



DEAF YOUNG  
**CODE**

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

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Country report: ROMANIA

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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.

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## 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).

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<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.

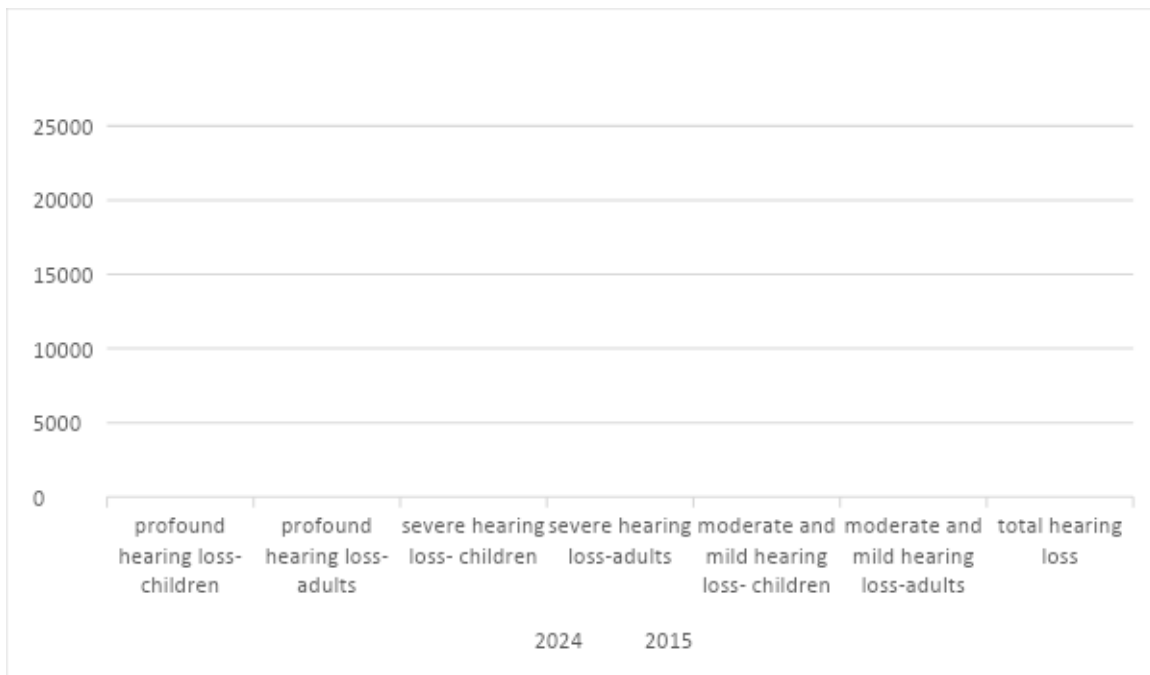


Fig. 1 comparison of statistical data regarding deafness in Romania in 2015 and 2024

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-mimi-co-gestual.pdf>

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

<sup>7</sup> <https://ailq.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>

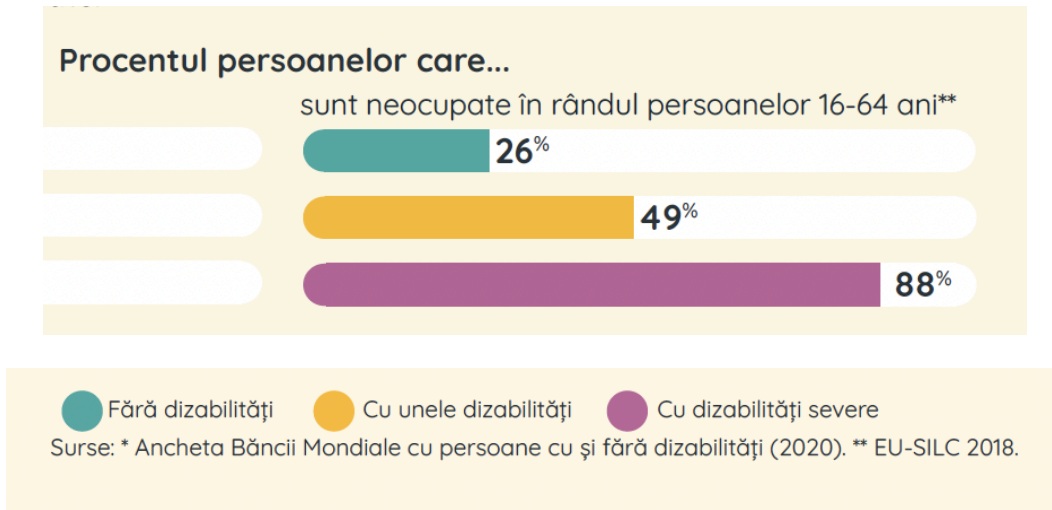


Fig. 2-screenshot from the study carried out by the World Bank in 2020, published in 2021 in Bucharest<sup>12</sup>

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.

