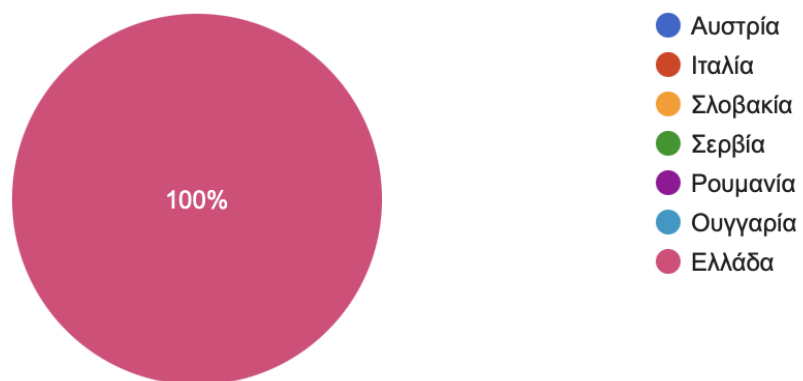


Figure 3: Where do you live?

#### 4) What are your disabilities?

- a. Deaf
- b. Hard-of-hearing
- c. Deafblind
- d. Other disabilities

27 απαντήσεις

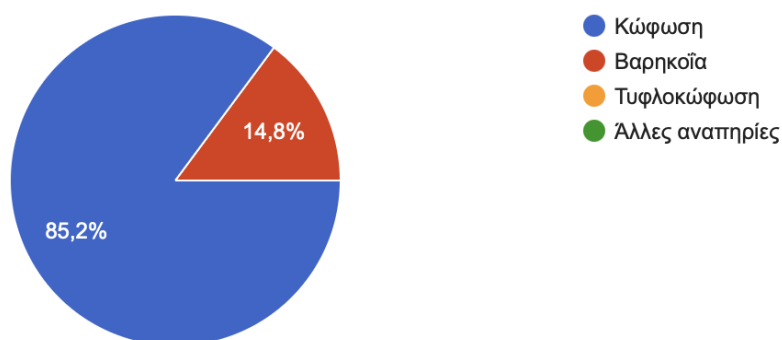


Figure 4: What are your disabilities?

#### 5) Where did you go to school?

- a. School of the deaf
- b. Mainstream school without any programme for the deaf
- c. Mainstream school with a programme for the deaf
- d. School for hard-of-hearing students

27 απαντήσεις



Figure 5: Where did you go to school?

6) What is your highest level of education?

- a. Elementary school
- b. Middle school
- c. High school
- d. University (BA)
- e. University (MA)

27 απαντήσεις

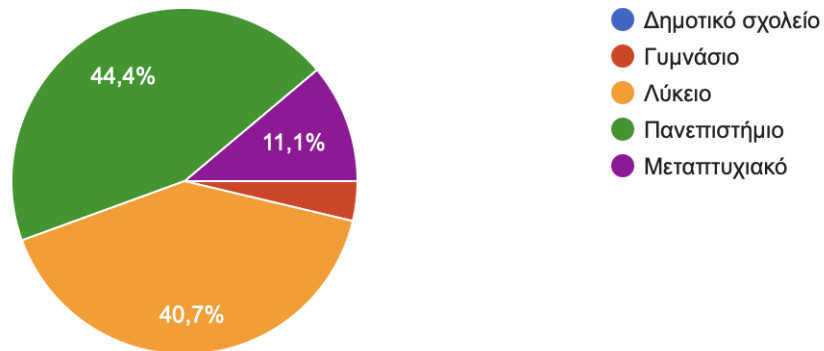


Figure 6: What is your highest level of education?

7) Your education has been...