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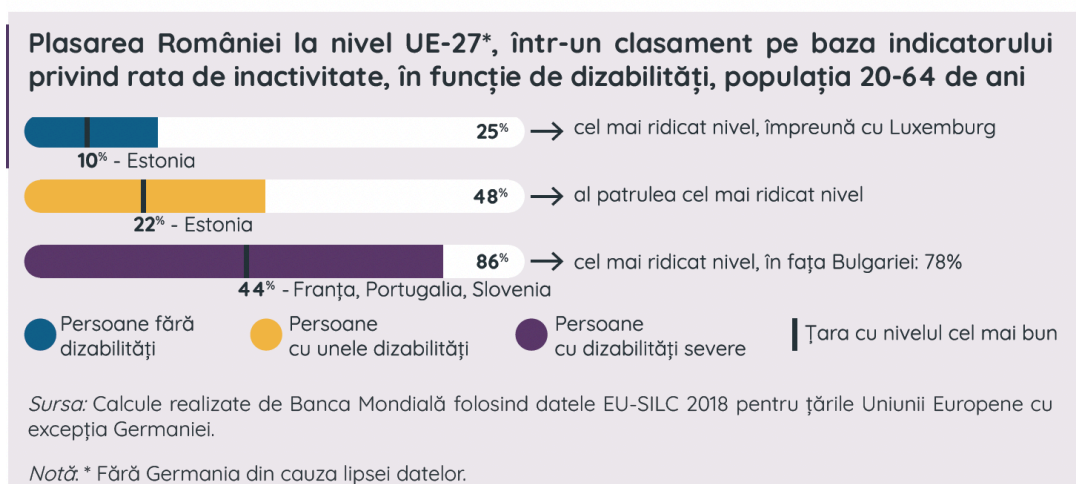


Fig.3-screenshot from the same study carried out by the World Bank in 2020

<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>



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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 accommodation 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

<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>

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## 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://fondurieuropene.centre.ubbcluj.ro/formarea-continua-a-personalului-didactic-din-unitatile-de-invata-mant-pentru-deficienti-de-aur-dezvoltarea-competentelor-pedagogice-prin-utilizarea-limbajului-mimico-gestual-romanesc-si-a-instrumente/>

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



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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 bacalaureate 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 bacalaureate 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 bacalaureate 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 bacalaureate 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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<https://eurymdice.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

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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/>



## Qualification Standards

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.

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

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



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

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,

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<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/>



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.

## 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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Europa

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Universitatea București-<https://unibuc.ro/inscrieri-curs-comunicare-in-limba-semnelor-fjsc/>

ANIALMG-Ambasada sustenabilității în România-<https://ambasadasustenabilitatii.ro/anialmg/>

Dlmgr.ro-<https://dlmg.ro/despre-site/>

Centrul Programelor

Europene-<https://fondurieuropene.centre.ubbcluj.ro/category/proiecte/proiecte-operationale-finalizate/solicitant-universitatea-posdru-proiecte-operationale-finalizate/>

ANOFM-<https://www.anofm.ro/>

DGASPC Iași-<https://dasiasi.ro/>



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Calculator

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Sociale-[https://mmuncii.ro/j33/images/Documente/Familie/RaportariPrivindIncluziuneaSociala/Raport\\_incluziune\\_2020.pdf](https://mmuncii.ro/j33/images/Documente/Familie/RaportariPrivindIncluziuneaSociala/Raport_incluziune_2020.pdf)