- a. Bilingual (both sign and spoken)
- b. Manual (sign only)
- c. Oral (spoken only)



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27 απαντήσεις

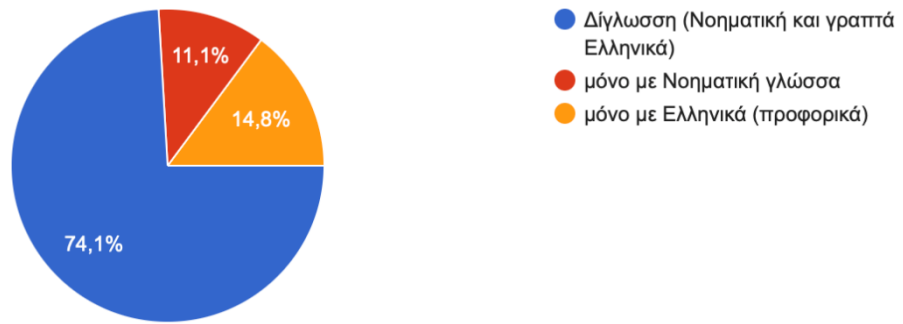


Figure 7: Your education has been...

### 8) Your sign language skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good
- e. Excellent

27 απαντήσεις

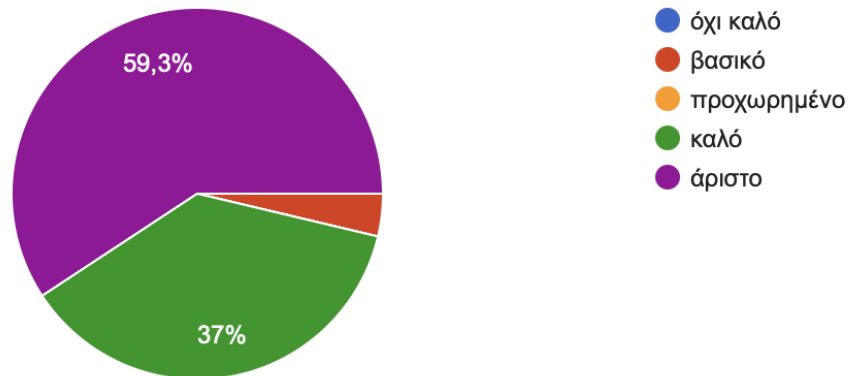


Figure 8: Your sign language skills are...

### 9) Your written language skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good



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e. Excellent

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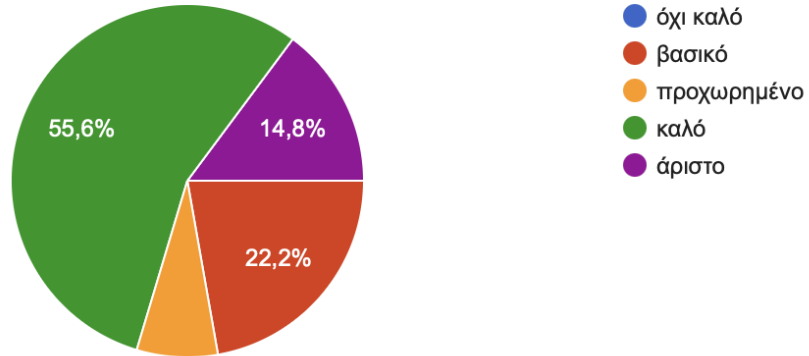


Figure 9: Your written language skills are...

## Section 2: Digital skills in general

10) Your digital skills are...

- a. Not good
- b. Basic
- c. Advanced
- d. Good
- e. Excellent

16

27 απαντήσεις

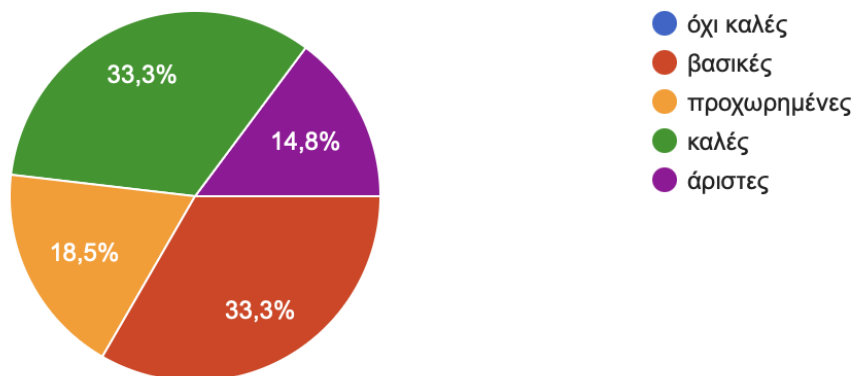


Figure 10: Your digital skills are...



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11) Have you already worked in a sector where you need digital skills/or have you visited an event in this sector?

- a. Yes
- b. No

27 απαντήσεις

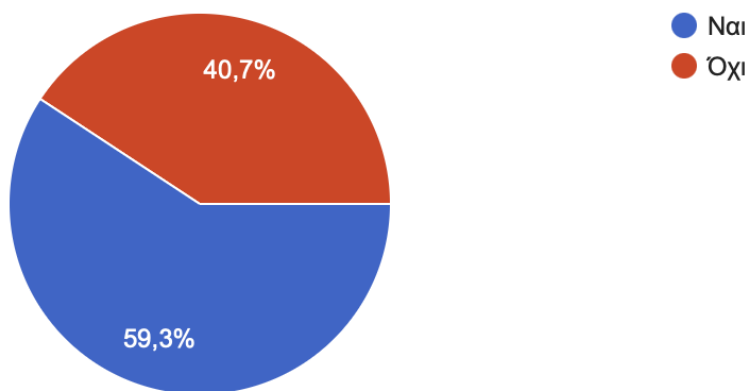


Figure 11: Have you already worked in a sector where you need digital skills/or have you visited

If yes, your experience was...

- a. Good
- b. Bad

22 απαντήσεις

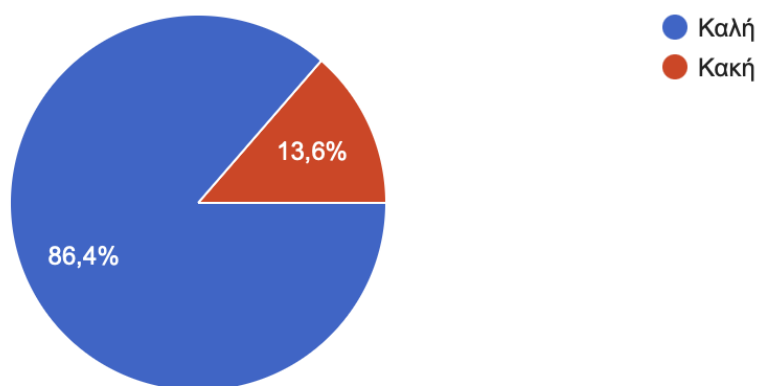


Figure 12: If yes, your experience was...

12) Do you want to improve your digital skills?



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- a. Yes
- b. No

27 απαντήσεις

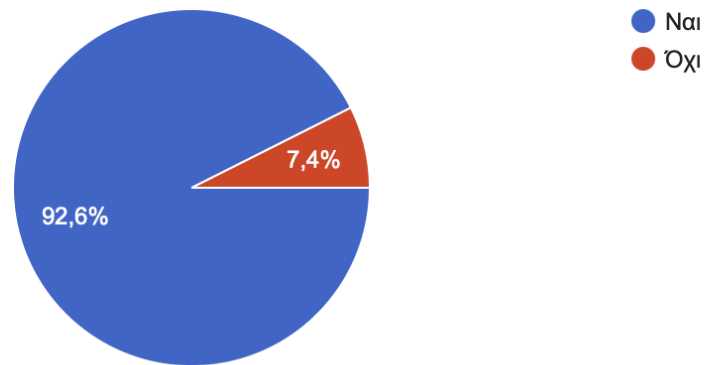


Figure 13: Do you want to improve your digital skills?

13) Can you use formatting in word, excel, PowerPoint?