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# Deaf Young Code Survey

## Survey in Romania

Here is the link to the Romanian Survey: <https://forms.gle/ahLoGpncTriio7GS7>

QR Code

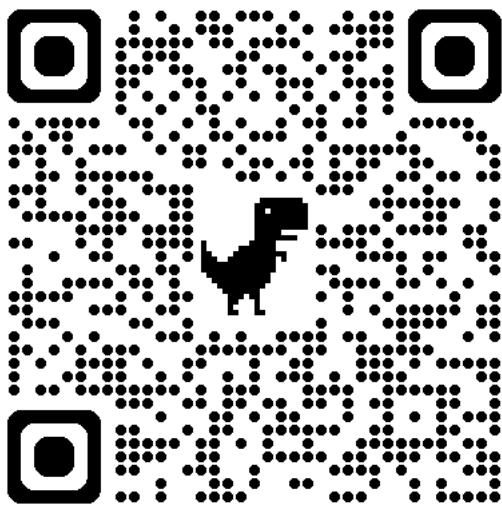


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# Survey Results

## 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

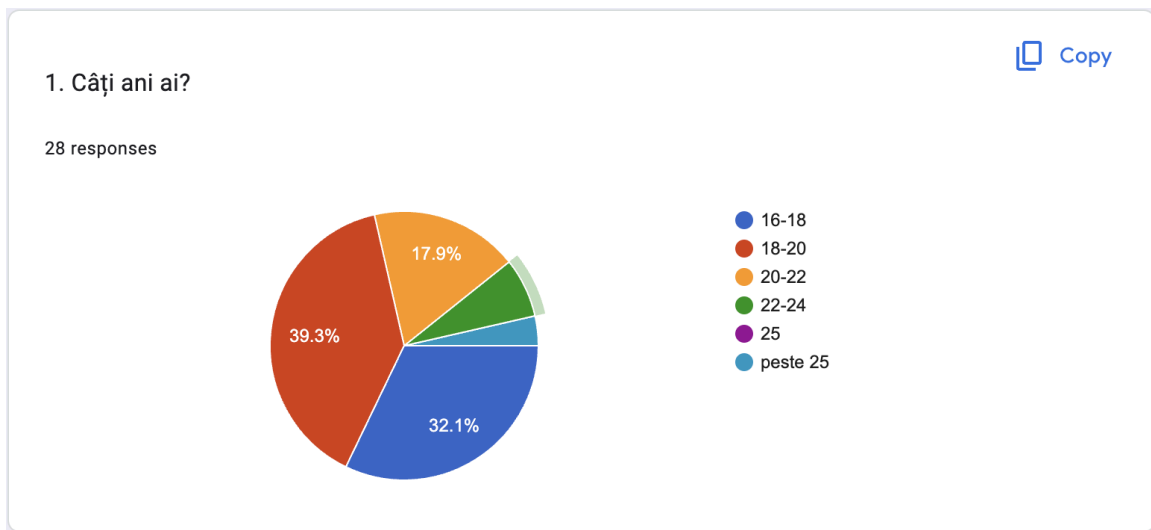


Fig. 5: Deaf Young Code Survey Question 1

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

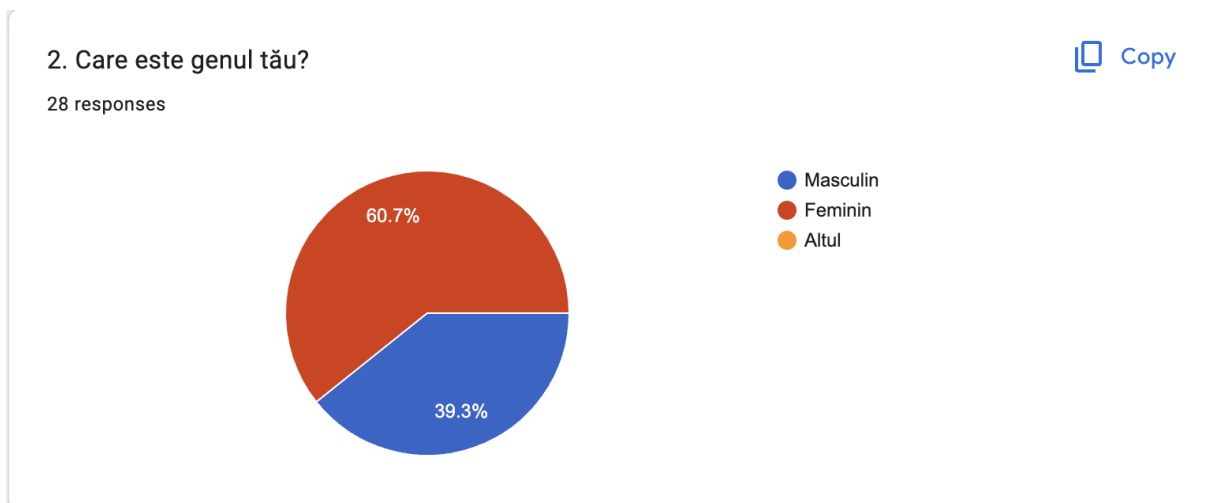


Fig. 6: Deaf Young Code Survey Question 2