- a. Yes
- b. No

18

27 απαντήσεις

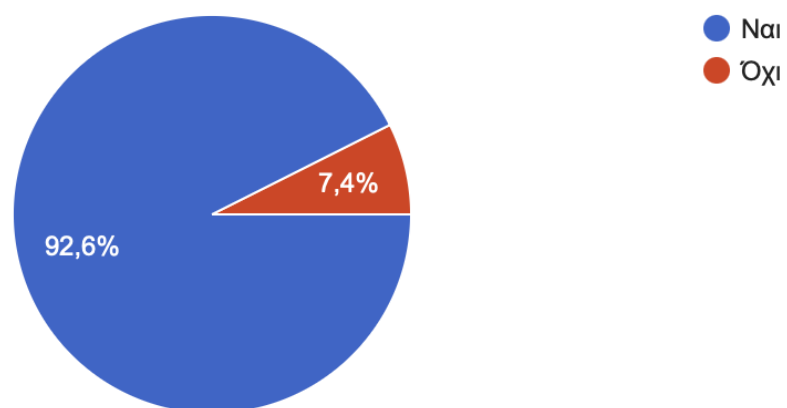


Figure 14: Can you use formatting in word, excel, PowerPoint?

14) When using the Internet, you mostly use



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- a. Smartphone
- b. Tablet
- c. Laptop
- d. Computer

27 απαντήσεις

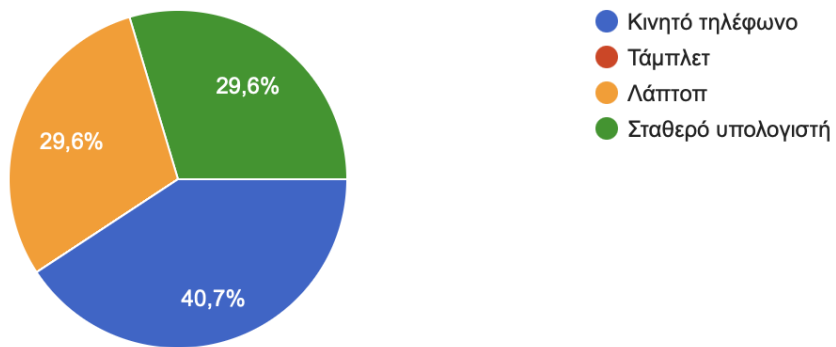


Figure 15: When using the Internet, you mostly use

15) After school I had sufficient information about computers.

- a. Yes
- b. No

27 απαντήσεις

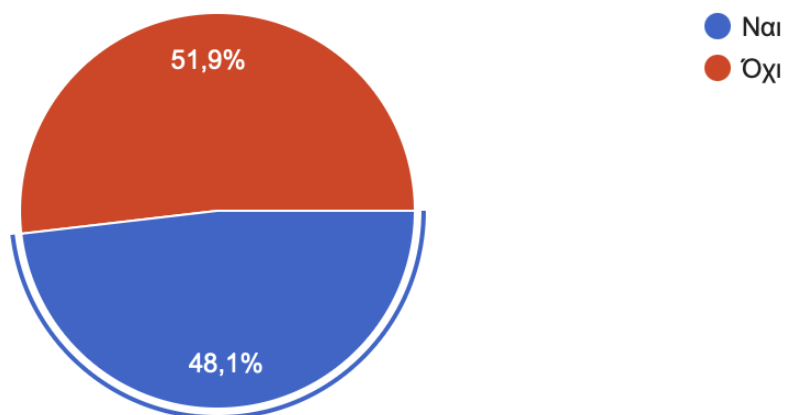


Figure 16: After school I had sufficient information about computers.



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### Section 3: Coding

16) Are you interested in coding?

- a. Yes
- b. No
- c. I don't know

27 απαντήσεις

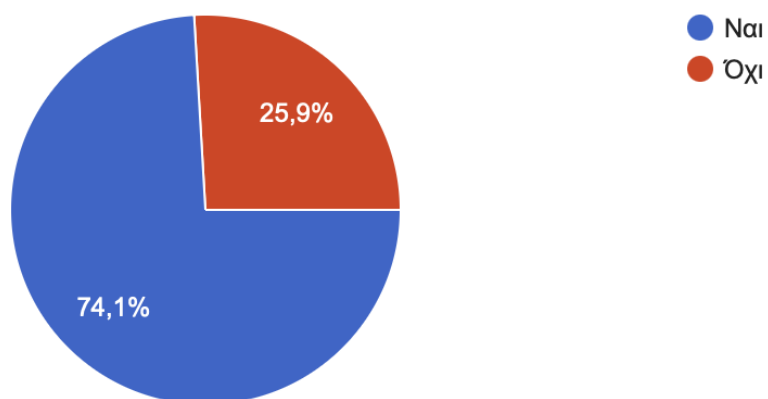


Figure 17: Are you interested in coding?

17) Do you have any previous knowledge and experience in coding?

- a. Yes
- b. No

27 απαντήσεις

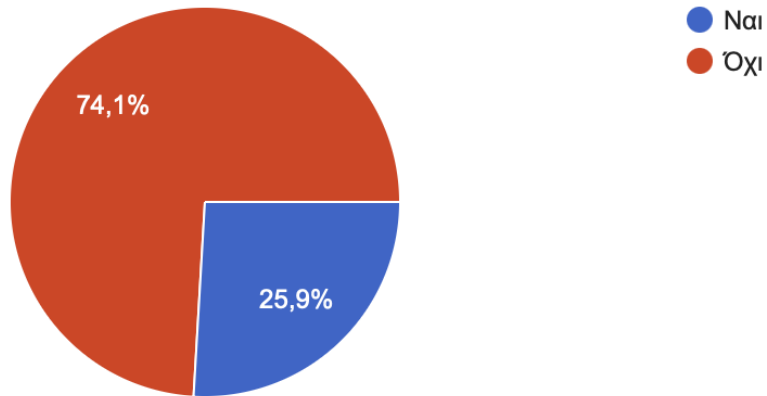


Figure 18: Do you have any previous knowledge and experience in coding?

18) What would you expect to learn in a coding programme? Please choose up to 3 answers.

- a. Basic digital skills
- b. The code behind the computer programmes we use in everyday life
- c. Basic computer programming
- d. Write a simple programme
- e. Computational thinking & related transversal skills
- f. I don't know

21

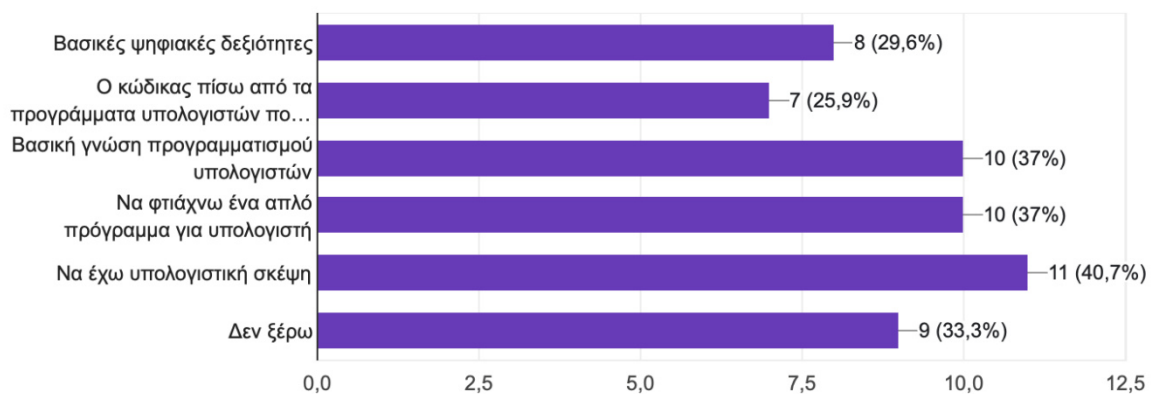


Figure 19: What would you expect to learn in a coding programme? Please choose up to 3

19) Why do you think coding in everyday life is useful? Please choose up to 3 answers