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

3. Unde locuiești?

28 responses

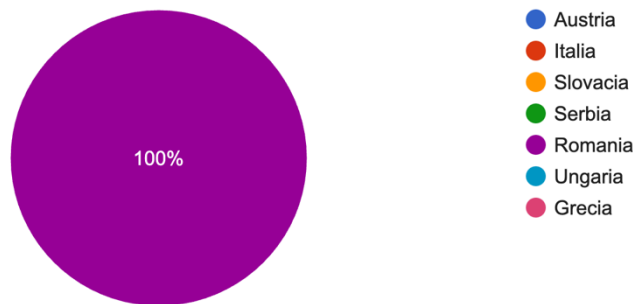


Fig. 7: Deaf Young Code Survey Question 3

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

4. Care sunt dizabilitățile tale?

28 responses

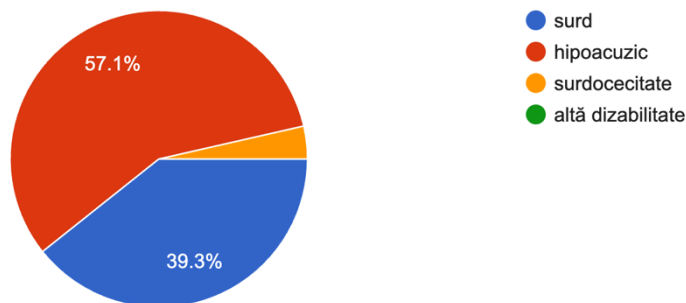


Fig. 8: Deaf Young Code Survey Question 4



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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

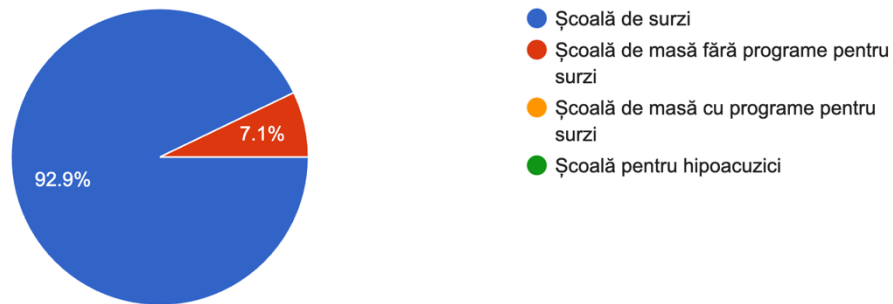


Fig. 9: Deaf Young Code Survey Question 5

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)