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- a. Learn more about the potential of technology
- b. Learn a programming language
- c. Be able to interact and stay connected with new job market opportunities
- d. Develop creativity, maintain cognitive abilities, widen my interests
- e. Coding will make my life more exciting
- f. Self-confidence and self-esteem would increase

27 απαντήσεις

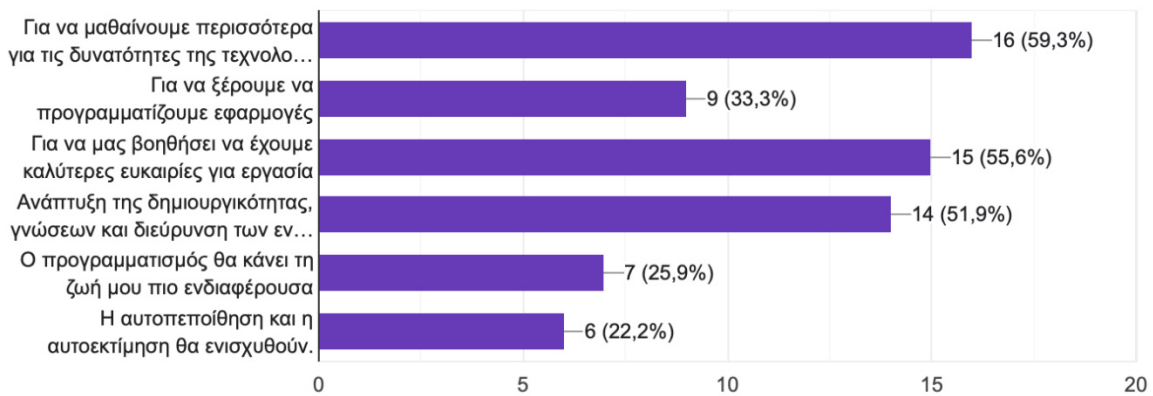


Figure 20: Why do you think coding in everyday life is useful? Please choose up to 3 answers

20) Are you interested in attending a specific training course to upgrade your digital skills and to know more about coding?

27 απαντήσεις

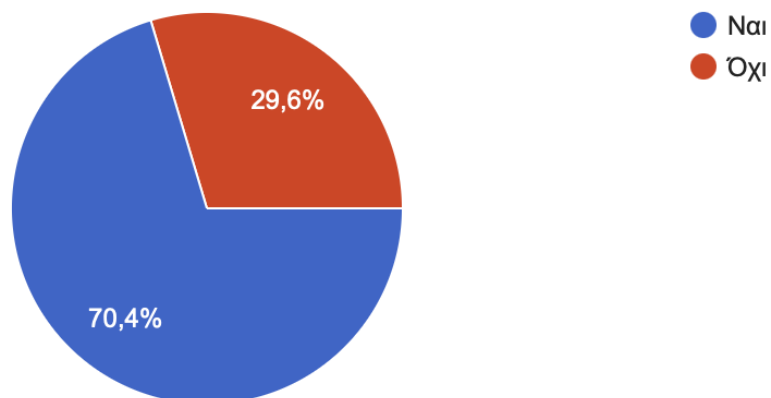


Figure 21: Are you interested in attending a specific training course to upgrade your digital

If yes, how would you like to learn? What kind of interactive exercises would you

prefer?

- a. Quizzes
- b. Self-assessment tools
- c. Competitions
- d. Games, stimulating programming
- e. Other (Please specify)

26 απαντήσεις

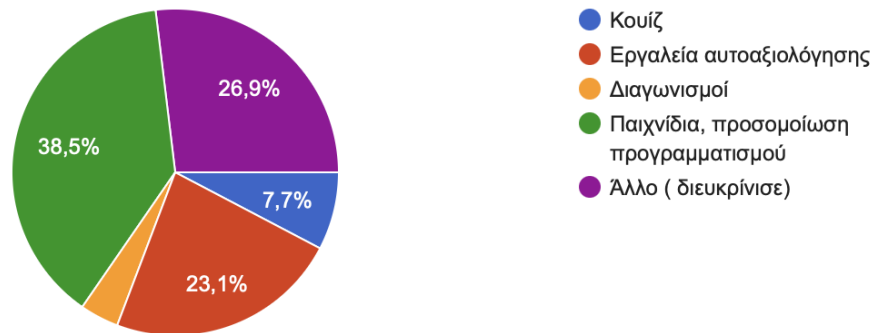


Figure 22: If yes, how would you like to learn? What kind of interactive exercises would you

21) What kind of learning methods would be most suitable for you?

- a. Learning with a mentor
- b. Learning on my own, at home, using tutorials
- c. Learning with a partner (pair work)
- d. A combination of methods and places

26 απαντήσεις



Figure 23: What kind of learning methods would be most suitable for you?



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22) Do you have basic skills in this sector, for example you know any computer code (HTML)?

- a. Yes
- b. No

27 απαντήσεις

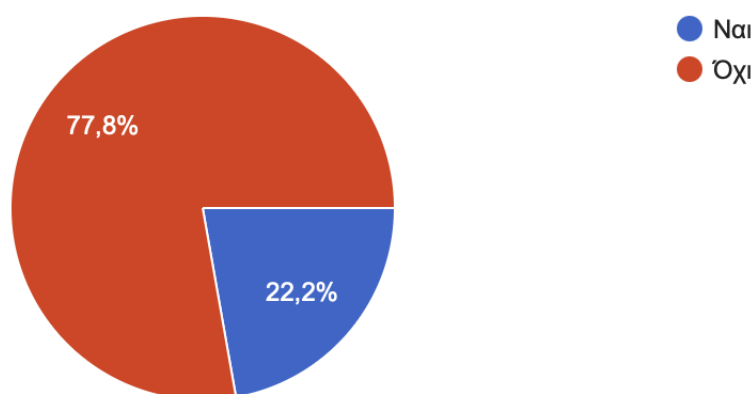


Figure 24: Do you have basic skills in this sector, for example you know any computer code

23) What is your objective by learning coding?

- a. Only interest
- b. Applying for a job where you need coding skills
- c. Hobby
- d. School

27 απαντήσεις



Figure 25: What is your objective by learning coding?

24) Do you know which applications are used for coding?

a. Yes

b. No

27 απαντήσεις

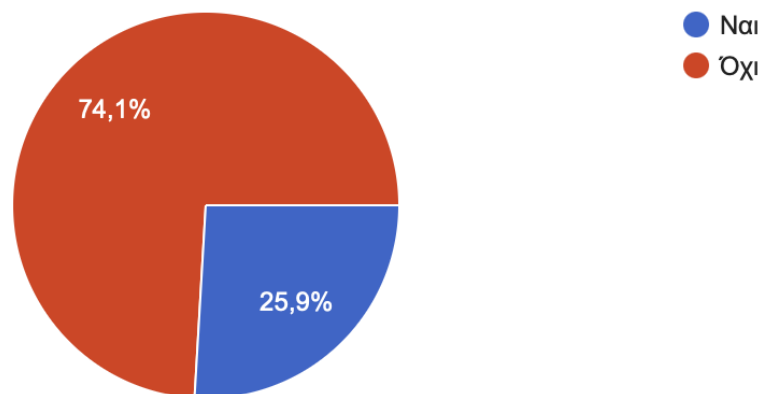


Figure 26: Do you know which applications are used for coding?



## Summary

85.2% of the respondents are over 25 years old, and 55.6% of them identify as men. The majority of respondents have a disability related to deafness, and most have attended a school for the deaf. 84% of the respondents have completed at least high school, and 74.1% studied in a bilingual setting.

They feel they have a good level of digital skills and have used these skills in their jobs. They know how to format documents in Word or Excel but want to improve their abilities. While they don't have relevant experience, they show a strong interest in learning more about programming.

Their expectations for a programming training program include developing computational thinking skills so they can better understand the potential of technology. They would prefer to be trained using games and programming simulations. Although they don't have a strong grasp of programming languages or platforms, they are eager to learn more.

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- Mate Varga