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

27 responses

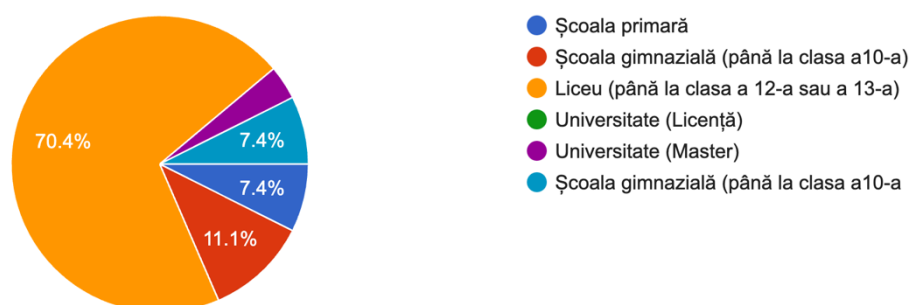


Fig. 10: Deaf Young Code Survey Question 6



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

7. Educația ta a fost:

28 responses

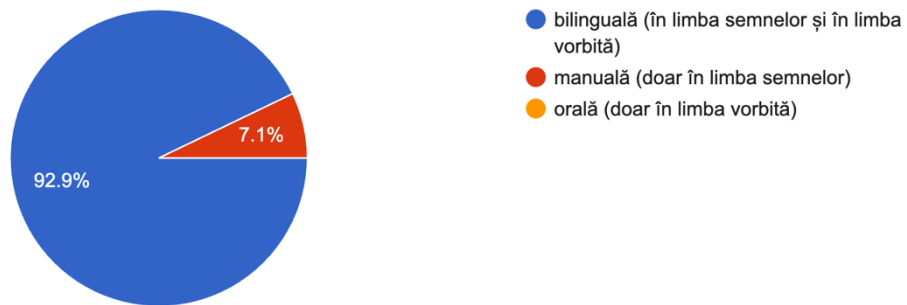


Fig. 11: Deaf Young Code Survey Question 7

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

8. Competențele tale în limba semnelor sunt:

28 responses

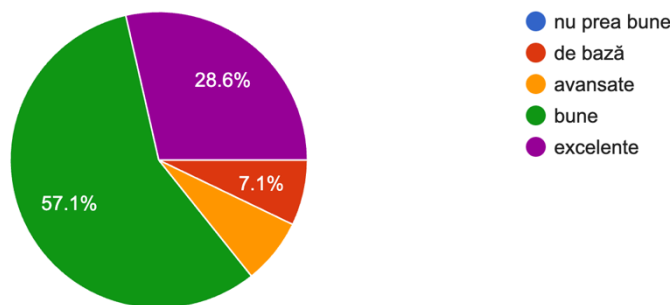


Fig. 12: Deaf Young Code Survey Question 8

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



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e. Excellent

9. Competențele tale în limba scrisă sunt:

28 responses

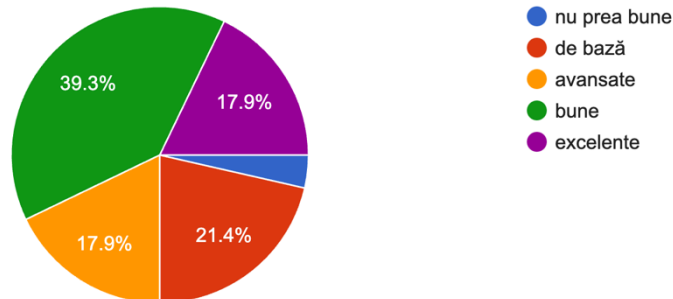


Fig. 13: Deaf Young Code Survey Question 9

## Section 2: Digital skills in general

10. Your digital skills are...

- Not good
- Basic
- Advanced
- Good
- Excellent

10. Competențele tale digitale sunt:

28 responses

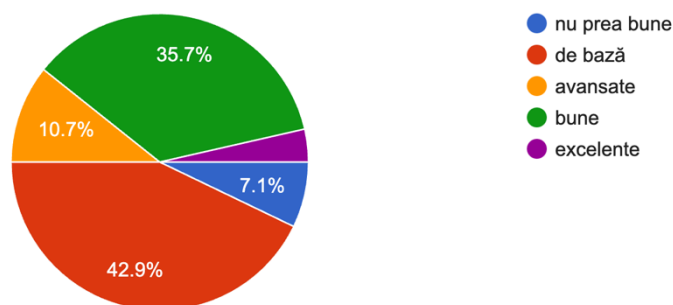


Fig. 14: Deaf Young Code Survey Question 10

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

- Yes
- 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

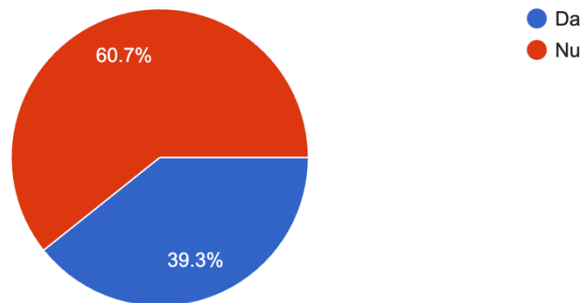


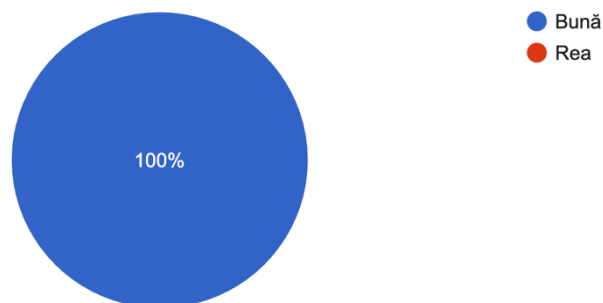
Fig. 15: Deaf Young Code Survey Question 11

12.If yes, your experience was...

- a. Good
- b. Bad

12. Dacă da, experiența ta a fost:

18 responses



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Fig. 16: Deaf Young Code Survey Question 12

13. Do you want to improve your digital skills?

- a. Yes
- b. No



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13. Vrei să îți îmbunătățești competențele digitale?

28 responses

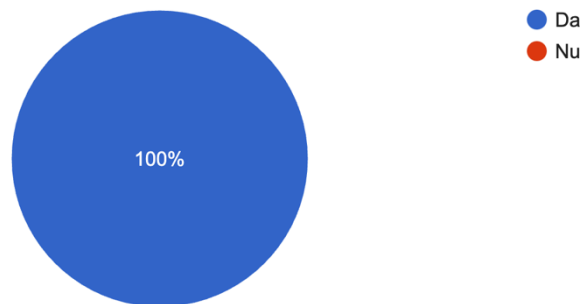


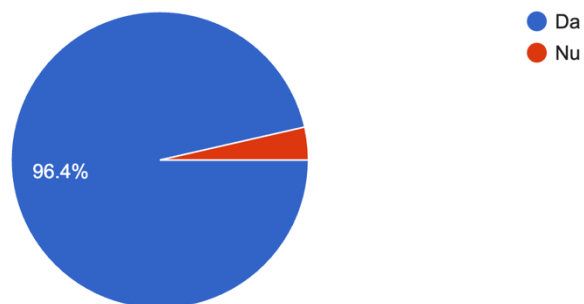
Fig. 17: Deaf Young Code Survey Question 13

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

- a. Yes
- b. No

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

28 responses



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Fig. 18: Deaf Young Code Survey Question 14

15. When using the Internet, you mostly use

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



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15. Când utilizezi Internetul, cel mai des folosești:

28 responses

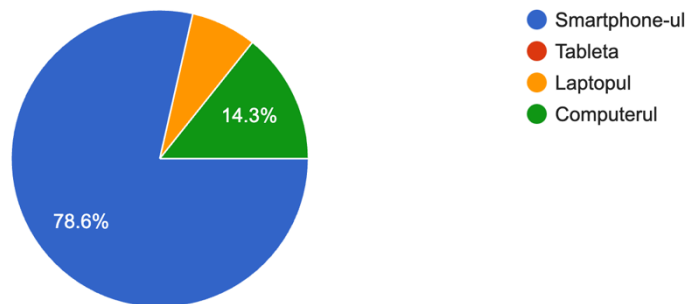


Fig. 19: Deaf Young Code Survey Question 15

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

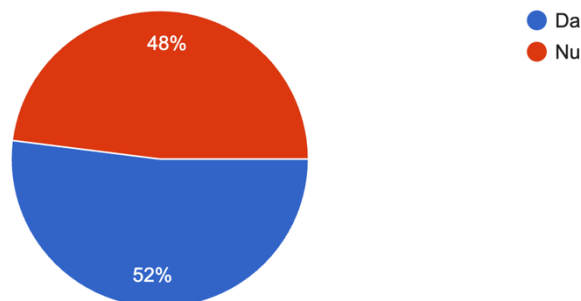


Fig. 20: Deaf Young Code Survey Question 16

### 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

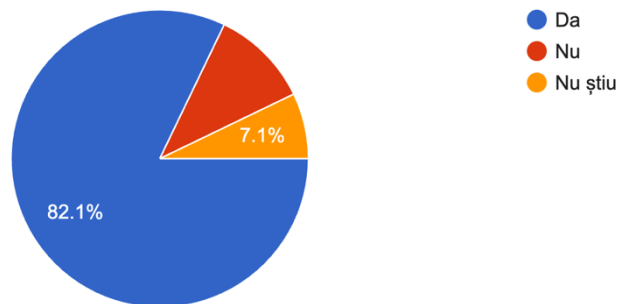


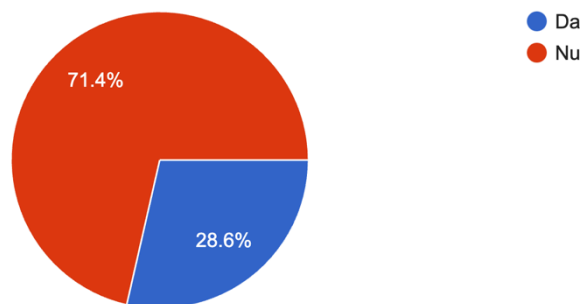
Fig. 21: Deaf Young Code Survey Question 17

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



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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



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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

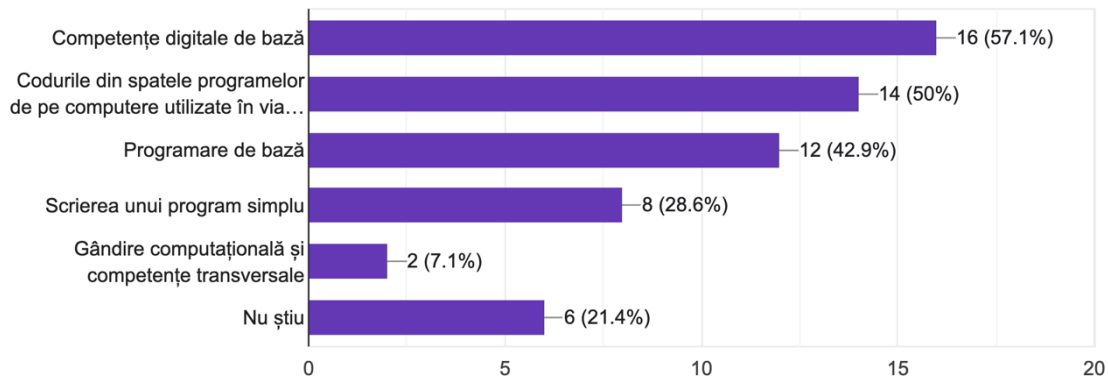


Fig. 23: Deaf Young Code Survey Question 19

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

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

28 responses

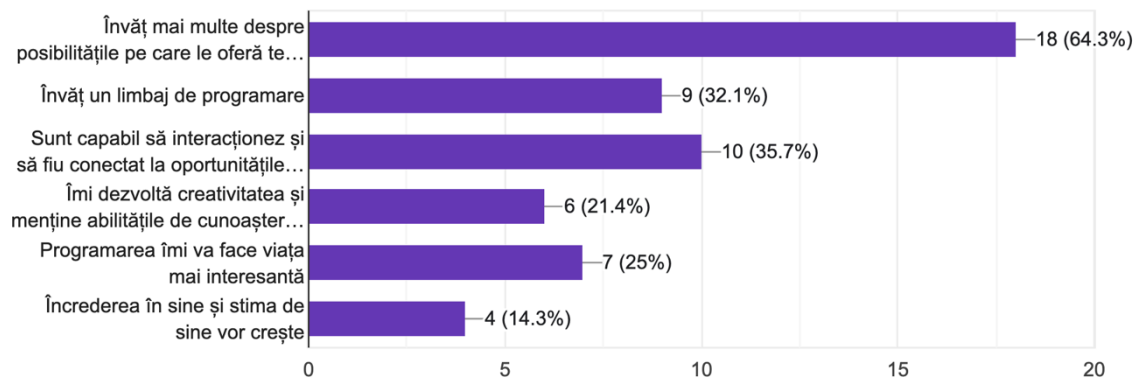


Fig. 24: Deaf Young Code Survey Question 20

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



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- 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

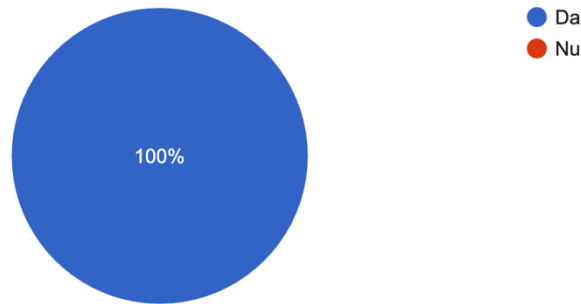


Fig. 25: Deaf Young Code Survey Question 20a

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)

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

28 responses

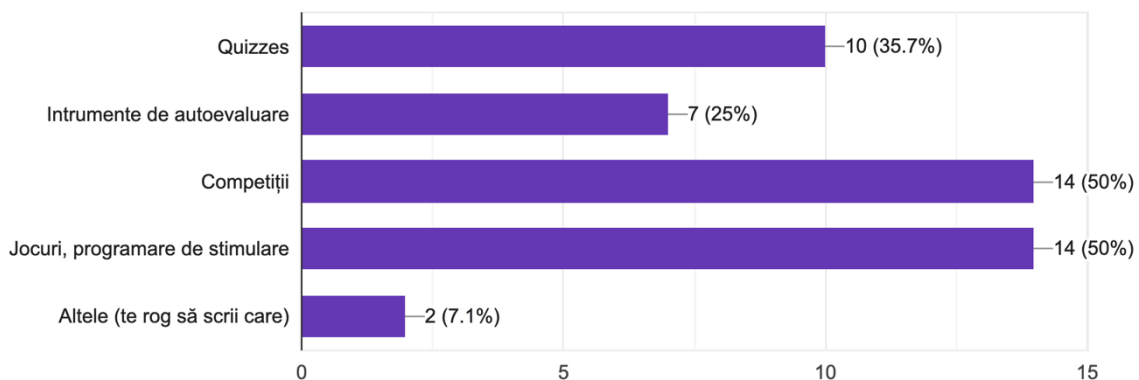


Fig. 26: Deaf Young Code Survey Question 22

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

- a. Learning with a mentor



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

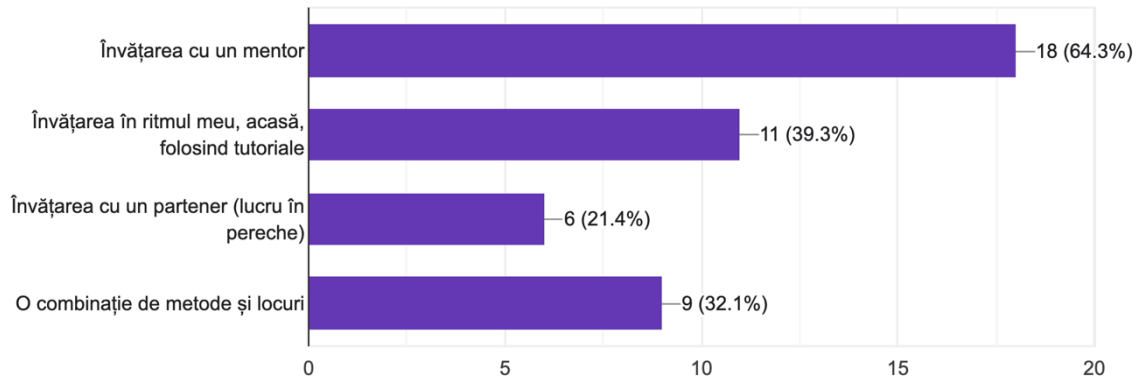


Fig. 27: Deaf Young Code Survey Question 23

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

- a. Yes
- b. No

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

28 responses

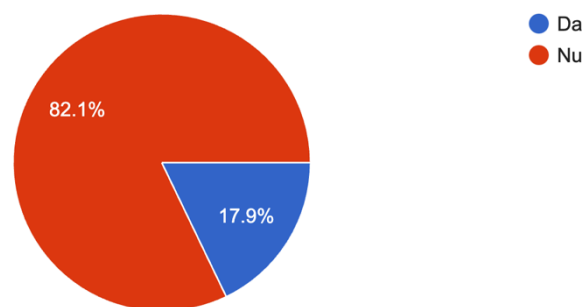


Fig. 28: Deaf Young Code Survey Question 24

25. What is your objective by learning coding?

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



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#### d. School

##### 25. Ce scop urmărești învățând să programezi?

28 responses

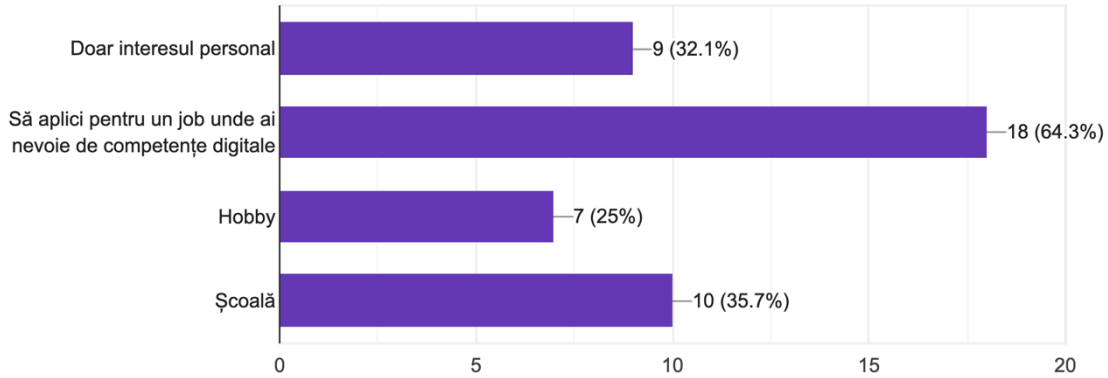


Fig. 29: Deaf Young Code Survey Question 25

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

- a. Yes
- b. No

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

28 responses

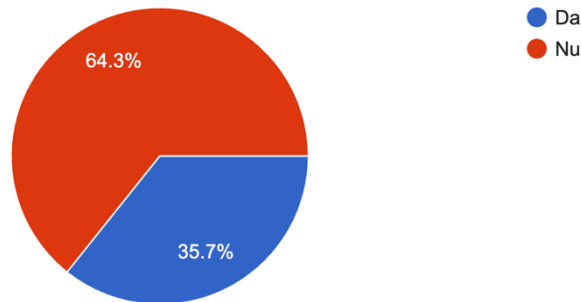


Fig. 30: Deaf Young Code Survey Question 26



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## 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



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